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 Department of Education,
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AEF News

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'I want to work in Japan.'
Kyle Dmoch, Year 8



'Engaging with Asia is an ongoing national project.'
Paul Kelly, The Australian

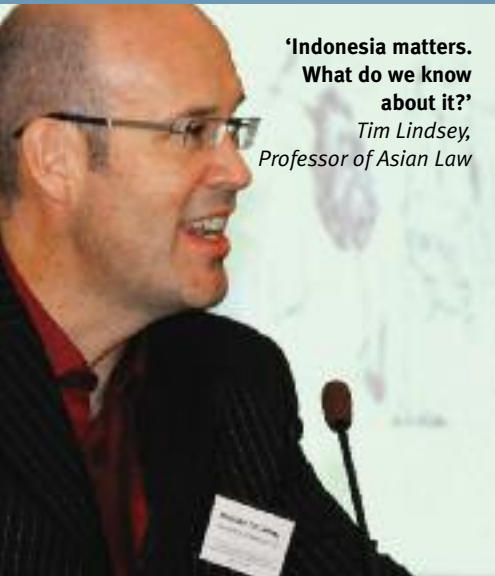


'My generation is Australia's future.'
Penny Chen, Year 10

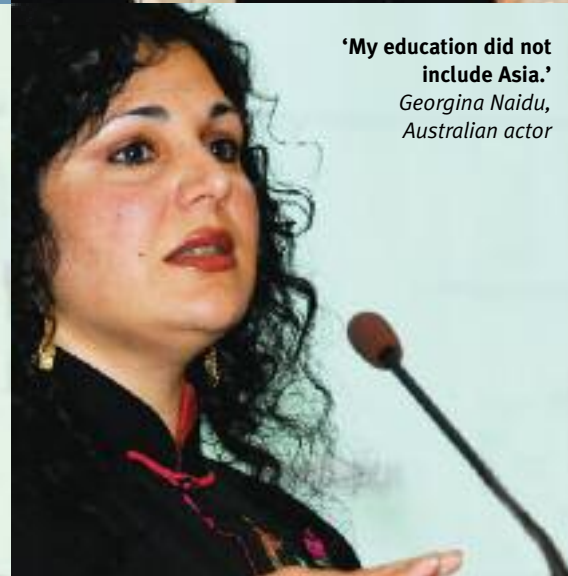
The National Statement in Action- The AEF National Forum



'The next divide in Australia will be between those students who have a global outlook and those who do not.'
Tony Mackay



'Indonesia matters. What do we know about it?'
Tim Lindsey, Professor of Asian Law



'My education did not include Asia.'
Georgina Naidu, Australian actor



'The corporate sector is seeking graduates with Asian language and cultural skills.'
Jason Yat-Sen Li, Australian businessman





Asia Education Foundation www.asiaeducation.edu.au

Since 1992 the Asia Education Foundation (AEF) has worked in partnership with government and non-government school sectors in all states and territories, as well as universities, philanthropic organisations and the corporate sector to: promote the studies of Asia across all curriculum areas in Australian schools; develop print and electronic materials for Australian school children; promote the studies of Asia within teacher education; educate the broader community about the importance of school children undertaking studies of Asia and Australia.

The AEF is funded by the Australian Government Department of Education, Science and Training. It is a joint activity of Asialink at The University of Melbourne and Curriculum Corporation. It is located at the Sidney Myer Asia Centre, The University of Melbourne, Victoria 3010. Telephone 61.3 8344 4800 Facsimile 61.3 9347 1768

