



Australian Government  
Department of Education,  
Science and Training

# AEF News

Volume 13 / Number 1 / July 2004



Asia Education Foundation

## **THIS ISSUE**

**LINKING LATITUDES HANOI CONFERENCE**

**NATIONAL STUDIES OF ASIA SUMMIT**

**ACCESS ASIA SCHOOLS IN FOCUS: STUDENT VIEWS**

**NEW ACCESS ASIA RESOURCES**

*Image: Les Stott, Wesley College at Angkor Wat  
as part of Linking Latitudes Hanoi conference field  
trip to Cambodia*

# Linking Latitudes Hanoi 2004:

Linking past and present

*Ross Kimber, Regional Director of Eastern Metropolitan Region of the Victorian Department of Education and Training and Chair of the Linking Latitudes Hanoi Steering Committee, reflects on the conference and the historical links between Australia and Vietnam.*



My forty-one years in the Victorian education system almost coincide with my deep interest in Vietnam's history and culture. The mid-sixties were exciting, formative and sometimes angry years for me. As an Arts undergraduate at Monash university I selected subjects to increase my understanding of the war in Vietnam. By the early 70's, I had participated in the Vietnam war protest movement, marched down Bourke Street, attended 24 hour Vietnam 'teach-ins', missed out (thankfully) on being conscripted and became a strong believer in the need for our education system

to engage our students in open-ended inquiry about social and cultural issues.

By the end of the 70's my wife and I had developed a strong relationship with a Vietnamese family who fled South Vietnam as 'boat people'. This relationship significantly increased our understanding of the Vietnamese nation and its people. So in light of all this, *Linking Latitudes Hanoi* was a particularly special experience, a linking of the past with the present.

Hanoi was the perfect conference location. The city provided a lively backdrop for the broad-ranging and carefully prepared expert views and observations of conference presenters and workshop leaders.

The exploration of Vietnam's cultural, commercial, historical heritage through the conference site visits effectively brought together mind, heart and senses. An early morning visit to the Ho Chi Minh mausoleum with hundreds of 'locals' was particularly moving.

*Linking Latitudes Hanoi was a particularly special experience, a linking of the past with the present.*

A visit to a mid-city temple with an honour board to Vietnamese soldiers killed in the war was poignant. A visit to the heritage listed My Son site of the Champa Kingdom was a further lesson in the factors that have shaped Vietnamese cultural identity.

*Linking Latitudes Hanoi* was a reminder of the impact that first-hand in-country professional learning experiences have in developing deep knowledge, challenging stereotypes and making links with fellow educators.



- ▶ **300 delegates from Australia and New Zealand**
- ▶ **80 Vietnamese delegates**
- ▶ **40 conference site visits**
- ▶ **13 fieldtrips in Vietnam, Cambodia and Laos**
- ▶ **47 expert presentations**
- ▶ **8 school visits**



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Since 1992 the Asia Education Foundation has worked with schools, government and non-government education agencies, universities, philanthropic foundations and the corporate sector to: • Promote and support the study of Asia across all curriculum areas in Australian schools • Develop Asia related print and electronic materials for Australian school children • Promote the study of Asia within teacher education • Educate the broader community about the importance of school students undertaking studies of Asia.

The AEF has three major national strategies: • Curriculum Development produces national guidelines for the study of Asia and the Access Asia series of print and electronic publications • Schools Development initiates and resources a national network of Access Asia schools to introduce and develop studies of Asia in all curriculum areas • Partnerships and Professional Development forges strategic alliances with Asian and Australian education, philanthropic, corporate, government and university bodies to support the studies of Asia in schools through teacher education.

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Maureen Welch  
Manager, AEF

# National News

**What are the strategic directions for studies of Asia? What are 'essential learnings' for young Australians? The national report provides insights into these issues and Linking Latitudes Hanoi conference.**

## **Studies of Asia in Australian schools at a crossroad: strategic directions 2004-6**

*'language skills and cultural sensitivity will be the new currency of this (future) world order...Japan has long been our major trading partner. Our nearest neighbour is Indonesia...and China has emerged as the next area of economic focus for the West. Our future prosperity and security will depend on our ability to understand these cultures and to build bridges to the citizens of these nations and all our immediate neighbours.'*

It was with these words that General Cosgrove, AC, MC began the National Summit, Studies of Asia in Australian schools at a crossroad, in Canberra on November 27, 2003. The Summit was attended by 70 senior representatives of education sectors across Australia, teacher education, parent, principal and subject associations plus peak business, government and community groups. All agreed that there is now a strengthened rationale for studies of Asia in Australian schools (not a diminishing rationale) and that the current context for reaffirming this rationale is particularly conducive because of discussions across the nation about what it is young people need to know and be able to do, and hence should learn. Kathe Kirby, Director of the Asia Education Foundation, outlines some of the key challenges for the studies of Asia in this edition of AEF News (see page 18).

### **A strengthened rationale: What is essential for Australian students?**

*'It is my hope that by 2020, we will live in a radically different Australia; an Australia in which our children can speak with respect and knowledge about Islam; an Australia that can communicate with its largest and nearest neighbour — Indonesia; an Australia that can take up the opportunities offered by the intellectual and economic powerhouses of China and India. An Australia in which all teachers have the knowledge and resources to provide their students with Asia-related learning experiences. An Australia in which a unique, vibrant, creative culture has blossomed, a culture that understands its Indigenous connectedness to land and is fed as much by the influences of the great civilisations of Asia as by those of Europe.'*

Carrillo Gantner

Opening Address, National Summit, Studies of Asia in Australian schools at a crossroad: strategic directions 2004-6.

Education systems across Australia are currently grappling with the issue of identifying 'core' or 'essential' learnings for Australian students in the 21st century. Since the 1999 Adelaide Declaration of National Goals for Schooling in the Twenty-first Century there is agreement that 'schooling should assist young people to contribute to Australia's social, cultural and economic development in local and global context.' New global realities call for a major reconsideration by educators of how young people are being prepared to participate in local and global contexts in the 21st century. Australia, like many countries, requires citizens who are globally engaged, comfortable with diversity (both within and outside Australia) and with the skills to operate effectively and effortlessly across cultures with different worldviews and belief systems.

Knowledge, skills and understandings of the countries and cultures of the Asian region are a key element of 'essential learning'. This cannot be an 'option'. It is a reality if we are to succeed in preparing our youth for their role as participants in a prosperous, safe and vibrant Australian nation situated in the Asia region, vitally linked to its economies, dependent on its cooperation for environmental and military security and integrated with its peoples in our population.

Professor Stephen FitzGerald, Australia's first Ambassador to China, put it like this, *'Studies of Asia (are) about the proper study of humankind: about what is valued, what is excellent, what is beautiful, what is moving, what is lasting and what are matters of belief. To insist that the above can be addressed solely through European or Western knowledge, which is still the assumption on which our education is based...is not only a disfigurement and deformity but is ignorant.'*

Studies of Asia must be part of the curriculum discourse about preparing our students for a world which is, in the words of the Victorian Curriculum Reform 2004 Consultation Paper, *A Framework for Essential Learning*, 'global in its outlook and influences, consistently and rapidly changing and complex in its political and economic structures.'

Carrillo Gantner, Chairman of The Asialink Centre, summed this up in his opening address at the National Summit, Studies of Asia in Australian schools at a crossroad in November 2003, *'...the challenge for schools is to ensure that the next generation has the knowledge and understanding to get on with their neighbours, to solve global problems, and to build a shared and prosperous future. It must start in our own front yard — Asia. We don't need to 'Asianise' our curriculum. We need to 'Australianise' it.'*

## 300 teachers travel to Vietnam

*'Excellent, informative...this conference provided something for everyone!'* Participant, Linking Latitudes Hanoi

Spending an afternoon with a leading practitioner of traditional Vietnamese medicine, visiting the 1000 year old pottery village of Bat Trang, meeting Ho Chi Minh's official biographer and observing the traditional art of silk weaving – 'from worm to elegant evening gown' were just a few of the highlights Australian teachers at the four day conference in Hanoi were able to enjoy.

Three hundred school educators from around Australia and New Zealand travelled to Hanoi over the Easter break to explore the richness of Vietnam's culture, history and society through the AEF's Linking Latitudes Hanoi – Vietnam, Cambodia & Laos Conference.

A feature of this conference was the invaluable support received from our local partner, Hanoi University of Education, Ministry of Education and Training Vietnam. Hanoi University of Education and the AEF have worked closely together for the past 10 years particularly in relation to the Access Asia Study Tours to Vietnam.

The conference began on Easter Sunday with an official opening and keynote address from Australia's Ambassador to Vietnam, HE Joe Thwaites who outlined Australia's changing relationship with Vietnam. The conference was the largest of its kind ever held in Vietnam. Following the conference, 200 delegates had the opportunity to participate in one of 13 fieldtrips around Vietnam, Cambodia and Laos to deepen their knowledge and understanding of the region.

Participants have now returned to Australia and are using the knowledge gained to develop new curriculum on Vietnam, Cambodia & Laos for Australian school students. Information about the 2006 Linking Latitudes Conference will be available in the next AEF News.

This edition of the AEF News features some snapshots of the conference programme and reflections from delegates and presenters. For a copy of the Conference programme, go to [www.asialink.unimelb.edu.au/aef/conference/](http://www.asialink.unimelb.edu.au/aef/conference/)



*Right: Australia's Ambassador to Vietnam, H.E. Joe Thwaites, opens Linking Latitudes Hanoi, April 2004.*

*Left: A performance from Vietnamese students at the conference gala dinner.*

Our thanks to the following organisations for their support:

- Australian Geography Teachers Association Inc
- Asia 2000 Foundation of New Zealand
- Australian Secondary Principals' Association
- Australian Primary Principals Association
- Australian Association for the Teaching of English
- Australian Association of Environmental Education Inc
- Australian Literacy Educators' Association
- Australian Principals Associations Professional Development Council
- History Teachers' Association of Australia Inc
- IEARN-AUS
- Australian College of Educators
- Asian Studies Association of Australia Inc
- Australian Volunteers International
- Social Educators Association of Australia Inc

## 'Learning to live with difference is crucial, because today, difference is normal.'

The following is drawn from an article by Rowan Callick in the Australian Financial Review, 12 June 2004, following a roundtable discussion at The Asialink Centre of The University of Melbourne focused on *Asia Engagement: the challenge for schools*. The discussion was led by Professor Joe Lo Bianco from Melbourne University.

*'...Lo Bianco sees us going through an unstoppable historical phase that will produce multilingual, multicultural societies everywhere'*.

And even if the principal global language of pragmatic communication is English, this does not mean that everyone will

understand everyone else. Issues of failed communication and cultural difference will persist, but they might become harder to pick up...Many people are growing up in Singapore, Hong Kong and elsewhere in Asia speaking English as the first language within the home. But this does not guarantee harmonious communication.

Lo Bianco says the prime benefit of studying another language and culture is that it enables us to see the world through another's eyes, and ultimately thus to define more clearly our own identity. *'Learning to live with difference is crucial, because today, difference is normal.'*

That imaginative leap is vital for becoming a global citizen, for leadership in today's business or security worlds. It can also deliver a very healthy side benefit in enabling us to negotiate a better price for selling coal or buying shoes.

Without such an understanding, we are doomed to pass on the genetic deafness of former generations, who believed not only that talking louder and slower would enable everyone to understand them, but also that Australian English was universally understood by other English speakers. In fact, of course, unless English-speaking Asians have been educated in Australia, they are most unlikely to have a clue as to the meaning of battlers, bludgers, crook, fossick, furphy, larrikin, wowser, etc. And the use of irony and metaphor, let alone of regulation Aussie obscenities, acts as a further obstacle to communication.

For the record, my own skills are limited to a couple of dead languages, quite fluent Melanesian Pidgin, adequate French, and crumbs of Mandarin - but I've learned that the use of even a few words pays off immensely in human and business terms, as a clear gesture towards the other person, even if the conversation resumes in English.'



*AEF Board (L-R)  
Front: Noel Simpson, Ted Brierley, Prof Mary Kalantzis, Ross Kimber  
Back: Maureen Welch, Prof Robin Jeffrey, Jenny McGregor, Pamela Macklin,  
Chair: Prof Brian Caldwell, Kathe Kirby  
Not shown in picture: Dr Michelle Bruniges, Tom Croker, Norma Jeffery, Dr Trish Mercer, Dr Jane Orton and Terry Woolley*



*Dr Phillip Taylor was a keynote speaker at Linking Latitudes Hanoi and led a post conference field trip to Ho Chi Minh City and the Mekong Delta. A fluent speaker of Vietnamese, he has spent three years living in Vietnam and written three books and many research articles on Vietnamese history, religion and society. In this article, Phillip draws on his experiences in Vietnam to examine a country in transition.*

## Transitions: Vietnam, a personal perspective

Arriving in Vietnam in the early 1990s, the country occupied a somewhat forbidding and mysterious place in my imagination. It was a country with which Australia had had a violent, conflictual relationship. Though too young to follow the 'television war', I knew Australians who'd fought in Vietnam and had Vietnamese-Australian friends who fled their homeland after the war.

*...what makes Vietnam a unique and engaging place are the diverse and distinct ways Vietnamese people make sense of their world. Learning about Vietnamese culture has taught me to understand, through a different set of eyes, the circumstances and challenges that people in Australia and Vietnam share.*

I was also aware that many Vietnamese, led by the country's Communist Party, had resisted the United States led coalition, just as many had resisted French colonialism. In both cases emerging victorious. I found these victories, against all odds, fascinating. What empowered such a small nation to defeat such powerful enemies?

During three years of conducting research in Vietnam I've had the chance to venture some generalisations about Vietnam's culture. The Vietnamese people I know are dedicated to their families and will sacrifice individual advantage for values such as honour and duty. They are future-oriented, committed to educational self-cultivation, have a strong sense of cultural pride and a distinctive outlook shaped by their geography and history.

