

*Review of Studies of  
Asia in Australian  
Schools*

**A Report to the Commonwealth Department of  
Education, Science and Training**

***EREBUS CONSULTING PARTNERS***

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January 2002

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# Executive Summary

## Introduction

This report presents the findings of a review of studies of Asia in Australian schools conducted during 2001. Studies of Asia have been an integral part of the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy since 1994-5. The NALSAS Strategy is a collaborative initiative of Commonwealth, State and Territory governments. The Strategy supports Asian languages and studies in all school systems in order to improve Australia's capacity and preparedness to interact internationally, in particular with key Asian economies. The Strategy also aims to introduce and maintain Asian studies content in the mainstream school curricula.

The purpose of the review is to report on the types and levels of studies of Asia activities in schools across the education sectors, and to address the issues of participation, resources, professional development and student outcomes. The review is intended to provide an analysis of the current strength of studies of Asia in Australian schools and make recommendations that will inform forward strategic planning at a national level.

The review gathered data from a variety of sources, including:

- document analysis – including examination of policy statements, curriculum and syllabus document, units of work, guidelines and resource material, and so on
- case studies of best practice in a small number of schools across the nation;
- key stakeholder interviews – including NALSAS Taskforce members, state and territory Asian Studies project officers, Directors of Curriculum, academics, representatives of professional organisations; and
- a survey of schools to identify the extent of teaching studies of Asia.

## **The development of studies of Asia as a separate discipline area**

Australian primary and secondary schools have included aspects of the study of Asia in the curriculum for many years. Changing trade and migration patterns, military conflicts and shifting strategic alliances have seen Australia's economic, social and political relationships with Asia take

on increasing importance in the last two decades. Consequently, there has been increased recognition of the need for the development of educational policies that provide for improved knowledge and understanding by Australian students of the nations and cultures of Asia. In the early 1980s, economic recession in the western world caused many nations to examine more closely the then thriving “tiger” economies of Asia, and to take some aspects of Asian culture more seriously.

The Asian Studies Council was influential in the 1980s in emphasizing the need for soundly based and comprehensive teaching about the cultures of Asia as a priority for Australian schools. Their report, *A National Strategy for the Study of Asia in Australian Schools* (1988), provided an impetus for school systems to focus attention and resources on studies of Asia and the teaching of Asian languages. While supported in principle, in practice implementation of the National Strategy was slow. A map of all systems’ curriculum and policies and practices in the Studies of Society and Environment Area published in 1992 showed that a major emphasis was placed on European and North American studies. Studies of Asia were of much less importance. A 1991 report, *Australia’s Language: The Australian Language and Literacy Policy* had already found that studies of Asia had not been implemented to the desired extent.

The importance of continuing this work was reinforced in the report to the Council of Australian Governments (COAG) entitled *Asian Languages and Australia’s Economic Future* (1994). This report affirmed that “governments endorse a school-based program as the best means of achieving a substantial qualitative and quantitative improvement in Asian languages and cultures education in Australia.” Subsequently, the Commonwealth allocated funding for its share of what became the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. All education authorities entered into bilateral agreements with the Commonwealth to work towards national targets and agreed to contribute significantly from their own resources to support the Strategy. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) set up a National Asian Languages and Studies in Australian Schools Taskforce in late 1994 to develop, support and monitor the implementation of the Strategy.

MCEETYA agreed to continue the work of the NALSAS Taskforce at its 1999 meeting in Adelaide, and the Commonwealth has agreed to continue its funding at the rate of approximately \$30 million a year to the end of 2002.

The NALSAS Strategic Plan (1999-2002), which draws on the recommendations of the *Asian Languages and Australia’s Economic Future* report identifies, among other things, development of further curriculum resources that infuse studies of Asia into other learning areas; supporting jurisdictions in teacher quality and supply issues; specifying outcomes and accountability; and developing strategic alliances with key agencies.

## Conclusions

The evidence gathered during this review suggests clearly that the position of studies of Asia in Australian schools has been significantly enhanced since the commencement of the NALSAS strategy. There is an expanding network of schools and a cadre of teachers committed to and knowledgeable about Asia, who are able to demonstrate ways of using curriculum and teaching methods to promote a more substantial depth of knowledge and understanding about Asian peoples and cultures. High quality curriculum materials have been produced to capture depth of understanding in an approach that is carefully tailored to the full range of students. Flexible teacher support covering content and issues of implementation has been developed and well used in various jurisdictions.

The Asia Education Foundation, Curriculum Corporation, some tertiary institutions, the Commonwealth, and State and Territory jurisdictions across government and non-government sectors have each made important contributions to the current position.

The evidence collected suggests that there are few reasons why any school or school sector could not teach studies of Asia in some way if they chose to do so. This does not negate the fact that it is far easier for some schools to do so than for others. There is sufficient direction given in the *Studies of Asia: A Statement for Australian Schools* document and flexibility within the curriculum to allow teachers to add an Asian perspective in almost all learning areas at all levels. There is a growing range of high quality curriculum support materials available in both print and electronic form, including teacher reference and student-friendly materials; there are national, state and locally available professional development opportunities; and there is a variety of support networks available, both face to face and electronically, that would equip teachers with the skills and confidence to teach in this area.

However, despite the availability of these resources, the fact remains that, on the evidence available, about one-quarter of schools do not teach about Asia at all, and at least the same number do so in only superficial ways. The greatest barrier to further implementation is teacher knowledge; not only about Asia itself, but also about the existence of resource material, and about how they can “fit in” another area in what they see as an already crowded curriculum. These teachers see no compelling reason why studies of Asia should be given priority, and many see it as not being of relevance to them. These attitudes are reinforced by the lack of unequivocal support given by educational leaders in many jurisdictions, which has encouraged the view that studies of Asia are an optional rather than a necessary part of the Australian curriculum. The superficial approach is also reinforced by a lack of clear expectations or standards for what should be done. The conduct of a national sample survey of student outcomes at the end of years 5 and 8 currently being conducted will help to establish clear expectations about what students need to achieve. Schools can also be seduced by the apparent success of activities that create positive community good will, such as food festivals and multicultural days, into believing that they have “done” Asian studies. The survey demonstrates that there is still a

high level of reliance on these kinds of activities as a way of teaching in this area. Survey respondents indicated that lack of funds to buy resources or professional development, while important barriers for some schools, was less important than teacher enthusiasm and motivation as a barrier to further progress.

The fact that studies of Asia finds greatest expression at senior primary school level is perhaps not surprising, as students at this level have in general both the skills to investigate and interest in the world at large. It is also perceived to be easier for teachers in primary schools to teach in an integrated way, and thus include a wider range of curriculum content areas than teachers in secondary schools. The question to be addressed by policy makers is whether to concentrate further efforts where it is easier to achieve success, or to focus efforts on building on these successes. Our assessment is that to achieve depth and continuity of learning, and to help dispel beliefs that teaching studies of Asia outside SOSE in secondary schools is too difficult, that greater priority should be given to support in this area.

The general conclusion reached is that while progress has been made, the job is not yet complete. The feeling of the majority of stakeholders is that unless there is some external means of supporting studies of Asia (such as through continued NALSAS funding), interest will drop away sharply and the work to date be wasted. At the same time, there is a sense of realism about what can ever be achieved from a learning area such as this, which can never be expected to have the same priority as, say, Literacy. There is recognition that greatly enhanced funding cannot be expected, and that special funding cannot be expected to continue ad infinitum.

The focus of further strategic funding should therefore be on reaching a stage of sustainability. This will involve a range of activities, including developing a climate in schools and systems that is conducive towards uptake of studies of Asia, communication of clear and unambiguous expectations, and continued development and support for schools and teachers, including teachers in training.