AEF PATRON Prof Kwong Lee Dow

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STATE & TERRITORY ADVISERS

- AUSTRALIAN CAPITAL TERRITORY **Elizabeth Courtois** Department of Education and Training
 Tel: 02 6205 9344 Fax: 02 6205 9340 elizabeth.courtois@act.gov.au
Kristina Collins Department of Education and Training
 Tel: 02 6205 7164 Fax: 02 6205 9340 kristina.collins@act.gov.au
 NEW SOUTH WALES **Lianne Singleton** Department of Education and Training
 Tel: 02 9886 7646 Fax: 02 9886 7305 lianne.singleton@det.nsw.edu.au
 NORTHERN TERRITORY **Jennifer Ure** Department of Employment, Education and Training
 Tel: 08 8999 3709 Fax: 08 8999 4200 jennifer.ure@nt.gov.au
 QUEENSLAND **Marcia Rouen** Department of Education, Training and the Arts
 Tel: 07 3237 1688 Fax: 07 3235 4379 marcia.rouen@deta.qld.gov.au
 SOUTH AUSTRALIA **Lee Grafton** Department of Education and Children's Services
 Tel: 08 8226 3219 Fax: 08 8359 3001 grafton.lee@saugov.sa.gov.au
 TASMANIA **Jan Kiernan** Department of Education
 Tel: 03 6233 7938 Fax: 03 6233 6983 jan.kiernan@education.tas.gov.au
 VICTORIA **Lisa Hayman** Department of Education and Early Childhood Development
 Tel: 03 9637 3752 Fax: 03 9637 2040 hayman.lisa.l@edumail.vic.gov.au
 WESTERN AUSTRALIA **Lindy Stirling** Department of Education and Training
 Tel: 08 9264 4249 Fax: 08 9264 4240 lindy.stirling@det.wa.edu.au
Yvonne Arpino Department of Education and Training
 Tel: 08 9264 4153 Fax: 08 9264 4484 yvonne.arpino@det.wa.edu.au

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MESSAGE FROM AEF BOARD MEMBER



Andrew Blair,
President, Australian
Secondary Principals'
Association

'In its recent paper, *Skills for a Nation: a Blueprint for Improving Education and Training 2007-2017*, the Australian Chamber of Commerce and Industry has called for a strong focus on the growth of Asia in our schools. Our children are growing up in a rapidly changing region and our schools need to foster the development of the skills and knowledge needed to relate to and compete in Asia. Yet the content of Australian school curriculum is traditionally and still predominantly Eurocentric. Most of our children learn nothing or very little about Chinese history or Indonesian geography, few are exposed to Japanese literature or study Indian society. There is little content about the environment of the region in which they will work and live.

It is imperative that school leaders take the lead to implement the *National Statement for Engaging Young Australians with Asia in Australian Schools.*

OUR COVER



Speakers at the AEF National Forum
20 -21 May 2007

THE NATIONAL STATEMENT IN ACTION- THE AEF NATIONAL FORUM



'The danger is that the next divide in Australia will be between those students who have a global outlook and an international language and those who do not', said Tony Mackay in introducing the 2007 AEF National Forum on the *National Statement for Engaging Young Australians with Asia in Australian Schools: in Action*. Intercultural understanding and communicating across cultures are an essential part of the current discussion about 21st century curriculum for all Australians.

The Forum of 150 leading educators from all States and Territories agreed that across Australia there was a strong sense of readiness to embrace the goals of the *National Statement*, as these were seen to be very much in the national interest. The Forum identified that, as curriculum renewal was occurring throughout Australia, this was a unique moment in time for embedding elements of the *National Statement*, and this was happening in all jurisdictions. However, while Forum delegates applauded this significant development in education policy, it cautioned that, without significant investment, school curriculum could not effectively include desired attributes such as intercultural understanding and cultural intelligence. In order for Australian teachers to deliver these, developing teacher professional learning to the requisite depth of knowledge and skills remains a top priority.

One clear message to emerge was the need to set targets to clarify where we want to be in five years time. And, in order to track progress, it is now timely to bring the data on the infusion of studies of Asia in

'We need to develop what "globalisation" and "internationalisation" mean in a curriculum sense. What skills are required to build respect, to build understanding?'

Dr Dahle Suggett, Department of Education and Early Childhood Development, Victoria



'Cultural intelligence is required for virtually any job these days'.

**Dr Margaret Byrne
United Group Learning**



'Margaret Byrne has prompted me to take another look at curriculum standards and whether we address cultural intelligence with sufficient explicitness'.

**Helen Wildash
Victorian Curriculum
and Assessment Authority**

Australian schools up to date. The most comprehensive group of national agencies to date attended the 2007 Forum and committed to develop a Joint Communique, articulating the imperative that 21st century curriculum in Australia reflects intercultural skills, knowledge and understandings about Asia.

The National Forum Report can be downloaded from the AEF website at www.asiaeducation.edu.au/reports

The AEF National Forum 2007 was funded by the Australian Government Quality Teacher Programme.