I have also learnt that Vietnam is a place of great internal complexity. Vietnam's wars of decolonisation were also divisive internal conflicts, civil wars reflecting Vietnam's geographical, cultural and historical complexity. The area I know best, the Mekong delta, in southern Vietnam, is strikingly different from Hanoi in the North. Yet today this diversity – ethnic, religious and regional – looks less like a threat than a tremendous resource that can benefit the whole country.

Vietnam is clearly a place resolutely living in the present and most Vietnamese are busy getting an education, making a living and getting ahead. The country is experiencing profound transformations; transition from an agricultural to industrial economy, from rural to urban-based lifestyles, from a planned to decentralized and commercialised society. Other transformations are cultural. Ambitious

young Vietnamese people today study English, Japanese or Mandarin as their second language rather than Russian. They seek jobs in foreign companies and aspire to study and travel overseas. Vietnamese pop bands emulate MTV music styles. Television commercials promote values such as youthfulness and cosmetic beauty, challenging traditional conventions of respect for the aged

and for traditional spiritual and moral values. The country is also experiencing problems familiar to other capitalist

and consumerist countries. Vietnam in the 1980s was a relatively equal society, however since free market reforms a range of social disparities have emerged in Vietnam: gaps between rich and poor and between urban and rural regions, as well as a growing gender divide and differences in standards of living between ethnic groups. As health and education services become increasingly privatised, people's access to them has become a function of their ability to pay.

So, will these rapid and multi-faceted changes cause Vietnam to lose touch with its past? Several indicators suggest not. For example, despite the emphasis placed on youth, materialism and skin-deep beauty, traditional values such as ancestral veneration, family identity and gender roles, the priority of education and a deep pride in cultural achievements of the past remain strong.

The Vietnamese state maintains a tight grip on what can be expressed in the public domain. During the 1990s - the formative decade for the new encounter between Vietnam and the capitalist world - the government demonstrated its discomfort with aspects of capitalist culture such as foreign brand names on billboards and perceived challenges to the status quo through human rights dialogues and transnational religious associations. The 'American War' remains an important tool for shaping the cultural landscape. The war-dead are venerated in prominently located cemeteries and important battles are commemorated in the official media.

Recent years have brought a growing appreciation among Vietnam's elites and urban dwellers for the country's ethnic diversity and a powerful resurgence of religious and ritual practices among people from all walks of life. These processes of rediscovery and revitalisation, which oddly enough seem to have been stimulated by policies of economic liberalisation and decentralisation, are among the most unexpected dimensions of Vietnam's global re-engagements. The recent rise of fortune telling, spirit worship and pilgrimages in Vietnam tells us plenty about different ways to be 'modern'. Another lesson is that cultural differences between countries may flourish even as they are drawn into closer economic alignments. In addition, the proliferation of religious and ethnic identifications is not inevitably associated with conflict and despair but as Vietnam's recent history makes clear, these developments may also occur in an era of peace and optimism.

For me, what makes Vietnam a unique and engaging place are the diverse and distinct ways Vietnamese make sense of their world. Learning about Vietnamese culture has taught me to understand, through a different set of eyes, the circumstances and challenges that people in Australia and Vietnam share.

*Phillip Taylor is a Fellow in Anthropology at the Research School of Pacific and Asian Studies, Australian National University and teaches postgraduate studies in anthropology and Southeast Asian studies.*



*Dr Phillip Taylor's keynote speech 'Framing Culture as Local and Global' was delivered at Hanoi's Museum of Ethnology where Linking Latitudes participants spent a morning.*



## Australian Capital Territory

Compiled by Kratai Visityuthasart

### Students join cycling journey across Asia - online

*More than 2,800 schools have chosen to become Access Asia schools in Australia. This section of AEF News provides insights into the activities undertaken in states and territories to support studies of Asia. Special initiatives, projects and connections with system-wide and school priorities are a feature of their work.*



Top: Chris on his recumbent bicycle.  
Above: Chris and Natalie Hatherly presenting to students during school visit in ACT.

ACT students have hopped on board with Chris and Natalie Hatherly to cycle 12,000 km through Central Asia (Turkey to Hong Kong) on recumbent bicycles. Prior to departing, Chris and Natalie visited ten schools across the ACT and spoke to around 700 students about their pending journey.

Thanks to a website launched by the Department of Education, Youth and Family Services on 17 March at Red Hill Primary School, students are following Chris and Natalie on their fascinating journey. The website features live links thanks to a solar power satellite phone. As their journey progresses the website is updated with diary entries and a photo gallery. Students are using interactive maps to track the journey. Experiences of culture and place, as well as their

accounts of the physical and technical challenges of the journey allow teachers to use the website across learning areas such as English, Health and Physical Education, Mathematics, Science, Society and Environment and Technology. In addition the website allows students to:

- browse regular diary entries and media files
- ask questions or book an interview time with the travellers through an online forum
- receive the Cycle Asia electronic newsletter.

The Central Asia Cycling Journey website can be accessed through ACTivatED at: <http://activated.decs.act.gov.au/cycleasia/index.htm>



### Making History - a K-10 Guide for the nation's capital

*Making History - a K-10 Guide* is a new resource for SOSE teachers. It focuses on connections between history and civics and citizenship education, augmenting and supporting Discovering Democracy, Values Education, studies of Australia and Asia school programmes. The guide has been written by a cross-sectoral group of ACT teachers to renew understandings of effective history pedagogies within the

SOSE Curriculum. The Guide uses Commonwealth History Project resource materials and incorporates a focus on ICT in the teaching of history with special emphasis on student acquisition of source evaluation skills.

Shane Hart from Canberra High School was the studies of Asia representative on the working party which produced the guide. Other working party

members include government and non government teachers and representatives from the History Teachers Association, University of Canberra, Teacher Education Department, Old Parliament House Education Section, ACT SOSE Association and the ANU History Department. A conference focussing on *Making History* was held on the 28th of May at Old Parliament House.



## New South Wales

Compiled by Jennifer Curtis and Hala Hazel

### Discovering Democracy in Years 7 –10 geography courses

The NSW *Discovering Democracy* and Access Asia Programmes delivered a course for teachers of Stage 4 Geography in 25 venues throughout the state from mid March until the end of June 2004. The course had 3 main foci:

- the new Stage 4 Geography syllabus and Civics and Citizenship Education
- strategies for using *Discovering Democracy* to teach geography
- links between studies of Asia and Civics and Citizenship Education.

Participating teachers commented that the programme had successfully demonstrated links between Geography, Civics and Citizenship and studies of Asia

*'I now have a greater awareness of the necessity to include an Asian perspective in the 7-10 Geography course.'*

*'Excellent resources and programming ideas that demonstrate the effectiveness of finding links between these curriculum foci.'*



Sue Medway, Narraweena Public School visits a school as part of the Linking Latitudes Hanoi programme.

### School leadership in HSIE

A one-day course for school executives and HSIE coordinators is being held in various locations around NSW in terms 2 & 3 to help school leaders embed studies of Asia into the K-6 HSIE syllabus. Julie O'Keeffe, relieving Access Asia State Coordinator, will present the course entitled *Time for another look at HSIE*.

### Project Vivek

In Term 3 the NSW Access Asia Programme will host the visit of Mr Vivek Sharma from Bandhavgarh National Park, Madhya Pradesh, India. Vivek is a conservationist involved in the World Wildlife Fund's *Project Tiger*. NSW teachers involved in the Teacher Educational Visit to India in January 2003 worked with Vivek during their 3 day stay at Bandhavgarh National Park. Vivek will speak to almost 40 teachers and students across the state about a variety of topics including conservation, information about tigers in India and his role in the Bandhavgarh National Park.

### Network Meetings

In Term 4 Access Asia meetings will be held in every network around the state. The focus of these meetings will be professional development for teachers and an opportunity to plan for the future.

The Coffs Harbour Network has held many successful network days. The last gathering enabled teachers who had been

on in-country study tours to Vietnam, India, China and Bali to share experiences. A workshop using the Access Asia text *The River*, was presented by network leader Wendy Doust and innovative arts ideas incorporating the Year of the Monkey were workshopped by former network coordinator Kerrie Stewart.

Below: Teachers from the Coffs Harbour Network explore strategies for including studies of Asia in the curriculum.



# Northern Territory



Compiled by Jennifer Ure



Jeannie Bennett and Year 7 students from Manunda Terrace Primary School.

## Studies of Asia embedded at Manunda Terrace Primary School

*'We want students and their parents to develop a sense of belonging so that having origins in another country is not an isolating experience.'*

Manunda Terrace was one of the original Access Asia Magnet schools in 1994-5 with Indonesian studies being a very strong part of the programme developed in the last decade. Jeannie Bennett, a senior curriculum leader at the school, has played a major role in the integration of studies of Asia into the curriculum at Manunda Terrace. Given that students in the school come from twenty-seven ethnic nationalities, she has organised an annual International Day for the school community whereby the whole school participates in a concert followed by a series of rotational cultural based activities for students and parents.

About four years ago, the numbers of students from non-English speaking countries were increasing and many parents were nervous about participating in school activities. 'Hub Groups' of parents and teachers based on cultural groupings were established. These groups became involved in fund-raising activities to build a multicultural room where displays of artefacts and resources donated by the community are available to support the curriculum.

## Collaborations

### Discovering Democracy / Commonwealth History Project

The linking of Discovering Democracy and studies of Asia is strategic in strengthening the focus on values education within the Northern Territory Curriculum Framework. Recently schools were supported in providing studies of Asia connections to the Commonwealth History Project.

### School Leaders

Asia in Schools NT collaborated with the Association of NT School Educational Leaders (ANTSEL) to organise an art competition for students to design a panel with an Asian theme for the conference bag being used at the National Secondary Principal's Conference in Darwin in September.

### Chinese community

Asia In Schools NT collaborated with the Chung Wah Society in Darwin to support schools' participation in Chinese New Year celebrations. The winners of the Dragon-Making Competition were students from Larrakeyah Primary School. Their wonderful dragon had a tail made from hundreds of pieces of colourful material representing dragon scales.



Students and teacher from Larrakeyah Primary School.

## Dance and drama in remote schools

Two days of wonderful professional learning activities took place in May for three schools in a remote Indigenous community: Urapunga, Ngukurr and Minyerri. The main purpose was for teachers, students and the community to experience aspects of cultures from Asia and indigenous cultures by participating in mask making, Indonesian dance and drama and singing dreamtime stories. Activities were facilitated by Putu Stretton, a Balinese dancer and teacher and Annie Macdonald, a music therapist.

## Studies of Asia provides good transition links

A unique transition programme is being piloted for Darwin High School and the primary schools of Larrakeyah, Parap and Stuart Park. Using studies of Asia as a vehicle, primary teachers from years 6/7 combined with secondary year 8 teachers to share their curricula in order to design a programme of cross-age mentoring to assist a smoother transition for primary students into secondary school.

## Pre-service teachers experience studies of Asia

A series of workshops were conducted for 60 pre-service secondary teachers at the Education Faculty of Charles Darwin University. In addition, a professional learning programme at Batchelor Institute was conducted by Asia In Schools for twelve Indigenous pre-service primary teachers linking civics and citizenship with Asia related curriculum.

## Queensland

Compiled by Marcia Rouen

### Professional development for teachers and pre-service educators

The 2004 year began successfully with workshops focusing on the Voices & Visions Texts for the Senior English Classroom CD ROMS occurring in Cairns, Townsville and Rockhampton.

In February, Dr Deborah Henderson presented workshops to teacher educators at Queensland's seven universities. Participants were enthusiastic about the opportunity to interact with colleagues eager to promote the studies of Asia in tertiary courses and to view new Access Asia resources.

Over 30 Queensland teachers participated in Linking Latitudes Hanoi with support from the Access Asia Schools Programme, the Geography Teachers Association of Queensland, Queensland Art Teachers Association and the Queensland History Teachers Association.

### Discover Democracy through the Accessing Asia Day

During Discovering Democracy Week 2003, 370 Year 9 and 10 students participated in a student day at Queensland University of Technology focused on connections between Civics and Citizenship Education and studies of Asia.

The Dean of Education, Professor Vi McLean, welcomed the students and referred to her recent experiences in Vietnam and the importance of cross cultural understanding. Dr Jillian Brannock emphasised the importance of including Asia in the curriculum. She challenged students to consider the ways in which they could be active citizens in their community and made links to the origins of democracy in Ancient Greece.

Dr Peter Bond gave an informative lecture on the images and symbols of Australia with contrasts to selected images of Asia. He addressed the changing nature

of these symbols and their significance today. Dr Deborah Henderson explored the issue of human rights by examining some of the challenges citizens currently face in Bangladesh, the United Arab Emirates, China and South Korea. She challenged students to reflect on the different issues young people experience when their civil and political rights are under threat. Marcia Rouen presented an overview of 'Citizens and Public Life' by contrasting how people in China and India expressed their citizenship during the construction of the Three Gorges Dam in China and the Narmada Dam in India. The final session explored the dilemmas young people face as citizens through the medium of Asian cinema. Students left with an array of images in their minds and much to reflect upon regarding Australia and its place in the Asian region.

*Below: Participants from Queensland grouped together at the Hanoi Opera House, Linking Latitudes Hanoi.*



### Studies of Asia - across the curriculum and across the state

The following examples show how schools have incorporated studies of Asia into their programmes.

#### SOSE at Pimlico State High School, Townsville

Pimlico State High School's new SOSE programme for Year 9 students includes a focus on History, Cultures, Challenges and Resources and Environment within selected countries of the Asia Pacific region. Students are involved in making decisions about what aspects and countries to study in depth and are encouraged to voice their opinions about what is learnt.

#### SOSE and Maths at St Thomas More College, Brisbane

A modified curriculum unit was developed for Year 10 Maths to complement a semester long investigation of the Asia-Pacific region in Year 10 SOSE. Students demonstrated mathematical skills like calculating area (visualized, estimated and actual calculations), calculating population density and growth rates, and constructing and interpreting a range of graphs and statistics (demographics and trade data) using SOSE resources and focus topics as a context.