## **Recommendations**

It is recommended that:

- to capitalise on the gains made thus far and to ensure that they become further embedded into the curriculum of Australian schools, studies of Asia remain a national priority within the NALSAS strategy.
- the focus of strategic planning and funding for studies of Asia in a next NALSAS program cycle (2003-06) be on ensuring self-sustainability by the end of the period.
- the overall balance of funding for studies of Asia within the NALSAS budget remain commensurate with that of the past quadrennium (1999-2002).

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- the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) be encouraged to make a strong commitment to studies of Asia through a national position statement. This statement may draw from, or adopt, the current Studies of Asia: A Statement for Australian Schools produced by the Asia Education Foundation and Curriculum Corporation.
- each system and sector be encouraged to make a strong statement about inclusion of studies of Asia in their curriculum. Where appropriate, this may take the form of a systemic policy statement.
- in order to move beyond superficial levels of practice to deeper levels of understanding, national and system level policy statements clearly articulate their expectations for school practices and the student learning outcomes required from studies of Asia.
- accountability for Commonwealth funds be strengthened to focus on the achievement of agreed outcomes, linked to targets contained in the next NALSAS Strategic Plan (2003-06).
- to build depth and continuity of learning, the middle years of schooling (corresponding to the junior secondary grades) be targeted for sustained development in the next strategic planning cycle.
- to support the expansion of studies of Asia into the middle years of schooling, targeted development of suitable curriculum materials, and professional development be funded.
- in recognition of the differing requirements of state curricula, a proportion of funding for curriculum material development be set aside for materials developed in conjunction with particular systems to ensure their relevance and suitability, as well as for nationally applicable resources.
- greater efforts be made to make teachers aware of the curriculum resources that have already been developed.
- approval for the development of all curriculum materials be contingent on their being an integrated professional development and implementation plan to support the materials.
- the crucial role of the Asia Education Foundation in supporting the NALSAS strategy be recognised by its inclusion in strategic planning and decision making for the next NALSAS funding period.
- in seeking to encourage greater depth of cultural understanding, attempts be made to make more explicit links between Asian languages and studies of Asia.

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- monitoring of student outcomes in studies of Asia be cast in the broader frame of the National Reporting and Performance Monitoring agendas.



## Background to the project

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy is a collaborative initiative of Commonwealth, State and Territory governments. The Strategy supports Asian languages and studies in all school systems in order to improve Australia's capacity and preparedness to interact internationally, in particular with key Asian economies. The Strategy also aims to introduce and maintain Asian studies content in the mainstream school curricula.

A Taskforce appointed by the Ministerial Council on Education, Employment and Training (MCEETYA) has overseen the implementation of the NALSAS strategy during the period covered by the current Strategic Plan.<sup>1</sup> The Taskforce recommended this review of studies of Asia in Australian schools. The review is to report on the types and levels of studies of Asia activities in schools across the education sectors, and to address the issues of participation, resources, professional development and student outcomes. The review is intended to provide an analysis of the current strength of studies of Asia in Australian schools and make recommendations that will inform forward strategic planning at a national level.

The review of studies of Asia in Australian schools is one of a suite of complementary NALSAS projects designed to provide information about the outcomes of NALSAS-funded activities, including a baseline study of student knowledge and attitudes about Asia, and the development of key performance measures for a national sample survey of student outcomes in Japanese and Indonesian at year 6 and year 10 levels.

### Objectives for the Review

The specific objectives of the review are to:

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<sup>1</sup> Since the initiation of this project, the MCEETYA Taskforce structure has been reconfigured. The NALSAS Strategy will now be overseen by the Student Learning and Support Services Taskforce.

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- Assess the level and status of inclusion of studies of Asia in the primary and secondary curriculum being followed by students across Australia;
- Ascertain from national, system and sector information the broad extent of inclusion of studies of Asia at school level;
- Ascertain from information at state, sector and network level what the possible range of implementation levels and types might be;
- Develop a taxonomy of both levels and types for classification purposes;
- Develop an analysis of the extent of implementation of studies of Asia activities across the nation, classified by features in the taxonomy and which identifies similarities and differences between the elements such as jurisdiction, primary and secondary schools, school type, characteristics and location;
- Describe the features of implementation of studies of Asia at each level and type in the taxonomy;
- Identify a range of best practice approaches, verified by school outcome data;
- Develop a set of recommendations to inform forward strategic planning that has national applicability;

### **Review methodology**

The review commenced in May 2001. School visits were conducted during June-August. The survey of schools commenced in September in most States. The review gathered data from a variety of sources, including:

- document analysis – including examination of policy statements, curriculum and syllabus document, units of work, guidelines and resource material, and so on
- case studies of best practice in a small number of schools across the nation;
- key stakeholder interviews – including NALSAS Taskforce members, state and territory Asian Studies project officers, Directors of Curriculum, academics, representatives of professional organisations; and
- a survey of schools to identify the extent of teaching studies of Asia.



## Review of the Literature

### Historical context of the Studies of Asia in Australian schools

Australian primary and secondary schools have included the study of aspects of the study of Asia in the curriculum for many years. Even in the 1960s, for example, it was common for primary school social studies syllabus documents and textbooks to include lessons on The Great Wall of China, the Yangtze River, and the silk trade, or the Cherry Blossom Festivals in Japan, or the canals of Thailand. However, it is fair to say that the majority of this study was confined to social studies, geography and history lessons. The extent to which this study provided opportunity for developing more than superficial or stereotypical understandings is questionable (but perhaps no worse than any other area of enquiry with the social sciences at the time).

Changing trade and migration patterns, military conflicts and shifting strategic alliances have seen Australia's economic, social and political relationships with Asia take on increasing importance in the last two decades. Consequently, there has been increased recognition of the need for the development of educational policies that provide for improved knowledge and understanding by Australian students of the nations and cultures of Asia. In the early 1980s, economic recession in the western world caused many nations to examine more closely the then thriving "tiger" economies of Asia, and to take some aspects of Asian culture more seriously.<sup>2</sup>

The Asian Studies Council was influential in the 1980s in emphasizing the need for soundly-based and comprehensive teaching about the cultures of Asia as a priority for Australian schools. Their report, *A National Strategy for the Study of Asia in Australian Schools* (1988), provided an impetus for school systems to focus attention and resources on studies of Asia and the teaching of Asian languages. While supportive in principle, in practice implementation of the National Strategy was slow. A map of all systems' curriculum and policies and practices in the Studies of Society and

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<sup>2</sup> See for example the Garnaut report; *Australia and the North East Asian Ascendancy* (1988). A Report to the Prime Minister and Minister for Foreign Affairs and Trade. Canberra, AGPS.

Environment Area published in 1992 showed that a major emphasis was placed on European and North American studies. Studies of Asia were of much less importance. A 1991 report, *Australia's Language: The Australian Language and Literacy Policy* had already found that studies of Asia had not been implemented to the desired extent. The report noted:

*The task remains incomplete, especially with regard to ensuring the inclusion of content on Asia across the curriculum at all education levels and an understanding of Asia by business, government and academic communities. (p.86).*

The Asia Education Foundation was established in 1992, in part, to redress this imbalance and to promote more rapid uptake of the studies of Asia across the curriculum.

The importance of continuing this work was reinforced in the report to the Council of Australian Governments (COAG) entitled *Asian Languages and Australia's Economic Future* (1994). This report affirmed that "governments endorse a school based program as the best means of achieving a substantial qualitative and quantitative improvement in Asian languages and cultures education in Australia." Subsequently, the Commonwealth allocated funding for its share of what became the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. All education authorities entered into bilateral agreements with the Commonwealth to work towards national targets and agreed to contribute significantly from their own resources to support the Strategy. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) set up a National Asian Languages and Studies in Australian Schools Taskforce in late 1994 to develop, support and monitor the implementation of the Strategy.