NEWS FROM DEST

CHANGES IN DEST Due to the recent movements in Schools Groups, Marie Hird (Branch Manager of the Curriculum Branch) will be the new DEST representative to the AEF Advisory Board. Adrian Davies, Director of Australian History and Citizenship Education, will keep studies of Asia issues alive and in order.

NEW LEADERSHIP PROJECT The Australian Government is pleased to announce additional funding of \$1.5 million over three years (2007–2009) to support the further implementation of the *National Statement for Engaging Young Australians with Asia in Schools*, endorsed by all Education Ministers in 2005. The project entitled: 'Taking a Lead – Implementing the *National Statement for Engaging Young Australians with Asia in Australian Schools*' will focus on building and strengthening teachers' capacity in teaching studies of Asia through a whole-school approach in the development of professional learning programmes for primary and secondary school leaders.

INTERFAITH/INTERCULTURAL PILOT PROGRAMME The Australian Government has commissioned Erebus International to deliver a pilot programme: 'Promoting Interfaith and Intercultural

Understanding in School Settings' in Lakemba and Macquarie Fields from 2007–2009. Benefits of this pilot will include a broader mutual understanding of interfaith and intercultural issues in school settings; the development of educational materials to support interschool cooperation; and professional development for teachers to strengthen their knowledge and upgrade their skills in dealing effectively and confidently with interfaith and intercultural issues in a school environment. The pilot has now commenced. There are two clusters of 16 schools involved (comprising diverse faith-based schools and non-faith schools) in the designated areas. DEST would like to extend its sincere thanks to the NSW Department of Education and Training for its solid support for this pilot programme.

LANGUAGES EDUCATION SEMINAR The second National Seminar on Languages Education will be held in Melbourne on 29 and 30 November 2007. The Seminar is one of the national projects funded by DEST under the School Languages Programme. Further information on the Seminar will be available in the national projects update reports on the MCEETYA website at www.mceetya.edu.au/mceetya/default.asp?id=15338

ACCESS ASIA AROUND AUSTRALIA

Snapshots of activities in 2007

Australian Capital Territory

The ACT Studies of Asia Conference on 31 July provided an ideal opportunity for teachers, principals, teacher educators, pre-service teachers and curriculum support staff to discuss how the new ACT Curriculum's *Every Chance to Learn and the Essential Learning Achievements* relate to studies of Asia.

As Canberra schools are in the process of curriculum renewal, the Studies of Asia Officer utilised the annual conference to familiarise teachers with the *Asia Scope and Sequence for Studies of Society and the Environment and English*. The conference showcased the national institutions in the ACT that offer programmes supporting the embedding of Asian studies into the curriculum. To increase studies of Asia links, the Department has expanded its web page and My Classes page.

For **FURTHER INFORMATION** contact Elizabeth Courtois 02 6205 9344
elizabeth.courtois@act.gov.au

New South Wales

A more structured approach to teaching studies of Asia and cultural understanding in the secondary curriculum has resulted in a new school Board Endorsed Course, *Cultural Understanding*, being developed in NSW. This course equips students with the capacity to engage in an appropriate and informed manner with cultures within Australia and beyond. The *Cultural Understanding* course has a core module, 'Understanding culture and diversity in today's world' and the choice of 2–3 options including 'religion and culture' and 'culture and family life in China and India'. The course was introduced at a two-day conference in May where participants worked together to programme and plan for possible course implementation in 2008.

For more information about the course visit:
http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture_understand/index.htm

For **FURTHER INFORMATION** contact Lianne Singleton 02 9886 7305
Lianne_singleton@det.nsw.edu.au

Northern Territory

The Northern Territory Curriculum Framework has formally embedded an Asia perspective and is now focussed, through social literacy and critical literacy, on teaching about Asia in a deep, meaningful way. The Studies of Asia programme plans to develop whole-school support skills packages to assist planning for intercultural understanding and cultural intelligence to be embedded across the curriculum. Six primary and secondary schools have embarked on an AEF/iEARN project to link their students with students in schools in Asia through collaborative on-line research and exchange projects.

For **FURTHER INFORMATION** contact Jennifer Ure 08 8999 3709 Jennifer.ure@nt.gov.au



IMAGE: Student artwork from Hastings Valley Schools, NSW.