#### Multiple approaches at Caboolture State High School

From Year 8 at Caboolture, every student has the opportunity to study Chinese language and culture in LOTE. In Year 10 the History themes of time, continuity and change are explored through the study of China, Japan, Vietnam and Indonesia. Study of the societies of Ancient China and India is a major focus in Year 12 Ancient History. Within Geography several topics focus on Asia including tourism, sustainable development and sustaining urban and rural communities. An Agricultural Science subject examines Asian agricultural systems. Year 11 English students study an Asian Film unit while Year 9 English students study Asian Literature. In Performing Arts, Year 9 students examine Asian Music while the Year 10 Dance teacher is incorporating dances from the Asian region into the classroom.



Compiled by Lee Grafton

# South Australia



Sixteen South Australian teachers were invited by the Korean National Commission for UNESCO to work with 100 Korean teachers of English to share methodologies, improve linguistic ability and cross cultural understandings. Part of the programme included a tour of key UNESCO World Heritage sites, such as Haensa Temple where the participants spent the night in the monastery. The UNESCO Culture Centre, who hosted the event, evaluated the programme to be one of their most successful. A third group of teachers will depart for another 'Winter School' at the end of 2004.

## Professional development pathways

The highlight of semester 1 is the *Including Studies of Asia in Curriculum* programme, a forty-hour introductory programme designed to extend teachers' knowledge of Asian societies and cultures and to assist them to incorporate a balance of studies of Asia across the curriculum. Two courses are run at Flinders University, one for primary teachers only and one for primary and secondary teachers. The programme is now in its tenth year, an achievement not dreamed of when the first course was offered in 1995. There has also been a pleasing response by teachers to opportunities to gain a Graduate Certificate of Education (Studies of Asia) or a Master of Education (Studies of Asia) through completing Studies of Asia Professional Development Modules by distance mode. This programme has taken on a national and an international dimension, involving not only South Australian teachers, but also teachers from Western Australia, New South Wales, Victoria, the Northern Territory, Vietnam and Japan.

## Reaching out: new directions for the studies of Asia in South Australia

The feature article in the last issue of AEF News, *Literacy Education for a New Ethics of Global Community after 9/11* was a portent for new directions in our Access Asia programme for 2004. The velocity, intensity and impact of globalising forces have made a significant impact on the directions for the studies of Asia this year. Whilst not a new phenomenon, the world has never been subject to such an explosion of technology and rapid communication, compressing time and reducing the world to a smaller place. In response, schools are reaching out to broaden the concepts and understandings of how studies of Asia can enrich their equity and cross-curriculum perspectives. With the studies of Asia 'at the crossroads', links are developing to address the new context.

### Internationalising the curriculum

*'The times we are in raise both new challenges and new opportunities for countries seeking to nourish and preserve democratic values and institutions. New global realities call for a major reconsideration by educators and policy makers of how young people are being prepared to participate in democratic societies in the early 21st century.'*<sup>1</sup>

Studies of Asia is responding to the call to 'internationalise education' by developing a new dynamic relationship with DECS International Education Services following the appointment of their new Director, Marilyn Sleath. Marilyn recognises the need for schools to develop values encompassing social awareness and a commitment to universal humanity, not just within their local setting, but in the wider world, particularly the Asian region from which so many schools are drawing fee-paying students. Studies of Asia programmes will complement this process.

<sup>1</sup> Torney-Purta, J, Lehmann, R, Oswald, H. and Schulz, W, in *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, IEA, Amsterdam

### Harmony Day

Many of our Access Asia schools are creatively celebrating Harmony Day as part of their dedication and commitment to nurturing and preserving the values which challenge racism and support intercultural literacy. A vibrant banner, embracing the story of the Patriarch Abraham and his sons Isaac and Ishmael, was the highlight at the Harmony Day celebrations at the Adelaide Secondary School of English in March. Students from the Islamic College of South Australia, Massada College, and the Adelaide Secondary School of English created the banner under the guidance of Adelaide Jewish artist Melinda Magdalena. The banner celebrated both Harmony Day and Project Abraham, a joint venture of the Muslim and Jewish communities in South Australia to promote peace and reconciliation.

South Australian teachers visited Pyin Nya Lwin Boarding School, 70 km from the ancient capital of Bagan as part of the AEF's Study tour to Myanmar in January 2004.





Compiled by Jan Kiernan

## Tasmania

### Tasmanian Essential Learnings: the glue in strengthening connections

The implementation of the Essential Learnings Framework has strengthened the commitment of educators to defining what is *essential* in the curriculum. It has reinforced the impetus for stakeholders to work even more closely together to forge meaningful connections.

Recent instances of this in Tasmania have been the regional meetings of teachers from primary and secondary schools who have a particular interest in the social sciences, the closer relationship between the University of Tasmania and the Access Asia Programme and the transdisciplinary approach to the train-the-trainer opportunity afforded through the *Voices & Visions* Workshop.

#### The touring 'SOSE Show'

The touring 'SOSE Show' involved input from officers involved in SOSE as a learning area and representatives from Discovering Democracy, the National History Project, Access Asia and Austrade. It was enhanced by resource support from AusAID in the form of free Global Education texts. The meetings allowed for the sharing of information, defining of future needs and support and consideration of options for continued dialogue. These successful meetings were followed up by a writing workshop where teachers wrote units of work for their classrooms, colleagues and potentially for publication on the Department's online support resource.

#### Developing links with the University of Tasmania

Asia-focussed workshops for pre-service educators at the University of Tasmania have already had fruitful outcomes with a supplementary workshop held for SOSE teachers at the Hobart Campus and an Access Asia — *Thinking Globally Prize* being offered to celebrate Asia-focussed student work in the *Thinking Globally Module Year 4* unit of study.

#### Voices & Visions CD ROMs

Three Tasmanian teachers from different disciplines attended the national *Voices & Visions* Professional Development Programme in May.

Gill Phair, Anne Dunham and Vicki Fischmann plan to use the CDs to work with other staff to enhance curriculum outcomes in more than one learning area. They see numerous possibilities for the use of the CD ROMs in each of their learning areas but the challenge was to create a cross-curricular unit. The 'Search' facility on the CD ROMs provides choice of either a learning area as a focus or a concept/topic as a focus. Now that there are four *Voices & Visions* CDs, a comparative study across Indonesia, Japan, China and India, using any of the learning areas or concepts/topics, is a rewarding and engaging learning experience.

They chose to examine 'Identity' as a cross-curricular study. Linking the information and activities presented on the CD to the new curriculum in Tasmania was an easy task; refining the areas for students to explore presented more difficulty because the areas for exploration were so numerous. Gill, Anne and Vicki will provide more information about their unit at workshops to be held later in Tasmania.



Libby Robinson, now teaching at Ogilvie High School, participated in a Japan Foundation study tour in 2003. As well as a programme of lectures and visits to significant sites, Libby made connections with many people.

*'At our final formal reception in Tokyo I was asked by the participants on the study tour to represent them. During the speech I shared a story about a fan which was given to my father by a Japanese prisoner of war at the end of World War 2 as they were being sent home or repatriated. During the study tour I learnt, above all else, that individuals are not nations and vice versa. I hope the benefit of being a better informed person demonstrates itself through my role as a teacher.'*

# Victoria



Compiled by Jill Wilson



The cover of the 2004 Professional Development Programme booklet was derived from 'Singhs and Ladders'. This game was developed by Victorian teachers Lucy Carroll and Adriana Tarascio-Agosta as part of their Graduate Certificate in Studies of Asia programme. Exploring factors contributing to the success or demise of studies of Asia in schools, the game draws on the work of academic Michael Garbutcheon Singh.

## Professional Development

Professional development in Victoria in 2004 emphasises connections with key priorities in each education sector. An important focus in Victoria is valuing and developing students' meta-cognitive skills with significant changes in teaching pedagogies as a result. The annual Victorian conference and the two regional conferences planned for 2004 will emphasise the connection between studies of Asia and pedagogies which enrich and stimulate student learning. The Professional Development Programme can be downloaded at [www.asialink.unimelb.edu.au/vicaccessasia/pd/pd.html](http://www.asialink.unimelb.edu.au/vicaccessasia/pd/pd.html)

## Understanding cultures to the north of Oz: Teacher educator workshops

'A most insightful approach to the study of our immediate neighbours.' This comment is representative of feedback generated from the series of workshops run for pre-service educators in universities in Victoria. Dr Julie Hamston of the University of Melbourne, Dr Keith Simkin of La Trobe University and Julie Dyer of Deakin University presented workshops for colleagues at their respective universities that examined Australia's connections with the region, demonstrated Access Asia resources and explored school-based examples of how studies of Asia is incorporated within existing curriculum frameworks.

The curriculum programmes of those teaching in education faculties are as crowded as those in schools. However, pre-service educators were impressed by the diversity and contemporary nature of the Access Asia resources and identified opportunities for their use within tertiary programmes. Examples of how change occurs in schools were of particular interest to participants who were provided with access to *Change is a Journey, not a blueprint* and *Studies of Asia; A Workbook for the Journey of Change*. Both texts can be downloaded at [www.asialink.unimelb.edu.au/aef/pd/index.html](http://www.asialink.unimelb.edu.au/aef/pd/index.html). Hopefully the next generation of teachers will experience aspects of studies of Asia in their pre-service education courses and enter schools as strong advocates for including studies of Asia in the curriculum. As one participant said in relation to the Access Asia resources, 'This entire collection is a most invaluable asset to the training of future primary and secondary student teachers. These resources give a plethora of insightful aids to understanding cultures to the north of Oz.' Workshops at other Victorian universities will be held in the latter half of 2004.

## Connecting Initiatives

### Multi-literacies and studies of Asia

'So what does the term multi-literacies mean to you?' Anne Cloonan, education consultant and researcher posed the question at a Network meeting of teachers of early years students. A shift in thinking about literacy stems from the growing significance of cultural and linguistic diversity and the influence of new communications technologies. Because studies of Asia focuses on representations of culture, cultural hybridity and on how different cultures make meaning, there is a natural fit with multi-literacies. More workshops are planned in regions and at the Victorian conference in August.



Anne Cloonan made connections between studies of Asia and multiliteracies at the Early Years Network meeting. Her video series 'Multiliteracies in the Early Years' has been nominated for an ATOM award. Examples of her work about multiliteracies can be found on the website [www.multiliteracies.com](http://www.multiliteracies.com).

### Commonwealth History Project

A planning day in March for teachers involved in the Commonwealth History Project included a studies of Asia focus. Participants were invited to make links between the online History units, the Making History print resources and Asia-related material. Several of the Access Asia textbooks provide opportunities to extend the teaching and learning ideas provided in the History Project. One example for primary teachers included comparing conservation and tourism issues related to Uluru and the Taj Mahal. Two units for secondary teachers focus on the changing nature of Australia's post-war immigration and the Vietnam War. These units can be accessed at [www.hyperhistory.org](http://www.hyperhistory.org).



## Western Australia

Compiled by Pamela Stewart

### Versions and Views: Civics, history and the studies of Asia

The Discovering Democracy Programme, Access Asia and the Commonwealth History Project have joined forces this year to run a number of one day workshops for teachers. Teachers in country regions have the opportunity to access these sessions with workshops being run in Geraldton, Karratha, Albany and Kalgoorlie. Remote schools can access the programmes through videotaped sessions with supporting materials. All workshops will provide teachers with opportunities to update their knowledge of the three programmes and access to online materials. Sessions run to date have been fully subscribed.

### People helping people: WA schools connection to the region

One of the WA Access Asia school clusters, the Dragon Cluster, has worked closely with Rotaract Kuta, Bali over the last four years to support humanitarian projects. This has been in the form of sponsorship in kind and cash to assist the club with its many humanitarian programmes such as cash donations for the aged and orphanages, the purchase of dry ice for hospitals and clothing and school books.

During the January holidays Marie Clifton and Amanda Vicary, teachers at Allenswood Primary School, visited Bali to hand over clothing, school books and cash donations to the club president, Bapak Agus Suyatna. They also spent time with officials visiting families in the Karangasem district which was affected by an earthquake on January 2nd. The cluster will continue to support the Rotaract activities and have built a number of activities into their PD programme to boost sponsorship.

### The studies of Asia: forging links

In February 2004 specific programmes and groups were identified as education initiatives that could be linked to the studies of Asia. A number of strategic partnerships have been developed to provide professional learning opportunities for educators and students. These programmes will seek to engage teachers new to the programme as well as provide opportunities for teachers already teaching the studies of Asia to deepen their knowledge and understandings.

### Wild Ways: environmental citizenship through art

In past years, Access Asia has successfully linked with the Perth Zoo through the development and delivery of a two-day course, *Building Bridges*. To support the newly developed Asian rainforest exhibit and a number of successful breeding programmes focused on endangered animals from the Asian region, Kate McMurtrie and DET Studies of Asia Curriculum Officers, Pamela Stewart and Yvonne Arpino have devised a new event for young people. 'Wild Ways' is a two-day workshop geared for students ranging from year 6 to year 9. The sessions focus on developing student outcomes in Visual Art, Society and Environment, Citizenship and Values. Students experience lectures by Zoo staff focusing on critical conservation work as well as strategies exploring active citizenship in the classroom. They then create artworks reflecting current environmental issues impacting on Australia and the region. An exhibition of these works will be hosted by the Perth Zoo.

This process will be duplicated at the Singapore Zoo with a group of students. Art works will be exchanged and there will be an ongoing dialogue about conservation awareness and action, both locally and abroad.

