



Australian Government

**Quality Teacher
Programme**



**ASIA EDUCATION FOUNDATION
REPORT ON THE NATIONAL FORUM : 4~5 APRIL 2006
ENGAGING YOUNG AUSTRALIANS WITH ASIA**



CONTENTS	Keynote Speakers: Tim Costello, Thao Nguyen	2
	Leading Change panel discussion	4
	Young Voices debate the case for knowledge of Asia	6
	Parents Survey supports studies of Asia	7
	Australia's Mental Maps	8
	State, Territory and National Reports	10
	International Perspectives	13
	Asia in the curriculum: Good Practice Workshops	14
	Forum participants	16

BACKGROUND TO THE FORUM

The National Forum on *Engaging Young Australians With Asia* is an initiative of the Asia Education Foundation with funding from the Australian Government Quality Teacher Programme. The Forum aimed to promote and support the uptake of a new Australian Government initiative, the *National Statement on Engaging Young Australians with Asia in Australian Schools* endorsed by all Australian Ministers of Education in November 2005.

The *National Statement* has been developed to guide and support the development of policy and programmes on studies of Asia and Australia in our schools. Forum delegates included representatives from government, independent and catholic sectors in all states and territories. Key stakeholder groups and national organizations attended including Parent, Teacher, Principal and Curriculum associations, Deans of Education and Asian studies academics.

ACKNOWLEDGEMENTS

The Forum was led by Tony Mackay, AEF Board member and CEO, Centre for Strategic Education and included **OPENING** by Dr Declan O'Connell, Australian Government Department of Education, Science and Training. **KEYNOTE ADDRESSES** by The Reverend Tim Costello AO, CEO World Vision and Thao Nyugen, Vice Youth Chair, NSW Ethnic Communities Council. **PANEL CONTRIBUTORS** from Nic Mackay and the Victorian Student Debating Team, Professor Tim Lindsey, The University of Melbourne, Waleed Aly, the Islamic Council of Victoria, Anthony Klein, PricewaterhouseCoopers, Penelope Aitken, Asialink, Gillian Shadwick, NSW Department of Education and Training, Dr Dahle Suggett, Victorian Department of Education and Training, Terry Woolley, Department of Education and Children's Services, South Australia, Ian Dalton, Australian Parents Council, Pamela Barton, Asia: NZ Foundation, Gail Spence, Ministry of Education, New Zealand, Kathe Kirby, Asia Education Foundation. **STATE/TERRITORY AND NATIONAL TEAMS** who met to discuss implementation strategies and **GOOD PRACTICE WORKSHOPS** featuring Jenny Mendick (ACT), David Brown (Curriculum Corporation), Julie Cush (NSW), Jennifer Ure & David Cannon (NT), Laura Mazzolini (QLD), Steve Meredith (SA), Anne-Louise Moir and Janine McCullough (TAS), Lisa Hayman (VIC), Barb Wright (WA).

AEF ADVISORY BOARD MEMBERS provided strong input and support to the Forum including Professor Field Rickards (Chair) The University of Melbourne, Sue Mann (Deputy Chair) Curriculum Corporation, Dr Reg Allen, Australasian Curriculum Assessment and Certification Authorities, Andrew Blair, Australian Secondary Principals' Association, Judith Bundy, Australian Council of State School Organizations, Tom Croker, Australian Primary Principals' Association, Ian Dalton, Australian Parents Council, Prof Robin Jeffrey, Asian Studies Council of Australia, Tony Mackay, Centre for Strategic Education, Jenny McGregor, Asialink, Dr Jane Orton, The University of Melbourne, Dr John Roulston, Independent Schools Council of Australia, Gillian Shadwick, NSW Department of Education and Training, Noel Simpson, Australian Government Department of Education, Science and Training, Dr Dahle Suggett, Victorian Department of Education and Training, Anne Tumak, Australian Joint Council of Professional Teacher Associations, Joan Warhurst, National Catholic Education Commission, Prof Sue Willis, Australian Council of Deans of Education, Terry Woolley, Department of Education and Children's Services, South Australia.

The AEF acknowledges the leading work of **AEF ADVISORS** in each state & territory: Kratai Visityuthasart (ACT), Lianne Singleton (NSW), Jennifer Ure (NT), Marcia Rouen (QLD), Lee Grafton (SA), Jan Kiernan (TAS), Jill Wilson (VIC) and Pamela Stewart (WA).

FORUM ORGANIZATION Maureen Welch, Kathe Kirby, Allan Goedecke, Kurt Mullane, Danielle McCaffrey and Lucy Moore (AEF). Forum Report: Written and edited by Jenny Conley, Conley Willox Communications.

This Report is available for download at www.asiaeducation.edu.au

Published by the Asia Education Foundation June 2006

This product is funded by the Australian Government Department of Education, Science and Training through the Asia Education Foundation under the Australian Government Quality Teacher Programme.

Disclaimer: The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.



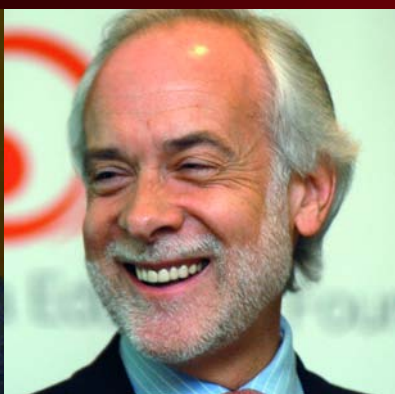
Asia Education Foundation

The Asia Education Foundation is a national organization 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, Science and Training since 1992. The AEF works with in partnership with education systems, schools, education agencies, teacher education institutions and professional associations.

IN NOVEMBER 2005 all Ministers of Education in Australia endorsed the *National Statement for Engaging Young Australians with Asia in Australian Schools*. The *National Statement* articulates a clear rationale for including studies of Asia and Australia across the school curriculum and describes the skills and understandings Asia-engaged students should have. At a time when more schools embrace internationalism, it is clear that wherever our students eventually live and work, it will be an increasingly multicultural, multi-faith and multilingual environment. As educators it is our responsibility to equip our students with the intercultural skills, understandings and knowledge of the Asian region that they will need to create an harmonious and prosperous world for themselves and future generations. The Forum on Engaging Young Australians with Asia focused on the implementation of this *National Statement*. The *National Statement* is available at www.asiaeducation.edu.au



DR DECLAN O'CONNELL
DEST



TONY MACKAY
CENTRE FOR STRATEGIC EDUCATION



SUSAN MANN
CURRICULUM CORPORATION



PROF. FIELD RICKARDS
THE UNIVERSITY OF MELBOURNE

THE NATIONAL FORUM involved more than 150 leading educators and Australian school leaders. Across two days, the forum established beyond question that teaching about and engaging with our nearest neighbours was no longer an optional extra but an essential part of preparing our future leaders. The focus was on the uptake of the new *National Statement for Engaging Young Australians with Asia in Australian Schools*, a vision statement for embedding studies of Asia and Australia in schools. The *National Statement* is endorsed and supported by the Federal Education Minister and all Ministers of Education across the eight states and territories. The gathering had 'a real spirit of collaborative goodwill', it was 'extraordinary', 'inspiring', and it advanced the issue of Asia in the schools to a new level of maturity.

KEYNOTE SPEAKERS INCLUDED Chief Executive, World Vision Australia, Reverend Tim Costello AO and former Australian Youth Representative to the United Nations in New York, Ms Thao Nguyen. The packed programme included a lively student debate presented by members of the Victorian Schools' Debating Team. Three of Australia's senior education officials reflected on the challenges and opportunities for studies of Asia and Australia in their respective systems, and a panel of four experts tackled the big question marks hanging over Australia's future.

FOUR KEY MESSAGES EMERGED

- studies of Asia and Australia is no longer an optional extra or a 'bolt-on'. It will be taken up in different ways in different states and schools, it is diverse and multi-level, but everywhere it is a vital part of the curriculum. Embedding the studies will happen by leveraging: curriculum renewal cycles; linkages with national priority areas; a new awareness of the importance of developing global citizens
- School leaders play a critical role in sustainable change, and among these leaders is a renewed vigour and interest in a commitment to studies of Asia and Australia.
- Partnerships will be critical to the future success of studies of Asia and Australia. The growing connectedness across education communities and stakeholders, the majority of whom were represented at the forum, has been central to success so far. Despite the support and endorsement of all Ministers of Education, implementation ultimately lies with educators.
- Funding to support teacher professional development and school programmes is vital to enable the goodwill expressed at the forum to translate into real action at the school level.

VIEWPOINTS

This forum challenged our thinking and didn't avoid the difficult issues. It went well beyond the economic and cultural arguments for incorporating studies of Asia and Australia in the curriculum for all students, to the moral purpose of the endeavour and our responsibilities as global citizens. In doing so it reinforced the critical importance of this aspect of learning and teaching for all young people. WENDY MORRIS, DEPARTMENT OF EDUCATION AND TRAINING, VICTORIA

The Forum provided us with the impetus to examine the National Statement in detail and to think through its relevance to our own state and to our local area. MARGUERITE FLYNN, ALBANY SENIOR HIGH SCHOOL, WESTERN AUSTRALIA

IN A KEYNOTE ADDRESS AT THE FORUM, TIM COSTELLO AO, CHIEF EXECUTIVE, WORLD VISION AUSTRALIA, SHIFTED THE DISCUSSION FROM ONE OF WHAT WE MIGHT LEARN AND GAIN FROM ASIA, TO ONE OF OUR RESPONSIBILITIES IN THE REGION AND IN THE WORLD.

STEPPING OUT OF THE COMFORT ZONE



“AUSTRALIAN CHILDREN STUDYING ASIA, UNDERSTANDING THEIR REALITY, MOVING OUT OF JUST THEIR OWN FRAMEWORK AND MENTALITY – EMPATHISING, LEARNING, DISCUSSING – IS PROFOUNDLY IMPORTANT.” – Tim Costello

Which is why Australian children studying Asia, understanding their reality, moving out of just their own framework and mentality – empathising, learning, discussing – is so profoundly important.

