



Asia Education Foundation

Leading 21st Century Schools

National Forum Report 19-20 May 2008

When the Hon Julia Gillard MP, the Deputy Prime Minister and Minister for Education, charged the nation's peak educators with the ambitious imperative of creating a nation-wide student body of global citizens, literate in the cultures and languages of Asia, a palpable sense of excitement surged through the Asia Education Foundation's (AEF) National Forum. Her audience included 118 of the nation's foremost principals, key initiators in the Project she launched, *Leading 21st Century Schools: Engage with Asia*.

The Project, initiated in June 2007, supports curriculum change and gains impetus from the new interest in Asia engagement articulated at the Australia 2020 Summit in its call for a nation-wide agenda on Asia literacy.

Ms Gillard described Australia as at the juncture of powerful empires and cultures, which are predicted to comprehensively dominate world trade when today's five-year-olds are at the peak of their careers. Using examples of proximity for many countries in Europe to emphasise the importance of multilingualism, she said, 'In recent decades Australia too has woken up to the reality of its geography'. Ms Gillard went on to say that, 'The old world that gave us the luxury of monolingualism is not coming back'.

'The wider revolution is about giving young Australians 21st century literacy to become global citizens – right across their educational experience, from language proficiency to ICT capability to artistic creativity.' Ms Gillard called on the AEF to play a lead role in making Australia's educational engagement with Asia a success.

'According to a recent study, half of all Australian primary and secondary schools teach their students little or nothing about Asia ... Only 5.8 percent are studying an Asian language at Year 12.'

She announced that the Australian Government will provide \$6.3 million to the AEF over four years to further the objective of the *National Statement for Engaging Young Australians with Asia in Australian Schools*. The *National Asian Languages and Studies in Schools Program* (NALSSP) funding also supports the development of specialist curriculum for talented students in Asian languages and studies. 'I will be asking them [AEF] to



'It is impossible to conceive of a future Australian education system that does not take the study of Asia seriously.'

The Hon Julia Gillard MP Deputy Prime Minister and Minister for Education
Hyatt Regency Hotel, Adelaide, 19 May 2008

work strategically with us, with all school systems and with many other stakeholders to help achieve the goals of our Asian Languages and Studies policy.'

Ms Gillard pledged support for the recruitment of foreign language teachers and building international links through school twinning, exchanges, mentoring, and in-country community based programs. 'It will involve intense Commonwealth-State cooperation to bring about the creation of new human infrastructure and resources, especially the training of additional teachers and the development of a specialist curriculum.'

She congratulated those attending the conference. The education revolution is not just about increased resources. It is about a whole new reform vision to give young Australians 21st century literacy to become global citizens right across the curriculum.

The Leading 21st Century Schools National Forum was funded by the Australian Government Department of Education, Employment and Workplace Relations.

For pod and vodcasts of keynotes go to www.asiaeducation.edu.au

BACKGROUND TO FORUM

The *Leading 21st Century Schools* National Forum (National Forum) was organised by the Asia Education Foundation (AEF) and constituted the first part of the professional learning strategy for the *Leading 21st Century Schools: Engage with Asia* Project with the engagement of key national partners. The National Forum aimed to engage school and system leaders with Asia, motivate leaders to lead a change process in their organisations, and resource and support leaders to achieve the goals of the *National Statement for Engaging Young Australians with Asia in Australian Schools*.

Forum delegates included 243 leading educators from around Australia, comprising 133 principals, including 118 participating in the *Leading 21st Century Schools: Engage with Asia* Project, 76 members of State and Territory Project Co-ordinating Groups, 34 representatives of national principal and teacher professional associations, leadership organisations and AEF Advisory Board members and representatives of education systems from all States and Territories.

Pod and vodcasts of keynote presentations together with downloadable Powerpoint presentations and speeches are available on the AEF's website: www.asiaeducation.edu.au

Asia Education Foundation

The Asia Education Foundation is a national organisation that promotes and supports the engagement of young Australians with Asia. It is a joint activity of Asialink at The University of Melbourne and Curriculum Corporation, with core funding from the Australian Government Department of Education, Employment and Workplace Relations since 1992. The AEF works in partnership with education systems, schools, education agencies, teacher education institutions and professional associations.

The AEF acknowledges the leadership of Tony Mackay, Executive Director, Centre for Strategic Education and AEF Advisory Board Member. The National Forum was implemented in partnership with AEF Advisers/Executive Officers located in Departments of Education in each State and Territory including Sally Alexander (ACT), Brian Elliot and Jennifer Curtis (NSW), Rosita Kandiah (NT), Marcia Rouen (QLD), Jackie Thomson and Lee Grafton (SA), Jan Kiernan (TAS), Lisa Hayman (VIC) and Lindy Stirling (WA).