Queensland

The Queensland Studies Authority is developing the Queensland Curriculum, Assessment and Reporting (QCAR) Framework. The QCAR Framework will support schools to plan their curriculum (Essential Learnings and Standards); develop consistency of teacher judgement (Standards, Assessment Bank and Queensland Comparable Assessment Tasks); and report student achievement (Reporting Framework). To find out more, visit www.qsa.qld.edu.au/qcar/index.html

Engagement with Asia is articulated in the draft Essential Learnings for SOSE. These include, influences on Australian narratives and identity; key events in the Asia–Pacific region; and Asia–Pacific environments. The on-line Assessment Bank will include Assessment Tasks that have a focus on Asia.

Further support for including the studies of Asia in school curriculum can be accessed at <http://education.qld.gov.au/curriculum/area/sose/asia.html>

For **FURTHER INFORMATION** contact Marcia Rouen 07 3237 1688 or marcia.rouen@deta.qld.gov.au

South Australia

Over 2000 students are studying the stories, traditions and contemporary expressions of full moon celebrations that unite family and friends. On 25 September, as part of the OzAsia Festival, students join with community groups, dancers, musicians and Dragon Boats to parade their lanterns along the River Torrens in celebration of the growing cultural and artistic dialogue between South Australia and Asia. The Access Asia programme has worked with the Adelaide Festival Centre to provide advice and lantern-making workshops to teachers, as well as small grants to schools and curriculum resources to include the Moon Festival in a range of learning areas.

For details visit www.ozasiafestival.com.au
For **FURTHER INFORMATION** contact Lee Grafton 08 8226 3219
Grafton.lee@saugov.sa.gov.au

Tasmania

Four Focus Schools have been funded to audit their school programmes to identify and extend opportunities for teaching and learning about Asia. Schools will examine the new Tasmanian curriculum to identify opportunities through which to infuse studies of Asia. The three Asia Scope and Sequence documents for SOSE, English and The Arts, as well as the *National Statement for Engaging Young Australians with Asia in Australian Schools* and the *Teacher and School Resource Guide*, will support this work. The Focus Schools will share their work at three regional workshops in late October/early November 2007. This dual initiative will lift the profile of studies of Asia and provide models for schools seeking to connect our children to the world.

For **FURTHER INFORMATION** contact Jan Kiernan 03 6233 7938 Jan.Kiernan@education.tas.gov.au

Victoria

Victorian curriculum reform has provided a key lever for schools to focus on the *National Statement*. The Victorian Essential Learning Standards strongly support the implementation of studies of Asia across a number of learning domains. The promotion of studies of Asia with school leaders is being facilitated through sponsorship to attend in-country study tours plus a Forum on *Living, Learning and Working in the 21st Century*. In supporting the Department's priority of ICT, a partnership with the Education Channel and Schools Library Association of Victoria will see a studies of Asia category in the annual WebQuest competition. Professional learning opportunities will support teachers in the development of WebQuests.

For **FURTHER INFORMATION** contact Lisa Hayman 03 9637 3752 Email ayman.lisa.l@edumail.vic.gov.au

Western Australia

Professional Development programmes with an emphasis on intercultural understandings and cultural intelligence have been developed for the Professional Learning Institute, district office staff, principal groups and for pre-service teachers. A partnership with Perth Zoo has seen a re-launch of the Wildways project (www.perthzoo.wa.gov.au/Schools/Special-Programs/Creative-Arts/) where schools with students in Years 5–9 can submit a mixed-media banner to form part of a touring exhibition to Bali as part of the United Nations Climate Change Conference in December 2007.

The K–10 Syllabus working versions are now on line (<http://k10syllabus.det.wa.edu.au/output/syllabus>) and many references to the studies of Asia are embedded into these documents.

The Swan Educational District has developed an MOU with the Cambodian Government and is planning a study tour for teachers involved in the Angkor Project.

For **FURTHER INFORMATION** contact Lindy Stirling 08 9264 4249, or Lindy.Stirling@det.wa.edu.au

FOCUSSING ON ASIA ACROSS THE SCHOOL

'We wanted to ensure a coherent programme that allows our students to build a breadth and depth of knowledge and understanding about the peoples and cultures of Asia.'