### ArtsEdge: PD partnership

Another important partnership has been forged with WA's ArtsEdge programme. Jointly run through the Department of Culture and the Arts and the Department of Education and Training, this programme focuses on providing arts workshops that have a studies of Asia emphasis for educators. Two sessions are currently planned, one for teachers and one for secondary students. Both will focus on creating sculptural works following responses to inspirational contemporary Japanese art. Sculptor and journalist, Rodney O'Brien, who lived and worked in Japan for 16 years, will introduce the groups to cutting edge works utilising electronic media, textiles, installation, sculpture, environmental displays and art performance.



Top: Wildways students sketched the Sumatran Tiger in the grounds at Perth Zoo.

Right: Kate McMurtrie, Perth Zoo's education coordinator, talks to the students at Wildways about endangered animals.



## New Year, New Board Member

Dr Trish Mercer joins the AEF Advisory Board as the new DEST representative. This follows her appointment as the Branch Manager of the Quality Schooling Branch, replacing Mr Arthur Townsend who has taken up another position in the Department.

The Quality Schooling Branch is responsible for policy development and advice, and management of programmes to implement the Australian Government's commitment to improving the quality of Australian schooling. Apart from managing the programme funding for the AEF and Australia-Asia studies as well as the Languages programme in schools, the Languages and Civics Education Section in the Quality Schooling Branch has carriage of Civics and Citizenship Education, History Education and Values Education.

### Extra funding for Australia-Asia Studies

The Minister, Dr Brendan Nelson, has approved extra funding of \$500,000 for professional learning through the AEF in 2004. The Australian Government Quality Teacher Programme funds will enable the AEF to maintain and extend the delivery of professional learning programmes in all States and Territories. The professional learning programmes respond to research conducted about affecting curriculum change and outcomes arising from the AEF's National Summit on Studies of Asia.

Dr Nelson has also approved \$350,000 of additional funding to develop new curriculum resources. The Resources will be *A Really Big Project on Beliefs and Ways of Life* for middle and upper primary students, and *Regional and Global Issues for Young Australians* for middle years students. The new resources will be supported by a professional learning component.

### Opportunities To Showcase Australia-Asia Studies

Each year, schools, teachers and school leaders are encouraged to share their school improvement projects through the National Awards for Quality Schooling (NAQS).

The Australian Government rewards excellence and innovation in schools and teaching across Australia with prize money totalling up to \$1 million through the annual National Awards.

Open to all pre-primary, primary and secondary Australian schools, principals and teachers, the NAQS provide welcome recognition and support for schools, teachers and school leaders able to demonstrate improved outcomes for students.

This year the awards are not limited to specific categories but have been opened up, and the focus of the project can be on any topic including any area of learning, school management, social outcomes or the curriculum including studies of Asia.

Practitioners of studies of Asia are encouraged to submit their work, initiatives or achievements as individuals or collectively through their schools.

Applications close on 30 July 2004. Application forms, judging criteria and more information about the National Awards is available through the National Quality Schooling Framework (NAQSF) website at: [www.nqsf.edu.au](http://www.nqsf.edu.au) or by phoning 1800 131 323 (free call).

### 2004 Endeavour Language Teacher Fellowships

One hundred and nineteen practising language teachers in Australian schools were awarded the Australian Government 2004 Endeavour Language Teacher Fellowships to participate in the three-week intensive language and cultural in-country study programmes in one of the target language countries, namely China, Japan, Vietnam, France, Germany and Italy.

The study programmes, from 27 December 2003 to 22 January 2004, were completed successfully. Initial reports indicate the majority of participants on all programmes reported their languages skills improved substantially and improved confidence in using the language. Furthermore, the experience of being immersed in the society and culture substantially improved their knowledge of the country and cultural understanding.

***Language teachers play an important part in the success of language programs and to be given an opportunity to experience, first-hand, the language and culture of the target country not only has instant benefits for the teacher involved ... but positive outcomes for the students. A successful, positive in-country experience can only enhance the teaching and learning of languages in Australia.***

[2004 Fellowship participant]

Congratulations to the State/Territory Committees for their collaboration in the Fellowship initiative, the six Group Leaders who accompanied the participants on the in-country study programmes and the project team at the AEF who managed the programme. In particular we wish to acknowledge and thank Paul van Holsteyn for his tireless work in coordinating the six study programmes.

# ACCESS ASIA Teacher profiles



## **Kristina Collins**

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Kristina Collins began studying Japanese in Qld in 1977 and later completed a Japanese Studies major at the ANU. She is currently studying for the M.Ed. (Studies of Asia) through the University of Tasmania. These studies have assisted her in providing professional development opportunities for her local network and have allowed her to expand her own knowledge of topics and issues related to Asia. Her research last year focussed on the historical background to traditional Japanese children's stories and their possibilities as a teaching resource.

As an Access Asia Southside Network coordinator in the ACT for the last 3 years, she has enjoyed the opportunity to organise and provide professional development, and learn from a diverse range of artists specializing in textiles, bookbinding, and puppet making, as well as many enthusiastic and talented educators.

This year she was selected to participate in the Endeavour Language Teacher Fellowships Programme to Japan, an initiative sponsored by the Department of Science, Education and Training. *'The study tour provided great opportunities to network with primary and secondary teachers across Australia. It heightened my awareness of the need to teach real conversational skills and the need for children to learn Katakana script as its usage grows in Japan.'*

As a Japanese LOTE teacher and a classroom teacher at Macquarie Primary she enjoys the opportunity to teach studies of Asia every week and believes strongly in the need for both teachers and students to continue to develop their knowledge and understandings of the region.

## **Terry Haddow**

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Terry Haddow's involvement with studies of Asia began with the theme of Shelter. This involved four schools working on the theme for a term and then coming together for the children to share their responses. The success of the units of work and sharing sparked personal interest and enthusiasm for a number of people in the four schools involved in the project.

Having an interest in computers, literature and higher order thinking he has tried to marry these interest areas. He uses Australian based authors who deal with Asia-related themes, providing children with links between the known and familiar and new and unfamiliar environments. Terry is currently finalising a CD ROM of English / Literature based worksheets for Allan Baillie's book *Saving Abbie*.

Terry's interest in Asia was sparked by travelling through Asia during the late 70's. *'The usual 12 months away that younger teachers did then. The time spent in India was a life changing event.'* Since then he has spent a couple of years on the Indian subcontinent as well as made regular trips to Indonesia. *'I saw that our nearest neighbour was being ignored both culturally and linguistically.'* This led to the completion of a Graduate Diploma in ESL through Wollongong University and a Graduate Diploma in Asian Studies (Indonesian) through UNE. In 2002 Terry was awarded the Monsignor Coolahan Award for Excellence in Teaching for his contribution to Computer and Asian Studies.

As the network coordinator for the Hunter region of schools he has organised guest speakers from a range of cultural and academic backgrounds, endeavouring to enthuse and encourage teachers to improve their own understanding as well as their teaching repertoire. Terry Haddow is based at St John's Primary School, Lambton.

## **Lucy Murrell**

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Although only forty kilometres from Darwin, Taminmin High School experiences geographical isolation in an area of rural market gardens with a substantial Asian community. The cultural mix of Indigenous, Asian and non-Asian students and its location have influenced Lucy Murrell's approach to teaching.

The tropical environment, proximity to Asia and the fact that about 30% of the student body are Indigenous or Asian provide a sound basis for an international approach. Lucy, presently studying an M.Ed., finds that the school culture and ethnicity have influenced her to consider social justice issues. Even though there are many cultural differences students generally find the school a safe and accepting place.

Taminmin has a student exchange program with a rural Japanese school. As well as this initiative, Lucy has broadened the curriculum to include global perspectives especially studies of Asia since she believes that students disengage from the curriculum if it is not relevant to their experience. She has found that students love the ideas of globalisation and especially like learning about themselves. In her SOSE classes, Lucy incorporates topics about issues that confront students from families with multiple identities. Students are also interested in issues of developing countries and comparisons of how families live. Using the framework of multiple intelligences, Lucy gives students a lot of choice and as a result some students who are interested in Asia can focus on aspects of culture and values that interest them.

For the 2003 Asia In Schools Week celebrations, Lucy organised whole school participation in the first Asian Film Festival. It was considered a tremendous success by students and many teachers who found that it was a positive experience in promoting awareness, friendship and harmony amongst Asian and non-Asian students.

## **Di Case**

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*'Sharing rice wine with a tiger hunter and his two wives in their highland home in the north of Vietnam is not something one easily forgets!'* Di Case had already developed an interest in Asia through her undergraduate studies in History but this interest blossomed as she began to travel through that region of the world.

Her extensive travel experiences in South East Asia visiting countries such as Vietnam, Laos, Myanmar, Thailand and China were some of the most fascinating experiences of her life and each trip convinced her further that the vibrancy, uniqueness and diversity of these countries was something she had to share with both colleagues and students.

Consequently, within her twenty years as a History, Geography and SOSE teacher, she has been involved in writing and teaching units of work that have Asia, its history, its politics and its customs and traditions as a focus. *'More than simply supplying facts, the development of understanding and empathy amongst students has played a major role in my teaching. As I moved to new schools, I carried my love of this part of the world with me, promoting the studies of Asia and encouraging its inclusion across the curriculum.'*

In 1998, Di became the Access Asia Coordinator at All Saints Anglican School, a school with a strong commitment to studies of Asia. While her position in the school is now primarily administrative, she supports studies of Asia as well as providing practical guidance through the sharing of ideas, information, resources and support to the staff of three sub-schools. In 1999, she became a member of the Queensland Access Asia Advisory Committee.



### **Peter Trethewey**

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The resonating sounds of the Iman giving the call the prayer in front of an audience of over a hundred teachers seated in Adelaide's Al Khalil mosque is one of the special memories for Network Coordinator Peter Trethewey. The moment was during the network's professional development event, *Islam: Being Muslim in Australia* and *Women and Islam* presented with the assistance of the Muslim Women's Association.

Peter teaches ESL at Unley High School, a school with a rich cultural diversity, including international students from Japan, China, Korea and Thailand and an active Asia Focus Group. *"The school's Asia Focus Group was already established and effective when I transferred to Unley two years ago and was particularly successful at organising the school's Asia month. Now we have further developed cross-curricular studies of Asia topics, which incorporate all eight learning areas. We have also focused on changing the 'look' of the school with student work and art which better reflects the diversity of the school community."*

As Network Coordinator, Peter has organised the Asia on Screen series. Each year four films relating to a particular theme are screened. In 2004, the focus is on 'Tradition / Modernity'. Before each film a talk on the film is presented and its cultural context explained. Afterwards the participants move from the cinema to a nearby restaurant for dinner and continued discussion.

Experience as a teacher in China, Malaysia and Japan and extensive travel in the region has formed the basis of Peter's interest in Asia and stimulated further language study. He participated in a study tour to India some years ago and completed the Graduate Certificate in Studies of Asia at Flinders University. He is currently trying to find time for the final subjects of his Master in Education, Studies of Asia.

### **David & Rosanne Thorp**

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Just a few months ago, Tasmanian teachers Rosanne and David Thorp were working as volunteers in a small school in Paudwar, a self-sufficient Nepalese village. The village, accessible by a three-day trek, endures an unreliable electricity supply and a local economy in decline because of a downturn in tourist numbers.

Participation in a DOE Innovations On Line project gave David and Roseanne the opportunity to set up communication links between Grade 1/2 and Grade 5/6 students, teachers and curriculum coordinators at their respective primary schools. The couple then saw the potential in extending connections to overseas schools - Paudwar High School and Jagritti English School in Kathmandu.

During their three-week visit to Nepal, they taught classes at Paudwar High and worked with teachers in the areas of computing and English. *"The staff of ten gained a great deal from the activities which demonstrated our teaching methods and from the discussions on future directions for the school,"* says David. Along with letters and videos from their Tasmanian classes, the couple took gifts and handed over funds to assist with a teacher's salary and resources. They brought back letters, photos and samples of work from the Nepalese children.

Now back at Spreyton Primary, David says *"We want to keep the links going. If we can get the e-mail connection going that'll be really good for all the students. Another thing we want to do in our school is maintain the fund-raising. We plan to have a reporting-back session for parents too. That we can talk from first-hand experience is the real plus. We can talk about the school, the community and the food .... It will certainly make our children think about other children and other countries."* A website is under development.

### **Susan Williamson**

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From a very early age Susan Williamson had an interest in all things Asian. She remembers her father's fabulous stories about his business trips within the Asia Pacific region, family holidays, and discovering the meaning behind legends like Chinese dragons. Yum Cha on Sunday was also a highlight of the week in her childhood.

At Clifton Hill Primary School, she and others have been teaching an Asia inclusive curriculum for around seven years. She says she was *'very fortunate to work with a dynamic, adaptable and enthusiastic team of teachers who were, in the beginning, willing to trial changes to our planning documents.'* A small group of teachers were involved initially but seven years later the situation is very different.

In April 2004, Susan's principal organised a study tour to Vietnam for fifteen teachers. *"This was an invaluable experience; for some this was their first trip to an Asian country. The studies of Asia program is driven by all staff which is why I believe it is successfully taught at our school."* The school has also supported the studies of Asia by providing a budget and access to quality professional development.

Staff members have been involved in a variety of ways including implementing units of work which are Asia inclusive through to whole school art shows with an Asian focus. This year the school's grade four class is participating in the 'Adopt a Monkey Program', a result of the recent trip to Vietnam.

The impact has been significant for Susan's students. *"They definitely have a greater understanding and awareness of Australia in a global context, festivals and celebrations in Asia and around the world and they are able to recognise meaning in visual art works from the region and see a connectedness to other areas of their learning. This list could on and on."*

### **Michael Caudle**

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Michael Caudle feels that his role as Access Asia Schools Cluster Coordinator in regional Western Australia assisting and encouraging the studies of Asia across all learning areas in all the years of compulsory schooling can at times be a little daunting.

Add the logistics of these schools and their teachers spread over an area greater than 1000 sq kilometres and that the schools not only represent all sectors but also range in size from 20 or 30 students to over 1400 means that his strategies in supporting professional learning opportunities have to be selective and flexible.