Last year, Nelson Mandela said that once we accepted slavery as a natural condition. Once upon a time in South Africa, we accepted apartheid was a natural condition. If you lived through South Africa, you ought to believe in miracles. Part of the reason was Mandela’s extraordinary moral integrity. In launching, ‘Make Poverty History’, Mandela said: Why do we still accept that extreme poverty – people living on less than \$1 a day – is a natural condition? We not only have the economic capacity and the technical skills, we have a global plan: the Millennium Development Goals, with 190 nations, including ours, signed up to halve extreme poverty by 2015. Yet already we are backsliding – because now there is the war on terror and it is once again about our security, about us, and we again forget.

One of the most extraordinary things that helped cement all Australians thinking about Asia and our responsibilities was the Asian tsunami. There, 250,000 people lost their lives within a space of a couple of hours. It was literally apocalyptic.

I thought: Australians will be a little bit generous...but it is cricket season, it’s holiday season, within a week this won’t be on their horizon. I was completely wrong. When I came back [from Sri Lanka] I found Australians moved, deeply committed to giving not once, but twice, three times, desperate to do something. If ever there was a moment when we finally put to death that Pauline Hanson anti-Asian stuff, it was that moment. We said: it’s our region, we’re part of it, and we are going to do our bit. And we did. Australians were the most generous people per capita on Earth, as was the Australian government in absolute dollar terms. It was the first time in Australian history that private giving registered on the Australian Treasury’s macro-economic graphs for the first quarter.

We are truly part of this region now for the long haul. This is where our future is. The next generation are already more sensitive to global issues. Corporates talk the language of corporate social responsibility because they have young employees who are not just motivated by what they are paid, they want to know if the company does good for the planet.

Engaging young Australians with Asia is an extraordinarily important task. I hope state governments step up and put some dollars in and take this seriously in the curriculum.

FOR TIM COSTELLO, LEARNING ABOUT ASIA IS PROFOUNDLY IMPORTANT IN ENCOURAGING AUSTRALIANS TO FOCUS ON INTERESTS BESIDES THOSE WHICH DIRECTLY AFFECT THEM, BECAUSE ‘THE WORLD IS NOT JUST ABOUT US’.
THE FOLLOWING IS AN EDITED EXTRACT.

THE RISE OF CHINA AND INDIA confirms that we are moving toward an Asia-centred world. India has more income millionaires than the whole population of Australia – which would be news to most Australians. And China has even more than that. It is clear where the drift and the momentum in the world is going.

Having said that, there is still extraordinary poverty in Asia. One in three South Asians still live on less than a dollar a day, and you don’t *live* on that, you barely survive. 650 million people in Asia lack access to safe drinkable water, things we take utterly for granted. Still 52 million Asian children are not in primary school - 60 per cent of them are girls. Much of the most challenging environmental degradation in the world is in Asia. And we now fear that Asia might follow the African trajectory of HIV AIDS – a massive challenge.

We know that far more people are threatened by contaminated water than by North Korea’s nuclear programme. But if you read the papers, you wouldn’t pick that up. We know that far more people don’t have access to treatment for AIDS than are threatened by the ‘war on terror.’ We know that the real mortal threats in our world continue to be those things which don’t subsume the headlines. Why are the headlines the way they are? Because it is about *our* security, our fears, our interests.

VIEWPOINTS

Tim Costello reminded us of the 'moral purpose' of education.

SUE TOLBERT, DEPARTMENT OF EDUCATION, TASMANIA

The powerful message from Thao Nguyen is that young people need to be our continued focus in all we do as educators and leaders. LINDSAY SWAN, NSW BOARD OF STUDIES

IMAGINING AUSTRALIA: THE VIEW FROM MY GENERATION



“ENGAGEMENT WITH ASIA IS INEXTRICABLY LINKED TO WHETHER WE ARE ABLE TO PRODUCE A GENERATION THAT IS NOT ONLY ADAPTIVE AND FAR-SIGHTED, BUT ONE WHICH VALUES SOCIAL JUSTICE AND RESPONSIBILITY. ...ECONOMIC ANALYSIS ASIDE, CURRENT AND FUTURE GENERATIONS NEED OPEN-MINDEDNESS AS WELL.” – Thao Nguyen

Thao Nguyen was recently identified as one of Australia's key leaders of influence over the next 20 years. In 2004, she was Australian Youth Representative to the United Nations in New York where she delivered a statement to the General Assembly on behalf of Australia. She is a law student at the University of Sydney and current member of the SBS National Community Advisory Committee. Thao arrived in Australia as a Vietnamese refugee with her family, after being born in a Thai refugee camp.

IN HER SPEECH TO THE NATIONAL FORUM, THAO NGUYEN DESCRIBED THE VIEW FROM HER GENERATION, AND ASKED THE QUESTION: HOW CAN EDUCATORS BEST CONTRIBUTE TO CRAFTING A BETTER TOMORROW? THE FOLLOWING IS AN EDITED EXTRACT.

LET ME PAINT AN IMAGE of a typical afternoon for a young person today: she can be listening to her iPod while downloading music, TV on, doing research for an assignment via Google, placing a bid on eBay, chatting on MSN instant messenger while being told off by mum that she's not doing anything productive.

The internet as a medium for information gathering and dissemination is a given norm. In an internet game called Starcraft you are engaged in war with different species and allocate how much will you spend building villages and infrastructure as opposed to military investment. There is a Starcraft Olympics and I took my brother to Darling Harbour to watch two national finalists battle it out to represent Australia. Thousands of kids came to watch the big screen. They introduced themselves with the codenames they use. My brother and his friend had been playing for years and met for the first time in person, after recognizing their codenames. Vinh's identity became 'mds_dragon' and Tim became 'toy-master'. They conversed like old friends without even knowing each other's real names. This is the reality for many students of your classrooms. A young person's sense of community in 2006 certainly looks different to what it was 30 years ago, even if the foundational values for community remain the same.

If the current education discourse is about crafting a future suitable for our young people, I think it makes sense to involve *them* in the design. Given the high number of inter-racial relationships, migration, cultural diversity, erosion of cross border information barriers, young people now have a greater tendency towards global citizenship and engagement than any other previous generation.

Global issues and social responsibility have to be important in the education of today's students. Just beyond our doorstep is a world that is incredibly diverse and rich with arts, culture, philosophy, history. To successfully and competitively engage in the world of the 21st century, our young people need the requisite skills. Economic analysis aside, current and future generations need open-mindedness as well.

The fact that 23% of Australians were born overseas means we are one of the most culturally-diverse nations on earth. And yet, only recently we were confronted with hideous images of the race riots at Cronulla. National symbols were hijacked to assert exclusion and white supremacy.

We need to invest in our young people to prepare them to live in a globally-sophisticated way. I believe the best place to start is to engage our students with Asia. Not only is this region economically and politically critical, engagement with the region allows us to introduce our students to notions of difference. Whether it be in law, religion, history or beliefs, an understanding of Asia nurtures our students to be comfortable with difference, so that difference and diversity do not induce insecurity and fear.

We need to invest in programmes that engender social responsibility and global citizenship. Many people assert that today's young people are apathetic. I beg to differ. We are accused of not participating in political debate. But the fact that we choose not to participate in institutions that we are cynical of, is only a sign that we have disengaged from typical platforms of 'voice'. We are continuing to engage but in different avenues, think of the rise of online communities, media and education.

I believe that engagement with Asia is inextricably linked to producing a generation who are not only adaptive and far-sighted, but who value social justice and responsibility.

I believe in interdependence, vision, and maybe a bit of hope. But I must admit that I am a little biased. Over two decades ago, from the Killing Fields, amongst guerrilla soldiers and the Khmer Rouge, I was born. The fact that I am addressing you this evening is a testament to possibility.

FORUM LEADER, TONY MACKAY, CEO OF THE CENTRE FOR STRATEGIC EDUCATION, DESCRIBED THIS SESSION AS 'AN ENERGISED CONVERSATION'. FEATURING SYSTEM LEADERS FROM ACROSS THREE STATES, THE 'LEADING CHANGE' PANEL DISCUSSION PRODUCED TANGIBLE STRATEGIES FOR THE SCALE-UP OF STUDIES OF ASIA AND AUSTRALIA IN AUSTRALIAN SCHOOLS.

LEADING CHANGE

SCHOOL LEADERS ARE LEADING CHANGE IN ALL AUSTRALIAN EDUCATION SYSTEMS. UNDERSTANDING THE SIGNIFICANCE OF THIS, ACCORDING TO SPEAKERS ON THE 'LEADING CHANGE' PANEL, IS A FIRST STEP IN GETTING STUDIES OF ASIA AND AUSTRALIA EMBEDDED IN AUSTRALIAN SCHOOLS.

"THERE WILL START TO BE A LOT OF OPPORTUNITIES FOR SCHOOLS TO USE THE ASIA EDUCATION 'BRAND'... TO SAY YOU ARE EDUCATING YOUNG PEOPLE FOR CONTEMPORARY SOCIETY." – Dr Dahle Suggett



"CHANGE IS MOST LIKELY TO OCCUR WHEN THERE IS AGREEMENT AND COMMITMENT AT THE SCHOOL COMMUNITY LEVEL" – Gillian Shadwick

GOVERNMENTS AND MINISTERS OF EDUCATION ACT STRATEGICALLY, REINFORCING PRIORITIES, WHILE EDUCATION DEPARTMENTS AND NATIONAL AGENCIES PROVIDE THE MEANS, THE STRUCTURES, THE RESOURCES, AND THE QUALITY ASSURANCE. BUT THE REAL CHANGE OCCURRED AND WAS SUSTAINED AT THE COMMUNITY LEVEL – WITH SCHOOL PRINCIPALS, WITH SCHOOL CURRICULUM LEADERS, AND WITH SCHOOL COUNCILS.