National Forum organisation: Supreya Blyth, Kathe Kirby, Maureen Welch, Kurt Mullane, Allan Goedecke, Aaron O'Shannessy, Jennifer Ure and Inge Halim. Forum Report: written and edited by Michelle Coleman, Kathe Kirby, Maureen Welch and Jennifer Ure. Leading 21st Century Schools Project team: Kurt Mullane, Allan Goedecke and Jennifer Ure. Photography James Knowler and layout Parkhouse Pty Ltd

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Engaging Young Au



The 2020 Schools Summits were held in 500 schools across Australia in the lead up to the Australia 2020 Summit held in Canberra. School children agreed that to live in a global world, they require greater links with other countries – and particularly China and India. A key idea to emerge from the 2020 Summit was a call for 'Regional literacy: a comprehensive, cross-agency, national strategic plan for a major reinvigoration of Asia literacy in Australia.'

Our challenge is to build a critical mass of Asia literate young Australians.

Asia literacy can be achieved for every young Australian through study of the history, geography, literature and arts of the countries of Asia plus a cohort of students developing in-depth inter cultural skills through studying an Asian language.

The *National Statement for Engaging Young Australians with Asia in Australian Schools (National Statement)* was agreed to by all Ministers of Education in December 2005. All State and Territory systems recently collected data to indicate progress of take-up of the *National Statement* in a report to the Australian Education

'Parents play the most significant role in subject choice. We can't get kids in the right mindset if we can't truly engage the parents.'

Jenny Branch, President, Australian Council of State School Organisations

Leading 21st Century Schools Project

Educators across Australia are acknowledging the need for Australian students to have the necessary prerequisites for living and working in a global society and economy where Asia will continue to play a significant role.

In order to make this understanding a reality, the peak principals associations of Australia are partnering the AEF in the *Leading 21st Century Schools: Engage with Asia* Project. The Project is a new initiative to support principals to lead sustainable change processes to embed studies of Asia in the school curriculum. The Project is funded by the Australian Government Department of Education, Employment and Workplace Relations.

The Project, managed by State and Territory Coordinating Groups, is comprised of cross-sectoral representatives. The overall aim is to provide a national professional learning platform from which principals can draw to support curriculum change. Through a number of professional learning activities that are designed to support sustainable curriculum change, participating principals will engage their staff and community in whole-school curriculum integration of studies of Asia. The National Forum launched the Project that began the professional learning program for principals.



Through a series of professional learning activities encouraging schools and wider communities to embrace the change, the Project is conducted in two stages. Phase 1 in 2008 will strategically support 118 leading primary and secondary principals who have come together to undertake an action-based professional learning program to embed studies of Asia into school curriculum and policy.

Phase 2 in 2009 will provide opportunities for schools to extend and deepen their school-based work commitment through school grants to a selected cohort of principals.

At the Forum, State and Territory teams were led by principals and departmental officers through a series of activities exploring strategies and resources to embed studies of Asia in their schools. Participants reported a high level of motivation and excitement about taking the next step which will be school based activities. These include making presentations to their school communities on the importance of engaging their students with Asia and undertaking audits of their school curriculum, resources and staff knowledge regarding studies of Asia. Principals will be supported by networking with their peers during the Project and their experience will be captured on the Project website.

Why now?

Andrew Blair, President, Australian Secondary Principals Association:

'We have half a generation to seriously turn this ocean liner around. Schools are going to be called upon, not just in terms of Asia literacy, to be a catalyst for social change. An education revolution is not just about resources in schools, it is recognition that schools are places where social change is implemented. There is a difference in mood implicit in the transfer of responsibility, it is asking principals to take the lead.'



Leonie Trimper, President, Australian Primary Principals Association:

'Principals will be very motivated and enthusiastic but they will return to competing demands. They need to stay focused and look at what is achievable in a local context, and put a lot of time into planning. They need a whole range of strategies to engage the community and the whole of staff and students. We need community support. The network of principals will leave this conference knowing all the support structures are there.'

Mary Ciccarelli, Executive Officer, Catholic Secondary Principals Australia:

'The major challenge will be ensuring schools are well enough resourced to ensure principals are completely committed. They need high quality professional learning opportunities for teachers, a new emphasis on skilling trainee teachers in studies of Asia. They need assistance to communicate effectively to school communities the fundamental importance of Asia to opening their students to the 21st century.'



Malcolm Pritchard, NT Representative, Association of Heads of Independent Schools Australia:

'There is a reluctance at a whole range of levels to commit to a real relationship with Asia. As educators this program is where we get to take the opportunity to act. Our children choose subjects based on rational self interest so why is the number of children choosing to study Asian languages in our country falling? Unless we can speak to the people in Asia will not be able to engage them; we will be left as a quarry, doomed to irrelevance.'

Susan Boucher, Chief Executive Officer, Australian Principals Associations Professional Development Council:

'One of the challenges is ... how do we get new, younger probably less experienced principals to come forward in this project. It's about the whole school ... How the school culture operates in respect of Asian studies and how it connects with diverse communities right across the board.'