The Ministerial Council on Employment, Education, Training and Youth Affairs agreed to continue the work of the National Asian Languages and Studies in Australian Schools Taskforce at its 1999 meeting in Adelaide, and the Commonwealth has agreed to continue its funding at the rate of approximately \$30 million a year to the end of 2002.

The National Asian Languages and Studies in Australian Schools Strategic Plan (1999-2002), which draws on the recommendations of the *Asian Languages and Australia's Economic Future* report, provides further legitimacy for the programs promoting the study of Asia. The National Asian Languages and Studies in Australian Schools Strategic Plan identifies, among other things, development of further curriculum resources that infuse studies of Asia into other learning areas (particularly the performing arts); developing curriculum materials focusing on the use of authentic texts from countries of Asia (the *Asia through Asian Eyes* series); supporting jurisdictions in teacher quality and supply issues; and developing strategic alliances with key agencies to support achievement of the National Asian Languages and Studies in Australian Schools objectives.

Yet while there have been a number of reviews and reports regarding the desirability of teaching about the cultures and languages of Asia in Australia, particularly since the Commonwealth Government established

the Asian Studies Council in 1986, comprehensive research regarding the types and levels of studies of Asia activities in schools is scant. Information about how other western countries teach about Asia is also not well covered in the academic literature.

The majority of research undertaken in Australia can be attributed to the Asia Education Foundation that was established in 1992 as a joint activity of the University of Melbourne (through its Asia Link Centre) and the national Curriculum Corporation with core funding from the Commonwealth Government. Its brief included the promotion and support of the studies of Asia across all curriculum areas in Australian schools so it has necessarily focused on progress in both primary and secondary schools, and it is also committed to the need for the promotion of Asian studies within teacher education. At the tertiary level in Australia, there has been some degree of research on the impact of Asian studies in the university and TAFE sectors, although it is limited in the specific areas of teacher education and the impact of related Asian languages and studies courses on the teaching and learning of school students.

The most common themes arising from the literature on the studies of Asia relate to:

- suitable definitions of Asian studies and, indeed, the suitability or otherwise of that terminology
- the value of and need for studies of Asia in education both here and overseas
- the various stages of implementation of Asian studies in schools and the tertiary sector
- the need for demonstrable outcomes and results
- new and suitable modes of professional development, including the expanded use of technology, teacher networks and “in-country” programs, as well as the need to promote teacher education programs at the pre-service level
- constraints to the effective implementation of Asian studies programs, including issues related to funding and conflicting priorities at a system and school level
- the growth in resources for teaching/learning purposes in Australia.

Statistical data is also available on the growth in Asian language study in Australia, as well as progress in the number of educational institutions that incorporate studies of Asia, although research on the impact of related programs and initiatives is, again, limited.

### ***The international literature***

Much of the findings above come from the limited work undertaken in Australia. International literature contains even less research that directly relates to the teaching of studies of Asia in schools. Generally speaking, only a long bow can be drawn from overseas research in informing the teaching of Asian studies in Australia. John Willinsky (1988), through his research in Canada, emphasises the need to address what he sees as the global impact of imperialism on education and, at the same time, the need for teachers to ‘engage’ with the growth of diversity in the classroom. Other overseas research such as that of Hatcher and Troyner’s work in Britain on anti-racist education and Roman and Stanley’s investigations in Canada on the notions of culture and its impact, provide incomplete insights at best. Countries such as the USA have undertaken research in areas such as race education and critical pedagogy, though little of this appears relevant in informing the Australian context. The minimal overseas treatment of the studies of Asia and related research literature could relate to a range of issues, including distance from the region, the focus on other broader issues as described above and a pervasive tradition of European studies. More useful sources of literature for the purpose of this study, available both locally and overseas, is that on change management as well as curriculum and professional development— particularly with a view to establishing future directions for studies of Asia in Australia. These are examined later in this review.

### ***The value of teaching studies of Asia***

Australian educators have for some time now recognised that there are compelling reasons for implementing studies of Asia programs in schools and in higher education. The rationale in the late 80’s behind the identified need to teach about Asia and its languages is summarised in a report led by Ingleson on *Asia in Australian Higher Education*. “The study of Asia and its languages matters because we are Australians, located in a specific geopolitical environment and linked through trade, migration, investment and tourism to Asia in a way profoundly different from any other western country” (1989, p. 13). Benefits to be gained from economic developments in the region provided a highly motivating factor for the government of the time. This rationale continued in 1994 when the Council of Australian Government considered a report entitled *Asian Languages and Australia’s Economic Future* and the Commonwealth allocated funding for its share of what became the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. All education authorities demonstrated their support by contributing resources to support the strategy. The literature shows that the scope of rationale for teaching studies of Asia widened by the mid 90’s from the ‘economic growth’ factor to incorporate a humanitarian imperative whereby “awareness of our similarities and our interdependence with our Asian neighbours can contribute to unity, empathy and understanding” (AEF, 1995, p.5). In addition, the Asia Education Foundation (AEF) cited the benefits to students’ social and intellectual development and highlighted Australia’s long history of contact with Asia that contributed to the development of Australia. More recently,

the increasingly multicultural nature of Australia's society has given added impetus to the educational rationale for the teaching of studies of Asia (Asia Education Foundation, 2000).

Responsibility for Australia's Asia-Pacific orientation since the close of the Second World War can be initially attributed to the Menzies Government, which took positive steps towards Japan. Developments over the past two decades have built upon this, with subsequent governments cementing closer ties with other countries of Asia, supported by proactive involvement in APEC and ASEAN by Bob Hawke and Paul Keating. The incremental development of Asian languages and studies in schools and universities since the war reflects these long-term trends of consistent development in Asia-Pacific diplomacy, defence, economics and education (Fitzgerald, 1994). In addition, as mentioned above, the acceleration of global processes has become another impetus for Asia education as societies become increasingly information-oriented and 'international'. More than ever, a greater number of children, and some teachers, go to school in cultures that are additional to the ones in which they were born (Cortazzi, 1998). Finally, recent literature considers tensions that arise between Australia and countries of Asia and reference is made to the need to gain a greater understanding of the underpinning ideas and values of Asian societies in order to handle that tension, whether it be political, strategic or economic (Brown, 1989).

### ***Defining studies of Asia***

The debate in Australia regarding the most appropriate way of describing and defining studies of Asia is evident in the national strategy developed in 1988 by the Asian Studies Council (ASC) at the request of the government of the day. They stated that the shorthand term of 'Asia' "is in itself one of the problems Australia has in understanding a region which is more diverse culturally, religiously and linguistically than Europe" (inside cover). By 2000, the AEF continued to recognise this "contested concept" (p.7) in the publication of a statement for Australian schools on the studies of Asia where they defined studies of Asia as *likely* to include:

- North-east Asia including China, Japan, North and South Korea and Taiwan;
- South-east Asia including Indonesia, Burma, Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, Philippines, Cambodia; and
- Southern Asia including India, Pakistan, Nepal, Bangladesh and Sri Lanka and the Maldives.

The statement went on to note that some schools might include countries of the Middle East, Mongolia and the Russian Maritime Provinces in their definitions, whilst other schools extend the definition to include the Asia-Pacific region. The Asian Studies Association of Australia took a wider view again, defining it like any form of area study, as "an intensive

multidisciplinary study, sensitive to cultural difference, of a society other than our own.” (Reid, 1999, p.43). What the definitions do have in common is a commitment to understanding a culture and tradition different to that of Australia. Moreover, the literature demonstrates a consistent view that the study of Asia should be “mainstreamed” or “infused” or “institutionalised” into the core curriculum of all students (Fitzgerald, 1997; Asian Studies Council, 1988; Baumgart, 1999).