IT IS PRINCIPALS who make decisions in the main about what happens and what matters, said Gillian Shadwick, General Manager, Learning and Development, Department of Education and Training, NSW. *As a system leader, there are practical things I can do that will help them join the dots between how a strengthened focus on studies of Asia and Australia might link to having new scheme teachers accredited, aligning with our quality teaching model...* But change is most likely to occur when there is agreement and commitment at the school community level. This emphasises the need to 'package information' in a way that will powerfully make the case for studies of Asia as part of school core business, Ms Shadwick said.

Dr Dahle Suggett, Deputy Secretary, Office of Teaching and Learning, Department of Education and Training, Victoria said 'Brand new thinking' in the area of 'international education' was moving well and truly out of an aid focus, beyond the trade focus, into a far more sophisticated model of internationalisation about who we are in the global society.

The *National Statement for Engaging Young Australians with Asia in Australian Schools* fits immediately into our new focus in Victoria on international education. Dr Suggett pointed to trends showing parents actively choosing schools for their children. This meant *there are 'brand' issues around being able to say you are educating young people for contemporary society*, she said.

I think there will start to be a lot of opportunities for schools to use the Asia education 'brand', if you like. It will become a point of comparison to demonstrate you are successful in terms of Asian languages, and you are successful in exercising partnerships with our near neighbours, she said. In terms of broad take-up of studies of Asia and Australia across the school curriculum, Dr Suggett stressed the importance of *thinking very practically around resources, making it really easy. It is the demand/supply issue*, she said. Creating the demand was one thing, but also crucial was *helping with whole school curriculum planning and strategy, because you will have experts and enthusiasts in the school – but how do they get their message through to leadership?*

Terry Woolley, Executive Director, Primary, Middle and Senior Secondary Services, Department of Education and Children's Services, South Australia, also emphasised principals and school leaders as the critical change agents in education. He said an understanding of the moral dimensions of engagement with Asia would encourage school leaders to take this forward. They would in turn find champions to make sure the whole school community was brought along with a good understanding of the importance of studies of Asia and Australia. A 'loosening up' of selection processes was an important first step.

I would encourage selection processes [for school leaders] to be far more contemporary, looking for the sophistication and the maturity, and you can't avoid a recognition of the curriculum – and the social implications of engagement with Asia – in that debate, he said.

VIEWPOINTS

The Leading Change Panel reinforced the need for leadership at the highest levels.

BARBARA HENDERSON, DEPARTMENT OF EDUCATION AND THE ARTS, QUEENSLAND

The idea that whole-school Asia-Literacy be a criteria for Principal selection has been practised at our Secondary College in a recent change of Principal. HELEN MCINTYRE, BEECHWORTH SECONDARY COLLEGE, VICTORIA

“UNDERSTANDING THE MORAL DIMENSIONS OF ENGAGEMENT WITH ASIA WOULD ENCOURAGE SCHOOL LEADERS TO TAKE THIS FORWARD.”– Terry Woolley

Mr Woolley pointed to the opportunity for studies of Asia and Australia provided by the *Statements of Learning*, the national curriculum guidelines being developed under the auspices of all Ministers of Education across the eight states and territories. ‘This does create an opportunity,’ he said.

The panel’s focus on action and strategies for change meant participants saw it as a particularly productive discussion. Dr John Owen who recently conducted research on change models in schools for the Asia Education Foundation (AEF) said that embedding studies of Asia and Australia in schools was a multi-level change issue. *The real action is in schools. We mustn’t lose sight of the fact that in the end we want change in classrooms, we want changes in schools. All we can do outside of schools is to support that change.* He said that recently the model the AEF had used to promote change was aimed at the centre, which was still relevant. But getting change sanctioned by the principal, who would provide pathways to embed studies of Asia and Australia within the school was ‘the way to go.’



ON DAY 2 OF THE FORUM, THREE OF AUSTRALIA'S SYSTEM LEADERS REFLECTED ON THE CHALLENGES AND OPPORTUNITIES FOR STUDIES OF ASIA AND AUSTRALIA IN THEIR RESPECTIVE SYSTEMS. THEY SHARED A RANGE OF STRATEGIES FOR THE IMPLEMENTATION OF THE 'NATIONAL STATEMENT'.

The panel made a commitment to form a group of state and territory leaders of education systems to move the *National Statement* forward. The group would ideally meet two or three times a year to focus on strategies for the implementation of studies of Asia and Australia, to ensure the *National Statement* ‘keeps its own shape, its integrity’.

Gillian Shadwick, General Manager, Learning and Development, Department of Education and Training, NSW, announced a series of proposals linking the *National Statement* to four ‘vehicles which will help the studies of Asia travel’:

- strengthened links to studies of Asia and Australia within Connected Outcome Groups (COGs) at the primary level, as part of the *Time to Teach, Time to Learn* programme. Also, provision of more case studies and support materials at secondary level to encourage teachers to include studies of Asia and Australia across the curriculum.
- linking the *National Statement* to the NSW *Quality Teaching Model*, deepening the significance of learning for students
- inclusion of studies of Asia in citizenship education, in developing the values of respect and responsibility.
- explicit links to the *National Statement* in the new NSW Middle Years plan, currently under development.

Terry Woolley, Executive Director, Primary, Middle and Senior Secondary Services, Department of Education and Children’s Services, SA, announced he would press for the senior secondary renewal process currently underway in South Australia to ‘raise the stakes on student capabilities’ in terms of their global understandings. The Senior Secondary Education Review was an enormous opportunity, he said, ‘to embed some serious understandings: a capability amongst students which we will assess, and account for, and certify, about global citizenship, global understandings.’

Dr Dahle Suggett, Deputy Secretary, Office of Teaching and Learning, Department of Education and Training, Victoria, described the drivers of change within Victoria for schools and what these meant for the studies of Asia and Australia. The four ‘spaces’ in which change was occurring, she said, were:

- **Choice of school.** Parents making significant choices for their children required significant information – educating students to be globally-aware citizens goes to ‘brand’ issues.
- **Devolution of authority to the local level.** With significant decision-making devolving to principals and school councils, these leaders needed to be made aware of the issues surrounding studies of Asia and Australia.
- **School improvement agenda.** Providing access to resources – and quality assurance.
- **Internationalisation of education.** *The National Statement for Engaging Young Australians with Asia in Australian Schools* ‘fits immediately into our new focus in Victoria on international education,’ Dr Suggett said.

VIEWPOINTS

The debate highlighted the importance of educating the students of today for the world of tomorrow.

KIM ROWLANDS, MACKILLOP COLLEGE, TASMANIA

These young people are quite clear about their futures and the need to move Australia and Australians forward... we need to listen and learn from their perspectives. MAXINE PANEGYRES, DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES, SA

YOUNG VOICES DEBATE THE CASE FOR KNOWLEDGE OF ASIA



"TO MAINTAIN COMPETITIVENESS IN A GLOBAL CONTEXT, THE LEADERS OF TOMORROW NEED TO UNDERSTAND AND STRENGTHEN AUSTRALIA'S REGIONAL TIES." – Vivienne Jones, Year 12 student



THE VOICES OF YOUNG PEOPLE CAME AT THE START OF THE FORUM – A YOUTH DEBATE ON THE IMPORTANCE OF UNDERSTANDING THE REGION IN WHICH WE LIVE

The student debaters are (above, left to right) Vivienne Jones of MacRobertson Girls' High School, Bernadette Cho of Presbyterian Ladies' College, James Wilson of Wesley College, Nicholas Tam of Scotch College and Kellymaree Butler of MacRobertson Girls' High School. The debate was facilitated by Nic Mackay, law student of The University of Melbourne (right).

FOR JAMES WILSON of Wesley College, there is already quite an emphasis on human rights at school. What is missing, he says, is an understanding of our neighbours, their cultures and histories – an understanding which might help to explain their reactions to events. Speaking following the youth debate on the first day of the Forum, James said his immediate reaction to the West Papuan asylum-seeker issue was that 'it was hard to relate to Indonesia's feeling of sovereignty threat.'

We could learn more about Indonesia, or even our local south-east Asian history, he said. For example, I didn't know West Papua was part of Indonesia as far back as when it was a Dutch colony. I didn't realise it was quite a central part of Indonesia's awareness of itself as a whole entity, as opposed to a whole lot of individual colonies... There is space for education about our neighbours, he told Forum participants.

Five members of the 2006 Victorian Schools' Debating Team participated in a debate on the question: 'That students can't be global citizens unless they learn about their own backyard.'

'Backyard', for the purposes of the debate, was defined as the Asian region. Global citizens, as Nicholas Tam of Scotch College said, were people who were aware of the world in which they lived, and were sensitive and responsive to its pressing issues. Increasingly, he said, we need international cooperation on a range of important concerns from climate change and trade liberalisation to health epidemics.

In introducing the debaters, facilitator Nic Mackay said that while the concept of 'global citizenship' was generally viewed as a good thing, there was no agreement on about how best to build global awareness among students.

Vivienne Jones of MacRobertson Girls' High School opened the case in favour, arguing that in trade terms, China and India's booming economies had opened up great opportunities for Australia, while security cooperation with our neighbours was vital, in particular on issues such as drug trafficking. To maintain competitiveness in a global context, the leaders of tomorrow needed to understand and strengthen Australia's regional ties.