This Call to Action is an initiative of the AEF Advisory Board, endorsed by representatives of peak education bodies at the AEF National Forum, Adelaide 19-20 May 2008. www.asiaeducation.edu.au

Call to Action: Asia literacy for every

'It is impossible to conceive of a future Australian education system that does not take the study of Asia seriously.' Deputy Prime Minister, the Hon Julia Gillard MP, AEF Forum, May 2008

Prime Minister Kevin Rudd wants Australia to become 'the most Asia literate country in the world.' The *National Statement for Engaging Young Australians with Asia in Australian Schools* (MCEETYA, 2005) sets out the skills and knowledge required to equip young Australians to:

- *boost productivity* through working with the world's largest economies including China, India and Japan
- *collaborate* with our neighbours in Asia to resolve global issues including environmental sustainability and poverty
- *strengthen our social capital* through understanding Australia's rich, diverse heritage and what it means to be Australian today.

Urgent action is required by Australia now to achieve Asia literacy for all.

- No education system explicitly requires schools to teach about the Asian region. Data indicates that 50% of our schools are not equipped to teach about Asia.
- Less than 25% of our students have the opportunity to study an Asian language. Only 5.8% of Year 12 students choose to study an Asian language - this decreases to 3% at University.
- The majority of our teachers have had no opportunity to learn about Asia in their own education. There is no plan to ensure the Asia literacy of new teachers.
- No education system monitors student learning about Asia.

Achieving Asia literacy requires increasing the cohort of students who can study an Asian language, combined with embedding studies of Asia as a core element in Humanities and Social Sciences, English and The Arts for *all students*.

The Asia Education Foundation has formed Australia's Asia Literacy Alliance of peak education stakeholders who call for:

1. **The Council of Australian Governments** to act by December 2008 to develop and resource a **National Action Plan** to implement the *National Statement for Engaging Young Australians with Asia in Australian Schools* and to monitor improvements in Asia literacy through system **progress measures**
2. **The National Goals for Schooling** to state the necessity to equip every young Australian with Asia skills and knowledge
3. The **National Curriculum** to embed studies of Asia as core elements in English, History and Geography
4. The **National Asian Languages and Studies in Schools Program** to designate funds to enhance Asian languages teaching and to increase studies of Asia in Humanities and Social Sciences, English and The Arts
5. **Digital Revolution** initiatives to connect teachers and students with schools in Asia and provide Asia resources on-line
6. **Quality Teaching** initiatives to develop teachers' knowledge and skills in teaching Asian languages and teaching about Asia
7. **Teacher Education** initiatives to equip new graduates with knowledge and skills to teach about Asia and provide incentives to attract Asia literate graduates, including those with Asian languages, to teaching
8. **School Leadership** initiatives to expand the *Leading 21st Century Schools: Engage with Asia* principals' program
9. **Family-School and Community Partnerships Bureau** to promote the need for Asia knowledge and skills for every young Australian and promote support from parents to achieve this
10. **Business** to support Asia literacy for all students.

young Australian



Australia's Asia Literacy Alliance

Asia Education Foundation Board

Australian Council of Deans of Education
Australian Council of State School Organisations
Australasian Curriculum, Assessment and Certification Authorities
Australian Joint Council of Professional Teaching Associations
Australian Parents Council
Australian Primary Principals Association
Australian Secondary Principals Association
Curriculum Corporation Board
Independent Schools Council of Australia
National Catholic Education Commission
Asian Studies Association of Australia
Asialink Board
The University of Melbourne

Peak Organisations

Asia Education Teachers Association
Australian College of Educators
Australian Council for Educational Leaders
Australian Curriculum Studies Association
Australian Federation of Modern Language Teachers Associations Inc
Australian Federation of Societies for Studies of Society and Environment
Australian Principals Associations Professional Development Council
Association of Heads of Independent Schools of Australia
Business Educators Australasia
Catholic Secondary Principals Australia
Professional Learning Institute, WA

'One of the main challenges is how to get parents to take part. Getting kids to change requires parents to change.'

Ian Dalton, Executive Director, Australian Parents Council

Taking Action in States and Territories

State and Territory groups explored the barriers and challenges facing schools in strategically ensuring Asia literacy was embedded across the curriculum. Each group created a vision for an Asia engaged student and school, and devised initiatives to ensure Asia engagement resonated strongly across school communities and in educational systems.

Australian Capital Territory

Declared the AEF had provided clear targets and challenges on definitions of global citizens and that resources provided would be used in conjunction with those from the ACT's new Centre of Learning. It will embed principal-devised studies of Asia action plans across the curriculum and communicate to school communities the critical nature of Asia literacy.

New South Wales

Lodged a specific request for a centralised system for overseeing international sister school relationships. It committed to an audit of existing school curriculum and expanding studies of Asia across subjects and year levels, with consideration being given to untapped cultural diversity resources already existing within school communities. It reinforced the call for a national commitment to underpin sustainable curriculum work and praised the newly formed principal's network for its early effectiveness.

Northern Territory

Will create a marketing strategy surrounding the catchphrase 'Asia Smart'; address obstacles to language delivery through a statewide framework; emphasise experiential learning; audit and build studies of Asia into curriculum; and resolve obstructions to international student trips to Indonesia. Its action plan will 'kick off' with a presentation to the NT Department of Employment, Education and Training, principals, community groups and local business leaders to stir interest, excitement and understanding for Asia literacy.