### ***Stages of implementation***

Based on the curriculum map undertaken for the purpose of this review, the Asian Studies Council’s goal as stated in 1986 of integrating the study of Asia in the mainstream education of Australia is yet to be fully achieved fifteen years on. Nevertheless, Baumgart and Halse (1999) reported in their national evaluation of the second triennium of the Asia Education Foundation, that the studies of Asia “is now accepted as a legitimate plank in curriculum documents, and that such studies have a firm, across-the-curriculum foothold in a significant proportion of Australian primary and secondary schools, both government and non-government.” This view would seem to have a degree of support in other literature cited (See Reid, 1999).

The Asia Education Foundation holds the view that there have been three stages in their approach to achieving a high profile for studies of Asia in Australia. Following periods of awareness raising, then consolidation and expansion, they now see a need for further dissemination and institutionalization (Baumgart & Halse, 1999). The National Strategy developed by the Asian Studies Council had as its original goal “that the study of Asia should be firmly and irreversibly embedded in mainstream education” (1988). A review of its activities in 1991 found that studies of Asia represented little more than “islands of learning for those students who opt for Asian studies”. The 1991 report also found that “Asian Studies” was still most commonly understood as Asian languages only. Part of the solution, they believed, was in engaging state/territory and non-government education systems in negotiations to enhance national commitment, increasing relevant teacher training programs, developing a cadre of Asia-competent leaders in a range of areas including academia and education, and implementing a public information program that focused on the intellectual imperatives for putting Asia into education. Facilitating factors at that time included the fact that all States/Territories had specific plans for Asian languages and studies, Commonwealth funding through DEET programs and the Australian Research Council (ARC) were contributing considerable momentum and the Asian Studies Council was providing an effective co-ordinating and lobbying function. It is worth noting that the ASC identified their core task in 1991 as being to encourage education systems to integrate Asian studies and languages into the mainstream process. Whilst the literature shows that this was achieved to a limited extent, particularly through the development of robust networks, the strategic priorities identified by the AEF four years later, indicate that much progress was still required. The Australian Education Foundation

was, in fact, established in May 1992 as a joint activity of Melbourne University and the National Curriculum Corporation with its primary charter being to promote and support the studies of Asia across all Australian schools.

The AEF's strategic learning priorities at that time included the exploration of concepts of Asia, challenging the stereotypical views of Asia, analysing contemporary issues and themes, understanding Asia's contributions to the world and reflecting on Asia-Australia links (AEF, 1995). Baumgart & Halse note that there has been a shift since that time by the AEF from a highly structured approach in achieving these priorities towards one of diversity and flexibility (1999). Either way, there is evidence that the AEF could be justified in their assertions that they have been making progress towards achieving their goals.

The publication of a national "statement" for schools appears to have been a powerful factor in moving the cause forward (AEF, 1995). Whilst not a policy as such, it nevertheless provided schools with not only a clear rationale as described above, but also a set of curriculum principles as well as the means for designing a curriculum and associated programs that schools could implement through a whole-school approach. By 1998, state, territory and systemic curriculum documentation frequently made specific reference to studies of Asia, particularly in the areas of studies of society and the environment (SOSE), English and the Arts. Simultaneously, Asian languages were flourishing both at the school and university level, particularly Japanese, Chinese and Indonesian. In fact, according to Reid, the languages were being taught better with more direct involvement in the society than was the case when European languages dominated (1999). The potential of the impact on the teaching of the studies of Asia through languages is potentially significant, given, for instance, that Japanese has now replaced French as the most common LOTE (Languages Other Than English) taught in Australian schools. However, studies have found that this correlation between the teaching of Asian languages and a focus on studies of Asia is not as high as one might expect (See Baumgart, Halse and Buchanan, 1998; Baumgart and Halse, 1999.) The AEF had also successfully established a range of "magnet" schools through the commencement of an *Access Asia Schools* program as well as a series of 'networks' across the country in an effort to provide collegial support.

By 2000, a review of the second edition of the Asia Education Foundation's statement on studies of Asia, shows that the next step had been taken in their efforts to "institutionalise" studies of Asia in schools. A *Studies of Asia Curriculum Support Document* was collaboratively developed through funding by the Commonwealth as part of the National Asian Languages and Studies in Australian Schools (NALSAS) strategy. This is aimed at "assisting Australian curriculum developers at classroom, school and policy levels, to achieve breadth, depth and sequence in studies of Asia" (AEF, 2000, p. 18). It supports their articulated principle that all students should have the opportunity to experience some Asia-related learning in all years of schooling. The impact of this document is yet to be evaluated.

### ***School practice, outcomes and results***

Arguably, the two most significant factors missing from the research on studies of Asia in Australia, relate to effective practice that is being applied at the school level to bring about whole-school change and improvement, as well as information about outcomes and results. Anecdotal evidence is growing, but published work, based on rigorous research is very limited indeed. Occasionally, one comes upon emerging studies by academics such as Hamston who is undertaking research which suggests that students bring powerful discourses of ‘Australianness’ and ‘Asianness’ to any study of Asia and that these discourses need to be acknowledged and worked with (2001). Such studies provide some interesting food for thought though the insights to be gained in the wider context of systematic teaching & integration of Asian studies are narrow. Of more direct relevance is recently completed study by McRae (2001) that provides an account of the experiences of some teachers in implementing studies of Asia into their schools. This is particularly useful in describing the varied approaches that can be applied in different contexts. Evaluative generalisations are necessarily limited however, due to the diversity of school settings and their stages of development in the implementation phase. Nevertheless, this factor in itself is important in highlighting the need to be flexible in implementing and evaluating studies of Asia in a way that is responsive to the context and the realities of the people involved.

The evaluation by Baumgart and Elliott of the AEF’s first triennium included some measures of student outcomes based on 316 primary students and 323 secondary students in Access Asia schools, supplemented by a few case studies. A more in depth study was undertaken by early 1999 using ‘The Studies of Asia School Inventory’ or SASI (1999). This addresses six domains of curriculum, resource provision, professional development, student learning, whole school development & Asian languages which were then divided into levels defined by a number of pointers or indicators. This inventory was undertaken by a sample of 265 schools only. Its greatest strength was in providing a baseline whereby individual schools could judge their relative strengths and weaknesses and chart their future progress, however the limited nature of the sample and a lack of correlating evidence make definitive conclusions difficult to draw.

Nevertheless, it is worth noting that in response to an open-ended question about which factors schools considered important in influencing their development of the studies of Asia, school-level funding and professional development were mentioned by a high majority of schools (Baumgart and Halse, 1999). According to the evaluation report, particular mention was made by significant numbers of schools of the work of AEF advisers, the opportunities to undertake in-country study tours (TICFA), and local networks. A few schools also referred to the benefits of a strongly committed, enthusiastic person who influenced studies of Asia programs in the school.

Informally, this literature search also uncovered instances of action research being undertaken by individual schools, usually in response to funding accountability requirements to educational systems or sectors. The

outcomes of these are somewhat devalued however, due to lack of rigorous research methodology and/or a lack of a common, systematic approach from which one can draw clear conclusions regarding successful change practice.