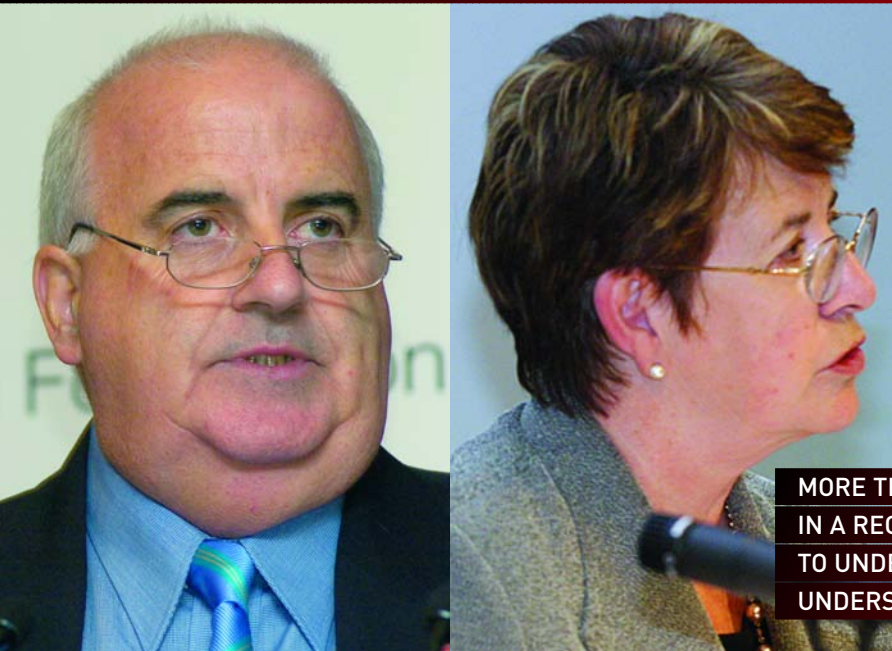
For the negative team, although Asia was important, it was not the bloc on which we should focus our education 'because of the prominence of western society on the global stage.' With limited teaching time, education should teach students what was most important - and most important in a global sense was the dominant western culture.

In response, Bernadette Cho argued that by recognising and celebrating 'the mosaic of nationalities' within our own culture, we created cohesion in our society and strengthened our position in the global community.

A lively discussion with Forum participants followed. Kellymaree Butler told the forum she believed there was a need to foster an awareness of the region as a formal part of the curriculum. Because, she said, while there are individuals who have a real interest in Asia, for most students it's more about the grade.

AT THE OPENING OF THE SECOND DAY OF THE NATIONAL FORUM, IAN DALTON, PRESIDENT OF THE AUSTRALIAN PARENTS' ASSOCIATION, SET THE SCENE WITH AN OVERVIEW OF A RECENT PARENTS' SURVEY ON TEACHING STUDIES OF ASIA AND AUSTRALIA IN AUSTRALIAN SCHOOLS CONDUCTED IN PARTNERSHIP WITH THE AUSTRALIAN COUNCIL OF STATE SCHOOLS ORGANIZATIONS AND THE AEF.

PARENTS SURVEY SHOWS SUPPORT FOR STUDIES OF ASIA



LEFT: IAN DALTON, AUSTRALIAN PARENTS COUNCIL AND JUDITH BUNDY, AUSTRALIAN COUNCIL OF STATE SCHOOL ORGANISATIONS

MORE THAN 80% OF PARENT SCHOOL LEADERS SURVEYED IN A RECENT SCOPING STUDY BELIEVE AUSTRALIANS NEED TO UNDERSTAND CHINA AT LEAST AS WELL AS THEY UNDERSTAND BRITAIN AND THE USA.

ACCORDING TO THE STUDY, commissioned by the AEF in partnership with the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC), parents believe that:

- people from Asia have played a significant role in shaping modern Australia (80%)
- all students should have the opportunity of learning an Asian language (80%)
- Asian immigrants enrich our culture (86%)
- Australian society will continue to evolve as it responds to a growing Asian influence (79%)
- only 9% agreed with the proposition that we could learn more from developed European nations than from developed Asian nations.

DESPITE THIS

- 85% felt that many Australians did not understand Asian peoples and their cultures
- 63% thought that there could be a conflict between Australian and Asian values
- 60% of respondents said parents of Asian extraction were under-represented on school decision-making bodies.

The survey of 140 executive members of the peak parent bodies found that an overwhelming majority (88%) believed the government should have a long term strategic plan to engage young Australians with Asia.

91% BELIEVED THAT AN IMPORTANT SKILL FOR ALL AUSTRALIANS TO POSSESS IS AN ABILITY TO COMMUNICATE ACROSS CULTURES. (Parent Survey)

AMONG OTHER THINGS

- 92% acknowledged the importance of the business and economic ties linking Australia with the countries of Asia
- 82% said Australians needed to understand China as well as they understood Britain and the USA, although India did not feature as prominently in their thinking
- 75% agreed that good relationships with Asian countries helped Australia's long term security.

Ian Dalton said the findings indicated some uncertainty as to the exact nature of 'studies of Asia'. 'There is more work to be done there,' he told the Forum. But parents had shown a strong interest and a general agreement that learning about the cultures of Asia was important for a complete education, he said. As one parent noted: 'It broadens minds to different philosophies, different ways of thinking.' The report is available on the AEF website: www.asiaeducationedu.au/reports

VIEWPOINTS

It was encouraging to see the inclusion of parents in the state/territory teams
JUDITH BUNDY, AUSTRALIAN COUNCIL OF STATE SCHOOL ORGANISATIONS

The parent research needs to go to school councils across Australia where it can be presented to other parents.
HELEN MCINTYRE, BEECHWORTH SECONDARY COLLEGE, VICTORIA

AUSTRALIA IN THE 21ST CENTURY: A GOOD NEIGHBOUR? HARMONIOUS? PROSPEROUS? CREATIVE? DO AUSTRALIANS HAVE 21ST CENTURY MENTAL MAPS? FOUR COMMENTATORS TACKLED THE BIG QUESTION MARKS HANGING OVER AUSTRALIA'S FUTURE.

MENTAL MAPS

"WHEN WE TALK ABOUT OUR RELATIONSHIP WITH ISLAM, WE ARE TALKING ABOUT OUR RELATIONSHIP WITH ASIA." – Waleed Aly



"WHEN WILL WE STOP SEEING OURSELVES AS EUROPEANS WHO GOT LOST IN ASIA AND START BEING GOOD NEIGHBOURS?" – Professor Tim Lindsey

THE 'NATIONAL STATEMENT' IDENTIFIES FOUR KEY REASONS FOR AUSTRALIA-ASIA ENGAGEMENT. BEGINNING WITH AUSTRALIA AS A GOOD NEIGHBOUR AND GLOBAL CITIZEN, THE 'NATIONAL STATEMENT'S' RATIONALE GOES ON TO DESCRIBE THE RELEVANCE OF ASIA KNOWLEDGE AND UNDERSTANDINGS TO THE ACHIEVEMENT OF AN HARMONIOUS, CREATIVE AND PROSPEROUS AUSTRALIA.

A GOOD NEIGHBOUR?

For Tim Lindsey, Director of the Asian Law Centre at The University of Melbourne, the real map of the world is very different to our mental map here in Australia – the imagined map that defines us as a nation. *For most Australians, their mental outlook – their mental map – puts Australia somewhere in the mid-Atlantic between the United States and England*, he said.

Despite the immense importance of the real map, whether it is in terms of geography, security, Australian lives, or where we go for holidays - one-quarter of Australians have been to Bali – the fact is that the mental map in the mid-Atlantic is winning out. Professor Lindsey said.

Education determines future attitudes and capacity. The curriculum tells us how we will view our position in the world tomorrow. But current education policy supports us becoming more insular and self-involved with Asia becoming less and less important in our universities and schools.

Since 2002, 70 academic positions had been lost, without being replaced, from Asian studies at Australian universities. Less than 2.9 per cent of students were enrolled in Asian studies or languages at university. *Our most important strategic partner in our region – Indonesia – with 230 million people, about to take over the United States as the 3rd largest country in the world, the largest Muslim country in the world: How many full-time academics in Australia work exclusively on Indonesia? About 10. It was six times that 15 years ago.*

Our next generation of leaders will be – not might be – will be Asia illiterate. The question today is: will the generation after that catch up? I'm very pessimistic... We do not take advantage of the 'blessing' of our geography. Whatever it means to be Australian, Asia does not have a whole lot to do with it. This is a catastrophe for the future. Australian lives are in reality governed as much by Asia as by Europe and the Americas. Asia is the major player in our trade: more than 19 per cent of Australian trade is with Japan, \$44 billion two-ways. Add in \$32 billion for China. In the same ballpark as our trade with the United States: \$40.6 billion.

HARMONIOUS AUSTRALIA?

Lawyer Waleed Aly, an executive member of the Islamic Council of Victoria, argues that Australia is 'not doing *that* badly in terms of racism.' Even so a recent survey of secondary students conducted by the Australian Catholic University, indicated widespread ignorance of Islam. 40% of Years 9 to 12 students perceived Muslims, un-differentiatingly, as terrorists and more than a third admitted they had learnt nothing about Muslims and Islam at school; nearly a half said they had learned little.

The current 'crisis of harmony' in Australia is a variation on a disharmony which has always existed. *If you want to speak about harmonious Australia, right now, you get the Muslim guy. That is because Muslims are currently central to pretty much every major conflict, cultural and political, in this country.*

Aly argued there are four underlying sources of disharmony in Australia: race, migration, current affairs and sectarianism. *The thing that makes the Muslim case so combustible at the moment is that all four elements co-exist at once to create some kind of souped-up social maligning of Muslims.*

With the most recent wave of migration including Muslims from the Horn of Africa, Afghanistan or Iraq, Muslims had become associated with migration. On current affairs: *If there is one thing that is guaranteed to make you despised, it is that you are somehow associated with the enemy in some kind of international conflict*, he said.

Catholics had fought a long battle of sectarian conflict in Australia, encountering accusations and suspicions which are almost exactly replicated toward Muslims today. 'The main accusation was that Catholics had an primary allegiance to Rome which meant that they could never be true, loyal Australians.'