However he states that *'it is difficult not to get caught up in the passion and enthusiasm that continues to exist amongst teachers many of whom drive long distances on winding country roads after their school day has finished to attend professional development sessions at their local regional centre'*. Why? Because they have been given the opportunity to listen to someone's in-country experiences, view the latest resources, network and plan with fellow educators from across all sectors, learning areas and phases of development - because they see the inherent value in promoting an understanding of the countries of Asia amongst their regional and rural students.

The role varies from assisting someone with their first school exchange to a country in Asia, coordinating a collection of smaller primary schools so that they can all bus to a regional town to witness an Asian cultural performing arts troupe or running a professional development session with an audience of teachers with every possible combination of sector, learning area and degree of understandings. Without these opportunities teachers will not have the confidence or expertise to promote the studies of Asia in their unique context. This is even more important to teachers and their students from rural areas as external cross-cultural opportunities and experiences are few and far between.

## Studies of Asia in Australian schools at a crossroad:

*'Integrating studies of Asia into schooling enhances and contributes to the evolution of our Australian identity and citizenship for the 21st century and beyond. It helps us to know and understand our region — its nations and its peoples. It promotes tolerance towards different cultures, customs, traditions and beliefs, within whole school communities.'*

Australian Primary Principals Association, National Summit, Studies of Asia in Australian schools at a crossroad: strategic directions 2004-6, Canberra, November 2003

*Mrs Lyn Cosgrove, Carrillo Gantner AO, (Chairman, Asialink) Professor Brian Caldwell (Chairman, Asia Education Foundation), Kathe Kirby (Director, AEF) and General Peter Cosgrove AC MC, Chief of the Australian Defence Forces.*

### The Challenge

#### Challenge one

Recent research reveals that 25% of schools do not teach about Asia at all and a further 25% do so in only superficial ways. Even though there has been an ongoing growth and consolidation of studies of Asia in schools, studies of Asia is still a relatively marginalised area of study in half of Australia's schools and the task of ensuring the inclusion of studies of Asia across the curriculum remains incomplete.

#### Challenge two

Most Australian education jurisdictions would argue correctly that their curriculum frameworks already offer much opportunity and scope for teachers to incorporate studies of Asia into all learning areas, at all levels – if they choose to do so. This is the challenge: working to engage and support schools and teachers. However, to equip teachers with the capacity to include studies of Asia requires investment in professional development and outstanding curriculum materials. If you know little about the Asian region it is difficult to teach about it and many teachers emerged from their own education with little or no exposure to studies of Asia.

#### Challenge three

Further evidence of the relative fragility of studies of Asia in the curriculum is that, whilst generally supported at system level, studies of Asia does not appear to be a priority for any state or territory jurisdiction – only in a few instances has it been mandated and generally it is considered to be an optional area of the curriculum. Beyond this, there is almost no system monitoring of whether or how schools are implementing studies of Asia, nor assessment of student learning in this area.

#### Challenge four

A NALSAS commissioned survey of teacher educators indicated that less than 5% of teacher education included any content related to Asia.

#### Challenge five

In 2003 major funding was lost with the end of the National Asian Languages and Studies in Australian Schools strategy in December 2002. As a result funding for Access Asia programmes in states/territories decreased by 80% and participation in teacher professional development programmes fell by 75%. Studies of Asia also lost status as a major area of national importance with the cessation of NALSAS. Where is its place now on national/state/territory curriculum agendas and debate? After 10 years, have we 'done' Asia?

Each of these factors is a point of vulnerability for studies of Asia in the longer-term. They also indicate where opportunities for further strengthening of studies of Asia in schools exist. The means for responding to these opportunities are in place — quality resources and professional development programmes have been developed and school networks have been established — and the task for the future is to sustain the momentum that has been established and to mainstream studies of Asia within school curricula.

The National Studies of Asia Summit, held in Canberra in November 2003, was an initiative of the Asia Education Foundation (AEF) Advisory Board to bring together key education stakeholders, including senior representatives of education systems, sectors, teacher education, parent, principal and subject organisations, plus peak business, government and community groups to:

- report on and discuss the current status of studies of Asia in Australian school education
- discuss the rationale for studies of Asia in today's changing global context
- recommend future directions for the studies of Asia in Australian schools and
- recommend specific strategic directions and priorities for the work of the Asia Education Foundation, 2004-6.

Input was provided in the form of detailed background papers from key stakeholders including all State and Territory Departments



# strategic directions 2004-6

of Education, national education bodies and professional associations. Further input was provided by keynote presentations from speakers including: Carrillo Gantner AO, Chairman of Asialink; Head of the Australian Defence Forces, General Peter Cosgrove, AC, MC; Chris Evans, Department of Education Science and Training (DEST) representing The Minister, the Hon Brendan Nelson; Philip Flood AO, Chair of the Australia-Indonesia Institute; business leader, Tony Hallam, PricewaterhouseCoopers; The Australian's Foreign Editor, Greg Sheridan; young community leader, Jason Yat-sen Li and esteemed academics, Professors Tony Milner, ANU and Robin Jeffrey, President of the Asian Studies Association of Australia.

Summit speakers outlined imperatives for Australians to engage more actively with Asia. These included the notion of developing Australians who are 'culturally intelligent' and an Australian community that has a sophisticated understanding of Asia.

In summary two key messages emerged from the discussion: that there is now a strengthened rationale for studies of Asia in Australian schools (not a diminishing rationale) and that the current context for reaffirming this rationale and progressing it in education is particularly conducive because of discussions across the nation about what it is young people need to know and be able to do, and hence should learn. There is the opportunity to insert studies of Asia directly into these deliberations thereby ensuring its place as a mainstream and not optional issue. And there is a willingness to do just this.

Working groups from schools, systems and providers of external agencies then identified a possible way forward from the crossroad we confront.

## Schools

As with any change programme, there will be a group of early adopters and enthusiasts. The AEF in conjunction with jurisdictional authorities has been successful in attracting and supporting the teacher enthusiast. The task of deepening the study of Asia within schools and of broadening the base of schools that are committed to delivering studies of Asia is not as easy as the task of capturing the enthusiasts.

**Ian Thorpe** (*Olympic champion and young Australian - message sent to the Studies of Asia National Summit, November 2003*)

*I believe Australia needs to view itself as a combination of east and west and acknowledge where we are situated in the world. We gain a lot from the cultures that exist within and in close proximity to Australia. It's quite naive not to look at alternatives and just believe that what we've always done is the best thing.*

**National Catholic Education Commission (NCEC)**

*The NCEC supports a strong and broad focus on the studies of Asia in schooling in these early years of the 21st century.*

**The Independent Schools Council of Australia (ISCA)**

*The independent schools sector recognises the contribution made by studies of Asia in 'developing globally responsible citizens through greater understanding and cultural awareness'.*

**Australian Secondary Principals' Association (ASPA)**

*There is a real need for government secondary schooling to 'add to the social capital of the nation by providing students with an awareness of the complexities of the world that they are about to inherit'.*

**History Teachers' Association of Australia (HTAA)**

*While the Australian past is being widely debated, less attention is paid to the teaching of Asian history in primary and secondary schools, which is ironic, given our present relationships with Asian nations such as Indonesia, China, and Japan, and how these relationships will impact on our future.*

Curriculum reform and renewal requires changes to school policies and practices and this takes time, as does curriculum development and teacher skilling. And yet, this is what is required to position studies of Asia as an accepted focus for curriculum activity across school levels – and in a substantially reduced funding environment.

School communities are critical to the success of the schools strategy. Fostering strong advocates for studies of Asia in the wider community including parents, community leaders and opinion makers, media and government is a priority.

## Systems

The systems workgroup proposed that DEST convene a meeting of systems and sectors to consider further collaborative action for the improvement of the studies of Asia in Australian schools. This proposed Commonwealth-hosted conversation, planned for the second half of 2004, is a means of injecting the studies of Asia onto the agenda of national groups with the power to move forward.

## External agencies

Fourteen national professional associations and organisations representing parents, principals, teachers, teacher educators and curriculum leaders participated in the Summit. It was acknowledged that supporting schools required an enhanced relationship between professional associations and the AEF to create more synergies and enhanced networking.

The AEF has conducted a national consultation with Government, Catholic and Independent sectors in all States and Territories in early 2004 as a follow-up strategy to the Summit.

The AEF thanks all Summit participants for their time and commitment to this issue. Your participation and input was vital to the success of the Summit and will impact on this important area of school education – Australia's future is dependent on it.

The Report is available on the AEF's website: [www.asialink.unimelb.edu.au/aef](http://www.asialink.unimelb.edu.au/aef).

# 2004 National History Challenge

## Celebrations in Australian History - Asia and Australia



*Australians love to celebrate. Whether celebrating important dates and events in Australia's history, sporting, cultural or scientific achievements of individuals and teams or milestones of personal significance, celebrations play a vital role in the lifestyle of all Australians.*

*What and how Australians celebrate is heavily influenced by Australia's geographic proximity to Asia, its history of engagement with countries across the Asian region and patterns of immigration (particularly in the post WW2 period) that have resulted in around 10% of the Australian population having an Asian background.*

The Asia Education Foundation is a sponsor of the 2004 National History

Challenge Asia and Australia category and is offering prizes to students for the entry that best explores connections between the theme of celebrations, Australia and the Asian region.

For an overview of suggested approaches for students and teachers, go to [www.historyteacher.org.au/nhc/index.php](http://www.historyteacher.org.au/nhc/index.php) and click on the Special Categories link and then click on the Asia and Australia link.

AEF Advisors in each state and territory are available to provide support for Challenge entrants.

So come on, get your students involved in this national competition and give them the opportunity to win some great prizes!

## 2004 Endeavour Language Teacher Fellowships

'It opened my eyes to a different culture', reflected Louise Purss-Semple of Springdale Heights Public School after returning from the 2004 Endeavour Language Teacher Fellowships Programme to China. The Endeavour Language Teacher Fellowships Programme, an Australian Government Department of Education, Science and Training initiative managed by the Asia Education Foundation, saw 119 primary and secondary language teachers participate in a three-week intensive language and cultural in-country study programme to one of the following countries: China, France, Germany, Italy, Japan and Vietnam.

Designed as an immersion experience, Fellowship participants spent two weeks in intensive language training and one week on a cultural field trip. As Vien Vien Tang, a Vietnamese language teacher at Canley Vale Public School, noted: 'I cannot think of any better way to learn a language and culture'.

The main outcomes reported by teachers included increased language proficiency, improved cultural understanding, increased confidence in teaching the language and the formation of a network of language teachers across Australia.

But participants were not the only ones to gain from the Fellowships. As teachers have returned to their schools, they've

passed on the benefits of the programme to their students, colleagues and the broader education community. 'I am returning to my school with new ideas, new resources and new enthusiasm for teaching Japanese', reflected Virginia Saul of Belair Schools.

The 2005 Endeavour Language Teacher Fellowships Programme will involve the following languages: Chinese, French, German, Greek, Italian, Japanese and Spanish. For more information go to: [www.dest.gov.au/schools/programmes/endeavour.htm](http://www.dest.gov.au/schools/programmes/endeavour.htm).

*Giselle Fabling, a participant on the 2004 Endeavour Language Teacher Fellowships Programme to Japan*



## Voices & Visions Train-the-Trainer Professional Learning Programme

On May 20-21, 2004 the AEF held a national train-the-trainer programme based on the Voices & Visions (Indonesia, China, Japan, India) CD ROM resources. The programme was funded by the Australian Government Department of Education, Science and Training and involved 29 participants drawn from all states/territories, the government and non-government sectors, primary and secondary schools, departments of education and a variety of curriculum areas.

The programme provided participants with a range of materials to support local delivery of professional development based on the CD ROMs. This is how one participant described the programme:

***Did the programme help you to understand the possibilities for using the CD ROMs in classrooms?***

***Oh yes, it helped me to fully realise the scope of content in each of the CD ROMs. To be honest, I didn't realise there was so much depth in the CD's, eg the teacher notes and suggested teaching activities which are vast and well organised. And I also got the chance to get more confidence in using ICT...time to wander through the CD ROMs and make judgements about how different texts might be used.***

## Voices & Visions from India, Texts for the Senior English Classroom CD

The much-anticipated fourth instalment of the Voices & Visions series of CD ROMs (India) is now complete and will soon be sent free to all Australian secondary schools. This is an outstanding resource that provides teachers of English and other learning areas with a wealth of material to teach about contemporary India.

Through texts such as Nehru's *Tryst with Destiny* and Arundhati Roy's *The God of*

# Asian Languages Professional Learning Project

Implementation of the Asian Languages Professional Learning Project is well underway. Twenty-two language educators drawn from all States/Territory participated in a national train-the-trainer programme held in Melbourne on March 25-26. Participants described the programme as a unique opportunity to 'engage in a professional dialogue with colleagues on a range of language learning issues and to create shared understandings with colleagues about a valuable new approach'.

Phase 1 of the project, focussing on languages methodology, is now being delivered to 300 teachers of Asian languages across the country and involves:

- a two day professional learning programme focussing on intercultural language learning
- classroom-based investigations with the support of language education leaders
- a one day programme sharing outcomes of classroom investigations.

Phase 1 participants have gained deeper

understandings of intercultural language learning, strategies to assist students to think about culture using their own language and culture, that of the target culture and language and of cultures generally and the value of intercultural language learning across all of the curriculum.

Phase 1 professional learning materials are available at: [www.asialink.unimelb.edu.au/aef/alplp/prof\\_dev.htm](http://www.asialink.unimelb.edu.au/aef/alplp/prof_dev.htm)

Phase 2 of the project 'Supporting Asian Languages within the School' will occur in the second half of 2004 through to early 2005 and focus on supporting whole-school, integrated approaches to languages. Seventy school teams nationally will be selected to participate and will include:

- the teacher who participated in Phase 1
- a member of the school leadership
- 2 other staff members from the school.