Queensland

Committed to developing the depth of sustainable leadership for inclusion of studies of Asia from the wider community and advocated the inclusion of a parent on the Queensland Co-ordinating Group. It applauded the choice of principals in the *Leading 21st Century Schools Project* and appealed for a coordinated, purposeful, resourced approach to whole school curriculum embedding of studies of Asia.

'If we don't engage our students in the cultural literacies of Asia we will disenfranchise them from economic, social and cultural connections in the future.'

Anthony Gribbin, Principal, Holland Park State School, QLD



South Australia

Highlighted the confronting and also inspirational imperative in shifting community-wide attitudes to create a heightened awareness of the critical importance of studies of Asia. It proposed the concept of shared humanity as the 'hook' that would resonate most strongly in South Australian communities. The group will raise the profile of objectives outlined in the *National Statement* and seek to have them inserted in school policy documents, aiming to embed the studies of Asia through a multi-faceted curriculum approach.

Tasmania

Sought to challenge the view of its State as mono-cultural, including broadening community and school perspectives through exploring sister school relationships and student exchanges. The group focused on multiple curriculum entry points and building partnerships beyond the school, particularly with business. It will conduct individual audits of school practice to create case studies that will be shared by the newly formed network of principals – a network it intends to expand.

Victoria

Announced its dedication to cross-curriculum change and building awareness of the imperative for studies of Asia. It highlighted the urgent need to capitalise on the mood of change and opportunity as evidenced by the Deputy Prime Minister's speech at the National Forum and the 2020 Summit that called for nation-wide Asia literacy. It lauded this unique State/Territory and national networking opportunity.

Western Australia

Underscored the requirement for starting small, manageable studies of Asia programs with the aim of escalating them into sustained, enthusiastic actions involving the whole school community. It urged schools to value and utilise the cultural capital already boasted by the school and wider community and to commit to embedding Asia cultural competence even if it could not be delivered alongside a language. The group will conduct conversations to create a school vision and values statements to assist the embedding of studies of Asia.

'Asia is no longer just a place we learn about and go to for holidays; it is part of our community. This is going to shape what I am driving for our school for the next five years.'

Lyn Stone, Principal, St Jude's Catholic Primary School, WA



'Steps need to be put in place to prepare the parent body and explain the changing context as the business and political engagement with our neighbours to the north becomes increasingly complex.'

Allan Shaw, Chief Executive, Association of Heads of Independent Schools Australia

At the Forum

Welcome to South Australia

In the welcome address Mr Hieu Van Le described his early life as 'caught in the winds of change'. During the early 1970s he was one of a wave of Vietnamese boat people who sought asylum in Australia. He set about acquiring Australian qualifications to ultimately become a living symbol of South Australia's cultural diversity as the first Lieutenant Governor of Asian background.

He emphasised that education was key to fostering friendship, trade and cultural links with Asia. 'Asian nations are proving it is no longer necessary to westernise ... that means we have to deal with them on different but mutually beneficial terms.'

The full text of the speech is at <http://www.multicultural.sa.gov.au/commission/speeches.htm>



Mr Hieu Van Le, Lieutenant Governor of South Australia and Chairman, South Australian Multicultural and Ethnic Affairs Commission



Tim Harcourt, Chief Economist, Austrade

The Power of Proximity

While the rest of the Western world might be bracing for the effects of sub-prime, Tim Harcourt says Australia is riding a resilient wave thanks to booming Asian economies.

'Japan drove the Australian economy from the 1950s to the 1970s but now China and India look like taking that position.' China and India are expected to top the world's share of GDP by 2040, and currently China is Australia's number one trading partner.

Despite this only about 4 percent of Australian companies

are exporting. Mr Harcourt believes a lack of knowledge of the region contributes to uncertain business outcomes. He encouraged participants of the *Leading 21st Century Schools: Engage with Asia* Project to embrace the challenge of engaging the next generation with the cultures and customs of the Asian region.

'We can bring trade barriers down but if we don't have cultural engagement in the neighbourhood we are not going to take advantage of those benefits.'

Worrying China

Geremie Barmé confronted the multifarious challenges of tackling the contrary and fascinating entity of China at classroom level.

'As part of the world environment and global economy, the diplomatic realities of today make China a place far beyond its own borders,' said Professor Barmé. China is one of the world's oldest continuing cultures. Its staggering political and cultural history spans more than six millennia, with more than 4000 years of dynastic rule. Its citizens speak six distinct languages and a multitude of dialects. Its economic power is daunting; it is expected to be the

world's leading economy by 2040, and is already Australia's number one trading partner. Its identity is molded by a fierce pride and dignity.

Professor Barmé warned those uneducated in China's many facets risk a potential minefield and acknowledged the difficulty for educators in embarking on deconstructing China.

Professor Barmé strongly urged the nation to include cultural awareness of the Asian region in school education. 'We enrich ourselves ... and our students to realise there are truly different ways to being.'