“THE WORLD IS NO LONGER DIVIDED INTO A SET OF MINIATURE ECONOMIES. WE HAVE A GLOBAL MARKETPLACE.” – Anthony Klein



“IF OUR TEXT BOOKS INCLUDED ASIAN EXAMPLES, THEN STUDENTS WOULD START TO CARE ABOUT ART FROM THOSE CULTURES.” – Penelope Aitken

Underlying the present tensions, however, is a basic openness within Australian society that was absent in the past – a past influenced by the White Australia Policy. A 2003 Australia-Indonesia Institute study found positive attitudes among Australians where education had reduced misunderstandings. 81% had no problem with Muslim women wearing head scarves. *Which leaves us with two factors to consider as solutions – one being education and the other being interaction. If they are the solutions, where are they?*

And Islam is overwhelmingly an Asian religion. The two countries with the highest Muslim populations in the world are Indonesia and India. *When you add Pakistan, Bangladesh, Sri Lanka, Malaysia, you see a region infused with Islam. When we talk about our relationship with Islam, we are talking about our relationship with Asia,* Aly said.

CREATIVE AUSTRALIA?

Penelope Aitken trained as an art teacher in the early 1990s and only once had an opportunity to learn about Asian art. It was an elective which disappointingly, she recalls, focused exclusively on the meaning of Buddha's various hand gestures. And, tellingly, it was offered in competition to Aboriginal art.

Now, as a manager of Asialink's arts residency programme since 1994, she has sent more than 350 artists to Asia for periods of three to six months each. Now there are other enthusiasts like her who arrive home from Asia, *ready to convert anyone who'll listen to the exciting possibilities of cultural exchange in Korea or Vietnam.*

Generally, however, these shiny-eyed 'evangelists' are met with bemused reactions from their peers. *It is still fashionable to think only of 'making it' in the UK, USA or Europe. Asia remains merely a stopover on the way to these revered places,* she told the National Forum. The problem is that there is no context for the newly Asia-inspired artist to deliver fresh news from a country about which very little has ever been taught.

If you valued having a really successful career in Korea or in Tokyo – which some people do now – that would come from a place that you already respected their culture... If the Asialink grant was given to go anywhere in the world, nearly everyone would go to New York or Paris or London.

For Aitken, the great achievement of Asialink Arts is that it has created a market. *The government funding has created a desire. We are getting a whole cohort of people coming back and saying: Oh! Actually, it was really good as well!*

PROSPEROUS AUSTRALIA?

An international tax partner at Pricewaterhouse Coopers, Anthony Klein works in a borderless world. He helps multinational clients structure their businesses and operations in the most tax efficient way, enabling them to reach their business objectives in the global market. *The world is no longer divided into a set of miniature economies,* he told the Forum. *We have a global marketplace.* It is a world that offers a lot of opportunities. Australia, a very open economy, relies on the rest of the world for our prosperity and is 'absolutely blessed by our location,' he said. *We are effectively a Western culture in an eastern location and this is a very useful perspective in a business sense, a unique opportunity.*

China and Asia generally represented a huge untapped market for Australia, a market for our products and services, for our know-how and intellectual property, and a market for our people. There were also partnering opportunities in Asia in terms of innovation, sharing intellectual property, and sharing capital. From an emerging wealth perspective, Asia was no longer the third world, and the rate of growth was astounding, he said.

Yet, while the opportunities for Australia from an economic perspective were massive and untapped, we have a huge gap in our skill set in terms of being able to tap it. *While we are physically located in the Asian region, we don't have an Asian mindset. The average person on the street does not understand Asia. You only realise that when you try to have a conversation with an Asian business person, and you realise that you are not really getting anywhere because you are taking your own framework, your own mindset, to the negotiating table.*

VIEWPOINTS

The panellists were extraordinary, inspiring. They challenged my own value set and made me think differently about my own mental map. GILLIAN SHADWICK, DEPARTMENT OF EDUCATION AND TRAINING, NSW

I am left with an overarching sense that there has been a significant shift in the collective thinking about the reasons for engaging with Asia. The lexicon is peppered with economics, trade, politics, competitiveness, security etc – all pragmatic international relations ideas... The notion of studies of Asia and Australia as an integral part of a broad liberal education ought to have primacy of place in our reasons for pushing forward. PROFESSOR JIM DAVIES, AUSTRALIAN SCIENCE AND MATHEMATICS SCHOOL

THE ENDORSEMENT OF THE 'NATIONAL STATEMENT' BY THE MINISTERIAL COUNCIL OF EMPLOYMENT, EDUCATION, TRAINING AND YOUTH AFFAIRS (MCEETYA) PROVIDES STRONG POSITIONING FOR THE STATEMENT'S UPTAKE BY SCHOOL EDUCATORS. THERE IS NO LONGER A NEED TO JUSTIFY THIS AREA OF CURRICULUM PRIORITY – IT HAS BEEN AGREED BY ALL EDUCATION MINISTERS THAT IT IS A PRIORITY.

STATE, TERRITORY AND NATIONAL REPORTS

THE NATIONAL WORKING GROUP AGREED THAT THE CHALLENGE IS NOW TO MOVE 'BEYOND ENDORSEMENT' AND INTO 'REAL IMPLEMENTATION' AT BOTH THE SCHOOL AND SYSTEM LEVEL.



THE NATIONAL WORKING GROUP

The National Working Group included representatives from 17 organizations including:

- Asia Education Foundation & Board
- Asian Studies Association of Australia
- Asia Education Teachers Association
- Asia: NZ Foundation
- Australasian Curriculum Assessment and Certification Authorities
- Australian Curriculum Studies Association
- Australian Council of State School Organizations
- Australian Federation of Modern Language Teachers Associations
- Australian Government Department of Education, Science and Training
- Australian Joint Council of Professional Teacher Associations
- Australian Parents Council
- Australian Principals Associations Professional Development Council
- Curriculum Corporation
- Independent Schools Council of Australia
- Ministry of Education, New Zealand
- National Catholic Education Commission
- National Curriculum Services

HOW CAN THE AEF PROVIDE SUPPORT?

State, Territory and National working groups discussed how the AEF could best support the uptake of the *National Statement*.

Recommendations included:

- AEF Board are important champions especially in regard to parents and school leadership
- AEF identify a broad range of education, government and community advocates to assist with promoting the *National Statement*
- AEF provide a briefing for system leaders
- AEF develop marketing tools targeting school leaders and systems representatives
- Collaborations with education stakeholder groups should be a core activity of the AEF
- AEF provide support and advice on running a series of state based forums
- AEF write to principals outlining this national statement
- AEF to engage the interest of the media
- Continued provision of curriculum materials and teacher professional learning programmes
- Ensure that teacher education is engaged in the *National Statement's* implementation strategies – especially Deans of Education

THE NATIONAL GROUP agreed that the challenge is now to move 'beyond endorsement' and into 'real implementation' at both the school and system level. This is supported by a focus from educators across Australia to 'internationalise' the curriculum and ensure that young Australians are being prepared for both regional and global citizenship – and the *National Statement* provides an excellent platform for this.

A high degree of synergy exists between the studies of Asia and Australia and other areas of national curriculum priority including values education, civics and citizenship, History, Languages and ICT. Each of these areas are interlinked, with studies of Asia/Australia of high relevance to all.

The breadth of education stakeholder groups participating in the Forum is a major strength supporting the uptake of the *National Statement*. Successful collaborations have already taken place between the AEF and many of these organizations – for example, in 2005 the AEF worked with the two peak parent organizations on a survey of parents' attitudes to studies of Asia and also with the principals' professional development council on a national awareness raising campaign.

The National Working Group agreed that the studies of Asia and Australia were positioned well for the next stage of implementation with the AEF's high quality curriculum resources and professional learning programmes already available. This works well in an environment with a national focus on teacher quality. However, the issue of resourcing the delivery of professional learning was identified as critical if real change is to be achieved. Lack of teacher knowledge is a critical factor effecting uptake.

The National Group identified a range of opportunities to support the uptake of the new *National Statement* including:

- promoting the new Statement to school and system leaders and teachers
- providing the opportunity to link national curriculum priorities through initiating a new national forum focused on *young Australians' futures*
- AEF working with national organizations to promote the *National Statement* through electronic and print newsletters and journals, conferences and professional learning
- Emphasise the linkage of the National Languages Statement and Plan and *Engaging Young Australians with Asia Statement*.



RITA TOGNINI, AUSTRALIAN FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS INC

MEMBERS OF THE QUEENSLAND TEAM

BARBARA YEE, CATHOLIC EDUCATION OFFICE DIOCESE OF PARRAMATTA, NSW

AUSTRALIAN CAPITAL TERRITORY

Studies of Asia and Australia school networks operate within the ACT. The small size of the territory means that communication between the Adviser and networks is more easily maintained than in geographically larger states. The ACT is currently involved in curriculum renewal and opportunities exist for champions to seek ways of embedding studies of Asia and Australia within curriculum and teaching resource development.

The ACT group suggested:

- access Executive workshops and Principal workshops to promote the *National Statement* and seek practical commitments to its implementation
- make teaching and learning connections between the ACT Curriculum Principles and Framework P–10 Essential Learning Achievements and provide adequate curriculum resourcing for teachers to engage with this at the school level
- Develop support resources for schools to embed the studies of Asia and Australia in to the local curriculum
- Professional associations could apply for Professional Learning Fund money to support studies of Asia and Australia PD
- Targeting teacher education is a priority – will include a minimum of 2 hours induction on studies of Asia and Australia.

Since the Forum, DET’s Learning and Development and Curriculum Development and Support Sections have developed an Access Asia Myclasses web page with resources for teachers including contributions from the Australian Government Quality Teacher Programme being delivered in ACT Secondary Colleges.

NEW SOUTH WALES

Many NSW schools and teachers are implementing excellent practice in line with the *National Statement for Engaging Young Australians with Asia in Australian Schools* in all three sectors. There is strong support for a more systematic take up and there are well placed champions such as Gillian Shadwick and John Gore within the Department of Education and others within the Catholic Education Office and Independent sectors.