Further information about the project can be found by accessing the website: [www.asialink.unimelb.edu.au/aef/alplp/](http://www.asialink.unimelb.edu.au/aef/alplp/) or by contacting Anne Spencer, Project Manager (email: [a.spencer@asialink.unimelb.edu.au](mailto:a.spencer@asialink.unimelb.edu.au)).

*Left: Voices & Visions from Indonesia, China, Japan and India Professional Development manual*

*Below: (L-R) Danielle Payne (Warragul North Primary School, VIC), Barbara Wright (Guildford Grammar School, WA), Helen McIntyre (Beechworth Secondary College, VIC) and Adriana Tarascio-Agosta (VIC) at the Voices & Visions Train-the-Trainer Professional Learning Programme in May.*



**Do you think the CD ROMs provide motivation for teachers to teach about texts from Asia?**

*Well, when I saw how easily themes common to English curriculum, eg love, romance, power, social movements etc can be addressed through each of these CD ROMs, a whole new world of teaching possibilities became apparent. I went from almost zero knowledge of why/how to use texts from Asia to feeling enthusiastic and confident.*

Delivery of professional learning based on the award-winning Voices & Visions CD ROMs will be taking place in all states/territories in the second half of 2004, so contact your local AEF Advisor (see page 3 for details) and get involved.

*Small Things to*

*Matrimonial adverts, RK Laxman's renowned political satire and film images from the bustling Hyderabad Blues and Oscar nominated Lagaan, to name but a few. Voices & Visions from India presents as a fabulously innovative and engaging resource. Be sure to look out for it when it reaches your school!*



*Participants in Phase 1 of the ALPLP in WA (L-R) Lyn Jenkins (Scotch College), Bill Jelfs (Isolated & Distance Education), Amanda Leigh (Peter Moyes Anglican Community School), Karen Wishart (Roleystone Primary School) and Betty Koloway (Prendiville Catholic College).*

## Expand your Studies of Asia knowledge and gain a postgraduate qualification

*Very professionally run course, very useful to teachers, very competent and clear. A most rewarding course ... relevant and inspiring and very challenging. Brilliant! Thanks.*

### Studies of Asia for teachers: postgraduate units by distance

Choose from 10 units provided by Flinders University and the University of Tasmania specifically designed for teachers K-12. The units may be taken as single enrolment postgraduate units or to achieve:

- a Graduate Certificate (4 units)
- a Master of Education degree (8 units)

If you are new to studies of Asia or have long experience in the area, there are units available to suit you. Six units are linked as related pairs across the English, SOSE and Arts learning areas, 2 linked cross-curricular units and 2 focusing on Asian in-country experience. Whilst each unit in a pair is designed to complement the other, neither is a prerequisite for the other.

The units are:

Teaching Asia	(University of Tasmania)
Asia in the Curriculum	(University of Tasmania)
Asian Cultures and Societies	(University of Tasmania)
Contemporary Issues and Values	(Flinders University)
Literature from Asia	(Flinders University)
Literary Representations of Asia	(University of Tasmania)
Arts in Asia: Sources and Cultural Contexts	(Flinders University)
Arts in Contemporary Asia: Traditions and Tensions	(Flinders University)
Cross-cultural Dimensions: Preparing for In-Country Study	(University of Tasmania)
Utilising In-Country Experience	(Flinders University)

### For further information:

Flinders University: Doug Trevaskis / [Doug.Trevaskis@flinders.edu.au](mailto:Doug.Trevaskis@flinders.edu.au) / Phone: (08) 8201 5268

University of Tasmania: Melanie Black / [Melanie.Black@utas.edu.au](mailto:Melanie.Black@utas.edu.au) / Phone: (03) 6324 3038

or visit the Studies of Asia home page at <http://asia-for-teachers.educ.utas.edu.au>

*How do students view studies of Asia?*

*What has been the impact of this initiative on their lives?*

*These pages explore the personal perspectives of young Australians from Queensland and ACT and provide an outline of 'Bombs Begone!' a student initiated project in Victoria.*

## Student views

### Nat Burke

I first started studying Indonesian at Rivett Primary School in the early 1990's; at that time I didn't really think much more of it than it was a break from maths and science. In fact, it wasn't until years later that I realised how valuable the fundamental skills that I was learning would be.

I continued to study Indonesian all the way through Secondary School, at Stromlo High School and Narrabundah College. It was here that I discovered that we weren't simply being taught a linguistic system; rather, our eyes were being opened up to entirely different cultures and we were being taught vital concepts, the most important among these being cultural sensitivity and understanding. Despite living in a culturally diverse country like Australia, this was the first time that I had ever been faced with such different ideas and ways of life; I was hooked from then on.



When I completed Year 12, the obvious choice was for me to enrol in a Bachelor of Asian Studies at the ANU, where I have studied Indonesian and Malay languages and Asian Histories and Societies. My studies at the ANU have served to further develop my passion for all things Indonesian and it was in my third year of university that I was fortunate enough to begin working in the Education & Cultural Section of the Embassy of the Republic of Indonesia in Canberra.

At the Embassy I am part of a small team of Australian and Indonesian people who are committed to promoting Indonesian culture to the Australian public. We do this through cultural events, educational programmes and the Balai Budaya Cultural Centre, which welcomes over 10,000 visitors each year.

I don't know what the future will hold for me, however I hope that whatever I am doing I can continue to use the skills and knowledge that I have obtained during my academic career and help to strengthen the cultural bridges between the two nations that I love.

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### Carla Tooma

My name is Carla Tooma, I am a Year 9 student at All Saints Anglican School on the Gold Coast and I believe Asian Studies forms an important

component of our education system. In an ever-changing world that views globalisation and international relations as important issues, I believe that Australia must strengthen relationships with our Asian neighbours. To do this we must learn more about their various cultures and religions. This knowledge can help us to understand the cultural differences and ethnic diversity in our own society.

Strengthening ties can occur at school level as well as at national and personal level. At All Saints we have opened International House- a facility which brings overseas students into our school community providing opportunities for all to learn from each other.

I feel we must embrace the skills and talents of all Australian citizens to ensure that Australia is a stable, productive and



outward looking nation. As students, developing an understanding of other cultures will allow us to appreciate our own culture more and provide lessons from which we can learn.

By encouraging the studies of Asia in our schools, we will create a framework that will support and mould us into a more accepting and understanding nation. We will become a positive neighbour to other countries in our region. By strengthening and creating new ties, we will be able to unite and prosper together – economically, socially and spiritually.

## Bombs Begone! Students become regional citizens



*Left: Students from Siena College, Melbourne, try their 'luck' on a landmine walk.*

*Right: The logo designed by former MLC student, Elli Kashima*

In 2002, 1200 students from secondary schools around Melbourne attended a lecture by Loung Ung, author of *'First They Killed My Father.'* Students from MLC were particularly inspired by Loung's commitment to freeing Cambodia of the landmine legacy and consequently formed a group whose aim was to adopt a minefield in Cambodia and raise the US \$33,000 to clear it.

Since its inception twelve months ago, the group has raised over \$8,000. Benefit gigs at schools and local venues have proved a popular fundraising method and the students have formed close relationships with many Melbourne bands that have donated their time for these events. One band, Space Like Alice, has maintained a strong commitment to the cause and hopes to tour the east coast with Bombs Begone! to further spread the word to other schools and to make the project a truly national one.

Another fundraising method, which has been extremely successful, is the selling of t-shirts and badges. These feature the Bombs Begone! logo designed by former MLC student Elli Kashima. These may be purchased through the group's website: [www.bombsbegone.org](http://www.bombsbegone.org)

At MLC, the project has grown from a senior school initiative to a whole school project, with students from Years 7 -12 involved through attending fortnightly meetings, selling merchandise and planning fundraising activities. Members travel to other schools to speak at assemblies. These schools have

subsequently adopted their own fundraising initiatives. Siena College had Space Like Alice play one lunchtime and raised over \$800, Melton Secondary College students sold badges and Gilmore College for Girls held a disco and sold merchandise which raised over \$300.

The initiators of the project are now at university, travelling or working but they are still very much involved and rewarded by the growth of their idea. One of the project drivers, Ineke Dootjes, will represent Bombs Begone! at the UN Inter-sessionals in Geneva and then at the ICBL Youth Conference in Nairobi later this year, proving that Bombs Begone! has grown far beyond a fundraising idea.

The plan over the next twelve months is to register as a formal charity and to establish a management board. The big plan, however, is to see schools from all over the country working together to clear this landmine field and then another.... And then another and another.

Loung inspired these students to act, her message was *'You have a right to have a vision of how you want the world to be.'* If Bombs Begone! is any indication of the



power of their vision, then it's certainly going to be one worth watching.

To contact the project organisers:  
Email: [waddenh@mlc.vic.edu.au](mailto:waddenh@mlc.vic.edu.au) or  
[bombsbegone@bombsbegone.org](mailto:bombsbegone@bombsbegone.org)  
Web: [www.bombsbegone.org](http://www.bombsbegone.org)

*Below: John Rodsted and students from Gilmore College for Girls and MLC*



# Access Asia Study Programmes

## 30,000 days in Asia...

*The Asia Education Foundation (AEF) has developed in-country professional development programmes for educators in Asia for over 10 years. This has included:*

- 1,480 Australian and New Zealand educators
- 74 programmes
- 12 countries including China, Cambodia, India, Indonesia, Japan, Korea, Laos, Myanmar, Nepal, Thailand, Taiwan and Vietnam.

*These programmes offer unique professional development experiences for educators through tailor made study programmes that focus on education, contemporary life and traditional culture to support curriculum development in the arts, studies of society and environment, English, LOTE, technology, health and more.*

*The Access Asia Study Programme aims to provide educators with an opportunity to experience first hand the peoples, cultures and issues of the countries of Asia and to enhance skills and discipline knowledge of the studies of Asia.*



*The homestay was very useful as I was able to connect with real people experiencing the daily changes of life. The programme re-affirmed the global aspect of our professional role. Teaching has more similarities than differences no matter where you go.*

David O'Loughlin, Morphett Vale West Primary School, SA – Korean Teacher Exchange, 1996

*I have gained a very realistic understanding and appreciation of Vietnamese life to enable me to teach Asian studies with more awareness and enthusiasm.*

Anna Varley, Presbyterian Ladies College, NSW – Vietnam Study Programme, 1997

*The Access Asia Study Programme receives generous support from:*



Australia  
Indonesia  
Institute

## 2005 Access Asia Study Programme

Gain powerful first hand experience to enhance your students' knowledge, tolerance and understandings of their home – multicultural Australia ... their neighbourhood – the Asian region... and their world.

The 2005 Access Asia Study Programme will include 10 to 21 day programmes to China, India, Japan, Vietnam and Cambodia in January and programmes to China and Korea in April 2005.

To receive a detailed brochure please contact:

Aaron O'Shannessy  
Telephone: 03 8344 3584  
Facsimile: 03 9347 1768  
aasp@asialink.unimelb.edu.au



*My understanding was based on a broad brushstroke of stereotypes – what were pictures in glossy magazines have become laughter when dancing Laos style with a Lao teacher. The monks have become more than distant religious figures but cheerful helpers on a crowded local bus. What was merely another country has become faces, feelings, a place in my heart, a place I dearly care about.*

**Libby Robinson, Rose Bay High School, TAS – Laos/ Thailand Study Programme, 1999**

*It gave me firsthand experience of some of the issues and situations India faces everyday and a desire to impart this knowledge to develop in students a sense of curiosity and awareness of cultures outside their own. Homestay was great, allowing invaluable insight into family relationships and the role of religion in everyday life.*

**Deanna McLeod-Thorpe, Paraburdoo District High School, WA - India Study Programme, 2000**

*I have learnt Mandarin, developed a unit on China and taught about China in my school. I have now realised how colourless it all was until I recently visited China. I now have ‘real’ resources, information, photos, enthusiasm and great contacts. I see the Chinese people as similar to us rather than different.*

**Sue Thompson, Tumby Bay Area School, SA - China Study Programme, 2001**

*It is one thing to read and learn about a culture from afar but another to witness it firsthand. I became more and more impressed with Japanese people and culture as I gained more and more exposure. This will undoubtedly enrich my conveyance of the ‘feel’ of these people to my students with lots of novel experiences to share!!*

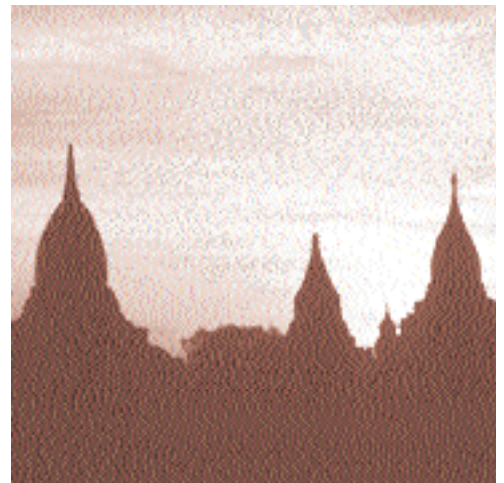
**Raymond Millikin, Oranla Rudolf Steiner School, ACT – Japan Study Programme, 2001**

*Nothing we read or view on TV could possibly match the reality of this amazing journey. I have returned to Darwin armed with almost more material, understandings and emotions than I can cope with but the wealth of experience and newly acquired understanding will be an outlet for shared experiences with my students & school community. I've led a pretty advantaged & worldly life and I place this experience very high on the list of those I'd never give away.*

**Dr Robert Smith, NT School of Music, NT - India Study Programme, 2002**

*As the school Asian Studies Coordinator this tour gave me the opportunity to expand my knowledge and understanding in a very real and relevant way. Travelling with a like minded group of teachers also allowed for discussions relevant to teaching and sharing the things of Myanmar with the children of Australia. You cannot beat personal experience!*

**Sharlene Maree Tirimacco, Bethany Christian School, SA - Myanmar Study Programme, 2004**



# Linking Latitudes: a conference mosaic

*Keynotes, panels, school visits, site tours, field trips, dinners, networking. Different aspects of Linking Latitudes left a lasting impact on delegates. This mosaic of responses provides a sample of the experiences, significant impressions and professional outcomes which emerged during and after Linking Latitudes Hanoi 2004.*

### Conference perspective from AGTA partner

*The Australian Geography Teachers' Association was a partner to Linking Latitudes 2004. Jeana Kriewaldt was the AGTA representative on the conference steering committee.*

I often reflect on the saying 'travel is the greatest teacher' and ask is this true? Travel can be an opportunity to observe and interact with local people and to explore geographic features, but it can also be constrained to tourist haunts, to simplified or partial interpretations which are shared by groups of like-minded foreigners.