Professor Geremie Barmé, ARC Federation Fellow and Professor of Chinese History, ANU

This is the Asian century. By the time the five year olds beginning school now are mid-career, China and India will be once again two of the world's most dominant economies. Australian schooling, as it stands now, does almost nothing to prepare the kids for this.

ABC Radio National's Life Matters

Panel interview with Richard Aedy

The interview panel included: Andrew Blair, President, Australian Secondary Principals Association, Kathy Kiting, Principal, Campbell Primary School ACT, Professor Robin Jeffrey, Dean, ANU College of Asia and the Pacific, and Malcolm Norris, Executive General Manager Exploration and New Business, Intrepid Mines.

Here are a few key excerpts from this engaging discussion.

Malcolm Norris: 'Our company is looking to acquire a number of people who can operate in Asia. Challenges are linked to language skills, linked to technical capability, and challenges are linked to cultural awareness. ... We're saying we need the best technical people to be culturally aware when we are in very culturally complex environments like Indonesia, the Philippines and China.'

Professor Robin Jeffrey: 'We will still be residing ... over probably the greatest quarry in the world outside Canada ... so we are going to be of great interest to the rest of the world, and that may not always be a friendly interest. That is one of the aspects we have to be prepared for.'

Kathy Kiting: 'Capturing the imagination of young children is the best way to get started ... They have the capacity to understand from a young age.'

Andrew Blair: 'This matter is so urgent we need to look at how we embed cultural competence of Asia across our curriculum. How can we possibly be creating scientists, engineers, economists without a very strong knowledge of Asia.'

Mr Aedy, in his blog stated that '... not all of our children will learn languages ... we can have a lot more understanding for everyone by embedding Asian cultures into the rest of the curriculum - English, maths, sciences, history, geography. It's vital that it is done and we need to start now.'

Aired July 18, 2008 at 9.00 am see: <http://www.abc.net.au/rn/lifematters/>



'We need to look at Asia literacy as the lens through which we reconstruct the whole curriculum. We need to urgently shift our approach to reflect geopolitical realities and the imperative is coming right from the top.' Susan Mann, CEO, Curriculum Corporation

Global Citizens in Action

Forum leader, Tony Mackay, led a dynamic dinner conversation with three inspiring young Australians. Here are some highlights.

Rachel Wilson, Deputy Director, Department of Foreign Affairs and Trade, Sydney

'Because I could speak Japanese my opportunity came when I went to a huge interview with Goldman Sachs. There were that many people who wanted to work for them. I

just happened to be standing next to one of the managing directors of the firm from Tokyo. He turned around and said to me, 'Well all right, translate for me.' I started translating and he said, 'Nine o'clock, Monday morning, you are my first interview.'

Imran Lum, Research Assistant, Centre for Study of Contemporary Islam

'Islamic banking is interesting because it is the only place where

you get sheiks, mullahs, imams sitting with Western bankers and capitalists at the same table loosening up their turbans, loosening up their ties and getting down to business.

'When September 11 happened, it was a time of a lot of introspection among Muslims and the Muslim community in general was under significant pressure at that time. A lot of young Muslims felt that we needed to study this academically and look at issues that are played out on a global scale that affect young people on the street.'



Jennifer Purcell, Student, Macquarie University and Goldman Sachs Global Leader 2007

'We are a global society now and that has to be capitalised on. Young people are underestimated in society in general. If we expose our young people to such things then ordinary girls like me can start NGOs and really get into our region and work.'

Engaging with a Rising China

Dr Jane Orton discussed Australia's business role in China. She argued that within ten years China may no longer rely on Western countries like Australia to provide staff in the service sectors like accountants, architects and engineers. The Law and Manufacturing sectors predict this will occur within five years. Why? According to Dr Orton, this is due to three issues: firstly Australian business currently works in the interface with international companies in China and much of the business is conducted in English. Secondly the majority of staff in Australian business offices in China are young Chinese professionals who are rapidly gaining the skills to undertake this business in China themselves. Combine this with the fact that less than 10 percent of Australians working in China have undertaken any studies related to China and only 20 percent speak Mandarin. Australian business will need to look to the Chinese domestic market for its major growth opportunities – to do this successfully won't happen without a much greater knowledge of Chinese culture and Chinese language. Dr Orton urged educators to provide today's students with China focused courses in literature, history and social science. Strong language programs are needed with primary to tertiary pathways and international work experience.



Dr Jane Orton, Senior Lecturer, The University of Melbourne

The Business Case

Tamerlaine Beasley demonstrated that complex business environments now demand Australians operate with heightened cultural awareness or muddle through at their company's peril. Ms Beasley said, '... establishing effective relationships does not reside in learning a single language, but in gaining a comprehensive capacity to cross numerous cultural boundaries, starting with a sound understanding of the uniqueness of Australian culture.'