Currently in NSW there are limited syllabus requirements by the Board of Studies for the inclusion of studies of Asia and Australia within school curricula. However, there are expansive opportunities for schools to do so. Important opportunities exist to link studies of Asia with values, globalisation, cultural diversity and social justice. The NSW team advocated a government commitment linking the studies of Asia to cultural understanding and the current agenda around respect and responsibility.

The importance of school networks was stressed and strategies needed to be developed to ensure that good practice, ideas and resources could be shared.

Recommendations to the NSW Human Society and Environment Cross-sectoral Committee included:

- profile good practice in this area
- encourage parent/community meetings; provide a convincing rationale for school communities; use a promotional DVD customised to suit different audiences such as principals and staff meetings
- Professional learning for Principals
- strengthen links to Connected Outcome Groups
- the Board of Studies to map existing curriculum for studies of Asia and Australia – and address the gaps
- The Australian Catholic University include studies of Asia in their Masters degree
- promote the studies of Asia with professional associations.

QUEENSLAND

Queensland is well placed to support the implementation of the *National Statement for Engaging Young Australians with Asia in Australian Schools*. There is an ideal opportunity to highlight opportunities for engaging young people with Asia, especially in the implementation phase of the Queensland Curriculum, Assessment and Reporting Framework.

Strong links between the school sectors as well as the experiences of Access Asia schools will contribute to realising the key focus areas of the *National Statement*. Promoting connections and opportunities to include the studies of Asia and Australia particularly in the key learning areas of English, LOTE, SOSE and The Arts will continue to be a focus of activity. The support of sectors, professional associations and community groups will also shape the implementation of the *National Statement*.

The continuing challenge is articulating the intent of the *National Statement* to a wider audience, especially school leadership teams, parents and teachers across the state. The Queensland team identified the following strategies:

- embedding the key focus areas in policy and curriculum
- including aspects of the key focus areas in whole school planning
- promoting access to online and text resources
- creating networks across the state and enhancing links with community groups
- highlighting connections between key focus areas and other national and state curriculum priorities
- sharing best practice, particularly the experiences of Access Asia schools across the state
- facilitating professional development and communication strategies.

VIEWPOINTS

The Forum provided a culture of optimism – the sense that studies of Asia and Australia has an important place in the curriculum. JOAN WARHURST, NATIONAL CATHOLIC EDUCATION COMMISSION

The Forum was important in fostering communication within the various education sectors within each State and Territory and establishing a plan of action. GHISLAINE BARBE, ASSOCIATION OF INDEPENDENT SCHOOLS, NSW



MEMBERS OF THE SOUTH AUSTRALIAN TEAM



MEMBERS OF THE WESTERN AUSTRALIAN TEAM

SOUTH AUSTRALIA

There are active networks of Access Asia schools in South Australia implementing good practice as proposed by the *National Statement*. And there is significant support within the Department of Education and Children’s Services for supporting the studies of Asia and Australia. South Australia is undertaking a curriculum renewal process and an opportunity exists to embed studies of Asia and Australia within school curriculum. Further opportunities exist to link studies of Asia and Australia with key national priorities including Values Education, Sustainability, Civics and Citizenship and ICT.

The group identified three strategies as being an important next step in implementing the *National Statement*:

- Curriculum Renewal & Leadership Plan
- State Forum – a strategy of engagement of leaders
- An emphasis on school leadership, parents, strategic groups and national priorities.

Related priorities include:

- a Department of Education statement of directions and cross sectoral engagement
- tapping into parents as a resource
- re-engage with schools in new ways: Leadership, Quality Assurance
- identify resources!
- increase outreach support: Galleries & Museums; links with students in schools in Asia
- review 13 years of studies of Asia and analyse elements of success in SA
- Teacher Education: direct experience for pre service teachers and mentoring.

TASMANIA

In Tasmania there is a strong integration of the programme with both state and national initiatives and priorities. In particular there is an emphasis on aligning the programme with the implementation the Essential Learnings Framework.

This year that means a particular focus on Acting Democratically (civics and citizenship); Being information literate (ICT) and inquiry and reflective thinking. The programme is also making links to the National Framework for Values Education in Australian Schools and intercultural language learning initiatives.

At the Forum the Tasmanian team decided on two initiatives. One was to give prominence to the new Scope and Sequence for English and the associated units of work. The other was to plan a State Forum to lift the profile of the new *National Statement*.

NORTHERN TERRITORY

Since 1997 the NT has had a Board of Studies Policy for Studies of Asia. The team recommends a review and updating of the policy to incorporate the new *National Statement*.

They also recommend a Forum with the Minister of Education to promote using the new *National Statement*. A focus on the middle years at this event is desirable as a current review of this area is underway. The Forum would include models of good practice, expert speakers, student participation and a focus on study tour participants. Principals, curriculum leaders, business and indigenous leaders would be invited.

VICTORIA

The Victorian team identified a range of opportunities to implement the new *National Statement*, particularly within the context of the roll-out of new curriculum via the Victorian Essential Learnings and Standards (VELS) and the current focus on leadership in schools.

The need for a focus on developing teacher knowledge in the area was a key discussion point. The extensive professional learning offerings available to Victorian teachers were identified as crucial to supporting implementation of the *National Statement*, as was the development of scope and sequence resources for the English and SOSE learning areas. Delegates stressed the importance of strategies to ensure teachers are aware of the resources available to support studies of Asia.

Delegates identified units of work recently developed around the VELS focused on studies of Asia as providing excellent support for teachers. Similarly, links between the *National Statement* and civics and citizenship and values education were noted as key strategies for engaging teachers and students.

Moving forward, key activities in Victoria to support implementation of the *National Statement* will include development of a curriculum map demonstrating links between VELS and studies of Asia, collaboration with subject associations and development of case studies illustrating how Victorian schools have successfully implemented studies of Asia. A State Forum will also be held this year

WESTERN AUSTRALIA

The Western Australia Studies of Asia Programme is seen as a leader in curriculum change with strong networks and a team-based approach. Trained and passionate people across all sectors and districts have resulted from a firm commitment to studies of Asia in WA for over a decade. Studies of Asia professional learning programmes are held in high esteem and have readily adapted to the context of different learning areas. There is much evidence of high quality classroom application in WA schools supported by exemplary AEF curriculum resources and other programmes including Asia Ednet, the Linking Latitudes international conferences and Access Asia Teacher Study Tours. Importantly the WA Curriculum Framework allows for the embedding of studies of Asia across the curriculum – and the strong and powerful new *National Statement* endorsed by all Ministers of Education will support this.

A lack of explicit policy direction and a focused leadership strategy has effected the programme’s capacity to gain the involvement of a critical mass of staff in all schools in WA. The geographical size of WA and a reduction in funding have impacted on the reach of the programme.

The new *National Statement* provides the impetus to develop recommendations for new funding from all education sectors thereby increasing cross-sectoral support of the programme. There may be opportunity to leverage WA’s strong economic links with Asia into funding support. There are opportunities to develop new syllabi and develop on-line units of work. The statewide journal, *School Matters*, can promote the *National Statement* as can learning area associations. A report on 13 years of implementing studies of Asia in WA schools would be timely.

VIEWPOINTS

What we have to focus on is what are kids learning and what are the skills they are acquiring. Are they learning enough about Asia, about the world? The answer is no. ANNE BRYANT, EXECUTIVE DIRECTOR, US NATIONAL SCHOOLS BOARDS ASSOCIATION, USA

For many Spaniards, the Asia region is still perceived as a distant, little-known area full of mystery, and yet it has become one of the most dynamic areas in the world. CASA ASIA, SPAIN

INTERNATIONAL PERSPECTIVES

PUTTING THE 'WORLD' INTO WORLD-CLASS EDUCATION

"WE LIVE IN ONE WORLD. WHAT WE DO AFFECTS OTHERS – AND WHAT OTHERS DO AFFECTS US – AS NEVER BEFORE"

– Putting the World into World-Class Education,
Department for Education and Skills, UK

Putting the world into world-class education is becoming a consistent theme with educators not only in Australia but in other societies around the globe. **Kathe Kirby**, the Executive Director of the Asia Education Foundation, told the Forum that the emergence of a highly diverse, inter-connected and inter-dependent world had challenged many to question whether their education was preparing children for this new century.

A recent report released in the United States by The Goldman Sachs Foundation and the Asia Society warned that U.S. students risked falling behind their peers in other nations because critical skills needed to compete in the global marketplace had not yet been adopted in most US schools.

Educating Leaders for a Global Society details the challenges facing America's education system in preparing young people to compete and succeed in a globalised economy.

September 11 sent shockwaves through the U.S. about what their society knew and understood about the world around them, Ms Kirby said. There had already been a major report released by the Asia Society in June of 2001 articulating the vision: *that every child from elementary through to high school will encounter intellectually challenging material about Asia and Asian American topics integrated into diverse subject areas at appropriate grades.*

In 2002, the first National Institute on Asia in the Schools adopted the term 'international education' to describe this area of curriculum reform, and a coalition of educators, business leaders and policymakers was formed.

According to Ms Kirby, there are synergies between the new American national coalition – which now includes about 20 states – and what the AEF hopes and aspires to do: to raise awareness, to stimulate new and supportive policies, build networks and increase the supply of effective and sustainable programmes. In comparing progress, however, she said Australia was fortunate to have a national strategy supported by government.

China's emerging status as an economic and strategic competitor is the latest stimulus for a renewed US Government focus on Asia studies. 1994 statistics show Grades 9 to 12 students enrolled in studying Mandarin were so few they were grouped with Korean and other Asian languages under the heading 'unspecified foreign languages'. The entire group numbered less than 10,000. In 2005, there were five times that number studying Mandarin alone. A bill before the US Senate proposes spending \$1.3 billion on Chinese cultural exchange projects, mostly involving languages development.