*Linking Latitudes Hanoi* enabled delegates to develop deeper understandings. In this short account I can only hope to outline some of the highlights of the experience.

- Professor Philip Hirsch challenged us to rethink the dichotomy of natural and human worlds in terms of integrally connected human and physical environments.
- The unsustainable development of rapidly expanding shrimp farming and associated mangrove loss was illuminated by Associate Professor Do Thi Minh Duc of the Hanoi University of Education (HUE).
- Professor Nguyen Viet Tinh, Dean of Geography HUE, provided an overview of the implications of building dams in the region.
- The school visits were a wonderful opportunity to see firsthand the great respect accorded to teachers even though teachers are paid low salaries. More of Vietnam's geography curriculum is centred on knowledge – and particularly knowledge of Vietnam – but the pedagogy is beginning to change.
- Site visit included a visit to KOTO, an NGO which trains 'at risk' youth in hospitality skills to provide them with greater opportunities to live productive lives. Our dining experience at KOTO one evening saw the effectiveness of the programme in action.
- Design of the tours and the in-country guide ensured that the pre and post conference tours gave delegates excellent opportunities to learn more about Vietnam, Cambodia and Laos.

So whilst travel alone is not the greatest teacher, the programme that AEF offered demonstrates the depth of learning that can be offered. The Australian Geography Teachers' Association is proud to have been a partner to Linking Latitudes 2004.

### Out of my comfort zone

*Robyn English lectures in the Education Faculty at the University of Melbourne. Part of the conference programme included visits to primary and secondary schools*

A year ten English class. Rows of desks and predictably a huddle of boys in the back row. Ah yes, I thought, I'm right in my comfort zone. Some things are the same world over. Being fascinated in issues of boys' education, I made a bee line for the back row and began a conversation that will be imprinted on my mind for a long time. Boys were the minority – I counted eleven boys in a class of 50 at the Foreign Language Specialist Secondary School in Hanoi. Entry to this school is highly competitive and the emphasis is clearly on academic success.

I opened conversation with 'Do you like school?' They clearly thought the question totally daft. Even if their words didn't say it, their faces definitely had that 'der' communicative tone. 'Well... yes... of course'. School ends at midday so I asked what the boys did after school. In my mind I saw huddles of boys 'hanging out' or collecting in clumps outside internet cafes and whatever the Vietnamese equivalent of games arcades might be. But the response, given in unison was 'We study... of course'.

This made me think about current concerns that Australian schools are not meeting the needs of active boys immersed in a world of sport and fast-paced cyber experiences. I considered the efforts of so many people to create a hands-on, purposeful, career oriented curriculum that will turn boys on to learning and keep them actively engaged. Then I looked at these boys in their classroom packed full of desks with nothing adorning the walls. I looked at the neat piles of exercise books and English grammar primer in front of each student. I viewed the front of the classroom from the back. A teacher on a raised platform in front of a large green chalk board. Where does the motivation come from when their chance of gaining university entrance (the stated goal of every student in this class) is so slim? Who is doing a better job – their teachers who pay for photocopying out of their own pockets, or our creative Australian curriculum reformers?

Oh dear... I have been thrown out of my comfort zone. Unsettled, challenged, inspired and left thinking. What more could I ask from an international conference?



## Yaka Gana: Never alone in the journey

*Amy Wilson of Yirrkala CEC attended a presentation made by Dr Truong Huyen Chi at the Hanoi Museum of Ethnology.*

The auditorium was quiet as people sat, aware that this was the end, the last session. I had spent a lot of time trying to make the links between my work in Yirrkala CEC, an Aboriginal bilingual school in the Northern Territory and the information that was presented to us during the conference.

The young woman, Dr Truong stood up to speak, and began talking about the Indigenous communities in Vietnam. My brain clicked into action, I was engaged. She spoke about the challenges these communities face in trying to keep their cultures strong in such a rapidly changing country. In her soft, yet strong voice she described the difficulties and struggles they experience in their daily lives.

I sat, listening, not surprised by the similarities between the Australian Indigenous peoples' experience and that of the Vietnamese indigenous people. I leant forward, struggling to catch the answers that I hoped might be hidden somewhere in her dialogue. Instead of answers, all I seemed to find were more questions, more confusion, more unknowing. At the end of the presentation I left, without answers, but reassured that there were people working and thinking about what the answers might be.

As I sit in my staffroom, a young student talks in Yolngu Matha beside me, Vietnam seems long ago and so far away. While I did not find answers at the conference in Vietnam I did find many people making a difference. In Yirrkala we have a wonderful story about being in a canoe heading for a distant shore. Not all of us know where we are heading, or how to get there, but we do know we are 'yaka Gana' (never alone) in this journey.

## Building environmental connections

*Melissa Bennet and Julie Harris, educators from Melbourne Zoo attended the conference then travelled to Cuc Phuong National Park, 160 km south of Hanoi to further develop connections between the zoo and the education programme at Cuc Phuong.*

Our aim in visiting Cuc Phuong National Park was to experience first-hand a number of projects supported by Melbourne Zoo. The park has an estimated 2,000 different species of flora and 450 species of fauna. Park initiatives include the Endangered Primate Rescue Centre (EPRC) and the Turtle Conservation Centre.

A true highlight of the visit was our early morning experience at Van Long, a protected area outside of Cuc Phuong Park. We set off in the pouring rain in hope of seeing the only population of Delacour Langurs, 55 in total, whose habitat is limestone cliff faces. Local boat people with an interest in conserving the area's flora and fauna took us on an amazing, peaceful journey along the waterways in bamboo boats. After almost two hours of waiting and watching and nearly giving up, we were lucky enough to spot three Langurs on the rock face.

Our experiences in Vietnam have provided us with many possibilities for programme and partnership work with students and teachers both here and in Vietnam.

Exciting opportunities for the future are:

- Inclusion of 'Adopt a Monkey' into Planet Keeper programme (interactive programme that encourages students to take positive action to conserve a particular species)
- Incorporating support for turtle conservation into Planet Keeper programme.



## Expert Perspectives provided confronting insights

*The Expert Perspectives sessions provided conference delegates with a diversity of experiences. Huu Ngoc, author and social commentator, moved some audience members to tears with his insights into the impact of the war. Jennifer Ure, Advisor in the Northern Territory, describes the experience.*

Huu Ngoc's presentation was a moving and insightful commentary on Vietnam's past and present. Mixed with humour, wisdom and deep knowledge of his country, Mr Ngoc presented a simple time continuum to illustrate major events and their impact on Vietnam's history encompassing politics, religions, economics and society. With exquisite simplicity, events leading up to today were encapsulated within seven discrete eras starting with the Bronze rice culture 1,000 years BC and finishing at the 'Renovation Policy' in 1986. Between these eras were included 1,000 years of Chinese domination, the struggle of the Vietnamese people to maintain their Vietnamese culture, the French colonial period, 'the US war' to the latest period of internationalisation.

One of the most moving aspects was Mr Ngoc's ability to take his audience with him into the life of leader, Ho Chi Minh, as he painted pictures of great clarity about that period of struggle and hope. Particularly moving was his version of the terrible tragedy for the people of Vietnam of its civil war and subsequent violence done to people and environment during the 'American War'.

The poignancy of his stories about the frailty of humans struggling to survive combined with the fallibility of decisions made by people in power made for a most compelling conference session.

## What are the markets saying?

*A visit to the market was part of a site visit and cooking class at a stylish Hanoi restaurant. Steve Meredith, Education Officer at the Botanic Gardens of Adelaide explores the local market.*

On entering the narrow covered market alley all the senses were immediately engaged, some perhaps a little overwhelmed. The scents and aromas of strange fruits and delicate herbs wafted in the air. Sculptured arrangements of exotic produce outbid each other for attention. Moving along the narrow walkways required a certain relaxed agility in dodging people, bamboo carry-poles and slow moving motor bikes. Something both the young and old in Hanoi seemed to have. Buyers and sellers engaged with each other like old friends. This was a place to connect with your community as much as it was to purchase the everyday necessities and little luxuries of life. Shopping here seemed to be part of the social routine rather than another chore for the 'time challenged'. I felt that if I was here for a

few more days, I too would be a part of the everyday banter and collective humanity that swirled all around.

The contrast with our 'controlled atmosphere' shopping centres back in Australia was stark. No chain brands, no piped 'musik' and no isolating sense of space. Originally I chose to visit the markets to explore Vietnamese food. In the end it provided something quite different, a chance to compare and reflect on the way things are done in different places.





## The soul of Vietnam

*A site visit to the 17th century Quan Su Pagoda gave Barbara Wright of Western Australia's Guildford Grammar some insights into Vietnamese society.*

Airport terminals, wide-bodied jets, international hotels – travel today has a slightly surreal feel about it, and often I don't really believe I'm in another land until I leave those cocoons and step out into the streets of Beijing, Mumbai, or, in this case, Hanoi. Like Dorothy, I knew I was no longer in Kansas when I stepped out of a bus and in through the gates of a Buddhist temple in the heart of Hanoi. This was my first site visit of the conference, and it created the prism through which the rest of my stay in Vietnam was filtered.

Behind the railings and garden which separated this temple from the busy, noisy, populous streets of the city, I discovered the secret to the people's calm, optimistic acceptance of life in a land which has experienced so many struggles over the centuries. A young monk talked to us about the precepts of Buddhism, its history in Vietnam and the work being done in this temple, which was also a training institute. As he told us of his life and work, his serenity, conviction and quiet joy were as persuasive as his words. We then wandered freely through the complex with its gardens full of camellias and cumquats, the pervasive scent of incense and the beautiful resonant sounds of the gongs and the chants of women dressed in blue gowns, come for their worship session.

Back again onto the bus and into the river of bikes, scooters, buses, fumes, horns and trading which is everyday life in Hanoi, I couldn't help but also notice the small shrines of fruit and incense offerings outside each house and shop, a constant reminder of the beliefs that sustain the soul of Vietnam.

## A mutual relationship: Rural schools in action

*Linking Latitudes Hanoi provided opportunities for schools to connect across borders. Following the conference, Michael Pick of Laidley High School in Queensland was part of a field trip up the Mekong to Cambodia. He then travelled to Laos and made connections with Pathoumphone Secondary School in Champasak Province, Laos.*

On the surface, the differences between Laidley High and Pathoumphone Secondary in Laos are vast. Laidley High students enjoy the benefits of electricity, computers, carpet, a well stocked library and many other resources, whilst Pathoumphone has none of these. Our buildings are brightly painted and modern, whilst those in Laos are simple and bare. We normally enjoy class sizes of less than thirty students, whilst Lao teachers operate with classes nearing fifty or more (the largest I saw had 72!). We draw a reasonable salary, whilst staff in Lao schools exist on around \$25 a month, paid erratically. All our students have easy access to a variety of texts - Lao students generally do without. But it is there that the differences end. On a material level, our two schools are worlds apart, quite literally, and yet our spirit and determination have drawn us together into a mutually beneficial partnership.

We are both rural secondary schools, more in tune with the annual rhythms of the land than with the rush of city life. We each have a school population of around 500 students and there is an emphasis in both our schools on improving student literacy and preparing our charges for their working lives. Our staff are hard working and dedicated to improving educational outcomes for all students in our classrooms. Indeed, we are not that different - the perfect partner schools really....

With this in mind, I approached Mr Akhom Vorabouth, the English language teacher at Pathoumphone, suggesting that close ties would benefit students at both schools. He readily agreed, and we are now in the process of developing those links.

Our modest plan is designed to focus on student outcomes. We will establish 'pen pal' links - the Lao students will thus have a practical outlet for newly-acquired English language skills, whilst my own students will gain knowledge and a better understanding of rural life in a less developed country. We can assist with teaching resources (books, paper, chalk, pens and the much-coveted cassette player for language tapes), in a spirit of generosity for those materially less well off than ourselves. I am certain that as the partnership develops, we will all become richer for our efforts. Whilst it may be possible for some of our students to visit Pathoumphone some time in the future, for now all involved will be content in the knowledge that, even in its fledgling state, this partnership has already reaped a wealth of rewards for both schools, its staff and students. A new journey has begun.



## Near Neighbours – Good Neighbours

The Asia Education Foundation made a submission to the Joint Standing Committee on Foreign Affairs, Defence and Trade that dealt with Australia's relationship with Indonesia.

At the heart of this relationship are people - and people to people links - the Committee's report stressed. Australia should give priority to increasing mutual understanding and facilitating communication. The Committee notes the 'critical role of education in equipping us to do just this'.