### ***Change, school effectiveness and 'best practice'***

In order to implement effective change at the school level so that NALSAS targets are met and the studies of Asia become institutionalized, a brief review of the literature on change management is worthwhile. Change is multidimensional and Fullan (1991) identifies three components at stake in change implementation, namely the use of new materials, the use of new teaching approaches and the alteration of beliefs. None of these are easy to achieve, for as Lortie (1975) states, "The teacher ethos is conservative, individualistic, and focused on the present" (p. 212). Not surprisingly, change imposed from outside tends to be bitterly resented. Fullan advises that policy makers need to be mindful of this and consider the relationship between new programs & policies and the thousands of subjective realities embedded in people's individual and organisational contexts as well as their personal histories (1991). In collecting teacher stories of change in relation to their experiences in implementing studies of Asia, McRae also provides a valuable list of common factors associated with successful change. They included most of the points already alluded to as well as the development of a clear, realistic but challenging focus, active school leadership in promoting a vision, the collection of data for monitoring purposes, the development of actions plans and the celebration of success (McRae, 2001).

School effectiveness & associated research of the '80's and '90's also offers some valuable insights. The need to examine the instructional processes that go on in the classroom; methods of evaluating effectiveness; the impact of the school as a whole in impacting on student outcomes; the impact of school-decision making processes; the advantages of linking school effectiveness, evaluation and school improvement to facilitate change; & the advantages of teacher collegiality, all are worthy of consideration in the implementation of the studies of Asia (Reynolds & Cuttance, 1992).

Research on instructional and curriculum processes and a review of the events surrounding the development of a 'national curriculum' in Australia is also useful to consider. The move in Australia towards centralization from the mid-1980's has not halted the trend towards decentralization and the failure of the states to endorse a national curriculum continues to impact on consistency of approach to the teaching of studies of Asia. One model of school management (which includes curriculum development and management) is the collaborative school management cycle of Caldwell and Spinks (1992). This includes characteristics of goal-setting, policy-making, program planning, budgeting, implementing and evaluating. Brady (1995) reminds one that situational analysis should determine the unique response of the school in implementing curriculum change and such analysis may include consideration of support structures inside and outside the school, decision-making structures, the accountability movement, the problem of expertise, and incentives for involvement.

Fogarty argues that in investigating change that has developed into “best practice”, one must have a practical focus for, she states, “educational innovations that truly become institutionalised in the schools and evolve as best practice, are the ones that work in the classroom” (1995, p.iii). Her research findings of classroom strategies that make a difference are based around integrated curricula, thoughtful instruction, active learning, reflective transfer and authentic assessment (Fogarty, 1995). Her work on integrated curricula is of particular relevance to the studies of Asia and she states that the key to curriculum integration is to begin conversations across the curricula. Therefore the formation of high functioning teams is essential.

This latter point links logically to the issue of teacher professional development. Flexibility and responsiveness to local needs are paramount (Hargreaves and Fullan, 1992). Cultural and personal isolation of teachers is an important factor to consider and Boylan makes special reference to this notion in the context of rural schools as well as to schools where there are differences in cultural background, traditions and values (1997). Much can also be gleaned from the literature on *learning organisations/communities* (Senge, 1992; Hough & Paine, 1997; Retallick et al, 1997). This concept promotes the notions of developing a shared vision, working collaboratively, creating flexible working conditions, shared leadership & most importantly, the development of a professional culture of learning. One particular form of professional development, unique to the promotion of the studies of Asia for Australian and New Zealand educators, has been the development of Teacher In-Country Fellowships to Asia (TICFA). This strategy provides opportunities to experience first hand the peoples, cultures and contemporary issues of the countries of Asia. With links to learning technology, including Asia EdNet, it provides opportunities for networking and the sharing of ideas. Halse recently cited the value of this integrated approach to professional development in her evaluation of TICFA (Halse, 2001).

Closely linked to the promotion of a professional development culture is the matter of resources. The range of resources available for the teaching of studies of Asia and, to a lesser extent, the range of professional development provisions for teachers, is well documented in Australia. There is evidence that the range and quality of resources available, including technology-based resources, is sound indeed and is constantly growing. Reference to web-sites, resource lists and catalogues as well as evaluation reports shows evidence not only of the availability of practical, current and ‘hands-on’ resources, but also to increasing purchases by schools of such resources (Baumgart and Halse, 1999; Curriculum Corporation catalogue), though it would seem that resources are not reaching a broad audience. An increase in the number of suitable resources available over the past decade represents progress from 1989 when Ingleson reported that “all surveys of Asian studies and languages since the Auchmuty report in 1970 have reported the lack of suitable teaching materials for schools” (p. 182).

## **Summary**

In summary, whilst the research literature that specifically relates to successful teaching/learning practice of the studies of Asia in schools is scant, there is detailed background regarding how Australia arrived at where it is today in the teaching of studies of Asia. The efforts of organisations, beginning with the Asian Studies Council through to that of the Asia Education Foundation, have been thoroughly documented and there is evidence of growth and change in terms of:

- the impact of the studies of Asia statement which is being increasingly articulated across to state and systemic curricular
- acceptance of the legitimacy of studies of Asia, if not explicit or mandated
- partnerships developed across the government, Catholic and independent education jurisdictions in each Australian state and territory, although Baumgart and Halse signal that more “strategic connections” need to be established with groups responsible for curriculum design as well as partnerships with bodies and organisations in Asia (1999)
- growth in the variety and accessibility of resources
- the development of innovative professional development opportunities, including TICFA as well as technology-based resources, although these appear to be reaching only a small percentage of teachers
- growth in the number of networks and associated professional associations
- an increase in the of number of schools teaching studies of Asia, if Access Asia schools are any indication where growth has more than doubled since 1999, taking the total to over 1800. Nevertheless, this figure represents only about 18% of schools in Australia, so the evidence suggests there is much work yet to be done in disseminating and institutionalising studies of Asia.

Whilst this review has not examined the impact of studies of Asia in teacher education programs, consistent reference throughout the literature to the importance of expanding this perspective that feeds pre-service education into teaching and learning in schools (ASC, 1988 & 1989; Baumgart & Halse, 1999) is acknowledged. Baumgart and Halse suggest other factors that may be inhibiting the growth of studies of Asia in Australia. These include lack of school leadership support, competition from other curriculum priorities, teacher attitudes, particularly in communities where contact with Asian people is rare, workload and the distance factor in remote schools limiting professional development opportunities (1999, p.28).

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In summary, there appears to be significant “gaps” in the literature – both nationally and internationally, regarding:

- the true impact of studies of Asia in schools and classrooms, particularly in relation to Australia,
- quality school practice in the teaching of the studies of Asia, as well as
- reliable data on student outcomes that could inform knowledge on improving practice.

This report aims to go some way towards closing this gap, by documenting school practices in a variety of ways. The aim of the report is to show what is possible in the teaching of studies of Asia, and the extent to which schools have accepted these possibilities.



## Policy status of Studies of Asia

### National Direction for Studies of Asia

Legitimacy for the studies of Asia in Australia is provided by its inclusion in the National Asian Languages and Studies in Schools (NALSAS) Strategy, which has been endorsed by all State and Territory Ministers of Education through the Ministerial Council on Education, Employment and Youth Affairs (MCEETYA). The first NALSAS strategic plan had as one of its goals, that the studies of Asia courses should be provided to all students within the key learning area of the Study of Society and Environment (this was later expanded to include other key learning areas, particularly English and the Arts). The target here is ambitious (involving 100 per cent of students). The COAG report found that if the study of Asia is not to be marginalised, it must be incorporated as part of the mainstream of curriculum.<sup>3</sup>

Despite MCEETYA endorsement, studies of Asia does not appear to be a current priority area for any State or Territory jurisdiction. There is no imperative for studies of Asia as a separate and unique outcome of schooling in the National Goals for Australian Schools. As a consequence, in few instances have studies of Asia become a mandated part of the curriculum.