KATHE KIRBY

PAMELA BARTON

GAIL SPENCE

In the United Kingdom and Europe, the story is similar. Catalysed by the rise of China and the trade imperative, the UK Department of Education and Skills has adopted policy to 'equip our children for life in a global society and work in a global economy'. Spain is investing substantially in Asia engagement and *Casa Asia's* 'School of Bamboo' aims to 'bring Asia into the very heart of Spanish education'.

In New Zealand, a collaboration between the Asia: NZ Foundation and the NZ Ministry of Education is working to develop strategies for improved understanding of Asia at all levels of NZ society.

Pamela Barton from Asia: NZ and **Gail Spence** of the Ministry told the Forum that the Asia Knowledge Working Group had been commissioned to produce a report by June this year articulating a vision of what increased understanding will look like and strategies to achieve that vision. Since 1994 in New Zealand, the Asia:NZ Foundation has developed teacher in-country programmes, Asian cultural events for schools, resources for teachers, and a range of grants and scholarships for NZ students in Asia.

Ms Barton said that until recently the focus had been to work bottom-up, equipping individuals with knowledge, skills and networks rather than through policy and system change. However, recent research commissioned by Asia:NZ showed continuing low Asian content in New Zealand schools. In primary schools, studies of Asia tended to occur less than once a term, she said. Teacher trainers were unequipped to deliver Asian content to their teacher trainees and 60 per cent of primary teachers reported their interest in studies of Asia as neutral.

Fortunately a new climate has emerged in the past few years: Asian communities have become more visible and active, pockets of quality engagement have emerged, and the government will to make Asia a priority has increased, Ms Barton said.

Ms Spence said the Working Group consisted of 20 influential people who could influence change across sectors. Each member was driving a consultation process through their individual professional networks.

For further information:

www.asianz.org.nz

www.internationalled.org/education

www.nctasia.org

www.casaasia.org

REAL CHANGE OCCURS AT THE SCHOOL LEVEL. NINE GOOD PRACTICE WORKSHOPS GAVE FORUM PARTICIPANTS A SNAPSHOT OF LEADING SCHOOL, TEACHER AND CLASSROOM PRACTICE IN ENGAGING YOUNG AUSTRALIANS WITH ASIA.

ASIA IN THE CURRICULUM: GOOD PRACTICE WORKSHOPS



LEFT: LINDSEY SWAN, NSW BOARD OF STUDIES AND JULIE CUSH, KAREELA PUBLIC SCHOOL, NSW

VALUES EDUCATION AND ENGAGING YOUNG AUSTRALIANS WITH ASIA DAVID BROWN (CURRICULUM CORPORATION)

The Values Education Good Practice Schools Project has much to tell about 'good practice' and David's presentation outlined how six lessons of good practice relate to the task of engaging young Australians with Asia. First Lesson: lots of explicit talking. Asia, like values, needs to be part of common parlance in schools, not a peripheral whisper. Second Lesson: be careful with the language. There is a world of difference between talking about 'values for Australian schooling' and talking about 'Australian values'. Third Lesson: Know the real thing: integrated, whole school and deep curriculum - not a lesson here or there on 'compassion' or 'honesty' anymore than studies of Asia is a lesson here on Japanese cooking and a lesson there in Bahasa. Fourth Lesson: Good practice values education is about who we are, what we stand for and what we want to be. Fifth Lesson: It's about what happens in the classroom and teacher/student relationships. Values are taught and learnt in the content, the curriculum choices, the pedagogy, the language, the actions and behaviours and in the classroom management. Sixth Lesson: Values is all about changing ways of seeing, thinking and doing - so the role of the school leadership is critical.

ENGAGE STUDENTS WITH ASIA THROUGH READING JENNY MENDICK (ACT)

The Internet can be a powerful resource for teaching literacy and Jenny Mendick from The Giralang School in ACT has developed a rich and extensive web portal that supports teachers of upper primary and lower secondary classes to make use of Asia-related reading texts www.aeta.com/journalpage.html

Jenny led participants through websites exploring Asia-related texts: newspapers, folk tales, poetry and interactive books. Each of the websites has been tested in the classroom and the listing is constantly added to, ensuring the portal always offers something new.

INTERNATIONALISING AND CURRICULUM RENEWAL LAURA MAZZOLINI (QLD)

Laura presented a case study of Cairns State High School to internationalise its curriculum and include a strong focus on the Asian region. The key messages included the need to gain the active support and involvement of school leadership, teachers, parents and the wider school community committed to a whole school, across the curriculum approach to studies of Asia and Australia.

It is vital that a school policy incorporates studies of Asia and Australia across learning areas and acknowledges its place in the whole school. Curriculum must explicitly set out a sequence of learning including knowledge, understanding, skills and values, that recognises multiple entry points for the student. Providing opportunities for students to engage with an Asian language, professional learning for teachers and monitoring and review procedures were all important.

ASIAN TEXTS IN THE ENGLISH CLASSROOM BARBARA WRIGHT (WA)

The focus of this presentation was on the Reading and Viewing Outcomes of both the K-10 Curriculum Framework and the post-compulsory English Courses of Study used in WA secondary schools. Barbara discussed ways in which texts from Asia could be used to address the 'Conventions' and 'Contextual Understandings' aspects of these outcomes. For example, as part of a study of traditional fairy stories and folk tales, students analysed features of Chinese folk tales from different ethnic groups. They identified what the stories told them about lifestyle, as well as the beliefs and values conveyed in the stories. In this way, they were using their knowledge of the conventions of folk tales, applying this knowledge to unfamiliar texts, and in doing so were also developing their understanding of Chinese cultures.

TEACHING GENERAL RELIGIOUS EDUCATION JULIE CUSH, NSW

General Religious Education is mandated in all NSW primary schools and can be included as an elective in years 7-12. Julie Cush, of Kareela Public School in Sydney, discussed best practice strategies for teaching religious education and the integration of studies of Asia. She discussed the importance of developing intercultural understanding and supporting notions of cultural diversity within a cohesive yet complex society. An important starting point was for children to reflect on their own beliefs and to compare and contrast those of other cultures and communities. She advocated contextualizing learning experiences both within and beyond the school gates by developing relationships with a range of religious organizations and creating opportunities for children to visit places of worship and talk with community leaders. Julie stressed the importance of utilizing excellent studies of Asia resources.



ABOVE: GOOD PRACTICE WORKSHOP. ABOVE RIGHT: MAUREEN WELCH, AEF
LOWER RIGHT: JENNIFER URE, NORTHERN TERRITORY

INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) AND THE STUDIES OF ASIA

LISA HAYMAN (VIC)

What knowledge, skills and understandings are required to students to operate effectively within the Asia Pacific region? How can ICT's be used to support these? Lisa spoke about how the internet provides teachers with a range of multimedia experiences to enhance learning and teaching practices. She demonstrated a range of web based learning and teaching formats which have been developed to support effective use of the web:

THROUGH THE EYES OF THE CHILDREN

www.web-and-flow.com/members/lhayman/east_timor/sampler.htm is a Subject Sampler which enables students to view images of the history of East Timor as drawn by East Timorese children.

GLOBALISATION – WHAT DOES IT HAVE TO DO WITH ME?

www.bssc.edu.au/public/learning_teaching/pd/hotlists_webquests/globalisation/index.htm is a WebQuest designed to challenge students understanding of globalisation.

CONNECTING PLANTS, PEOPLE AND ASIAN CULTURES

STEVE MEREDITH (SA)

Plants have diverse and intriguing stories that provide insights into culture and the environment. Steve Meredith, a South Australian Department of Education and Children's Services Education Officer at the Botanic Gardens of Adelaide, described how gardens had become living classrooms for the studies of Asia. Students learn about the significance of the lotus plant to Chinese culture, for example, and the rich tradition of plant symbolism and plant sayings via an interactive web resource: www.chineseplants.org.au. 'The lotus root is broken but its fibres stay connected' is a common saying used to reflect how friendships can and do survive physical separation. The resources are designed to integrate learning across the curriculum.

INTERNATIONALISING THE CURRICULUM

JENNIFER URE (NT)

The Essington School Darwin has embraced studies of Asia as a major cross curricula focus as part of its vision for preparing students for a 'globalised' world. Jennifer, the AEF Adviser for the Northern Territory, described the rapid growth and high learning outcomes at The Essington School. The school's success was testament to the vision of Principal, David Cannon, since his



appointment in 1999. The school has established links with schools throughout Asia, has encouraged teachers to participate in study tours in the region, and has initiated a student ambassador scheme. Cannon says, 'The ability of our young people to understand, work, and be successful in different cultural settings will be an essential skill for their full participation in the world they will need to work in.'

INTERCULTURAL LANGUAGE LEARNING: 'WHOSE PLACE IS THIS?' ANNE-LOUISE MOIR AND JANINE MCCULLOUGH, TASMANIA

Anne-Louise and Janine gave an overview of the intercultural language learning unit which they devised and presented to a group of Grade 7 students in 2005. Tasmania is undergoing a period of curriculum renewal and teachers are looking at what is essential in their curriculum. Working with students on the central question 'What is special about our town?' they devised a project that linked both curriculum areas. In their Indonesian classes students learnt the vocabulary relevant to developing a tourist brochure, while in their SOSE classes they examined the history and special features of their local community. Responses from students reflected their excitement as the learning was relevant and personal. Their levels of enthusiasm for both subjects benefited from the interchange of ideas and stimulus.

VIEWPOINTS

Practical examples are where it is possible to really enthuse teachers, who can see how it can be done.

JANINE DAVISON, DEPARTMENT OF EDUCATION, TASMANIA

These are ideas that can be carried straight into the classroom.