Lenah Valley Primary School is the first of four new Asian Studies focus schools in Tasmania. The school has a strong values commitment and demonstrates a clear interest in the cultures and societies of the Asian region. Adopting a whole-school curriculum approach, teachers will work within the new Tasmanian curriculum to formally embed studies of Asia from Kindergarten to Year 6 in the Society and History curriculum. Their work will be guided by the AEF's *Asia Scope and Sequence for English* and *Studies of Society and Environment* as well as the *National Statement for Engaging Young Australians with Asia in Australian Schools*. The School Principal, Lucy Fisher, is taking a lead. She will attend this year's AEF Linking Latitudes Conference in India to further her understanding of studies of Asia and to



IMAGE Jenny Kenny and AST Principal Richard Romaszko.

make connections with local schools there. Advanced Skills Teacher, Jenny Kenny, who has visited India and Taiwan on AEF study tours and worked extensively on studies of Asia over a number of years, will lead the development of the scope and sequence at the school with Assistant Principal, Richard Romaszko, who has led professional learning programmes for the AEF with a focus on values, science and technology.

BUILDING CULTURAL INTELLIGENCE



IMAGE Teachers at the iEARN/AEF training workshop

'I was in Year 8 when I was introduced to my first Sri Lankan friends through an iEARN (International Education and Research Network) school project. It opened my eyes to a world of possibilities, led to an internship in New York and a lifelong passion for intercultural learning', said Aaron O'Shannessy.

Aaron now manages the AEF's Study Tours and Exchanges programme and is working with iEARN Australia to introduce a new cohort of teachers and their students to iEARN friends in Asia. The new iEARN/AEF Asia initiative is an Internet-based project that gives students the opportunity to work across cultures and build cultural intelligence. A rich cross-section of Australian students will be working on collaborative research projects with students in Asia until the end of 2007. Around the country, 32 teachers have participated in training for the project. 'Students respond really well to the technology and to the international dimension of these projects', said Aaron.

iEARN is a not-for-profit teacher-driven, worldwide network of teachers and students. During this pilot project, primary students are working on the Teddy Bear Exchange project while secondary students are involved in Learning Circles that allow for up to six schools to seek and provide intercultural information on thematically linked research topics. The projects provide a real audience and purpose for students to explore their own cultures and values and to write about them. Projects are integrated into existing curriculum and generally run for around ten weeks concluding with the completion and exchange of research projects.

For more information on iEARN visit; <http://www.iearn.org.au/>

TEACHER JOURNEYS

At the recent AEF National Forum held in Sydney, Sarah Menassa, a NSW teacher and coordinator of Geography at SCECGS Redlands, spoke of her studies of Asia journey and the impact of her connection with the Asia Education Foundation. In 2003 she attended the AEF's Linking Latitudes Conference in Hanoi. Upon returning to Sydney she decided that Global Education should be an important focus in her Geography curriculum.

'The school's vision for our students is to develop "confident and competent citizens in a changing world". Having looked at our school vision and mission I concluded that including this focus would add to our curriculum and would be welcomed by our community', she said.

Using the *National Statement* as a framework, Sarah worked with the Director of

Studies to gain approval from the Board of Studies to implement an International Studies programme focussing on the cultures of the Asia-Pacific region. Once approved, resources were developed and staff received professional learning support. The programme has proved to be very successful.

Sarah runs other programmes focussing on Internationalism and in particular, the Asian Region. She organises trips to Cambodia and Vietnam where her students work with disadvantaged children. This trip is part of a larger programme where students work with their peers prior to and after the trip to develop cultural awareness and empathy for cultures other than their own. As a result of the success of these programmes, Sarah is now involved in an on-line national discussion about Global Education and her focus on Asia in the curriculum.



IMAGE Sarah Menassa and her students SCECGS Redlands NSW

PROFESSIONAL LEARNING AND RESOURCES

ACT EDUCATION MINISTER LAUNCHES NATIONAL STATEMENT

'Australia has a long-standing interest in Asia, which has grown over the years, making the region one of the most important in our foreign policy considerations today.' (Trevor Holloway, 31 July 2007)

The ACT's annual Studies of Asia Conference was held on 31 July with 130 educators participating, including pre-service teachers, teachers, principals and curriculum officers. Officially opened by the ACT Minister for Education and Training, Andrew Barr MLA, the conference



ACT Minister for Education and Training, Andrew Barr MLA

keynote speakers included John Quinn, High Performance Manager at Essendon Football Club, who engaged the audience with stories of developing intercultural understanding in his players through a trip to Japan.