The current strategic direction for studies of Asia is provided by the document *Studies of Asia: A Statement for Australian Schools*, a joint publication of the Curriculum Corporation and the Asia Education Foundation. The document is considered by some to be a de facto national policy, and has certainly been influential in shaping policy at the State/Territory level. This national framework was the subject of extensive consultation and consequent revision, and has been used extensively by education jurisdictions and schools as a blueprint for the inclusion of Asian perspectives, themes and understandings. More than 10,000 copies of the first edition (1995) were distributed, and a new edition released in 2000 after further national review and consultation with education jurisdictions

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<sup>3</sup> Council of Australian Governments, (1994). *Asian Languages and Australia's Economic Future*, Brisbane: Queensland Government Printer, p.8.

and Asian Studies academics continues to provide a critical reference point for the studies of Asia in schools.

The *Statement* recognizes that the importance of Australia's relationship with the nations and peoples of Asia requires a substantial curriculum response by Australia's education systems and schools. The primary goal of the studies of Asia, promoted by the *Statement*, is that:

*Students should have Asia-related learning experiences in all curriculum areas. This means that students, when appropriate, should acquire:*

- *an understanding and appreciation of the diversity of environments, cultures and societies of Asia*
- *informed attitudes and behaviour towards Asian people, events, issues and lifestyles and the ability to communicate these appropriately and effectively to others*
- *an understanding of the economic, strategic and cultural importance of the countries of Asia and their links with other countries in the world, particularly Australia*
- *an increased understanding of their own values and a commitment to the values embodied in the United Nations' declarations to which Australia and its Asian neighbours are in agreement*
- *an understanding of the diversity of values within Asian societies and an awareness raised beyond cultural stereotypes*
- *skills that will enable them to interact effectively with the peoples of the Asian region and contribute to Asia-related activities at school and beyond*
- *a commitment to the principles of friendship, peace, social justice and mutual respect among all peoples and nations.*

Achieving these goals is recognized as requiring a complex and challenging process of change. A long-term view needs to be taken, so that students have the opportunity to add to their knowledge of Asia at each year level in a range of curriculum areas and to undertake specialized and sustained studies. The *Statement* advocates that a program for studies of Asia should include opportunities for:

- *Exploring concepts of Asia* – developing definitions of Asia in cultural, economic and other terms, and communicating an understanding of the diversity, similarities and links among Asian cultures
- *Challenging stereotypical views of Asia* – presenting students with a variety of images of Asia and its people, with a view to interrogating stereotypical perspectives, and investigating the roles of Asian individuals and groups working within a regional and global context.

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- *Analyzing contemporary issues and themes* – encouraging students to investigate current issues within Asia thus countering inaccurate or outdated views and adding relevance to their study.
- *Understanding Asia's contribution to the world* – enabling students to explore and understand Asian philosophical, technological, scientific and artistic developments thus balancing perspectives on Eurocentric contributions in this domain.
- *Reflecting on Asia-Australia links* – providing a framework for students to investigate current and potential links between Asia and Australia, and their future implications.

The *Statement* also sets out a number of Curriculum Principles for studies of Asia. These Principles provide a good framework against which progress in the implementation of studies of Asia can be gauged. These Principles are:

- Studies of Asia should be incorporated into existing course content across the curriculum at all year levels. All students should have the opportunity to experience some Asia related learning in all years of schooling.
- Learning about Asia should challenge stereotypes about peoples and cultures.
- There should be a balance between in-depth, sustained studies of countries and broader, more general studies that explore themes, topics and issues.
- Where possible, in-depth studies of particular Asian societies should be accompanied by a study of the language of that society. Conversely, study of an Asian language should be accompanied by in-depth studies of the societies that speak that language.
- Studies of Asia should help students to critically analyse representations of Asian peoples and nations in the media, literature and other sources.
- Cultural and national similarities and differences should be approached with knowledge, respect and empathy.
- Opportunities to involve students from Asian countries or other members of Asian communities should be explored and incorporated into school programs where appropriate. Opportunities for students to have direct personal experience of Asian cultures should be created.

- Studies of Asia should be compatible with the policies and programs of jurisdictions throughout Australia.<sup>4</sup>

This review sought to establish the extent to which the Statement document has, in fact, impacted on the policies and programs of State and Territory jurisdictions, and the impact that this in turn has had on school practice. The current policy status of studies of Asia is discussed below.

### **Extent to which the national statement on the studies of Asia has influenced policy and curriculum**

The national statement has had significant impact on policy development for studies of Asia in many jurisdictions. Even though only the Northern Territory government school sector has an endorsed (and in theory, mandated) Studies of Asia Policy, the *Statement*, through its comprehensive and clear approach, has formed the basis in most states and territories for strategic direction for their studies of Asia activities. In this sense, it has the status of a *de facto* national policy statement. An example of the statements comprehensive effect can be found in Tasmania, where the Education Department “*strongly endorses the National Statement which has had a significant impact on schools. Rather than develop a new policy the statement was adopted in its complete form*”. Likewise, in the Northern Territory, “*it provided the basis for the Northern Territory Studies of Asia Policy and developing Northern Territory Curriculum Framework*”.<sup>5</sup>

Similarly, for a majority of states and territories, the statement has been a key document to inform curriculum development, for example, in the NSW government sector “*the Studies of Asia national statement is used by the Board of Studies in developing syllabuses*”. In the South Australia government sector, the statement has “*informed the development of the SACSA Framework from an Asia studies perspective. All policy advice is couched in terms of the national statement, and curriculum developed in accordance with its principles and emphases, especially at school, sector, local level*”. In Western Australia “*the statements approach suits the curriculum well*”.

As the independent sector authorities do not develop over-arching policies or curriculum for its member schools, the responsibility for policy development rests with each of the individual schools in this sector. The impact of the *Statement* in this sector can only be deduced from the survey results. However, this does not mean that the statement is not a key document in the development of studies of Asia for schools in this sector. For example, in the Australian Capital Territory independent sector “*the schools look to the national statement for guidance*”. Similarly, in the Catholic

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<sup>4</sup> AEF (2000). Studies of Asia: A Statement for Australian Schools, p.8

<sup>5</sup> Text in italics in the following sections of the report are extracts made from comments made during interviews with key stakeholders from State and Territory education jurisdictions, including Studies of Asia Curriculum Officers, AEF Advisors, Managers of curriculum areas and Directors of Curriculum and Teaching and Learning.

Sector each Diocese is responsible for developing its own policies, but interviews with their State studies of Asia coordinators (who strongly support the use of the *Statement*) indicate that it is a key resource for school policy development.

In practice, much curriculum development at the school level has arisen from the statement. In the South Australian independent sector “75% of schools undertake studies of Asia in their curriculum. The National Statement has been a useful tool in achieving this level of participation”.

The Statement is seen in the Western Australian government sector has been useful as a planning tool as it “sits in people’s heads” while they plan their work both at systemic and school level. The *Statement* needs to be seen not as “an add-on”, but as a way into the curriculum. How teachers in schools use the document is the most important thing.

Distribution of the statement to schools has been comprehensive. In most jurisdictions all schools have been provided a copy of the statement to provide a framework to school curriculum development for studies of Asia. In Victoria, “Victorian government schools are encouraged to use the statement to provide a framework for developing a whole-school approach to curriculum planning and implementation” and in the Victorian Catholic sector “The CEO has distributed the national Statement to every school”. In the Australian Capital Territory “the document is used extensively. It informs teachers in terms of programming and curriculum writing”. In South Australia “The statement has had a strong positive impact on the implementation of Asia studies at school level. Every school has been provided with a copy of the national statement which has stimulated interest to see 1000 teachers trained for the delivery of studies of Asia at a formal accredited level. Some 5000 teachers have been involved in local training”.