She said that it is clear Australians exist in culturally complex times that demand global citizens operate effectively in a new environment. Businesses are increasingly expecting employees to travel to numerous international destinations. Common are virtual workplaces, where a team may be spread across the world from Sydney or Melbourne to Hong Kong, Mumbai and New York.

Ms Beasley, whose business is dedicated to building effective business relationships across cultures and unraveling the vast complexities even within single nations, challenged principals to think about how we negotiate and navigate culture. 'Culture is dynamic and changing', she said. 'When you are talking about China ... are you talking about the far north-west of China and a state owned enterprise with managers in their 50s, or are

you working in Shanghai with 25 year olds who have a very different world view?'

'Everyone has as much culture as anyone else. Australians often believe we are culturally neutral and that culture is this weird thing that people in Asia have.'

Ms Beasley believes broadening Australia's language base and expanding cultural awareness of the vast variety of cultural expectations within Asia are vital to preventing an array of pitfalls she sees every day among businesses operating in Asia. She argues for extensive cultural awareness embedded from early school years and warns against the dangers of relegating intercultural skills in the 'nice to have' basket.



Tamerlaine Beasley, Managing Director, Beasley Intercultural

Good Neighbours, Global Citizens

Macquarie University and Australian Volunteers International (AVI) are prime examples of the scope for cultural exchange between Asia and Australia, according to Dimity Fifer. From 2010 the organisations will partner in a brave and visionary scheme, called the Global Futures Program, which will mandate all Macquarie University undergraduates to perform humanitarian work across the South Pacific and East Asia.

Ms Fifer urged principals to see it as an example of the rapid benefits for students engaging with Asia. 'If we live in a global society then participation must be global,' she said.

AVI has managed an immense 6000 volunteer assignments in 68 countries over a 50-year history and Ms Fifer urged educators and government agencies to address the dearth of Asian languages and cultural skills in Australia, which is hindering today's volunteers in cross-country assistance programs. She said the capacities gained in international

volunteering have direct value back in Australia. 'There are opportunities for mutual learning, mentoring and peer support, e-volunteering and two-way exchanges ...

It is not just about learning a culture; it is about immersing yourself in it.'

'It is not just about measuring economic success but the sorts of experience and authentic global connections created. It is a way of combining theory and practice. More organisations want to connect through mutuality and reciprocity and are looking for the kind of skills you learn in international volunteering.'

Ms Fifer described a mounting interest from Australian businesses, including the Australian Planning Institute and the Lonely Planet Foundation, which want

professionalism combined with philanthropic work. She declared AVI was committed to getting every Australian organisation and community involved in a respectful international relationship.



Dimity Fifer, CEO, Australian Volunteers International

'Asia literacy will matter increasingly to students. Principals will embrace this as a critical thing for students individually and Australia as a nation.'

Gillian Shadwick, General Manager, Learning and Development, Department of Education and Training NSW

Mapping Social Cohesion and the Way Forward

Professor Andrew Markus presented the Scanlon Foundation's latest research on Mapping Social Cohesion within Australia, and provided a unique insight into the attitudes and experiences of Australians of Chinese and Vietnamese ancestry.

Professor Markus measured the level of belonging, social justice and equity, participation, acceptance and self worth – the same core set of values highlighted by the *National Statement* and addressed in the new project *Leading 21st Century Schools: Engage with Asia*.

Asian respondents reported feeling economically empowered in Australia but experienced low levels of belonging compared to other groups. Nationally, around one in ten Australians report discrimination on the grounds of ethnicity or religion over the past 12 months; 5.8 percent of respondents report experience of discrimination on a continuing basis, at least once per month.

These findings require schools to truly engage with their Asian communities and provide programs to encourage social cohesion.



Professor Andrew Markus, Pratt Foundation Research Professor, Monash University

The Arts of Asia – a treasure-trove on our doorstep

Asialink's Arts Director, Alison Carroll, used Australian, Asian and European visual arts examples to probe deeper into cultural understanding. She challenged participants to think about their cultural knowledge when viewing arts from another culture. Participants explored some of the stereotypes and barriers that bedevil greater understanding of arts from other cultures.

Through a practical exercise of drawing, participants experienced how the arts elucidate different value-systems within cultures, how different attitudes can be explained and how insights can be gained about themselves and our Asian neighbours.

'The arts of Asia are a treasure-trove on our doorstep', said Ms Carroll. 'It is in our interest to understand, appreciate and incorporate them into current practice. The fact that we do not engage more easily and positively with the arts of Asia is an opportunity lost.'