AEF Executive Director, Kathe Kirby highlighted key factors relating to the uptake of the *National Statement* across Australia. Trevor

Holloway, Director of China Economic and Trade Section DFAT, spoke about the history of China and Australia's trade relationship, emphasising the emergence of China as a global superpower.

A student panel and student performances showcased ACT students' engagement with Asia. Workshops focussed on how the *National Statement*, the *Asia Scope and Sequence for English and SOSE* can be linked to the *Every Chance to Learn* Curriculum Framework for ACT schools P-12 which is to be released in November. The National Library, the War Memorial and National Gallery presented workshops showcasing locally available resources to include studies of Asia in the curriculum.

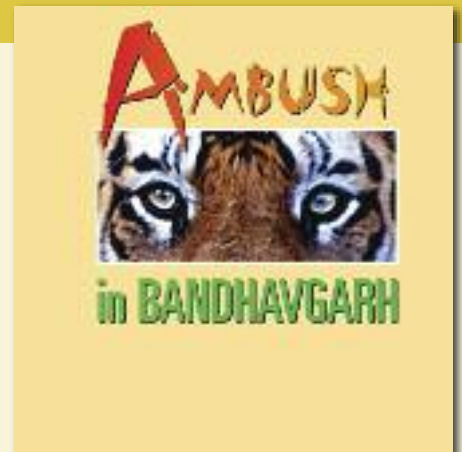
AMBUSH IN BANDHAVGARH

A new NSW resource will be available in Term 4 for teachers of Stage 3 HSIE and Stage 4 Geography. *Ambush in Bandhavgarh* is a 48-page book that details both the life of tigers as part of a fragile ecosystem, as well as being a case study outlining the management of the Bandhavgarh Tiger Reserve, an area in India where these beautiful animals are fighting extinction. The book complements content in the Stage 3 HSIE and the Stage 4 Geography syllabus documents and will eventually be supported with teacher programmes and worksheets.

Ambush in Bandhavgarh is a result of the

close association teachers in the NSW Access Asia programme have had with the Bandhavgarh Tiger Reserve over a number of years. It includes beautiful photographs of the reserve from Vivek Sharma, a naturalist working in the area, who has visited many schools in NSW informing students about the life of tigers and the difficulties facing the management of tiger reserves in India.

The book will be available from the NSW Curriculum K-12 Directorate, HSIE Unit, with details available on the website www.curriculumsupport.education.nsw.gov.au



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- ▣ **DEVELOPS** intercultural understanding
- ▣ **EXPLORES** issues of sustainability
- ▣ **ENHANCES** values education
- ▣ **SUPPORTS** international programmes, and
- ▣ **FOCUSSES** on the future.

ACCESS ASIA STUDY TOURS MAY BE TAX DEDUCTIBLE

Study tour destinations in January 2008 include **China, Laos/Cambodia** and **Vietnam/Cambodia** as well as various programmes run in term holidays. Land costs range from \$2,300 to \$3,750 per person.

Visit www.asiaeducation.edu.au/studytours

For further information contact:

Aaron O'Shannessy
Manager, Study Tours and Exchanges
Asia Education Foundation
T: 03 8344 3584 **F:** 03 9347 1768
E: studytours@asialink.unimelb.edu.au

'Professionally this AEF study tour has broadened my view of our world. As a principal it has highlighted the need to share my experiences with both staff and students to broaden their view of Asia'.

Sandra Diafas, Principal

'The places we visited were carefully selected to gain maximum understanding of the region. Meeting teachers and students and listening to their experiences was great learning'.

Vivienne McMahon, Teacher

EXPLORE YOUR CONNECTIONS WITH ASIA

In a modelled activity that could be effective in any school classroom, fourth year Monash Bachelor of Education and Graduate Diploma students were asked to spend ten minutes creatively exploring their own diverse connections with Asia. Students



were asked to draw, craft, create a rap or other song, write a poem or slogan, sketch, or give a dramatic presentation demonstrating personal connections. Even after ten minutes the results were impressive.