The *National Statement* has been used by jurisdictions as a basis of Access Asia grant funding approval. The five emphasis areas listed in the statement form the selection criteria

The *Statement* has also been used extensively as the basis for professional development. In South Australia the statement has not only been made available to all schools but it is provided again to teachers when they participate in the introductory training course at Flinders University. In the Northern Territory, “it has been used extensively in studies of Asia workshops and copies given to participating schools at workshops”. In Western Australia, the statement is linked to the professional development program.

Additionally, in some instances it was suggested that the national statement has just reinforced what has been in place for some time in schools. Due to Queensland’s strong economic and cultural links with Asia over many years, the statement was seen as only complimenting work already undertaken. In the Queensland government sector “it has been a document used to inform and direct, in line with syllabus documents. Awareness of the document at the central level is high and is utilised to inform actions. The document has not necessarily had a huge impact on schools as work in this regard is already occurring in many schools”.

Not all of those interviewed were totally supportive of the *Statement*. Some negative comments included the view that the studies of Asia still looks like “*studies of exotica*” and that this was “*reinforced by perceptions of the superficiality of the resource materials developed by the Curriculum Corporation*”. The need to move studies to a deeper level, to make learning as authentic as possible, based in the culture and inclusive of language studies, was sought in this instance.

The current status of policy regarding studies of Asia in the States and Territories is summarised in the Table 1 below.

**Table 1: Summary of status of State and Territory policies for studies of Asia**

State	Government sector	Catholic sector	Independent sector
New South Wales	No formal policy, explicit references to the studies of Asia can be found in the HSIE, LOTE, Creative Arts and English syllabuses.	No formal policy, individual schools determine how they approach the studies of Asia.	No formal policy – sector does not develop policy for schools.
Victoria	No formal policy but national statement is used to provide guidelines for schools.	No formal policy but the sector does have a strategy for the implementation of studies of Asia.	
Tasmania	No formal policy but national statement is being used extensively in the SOSE syllabus review.		
South Australia	No formal policy however the sector has accepted the national statement on the studies of Asia as its official policy document.	No formal policy the sector follows the State’s SACSA Framework where the subject a Multi-Cultural Society allows for the studies of Asia to be undertaken.	No formal policies are developed by the sector. The sector works to Commonwealth guidelines in terms policy direction.
Western Australia	No formal policy. However, learning outcomes within the curriculum framework can be taught in the context of Studies of Asia		No formal policies are developed by the sector.

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State	Government sector	Catholic sector	Independent sector
Northern Territory	Since 1997, a policy has been in place called the “ <i>Studies of Asia in Northern Territory Schools Policy Statement</i> ” This policy has been endorsed by the Board of Studies.		
Queensland	No formal policy. The opportunity to teach the studies of Asia is embedded within the different syllabuses for Years 1-10.		No formal policies are developed by the sector. However, four individual schools have developed their own studies of Asia policy.
Australian Capital Territory	No formal policy however one of the learning perspectives, Australian Education and Multicultural Education contain statements about cultural studies.		No formal policies are developed by the sector.

### **School level policies for studies of Asia**

Notwithstanding the *Statement’s* impact on the implementation of studies of Asia in most jurisdictions, its effectiveness has not been tested. It is not clear what occurs once the document arrives in the school, or whether any action is taken based on its content. If action does occur, how this action translates into depth and breadth of studies delivered is unknown. For example in the NSW Catholic system “*the Studies of Asia statement is supported and has been distributed to all schools within most Diocese. What happens in the delivery of this document is a local school issue. Local census questions ask whether Asian Studies are undertaken. The limitation of this question is that it just identifies whether Studies of Asia activity occurs and does not test the depth of teaching methods*”.

This is supported by the findings from our own case studies. Teachers responsible for coordinating studies of Asia were well aware of the Statement, used it as the basis for programming and for within-school

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professional development. Many brought their own copy of the document to the interviews for reference and for “show and tell”.

While this may be the norm at best practice level, it is far from universal practice. Table 14 in the body of the Report suggests that only 30 % have developed their own school policy for the inclusion of studies of Asia in their curriculum offerings.



## Inclusion of Studies of Asia in the Curriculum

The sustainability of studies of Asia past its initial stages will depend heavily on the extent to which it has become embedded into the curriculum. The COAG report (1994) argued that the study of Asia should be included in the mainstream curriculum for schools. Taking up this challenge, the Asia Education Foundation has included embedding studies of Asia into the curriculum as one of its strategic priorities. The extent to which this has happened is a performance measure for both the AEF and the NALSAS strategy as a whole. A map of all systems' curriculum and policies and practices in the Studies of Society and Environment Area published in 1992 showed that a major emphasis was placed on European and North American studies. Studies of Asia were of much less importance. A 1991 report, *Australia's Language: The Australian Language and Literacy Policy* had already found that studies of Asia had not been implemented to the desired extent. The report noted:

*“The task remains incomplete, especially with regard to ensuring the inclusion of content on Asia across the curriculum at all education levels and an understanding of Asia by business, government and academic communities” (p. 86).*

This review has attempted to develop a map of where studies of Asia “fits” within the curriculum in each state and territory. In one sense, incorporation within the formal curriculum defines what the minimal expectations for what schools should offer and what students should learn in this area is. Curriculum documents, by their very nature can never capture the richness of all that could be included in the learning experiences in any subject area. But formal recognition in curriculum and syllabus documents, like inclusion in systemic strategic planning and policy documents, signal strongly to the education community what is valued.

Developing such a curriculum map is a far from easy task. The term “curriculum” can have a number of meanings, or be viewed from a number of perspectives. It is often (wrongly) associated simply with formal written documents that set out what students are expected to learn. A common definition accepted by a number of authors, is that the curriculum

comprises “all of those things, planned and unplanned, that occur in a school that contribute to the development of students’ knowledge, skills and attitudes.” Some authors differentiate between the *intended* curriculum, which is what education systems want students to learn, from the *delivered* curriculum, which is what teachers actually provide for students, and the received curriculum, which is what students take away from the learning experience. Some also speak of the *hidden* curriculum, which implicitly imparts values and attitude, by signalling what is important, what normative views on a particular topic might be, or what expectations might be considered appropriate in various circumstances.

If the purpose of conducting a curriculum mapping exercise is to identify what the *possibilities* for students to understand issues about Asia are across the nation, then each of these forms of the curriculum should be considered in a thorough review exercise.

There has been a movement in recent years for curriculum documents to set out not what should be taught, but the *outcomes* that students are meant to achieve. The term ‘outcomes’ itself has different interpretations in different jurisdictions. How these outcomes are expressed in the curriculum documents of the various jurisdictions in Australia varies considerably. When the broader view of curriculum is taken, it is clear that the outcome statements by themselves do not represent a complete picture of the curriculum. Because of the differences in the way that curriculum documents are constructed between jurisdictions, it is also sometimes difficult to establish equivalence between the outcomes expected in various places.

The mapping exercise is also complicated by the fact that curriculum development in Australia appears to be in an almost permanent state of flux. Several states have recently revised their entire approach to curriculum. Queensland, for example, has instituted arrangements based on “the new basics”. In South Australia, the new Curriculum Standards and Accountability Framework (SACSA) is organised in such a way that what should be taught in traditional school ‘subjects’ is no longer visible. This also has implications for what the curriculum map might look like at any particular point in time. Because of the demands for certification and assessment, in the senior Years (11 and 12) more formal syllabuses are common, but because most courses are not compulsory, the potential impact of any particular course may be limited. Course taking patterns are an important consideration in understanding the senior curriculum, as well as the content of the courses.