Alison Carroll, Arts Director, Asialink

State and Territory Groups

Australian Capital Territory

Sally Alexander Department of Education and Training
Nicola Barkley St Francis of Assisi Primary School
Jeanine Catton Lanyon High School
Brad Gaynor Sacred Heart Primary School
Chris Hamilton Red Hill Primary School
Michael Kindler Department of Education and Training
Kathy Kiting Campbell Primary School (Facilitator)
Simon Murray Canberra Grammar School
Michael Nuttall St Francis of Assisi Primary School
Jeni Page Department of Education and Training
Catherine Rey Merici College
Peter Ross Charnwood-Dunlop School
John Stenhouse Canberra College, Woden Campus
Helen Strauch Board of Senior Secondary Studies

New South Wales

Andrew Best Leumeah High School
Colin Bird Junior School Heads Associations (Facilitator)
Dianne Bryant Illawarra Grammar School
Paul Burgis Inaburra School
Christine Cawsey Rooty Hill High School
Jennifer Curtis Department of Education and Training
Michael Doyle St Columbans Primary School
Gail Dyer Belmore South Public School
Brigid Eljed Clare Catholic High School
Brian Elliott Department of Education and Training
Andrew FitzSimons Dapto High School
Vana Ford Byabarra Public School
Chris Godman Moorland Public School
Dianne Hennessy Bowral High School
Gary Johnson Cherrybrook Technology High School
Hilary Johnston-Croke Kincoppal-Rose Bay School for the Sacred Heart (Facilitator)
Jim McAlpine NSW Secondary Principals Council
Kim McDonald St Andrews Catholic Primary School
Marie Murphy Wiley Park Public School
Andrew Newman Tuggerah Lakes Secondary College
Rosalie Nott Catholic Education Commission NSW
Chris Presland Department of Education and Training
Brian Ralph Department of Education and Training (Facilitator)
Tiffany Roos Association of Independent Schools
Lindy Ross Collector Public School
Lance Shadbolt Moruya High School
Neil Simpson Batemans Bay High School
Merilyn Smith St Andrews Cathedral School
Dean Sneddon Toormine Public School
Lindsay Swan Board of Studies
Carmel Thew Murwillumbah High School
Cheryl Walsh St Bernadette's Primary School
Paul Williams St Catherine's Catholic College

Northern Territory

Maree Bredhauer Girraween Primary School
David Cannon The Essington School
Dom Castle Alice Springs Languages Centre
Michele Cody Wagaman Primary School
Tony Collins Centralian Senior Secondary College
Lyn Elphinstone Dripstone Middle School
Marion Guppy Darwin High School
Chris Hancock Department of Employment, Education and Training
Rosita Kandiah Department of Employment, Education and Training
Melissa Kosciuk Darwin Languages Centre
Lester Lemke O'Loughlin Catholic College

Malcolm Pritchard Kormilda College
Dr Terry Quong Millner Primary School (Facilitator)
Gail Smith Department of Employment, Education and Training
Gillian Webb St Mary's Primary School

Queensland

Carol Buchanan The Willows State School
Paul Campbell Edge Hill State School (Facilitator)
Chris Eveans Birkdale South State School
Anthony Gribbin Holland Park State School (Facilitator)
Chesleigh Hargreaves Association of Special Education Administrators in Queensland
Barbara Henderson Education Queensland, Curriculum Division
Kathy Holzheimer Queensland Studies Authority
Shaun Kanowski Allora State School
Tony Kitchen Queensland Catholic Education Commission
May Kwan Independent Schools Queensland
Virginia Lamb Somerset College
Mark Laraghy Whites Hill State College
John Livingston Kirwan State High School
Di Loddon Queensland Council of Parents and Citizens Associations
Ian McDonald St Laurence's College
Peter O'Beirne Australian Principals Associations Professional Development Council
Andrea O'Brien Ryan Catholic College
Tamara Romans Curriculum Division
Louise Ross Cecil Plains State P-10 School
Marcia Rouen Education Queensland, Curriculum Division
Steve Rudolph St Peter's Lutheran College
Stephen Savvakis Trinity Bay State High School
Rick Sheehan St Agnes Catholic Primary School
Ross Smith Robina State High School
Kerrie Tuite St James College
Christopher Daunt Watney Trinity Anglican School
John Webster Whites Hill State College

South Australia

Dorothy Alison Hahndorf Primary School (Facilitator)
Lyndall Bain Banksia Park International High School (Facilitator)
Bruno Benci Our Lady of the Visitation School (Facilitator)
Jan Carey Gumeracha Primary School
Philip Cashen Unley High School
Peter Crawford Victor Harbor High School
Assoc Prof Jim Davies Australian Science and Mathematics School
Therese Dunlop Moana Primary School
Brian Gabb Port Lincoln Primary School
Lee Grafton Consultant
Rob Harkin Norwood Primary School
Wendy House South Australian Centre for Leaders in Education
Jacqui Jury St Aloysius College
Gabrielle Marafioti Catholic Education
Jocelyn Osborne Elizabeth South Primary School
Panayoula Parha The Norwood Morialta High School
Terena Pope Para Vista Primary School
Viv Rusk Heathfield High School
Susan Sagar Keller Road Primary School
Denice Scala St Andrews School
Jackie Thomson Department of Education and Children's Services
Doug Trevaskis Flinders University
Guy Tunstall Department of Education and Children's Services
Helen Wildash Department of Education and Children's Services
Mark Williams Department of Education and Children's Services
Erica Womersley School of the Air, Open Access College
Linda Wright SA Association of Independent Schools