Student Geoff Steele's 'Big Bus' depicted the tourist coach he used to drive for Asian tourists, his wider connections through work in Japan, his Japanese girlfriend and many school friends. International students in the class presented images from home. Roslin Srikuwal from Thailand constructed a 3D model including a temple, Thai language, tuk tuks and the Thai baht. Paul McLauchlan's poster of the Chinese Museum in Melbourne told the story of where he worked in the past. Others highlighted their connections through travel, food, the media, products made in Asia, and personal links including partners, children, friends and student exchange.

Dr Libby Tudball, Senior Lecturer in Education in the Faculty of Education, said that studies of Asia are an integral part of teacher

education programmes at Monash University.

Lisa Hayman, Studies of Asia Victorian State Adviser, visited the campus in August to speak to the Social Educator programme cohort. This annual programme ensures that educators achieve

understanding of key priorities on the education agenda including Studies of Asia, Global Education, Values Education and Civics and Citizenship education. Lisa's presentation included a special wiki she has created for teacher education students so they can access key resources for teaching and learning about studies of Asia across the Social Education field. It provides great links to resources: <http://studiesofasia.wikispaces.com>

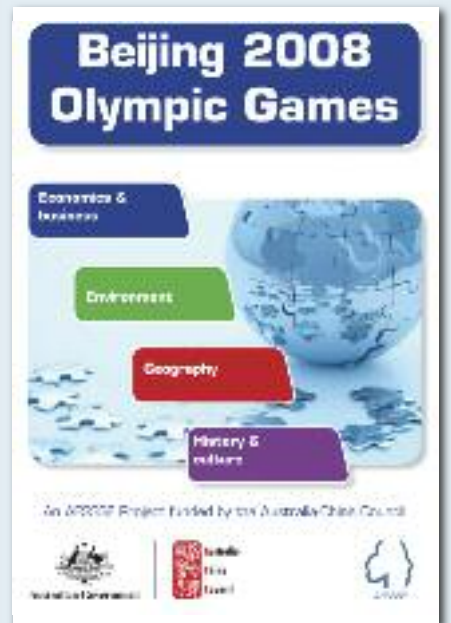
An on-line professional learning package has been developed to support the *Asia Scope and Sequence for SOSE (ASSS)*. The package includes a series of activities that can be flexibly delivered to build teacher knowledge about the ASSS and Access Asia curriculum resources. The activities, which range in duration from 45 minutes to 2 hours, are designed for implementation at staff meetings, curriculum planning sessions and as conference workshops. The programme is accessible at www.asiaeducation.edu.au/public_html/scope_sequence.htm For more resources see p8.

This annual programme ensures that educators achieve understanding of key priorities on the education agenda including Studies of Asia, Global Education, Values Education and Civics and Citizenship education.

BEIJING OLYMPICS FOR THE SECONDARY SOSE CLASSROOM

The Olympics provide an exciting focus for four units of work which have been developed for SOSE students in Years 7–10. The units deal with history, culture, geography, the environment and economics. They contain focus questions, strategies and activities, worksheets, key terms and meanings and links to other relevant resources. The resource aims to build a better understanding of China as well as to promote intercultural understanding. The resource has been produced by AFSSSE (the Australian Federation of Societies for Studies of Society and Environment), with assistance from the Australia–China Council.

The units can be downloaded from www.afsese.asn.au



BEIJING OLYMPICS FOR THE PRIMARY CLASSROOM

A new national primary resource consisting of 60 primary cross-curriculum lessons themed around the 2008 Beijing Olympics has been produced by the Australian Olympic Committee. This resource contains a range of activities for lower, middle and upper primary that can be used as short engaging activities across many of the Key Learning Areas or sequentially linked through the Thinking Skills Hierarchy. The major focus is China, exploring its language, culture, history, geography and customs. Using this material, students investigate Chinese proverbs, inventions, recipes and symbols.

In addition, there is a message competition, Olympian Webcasts, Norman May's Golden Nuggets, a dedicated web area for students and an invitation to decorate the rooms of the



Australian athletes at the Olympic Village. Gardner's Multiple Intelligences and Bloom's Thinking Taxonomy inform the organisation of the resource to ensure activities can be used in any State's curriculum framework and teachers

can link them to their own unit planning.