PAT HINCKS, VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

FORUM PARTICIPANTS

Penelope Aitken Asialink Centre, The University of Melbourne
Dr Reg Allen Australasian Curriculum Assessment and Certification Authorities; AEF Board member
Waleed Aly Islamic Council of Victoria
Kurt Ambrose Curriculum Corporation
Yvonne Arpino West Beechboro Primary School, WA
Brenda Austen Alice Springs Language Centre, NT
Ghislaine Barbe Association of Independent Schools of NSW
Nicola Barkley St Francis of Assisi Primary School, ACT
Pamela Barton Asia: NZ Foundation
Meredith Beck AISSA & St Peter's Girls' School, SA
Gai Beecher Campbell High School, ACT
Judy Behne Kawana Waters State College, QLD
Jessie Bice Garran Primary School, ACT
Naomi Bond Pasadena High School, SA
Nuangwong Boonyanate Department of Education and Training, VIC
Susan Boucher Australian Principals Associations Professional Development Council
Patricia Boylan Cairns District Youth Achievement Plan, QLD
David Brown Curriculum Corporation
Robyn Buckeridge Warragul Regional College, VIC
Judith Bundy Australian Council of State School Organisations; AEF Board member
Paul Campbell Woree State School, QLD
Steve Carter Council of Government School Organisations, NT
Lea Chapuis ACT Department of Education and Training
Peng Chew Australian Government Department of Education, Science and Training
Maureen Cochram Department of Education and Children's Services, SA
Peter Cole PTR Consulting
Jenny Conley, Consultant
Ross Connor Kepnock State High School, QLD
Reverend Tim Costello AO World Vision Australia
Julie Cush Kareela Public School, NSW
Ian Dalton Australian Parents Council
A/Professor Jim Davies Australian Science and Mathematics School
Janine Davison Department of Education, TAS
Debbie De Laps Victorian Association for the Teaching of English
Darryl Deacon Access Asia Western Australia
Peta Desmond Charters Towers State High School, QLD
Michael Doyle St Columban's School, NSW
Pam Dudgeon Abbotsford Primary School, VIC
Tony Earle Sheidow Park Primary School, SA
Gabrielle England Curriculum Corporation
Nick Ewbank Hawker College, ACT
Steven Figg Department of Education, TAS
Marguerite Flynn Albany Senior High School, WA
Vana Ford Byabarra Public School, NSW
Terry Gallagher Queensland Studies Authority
Allan Goedecke Asia Education Foundation
Judy Gordon Australian Government Department of Education, Science and Training
John Gore NSW Department of Education and Training
Lee Grafton SA Department of Education and Children's Services
Chris Graham Catholic Education Office, Parramatta, NSW
Phil Gray Ngunnawal Primary School, ACT
Anthony Gribbin Holland Park State School, QLD
Wei Ha Camberwell High School, VIC
Adrienne Haddow Waratah Primary School, NSW
Terry Haddow St Johns Primary School, NSW
Greg Harper Hamilton Senior High School, WA
Lisa Hayman Bendigo Senior Secondary College, VIC
Kaye Head Heights College, QLD
Barbara Henderson Department of Education and the Arts, QLD
Dr Deborah Henderson Queensland University of Technology
Patricia Hincks Victorian Curriculum and Assessment Authority
Kris Hindow Kangaroo Island Community Education, SA
Wei Hongxia Department of Education and Training, VIC
Greg Houghton Victorian Association for the Teaching of English
Sophie Howlett Asia Education Foundation
Barbara Jackson Canberra College, ACT
Professor Robin Jeffrey Asian Studies Association of Australia; AEF Board member
Carol Kelly Department of Education and Training, VIC
Jan Kiernan Department of Education, TAS

Kathe Kirby Asia Education Foundation
Tony Kitchen Queensland Catholic Education Commission
Kathy Kiting Campbell Primary School, ACT
Anthony Klein PricewaterhouseCoopers
May Kwan Association of Independent Schools, QLD
Wanda Lambert Queensland Association of Parents & Citizens Associations
Sharon LaPere St Ursula's College Yeppoon, QLD
Ms Claire Leong Association of Independent Schools of Western Australia
Professor Tim Lindsey Asian Law Centre, The University of Melbourne
Helen Lovegrove Tumby Bay Area School, SA
Tony Mackay Centre for Strategic Education; AEF Board Member
Nic Mackay The University of Melbourne
Sue Mann Curriculum Corporation. AEF Board Deputy Chair
Laura Mazzolini Cairns State High School, QLD
Danielle McCaffrey Asia Education Foundation
Bruce McCourt ACT Department of Education and Training
Janine McCullough Ulverstone High School, TAS
Jenny McGregor Asialink, The University of Melbourne; AEF Board member
Helen McIntyre Beechworth Secondary College, VIC
Cathy McNichol Curriculum Corporation
Jenny Mendick Giralang Primary School, ACT
Steve Meredith Botanic Gardens of Adelaide & Open Access College, SA
Ann-Louise Moir Ulverstone High School, TAS
Lucy Moore Asialink, The University of Melbourne
Wendy Morris Department of Education and Training, VIC
Kurt Mullane Asia Education Foundation
Thao Nguyen Ethnic Communities Council, NSW
Bill Norris Association of Independent Schools of Victoria
Peter O'Beirne APAPDC Queensland, WA
Dr Declan O'Connell Australian Government Department of Education, Science and Training
Julie O'Keefe Asia Education Teachers' Association
Meredith O'Neill Australian Secondary Principals' Association
Pauline O'Brien Beaconsfield Primary School, WA
Dr Jane Orton The University of Melbourne; AEF Board member
Dr John Owen Centre for Programme Evaluation, The University of Melbourne
Maxine Panegyres Department of Education and Children's Services, SA
Panayoula Parha The Norwood Morialta High School, SA
Helen Rayner Alyangula Area School, NT
Christine Reid National Curriculum Studies
Professor Field Rickards The University of Melbourne; AEF Board Chair
Julie Rimes St Michael's Collegiate School, TAS
Julie Roberts Department of Education and Children's Services, SA
Pam Rosser Amaroo School, ACT
Marcia Rouen Department of Education and the Arts, QLD
Dr John Roulston Queensland & Independent Schools Council of Australia; AEF Board Member
Kim Rowlands Mackillop College, TAS
Kristien Sarwo Rini Department of Education and Training, VIC
Carol Sawyer Sanderson High School, NT
Katherine Schoo Australian Curriculum Studies Association Inc
Gillian Shadwick Department of Education and Training, NSW; AEF Board Member
Gary Shaw Department of Education and Training VIC
Rick Sheehan St Agnes Primary School, QLD
Lianne Singleton NSW Department of Education and Training
Gail Smith Department of Employment, Education and Training, NT
Richard Smith The History Teachers' Association & Southwood Boys Grammar, VIC
Gail Spence Ministry of Education, New Zealand
Carl Stevens Catholic Education Commission of Australia, VIC
Pamela Stewart Department of Education and Training, WA
Lynne Stone St Catherine's School, NSW
Bettianne Stuart Woodcrest State College, QLD
Dr Dahle Suggett Department of Education and Training, VIC; AEF Board Member
Lindsay Swan NSW Board of Studies
Kath Symmons Harristown State High School, QLD
Sue Tanner Department of Employment, Education and Training NT
Andrew Thompson Department of Education and Training, WA
Robyn Timmins Victorian Curriculum and Assessment Authority
Rita Tognini Australian Federation of Modern Language Teachers Associations Inc
Sue Tolbert Department of Education, TAS
Anne Tumak Australian Joint Council of Professional Teacher Associations; AEF Board member
Jennifer Ure Department of Employment, Education and Training, NT
Kratoi Vasilythasart ACT Department of Education and Training
Joan Warhurst National Catholic Education Commission, ACT; AEF Board Member
John Webster Wellers Hill State School, QLD
Maureen Welch Asia Education Foundation
Milton Wild Padbury Primary School, WA
Jill Wilson Asia Education Foundation, VIC
Lesley Wintle Warwick Senior High School, WA
Terry Woolley Department of Education and Children's Services, SA
Barbara Wight Aranmore Catholic College, WA
Barbara Yee Catholic Education Office, Diocese of Parramatta, NSW
Yichuan Zhang Consulate General of the People's Republic of China

FORUM VIEWPOINTS

“THIS GATHERING HAD A COLLABORATIVE SPIRIT OF REAL GOODWILL.”

IAN DALTON, AUSTRALIAN PARENTS COUNCIL

“CONGRATULATIONS AEF... FOR PRESENTING A VISION OF THE KIND OF AUSTRALIA WE NEED TO BECOME.”

BRUCE MCCOURT, DEPARTMENT OF EDUCATION AND TRAINING, ACT

“THIS FORUM HAS GIVEN ME THE TOOLS TO WORK WITH OUR LEADERSHIP TEAM AND STAFF TO IMPLEMENT STRATEGIES THAT WILL ENSURE STUDIES OF ASIA REMAINS AN INTEGRAL PART OF THE PRIORITIES IN OUR SCHOOL.”

NAOMI BOND, PASADENA HIGH SCHOOL, SA

“THIS IS A WONDERFUL OPPORTUNITY OF PARTNERSHIP BETWEEN TWO DOCUMENTS: THE NATIONAL STATEMENT AND PLAN FOR LANGUAGES EDUCATION AND THE NATIONAL STATEMENT FOR ENGAGING YOUNG AUSTRALIANS WITH ASIA.”

CLARE LEONG, ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA

“YOUNG PEOPLE CAN ONLY MAKE SENSE OF THEIR WORLD AND BE ACTIVE AND INFORMED CITIZENS WHEN THEY DEVELOP A SOUND UNDERSTANDING OF THE WIDER GLOBAL CONTEXT IN WHICH THEY ARE OPERATING... THE ASIAN REGION AND AUSTRALIA’S ENGAGEMENT WITH ASIA ARE CENTRAL TO THAT CONTEXT FOR ALL AUSTRALIANS.”

NATIONAL STATEMENT FOR ENGAGING YOUNG AUSTRALIANS WITH ASIA IN AUSTRALIAN SCHOOLS



Asia Education Foundation *ENGAGING YOUNG AUSTRALIANS WITH ASIA* www.asiaeducation.edu.au