'Schools', the report states, 'are an extremely important vehicle for significantly increasing Australia's understanding of the moderate nature of Islam in Indonesia...and schools should be encouraged to develop links with schools in Indonesia.' The Committee recommends that the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) develop a strategy for promoting understanding of Islam in Australian schools, and of creating ways of, and encouraging Australian schools to establish sister

school links with schools in Indonesia including Muslim schools.' (Rec. 21)

38% of submissions to the inquiry expressed a view on the 2002 cessation of the NALSAS (National Asian Languages and Studies in Australian Schools) strategy. The Committee expressed concern 'that the cessation of NALSAS effectively means a substantial overall drop in funding for Asian languages, including, of course, Indonesian...NALSAS represents a commitment to better equipping Australia to engage more productively, harmoniously and effectively with its neighbours in the region. Quite simply, it is in Australia's national interest to sustain its investment in NALSAS or equivalent programmes.' The Committee recommends 'that NALSAS be restored, or a programme with similar aims and an equivalent level of funding be established.' (Rec. 19)

The report is available on the web at [www.aph.gov.au/house/committee/jfadt/reports.htm](http://www.aph.gov.au/house/committee/jfadt/reports.htm)

Lan Wang



Welcome to Lan Wang, the new Asia EdNet project officer. Lan has had a long association with Asia EdNet, having helped establish the project in 1998. She worked in Thailand for three years and at the Asia Education Foundation, organising study tours under the Teacher In-Country Fellowships to Asia (TICFA) programme. She now works as a freelance writer and editor, but maintains her interest in Asia.

Find out more about Asia EdNet at: [www.curriculum.edu.au/accessasia/network](http://www.curriculum.edu.au/accessasia/network)  
To join the Asia EdNet discussion group send an email to: [asia.ednet@curriculum.edu.au](mailto:asia.ednet@curriculum.edu.au)

Recently, four high quality online learning activities were added to the Asia EdNet website. They have the potential to stimulate students' thinking and cater for different learning styles.

The activities include a primary school English unit on Indian life and culture; an image-based webquest on Japan designed to give students a visual understanding of Japan; a primary level activity aimed at enhancing students' understanding of Indonesian literature; and a webquest for secondary students on cities and urbanisation in Asia and the Pacific. We encourage you to visit the Asia EdNet website and consider using some of these activities in your classroom.

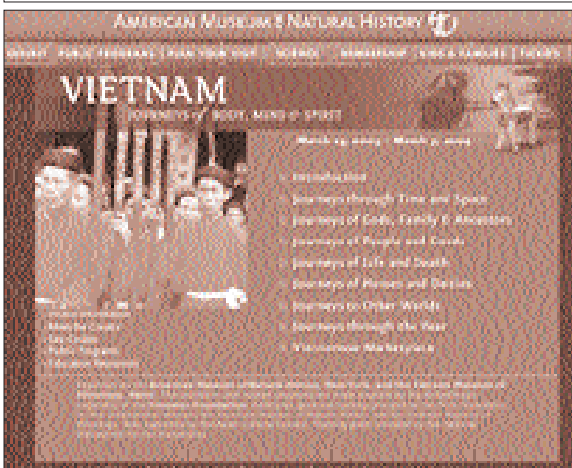
Many of you completed an online survey to canvass views and attitudes towards Asia EdNet. Survey results show that overall satisfaction with the service

is extremely high. The main benefits of the service identified included Asia EdNet's capacity to motivate educators and generate interest in teaching about Asia, increasing awareness of current issues of the countries and societies of Asia and the access to resources and ideas for the classroom.

Asia EdNet recently hosted two interesting guest experts: Dr Philip Taylor from the Australian National University on Vietnam, and Dr Lesley Harbon, University of Sydney on language learning and intercultural understanding. Both generated considerable discussion and debate on their chosen topics. In June we have an expert discussing issues of globalisation and international business.

## Website Reviews

### A focus on Vietnam



### 1 The Vietnam Project

<http://www.vietnam.ttu.edu/>

The Virtual Vietnam Archive allows scholars, teachers and students to conduct research directly from universities, schools, libraries, and homes. It contains over 1.5 million pages of materials online, ranging from photographs, slides, audio and video recordings, and a number of oral histories. The search engine for the archive allows users to specify dates, media format desired, language, and document title.

### 2 Vietnam: Journeys of Mind, Body & Spirit

<http://www.amnh.org/exhibitions/vietnam/>

This online exhibit explores the various journeys that both the nation and people of Vietnam have undergone over the past few millennia. The exhibit contains information about various ethnic groups, geography, history, death rites, the importance of various deities, and the transformation of the economy in the country. The site also features several fine video clips, including a 4-minute video of the rite that marks the passage of a young Vietnamese boy into manhood.

### 3 Images of Hanoi

<http://www.geocities.com/Tokyo/Flats/5111/>

This site is dedicated to Vietnam's capital city. As well as extensive and beautiful images of city life, the site features resources on diverse aspects of Hanoi's society and culture, including literature, music and visual art. The site contains a map of Hanoi, photographic images of old Hanoi, poems of famous Hanoi poets.

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For further information on Curriculum Corporation's teaching and learning resources, telephone Customer Service on (03) 9207 9600 or toll free 1800 337 405 (outside Melbourne metropolitan area) or visit the website at [www.curriculum.edu.au/accessasia](http://www.curriculum.edu.au/accessasia).



### Primary materials

**60°–170° East** Jan Kiernan  
Upper primary student resource (SOSE) \$45.95

#### Access Asia Primary Teaching and Learning Units

Lower, middle and upper primary teacher resource with student worksheets (SOSE) \$34.95, 192 pp illustrated

#### Asia Counts Primary

Jan Kiernan & Howard Reeves  
Teacher resource (Maths, SOSE) \$34.95, 128 pp

#### Exploring Korea

Geoffrey Ainsworth & Julia Fraser  
Upper primary teacher resource (SOSE) \$32.65, 64 pp

#### Images

Maggie Hegarty & Margaret Stephens

The Arts: Middle and upper primary student resource (The Arts) \$21.95, 48 pp full colour

### Secondary materials

#### A Thai Journey

Rosalie Triolo & Robert Lewis  
Lower to middle secondary teacher resource (SOSE) \$34.95, 120 pp illustrated

#### Access Asia: Secondary Teaching and Learning Units

Teacher resource with student worksheets (SOSE) \$34.95, 200 pp illustrated

#### Indonesia Kaleidoscope

Helen Agostino & Kathy Kiting  
Middle and upper primary teacher resource (SOSE) \$42.95, 128 pp

#### Inside King Sejong's Gate

Geoffrey Ainsworth & Julia Fraser  
Student resource (English, SOSE) \$21.95, 48 pp

#### Many Flowers

Warren Brewer (compiler)  
Primary student resource (English, SOSE) \$24.95, 60 pp illustrated

#### School's Out!

Rob Watson  
Upper primary student resource (SOSE) \$19.95, 48 pp

#### Snapshots of Asia

6 volumes: **China, Indonesia, Japan, Korea, Thailand & Vietnam**  
Sue Ledger & Richard Ledger  
Lower to middle primary student and teacher resource (SOSE) \$196.15 six books & teacher guide or \$43.95 for individual big book

#### Studies of Asia: A Statement for Australian Schools

Primary and secondary resource to support schools & teachers in implementing studies of Asia in contemporary Australian society (SOSE) \$21.95, 36 pp

#### To Market

Julie Hamston, Keith Pigdon, Marilyn Woolley  
Upper primary student resource (English, SOSE) \$21.95, 48 pp in colour

#### The River

Libby Hathorn  
Upper primary student resource (English) \$26.95, 40 pp

#### Vietnam: Young People, Old Country (Primary)

Robert Lewis  
Upper primary teacher resource with student worksheets (SOSE) \$35.95, 80 pp

#### Asia at a Glance (CD Rom)

Michael Hyde & Richard Laurie  
Lower to middle secondary resource (SOSE) \$44.95

#### Asia at a Glance: English

Michael Hyde  
Lower to middle secondary resource (English) \$34.95, 99pp illustrated

#### Asia at a Glance: Studies of Society and the Environment

Geoff Ainsworth  
For SOSE teachers of year 7 – 10 (SOSE) \$34.95, 116pp illustrated

#### Asia Counts Secondary

Jan Kiernan & Howard Reeves  
Teacher resource (Maths, SOSE) \$34.95, 120 pp

#### Asia Scope

Student resource (SOSE) 143 min, 2 videotapes, \$225.00

#### Business in Asia

Michael Caudle  
Middle secondary student resource (SOSE) \$31.95, 96 pp with photographs

#### Dimensions, Impressions, Reflections

Anthony Bott, Lee Grafton, Doug Trevasakis, Carolyn Millard (Compilers)  
Student & teacher text (English)  
Dimensions \$29.95  
Impressions \$17.95  
Reflections \$22.95

#### Exploring North-East Asia:

**China, Japan, Korea**  
Anna-Louise Allen & John Holt  
Lower secondary student resource (SOSE) \$27.95, 128 pp full colour

#### Film Asia

Juanita Kwok & Lucinda McKnight  
English teacher resource. Contains teaching and learning ideas and stimulating background information on 15 exciting films (English) \$34.95, 144 pp in colour

#### Go Philippines! (CD Rom)

Lower secondary teacher and student resource. Contains over 50 printable activity sheets to discover the Philippines through materials for The Arts, English and Studies of Society and Environment, \$49.95

#### Hanabi

Geoffrey Ainsworth  
English: secondary student resource (English) \$27.20, 40 pp

#### Same Difference

Michael Hyde & Helen Parr (English) \$21.75, 72 pp

#### Sharing Fruit

Erica Manh (Compiler)  
English: secondary student resource (English) \$27.20, 176 pp

#### Vietnam: Young People, Old Country (Secondary)

Robert Lewis  
Teacher resource with student worksheets (SOSE) \$35.95, 80 pp

#### Visions

Rob Watson  
Primary and secondary student resource (The Arts) \$27.20, 80 pp in colour

#### Voices and Values: Citizenship in Asia

Beth Gilligan  
Lower secondary student resource (SOSE) \$16.30, 32 pp

### STARTER KIT for new Access Asia schools

The Asia Education Foundation and Curriculum Corporation are offering schools new to the Access Asia programme a special rate to equip their classrooms with teaching resources.

This offer entitles you to a 15% discount on your school's first purchase from the Access Asia range\*.

This special offer should be taken up directly through your local state AEF Adviser, who will also introduce you to the Access Asia programme and to other schools who have integrated the studies of Asia in their teaching activities. See page 3 for the list of AEF Advisers in each state and territory.

Don't miss out - Order your STARTER KIT now!

\*This offer is valid for 12 months from June 2004 and on the school's first purchase only.

Images below are from  
The Really Big Food Project and Australia Kaleidoscope  
publications forthcoming  
from Access Asia

# REALLY THE BIG FOOD PROJECT



by Emma Barnard and Thomas Cho  
with help from Sally Rippin



## Forthcoming Resources

### **The Really Big Food Project**

A full colour large format book in the form of a 'project book' created by two children from class 6W on rice and written by acclaimed children's author Sally Rippin. Tom and Emma make use of the internet, the library, emails and conduct interviews with people from their neighbourhood to discover all they can about rice across nine Asian countries. The book is richly illustrated and includes Fact Bites, Did You Know information, Project Diary entries, photographs, illustrations and a map. *The Really Big Food Project* was developed for years 3 to 6. It engages students on a number of different levels and provides SOSE/HSIE, Literacy and Health outcomes.



Due for release in August 2004.

### **Japan Diary**

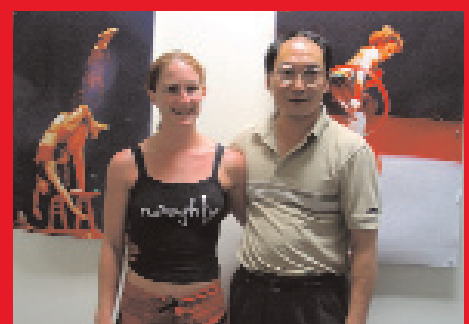
A novella for lower and middle Secondary English classrooms, *Japan Diary* charts the cultural discoveries of two exchange students as they spend 6 months in each other's countries (Japan and Australia). Author and illustrator Trudy White speaks directly to her audience and combines rich issues of cultural and personal discovery with amusing and engaging contemporary story-telling.

Due for release in 2004.

### **Australia Kaleidoscope**

A full colour teacher book for years 4–8 SOSE/HSIE and English, *Kaleidoscope* presents rich teaching and learning activities based around a number of specific case studies: an acrobat from the Flying Fruit Fly circus, a pearl-diver from Broome, a practitioner of Chinese herbal medicines and a Buddhist in Braybrook within Australia. The text has been written by eminent educators Julie Hamston and Kath Murdoch.

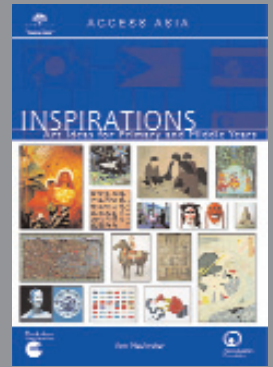
Due for release in September 2004.



# Inspirations

reviewed by **Verity Madsen**  
St Claire's Primary School, Narellan Vale, NSW

Available in August 2004



## *Inspirations – Art Ideas for Primary and Middle Years*

is a practical full colour set of 15 A3 cards based on artworks from the Art Gallery of NSW that enhance teaching about Asia and provide opportunities to teach specific art skills across the four art forms of Visual Art, Music, Drama and Dance.

Each card has an artwork on one side and extensive teaching material on the other. The images cover

contemporary, traditional and historical artworks and introduce students to a wide range of media including drawing, painting, ceramics, 3D sculpture, printmaking, and digital forms. The artworks have been carefully chosen and each provides a different window through which to view aspects of Asia.

The 15 cards are clearly set out, contain useful background information for teachers on the images and

very useful glossaries. The teaching activities assist students to look closely at the selected artwork, discuss the work, make and appreciate their own and others' artworks and undertake cross curricular activities.

Notably, teaching activities include references to Australian artworks that provide opportunities to explore social and cultural values and spiritual beliefs in Australia and across Asia.

The activities also allow the teacher to use the artworks across the curriculum to stimulate creative writing, investigate Mathematical concepts of symmetry, patterning, shape, measurement and 2D/3D images. Science and HSIE/ SOSE activities are also included.

While this resource is aimed at the Primary and Middle years, it has potential to be used across a range of year levels.