Tasmania

Kevin Browning Sacred Heart School
Craig Deayton MacKillop College
Lucy Fisher Lenah Valley Primary School
Melvin Freestone Montagu Bay Primary School
Alison Grant Huonville High School
Dr Irene Gray Department of Education, Learning Services South East
Annette Hollingsworth Cressy District High School (Facilitator)
Matt Jones Our Lady of Lourdes Catholic Primary School
Jan Kiernan Department of Education, Learning Services South East
Cheryl McFadzean Trevallyn Primary School
Carey McIver Department of Education, Learning Services North West
Mandy Reynolds-Smith Devonport High School
Frank Rice St Brendan-Shaw College
Philippa Roberts Lindsifarne North Primary School
Michelle Shaw Branxholm Primary School
Sheree Vertigan Reece High School (Facilitator)
Brent Wilson St Thomas More's School
Lachie Wright Scotch Oakburn School

Victoria

Brent Brickhill Pascoe Vale South Primary School
Annette Broadfoot St Clement of Rome Primary School
Paul D'Astoli St John's Regional College
Andrew Dalgleish Ararat West Primary School
Lynne Devlin Mt Blowhard Primary School
Simon Hamilton Western Port Secondary College
Tracy Hammill Lalor North Primary School
Lisa Hayman Department of Education and Early Childhood Development (Facilitator)
Pat Hincks Victorian Curriculum Assessment Authority
April Honeyman St Columba's College
Amanda Hubber Bendigo South West Secondary College
Dr John Hunter Beechworth Secondary School
Carol Kelly Department of Education and Early Childhood Development
Janice Lindsey Warrnambool College
Bernie Lloyd Kew High School
Mary Lovelock Catholic Education Office Melbourne
Glyn Milner Maffra Secondary College
Joanne Morrison Beechworth Secondary School
David Moss Seaholme Primary School
Kate Muschamp Carrum Downs Secondary College
Julie Myers Brauer College
Andrew Neal Bacchus Marsh Grammar School
Lynn Pickles Department of Education and Early Childhood Development
Sharyne Rankine Association of Independent Schools of Victoria
Alistair Rayner Mowbray College
Paul Turner Woodleigh School
Gaylene Watts St Philip's Primary School
Ashley Wood Lauriston Girls' School

Western Australia

Ian Anderson WA Primary Principals Association
Yvonne Arpino Department of Education and Training
Graham Badge Tranby College
Greg Brice North Woodvale Primary School
John Chapman Willetton Primary School
Ray Denholm Norseman District High School
Jenny Dickman Western Australian School Library Association
Ian Elder Sacred Heart College
Anne Fletcher Cooinda Primary School
Gay Fortune Morley Senior High School
Paddy Guthrie Halls Head Community College
Greg Harper Access Asia Coordinator

Juanita Healy Department of Education and Training (Facilitator)
Paul Leech Woodvale Senior High School
Des Mitchell St Stephens
Rob Nairn WA Secondary School Executives Association
Kathryn Netherwood Lance Holt School
John Newman Curriculum Council
Greg Slavin Australind Senior High School
Lindy Stirling Department of Education and Training
Lyn Stone St Jude's Catholic Primary School
Greg Stowe Scotch College
Leah Vogler Turat Hill Primary School
Anita Wills Broomehill Primary School

National Group

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Susan Boucher Australian Principals Associations Professional Development Council
Jenny Branch Australian Council of State School Organisations
Judith Bundy Australian Council of State School Organisations, AEF Board Member
Janine Chin Asia New Zealand Foundation
Mary Ciccarelli Catholic Secondary Principals Australia
Peter Cole PTR Consulting
Tom Croker Australian Primary Principals Association, AEF Board Member
Ian Dalton Australian Parents Council, AEF Board Member
Gabrielle England Curriculum Corporation
Joan Holt Curriculum Corporation
Prof Robin Jeffrey The Australian National University, AEF Board Member
Jayne Johnston Professional Learning Institute WA
Prof Jane Kenway Monash University, AEF Board Member
Ross Kimber rfk consulting
Kathe Kirby Asia Education Foundation, AEF Board Member
Vanessa Lee Asia New Zealand Foundation
Jenny Lewis Australian Council for Educational Leaders
Lili Lu Shanghai Education Association for International Exchange
Tony Mackay Centre for Strategic Education, AEF Board Member
Susan Mann Curriculum Corporation, AEF Board Member
Jenny McGregor Asialink, AEF Board Member
Elizabeth Nelson Department of Education, Employment and Workplace Relations
Cheryl O'Connor Australian College of Educators
Julie O'Keefe Asia Education Teachers' Association
Dr Jane Orton The University of Melbourne, AEF Board Member
Christine Reid Business Educators Australasia
Dr John Roulston Independent Schools Council of Australia, AEF Board Member
Katherine Schoo Australian Curriculum Studies Association
Gillian Shadwick Department of Education and Training, NSW, AEF Board Member
Allan Shaw Association of Heads of Independent Schools of Australia
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Anne Tumak Australian Joint Council of Professional Teaching Associations, AEF Board Member
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