The resource emphasises the Olympic values, literacy and numeracy skills, the use of information and communication technologies, active lifestyles and links with the community. The resource also complements the Federal Government's *National Statement for Engaging Young Australians with Asia in Australian Schools* and the *National Framework for Values Education*. The resource is available free to download from olympics.com.au by joining the a.s.p.i.r.e. school network. It will be available from 8 November 2007.

For more information please visit olympics.com.au or contact education@olympic.com.au

CURRICULUM RESOURCES

APEC, ENVIRONMENT AND A FOCUS ON INDIA

Twelve online SOSE units have been published. They can be found within the text of the *Asia Scope and Sequence for SOSE* (http://www.asiaeducation.edu.au/pdf/asia_scope_sequence_sose.pdf). The units provide teachers with a rich array of teaching and learning ideas. Within the unit about APEC, students are asked to consider how the countries of Australia, Malaysia, Indonesia and Vietnam might react to a pandemic in the region. A unit about nation-building considers the similar and different ways in which Gandhi in India and Mao Zedong in China went about leading political change. This unit also uses the Learning Federation learning objects that provide interactive

opportunities to explore and compare how Australians have gone about creating their nation. The current relevance of water as an issue is a focus in another unit which provides opportunities for students to explore and debate the vexed questions of whether the Sardar Sarovar dam in India should be built or examine what impact the Three Gorges Dam project in China will have. The unit invites obvious comparisons with water-saving strategies and conservation issues in Victoria ranging from the development of a desalination plant in South Gippsland to the state of the Murray–Darling rivers. There are nine other units which include six aimed at the primary school level.

TIMOR–LESTE: FRIENDS AND CLOSE NEIGHBOURS

Our view of the newest nation in Asia is often clouded by images of violence and political struggle. Most Australian students know little about one of our closest neighbours. Four units of work are on the AEF website to assist teachers to make the most of the available resources about Timor–Leste. Two integrated units provide teaching and learning ideas for primary teachers. At the secondary level, a unit focuses on history, geography and economics and another explores future scenarios for this country. These units were developed in partnership with the Friendship Schools Project, they can be found at http://www.asiaeducation.edu.au/public_html/leson_plans.htm.

AUDITING THE ARTS

It is now possible for schools to audit their Arts curriculum using the *Asia Scope and Sequence for the Arts* document. Located on the AEF website, this resource covers the areas of Dance, Drama, Media, Music and Visual Arts at four levels of schooling. The text shows how a focus on Asia might be achieved through one aspect of the Arts or through an integrated approach. For example, in Visual Arts at Upper Primary level, students might:



‘explore how artists in Australia and Asia represent their world by comparing paintings, drawings, and sculptures from different times and cultures (e.g. traditions of Australian and Japanese landscape painting; the origin and development of the willow pattern in China and Europe)’.

An approach which combines aspects of the Arts might look like this at the lower primary level:

‘observe and talk about similarities and differences in the same story presented in different arts forms (e.g. cartoons, television, pictorial representations, dance and/or puppet

versions of the quest of Rama and Hanuman)’.

Recommendations about appropriate resources support each statement. For example:

‘Art forms can be compared by exploring the impact of Wayang plays in print form in *Access Asia Primary Teaching and Learning Units*, in video performance on the *Voices and Visions from Indonesia CD-ROM* and musically through *Byar’s* performance on the *Musica Viva* website’.

Teachers will find elaborations of curriculum outcomes at lower secondary and middle secondary levels. http://www.asiaeducation.edu.au/public_html/scope_sequence.htm

DO YOU KNOW WHERE TO FIND...

- Strategies for connecting Languages with current education initiatives like Boys Education, ICT and literacy
- A resource that outlines, step, by step how to implement a studies of Asia programme in a school
- Teaching and learning activities and a professional learning programme to support Libby Hathorn’s *The River*
- A focus on regional and global issues via the specific areas of ‘Identity’, ‘Mobility’, ‘Regional Cooperation’ and ‘Sustainable Futures’
- 100 postcards from the ‘My Place’ project from Australia, Korea, India and China
- A monthly e-News update about studies of Asia
- A teaching unit about Japanese film *Sumo Do, Sumo Don’t*
- URLs for organisations with an interest in Asia, both here and internationally

All this and much much more can be found on the Asia Education Foundation website: <http://www.asiaeducation.edu.au>.

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