Further complication is added by the fact that studies of Asia is, in most cases, not a formal course of study or a ‘subject’ in most States and Territories. As the school survey later demonstrates, studies of Asia are most frequently formally taught through Studies of Society and Environment (Human Society and Its Environment in NSW) and in Science. However, especially at the primary school level, cross-curricular or integrated teaching is the most common approach, thus studies of the environment may see expression through the Arts, technology, mathematics, or other learning areas. In addition, much teaching about the

Asia takes place outside the classroom, (for example, through special events such as food festivals), the objectives of which may not be overtly expressed in curriculum documents.

While formal curriculum and policy documents provide a starting point for curriculum mapping, they vary in the extent to which they *explicitly* empower teachers to pursue particular themes. Often, as with the case of South Australia or Western Australia, while they do not mandate particular studies, neither do they preclude teachers from doing so. In these circumstances, it is important to consider what support and resources are available to teachers (e.g. in the form of professional development, guidelines, sample units of work) that *implicitly* define the delivered curriculum. It is often said about the United States, where there is no central or common curriculum, that textbooks provide a *de facto* curriculum. While the same is not true in Australia (at least not to the same extent), again, a thorough mapping should consider the extent to which resource availability shapes the delivered curriculum.

The results of the curriculum mapping exercise are shown in detail in Appendix 4. The map was completed in detail for three States, in the SOSE, English, LOTE and Arts learning areas. To complete this exercise for all states in all learning areas would have meant including virtually the entire curriculum and syllabus documentation for each jurisdiction. Almost all curriculum outcomes are able to be included when the broadest category in our typology (the curriculum outcome is able to be achieved through the use of materials that provide an Asian perspective) is used as the criterion for inclusion.

The table below summarises the current status of inclusion of studies of Asia in the curriculum in each State and Territory.

**Table 2: Summary of curriculum status of studies of Asia**

State	Curriculum status
New South Wales	The NSW Board of Studies is responsible for the development of the school curriculum in NSW. Most syllabuses have been recently rewritten. The syllabuses have specific outcomes and subject matter that are mandated for each stage of schooling. The syllabuses do provide opportunities for teachers to incorporate studies of Asia in teaching and learning programs that teachers develop to implement the syllabuses. However, any study of Asia must satisfy the strict requirements for the syllabus for a particular stage.
Victoria	The Curriculum Standards Framework II (CSF2) was launched in 2000, setting the scope and expected outcomes for students P-10. In the SOSE area there is an increase in mandated studies of Asia. This occurs at Level 4, where study of an Asian country is mandated, Level 5 where it is an option in the history strand, and Level 6 where there is an option through Economy and Society. In the Arts, there are

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State	Curriculum status
	<p>examples at various levels provided which include studies of Asia.</p> <p>There are also units of work separate to the curriculum standards framework made available through CD ROM in the Government school sector.</p> <p>There is an expectation that studies of Asia will be infused/incorporated into the curriculum. Teacher support materials have been developed to support the CSF outcomes.</p> <p>CSF 11 English and the Arts learning areas do not prescribe content; teachers are free to make decisions about content. Across each of the arts strands at most levels there is an expectation that students undertake study of the cultural contexts of a range of art forms across a range of cultures. While not specifying Asia, it is possible that teachers can choose Asian cultures for study.</p> <p>The focus of the English CSF 2 in all stages of schooling is knowledge about language (texts, contextual understanding, linguistic structures and features and strategies) rather than themes, topics or particular texts. There are no prescribed texts in the English CSF11 and this makes it possible for teachers to choose texts and themes from Asia to suit the needs of their students. Teacher Support Materials (in curriculum@work) such as 5.1 ‘Asian texts and contexts’ provide a model for the kinds of activities and CSF links that are likely to be taken up by Victorian teachers.</p> <p>Studies of Asia are strongest in the SOSE KLA. The study of an Asian country is compulsory at Level 4 and a content option throughout Levels 3 – 6. In addition, to encourage the inclusion of Asian content, Teacher Support Materials have been developed for SOSE that focus on Asia. These include SOSE Level 4 (Indonesia), Level 5 (China and Japan) and Level 6 (Korea). These materials are on-line and will be extended as more Studies of Asia units are developed.</p>
Tasmania	<p>In Tasmania there is no central syllabus that is mandatory, except in Years 9-12 where there are a number of subjects that relate to studies of Asia. Also in Yr 9 with Australian studies &amp; Yr 10 with World studies, there is a greater focus on studies of Asia.</p> <p>There is a general policy on LOTE, but not on studies of Asia although this is going to be addressed to some extent through changes in the SOSE syllabus. There is extensive curriculum consultation occurring presently. SOA has a lot of “friends” in the department. There is a strong commitment to the need for Tasmania to be globally aware and ready for change.</p> <p>Note: They did not agree with separating languages &amp; culture in curriculum statement &amp; profiles as they can see that one can leverage off another.</p>
South Australia	<p>The new South Australian Curriculum Standards and Accountability Framework does not make specific provision for the studies of Asia, however, neither does it prevent teachers from implementing the framework with a studies of</p>

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State	Curriculum status
	<p>Asia perspective. The Asia Education team has been working to develop support materials that will provide teachers with the opportunity to ensure meaningful references to studies of Asia are included in all learning areas.</p> <p>In the Catholic sector, many schools see studies of Asia falling in the Education for a Multi-cultural Society subject area within the SACSA Framework. Schools are free to set their own programs, especially in Primary where they are working on a cross curriculum program. It is too soon to gauge how the SACSA Framework has impacted on implementation. However it is encouraging to see the number of schools including the studies of Asia in their school development plans.</p> <p>The extent to which the studies of Asia are included is determined by each individual school and how it may interpret the SACSA Framework. To this end the studies of Asia could form a major part of their studies or be zero.</p> <p>It has been identified that the studies of Asia could have a more obvious presence in the SACSA Framework. Efforts are currently underway to try and improve this situation.</p>
Western Australia	<p>Western Australia has implemented a new Curriculum Framework. Similar to the South Australian Framework, there will be a number of support documents, with links developed to the Framework's stages of learning, with supporting professional development.</p> <p>Studies of Asia is implied in the SOSE and LOTE syllabuses (<a href="http://www.curriculum.wa.edu.au">www.curriculum.wa.edu.au</a> –WA Board of Studies – however, no specific reference to the studies of Asia can be identified in the Learning Outcomes.</p>
Northern Territory	<p>The Northern Territory is in the process of developing a curriculum framework T-10 that identifies common learning outcomes for all students. The framework will provide a structure around which flexible teaching practices can be built to meet the required outcomes. Work will need to be done to determine how studies of Asia can be built into this framework. The new Framework makes explicit mention of studies of Asia in the following ways:</p> <p>SoA is introduced in the Overview of the Framework (including a definition of Studies of Asia and Outcomes of Studies of Asia) with hyperlink to the NT Policy</p> <p>Specific mention in the introductions to both Studies of Society and the Environment (SOSE) and The Arts</p> <p>Indicators in the EsseNTial Learnings and learning areas have been enriched with Asian perspectives and denoted with the icon [SoA] with initial focus being in SOSE, The Arts, English and Mathematics learning areas.</p> <p>Direct hyperlinks will be made to the NALSAS Studies of Asia Curriculum Support Document and other recommended Access Asia resources including websites.</p> <p>Teachers are encouraged to develop units of work, integrating Studies of Asia across different learning areas.</p>

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State	Curriculum status
Queensland	The Queensland curriculum has been in a process of revision. Studies of Asia can be included in the new syllabuses Years 1-10 in LOTE, SOSE, English and The Arts. No specific references are made. Likewise, in independent schools, opportunities are available to apply studies of Asia in the SOSE, English, LOTE and Arts syllabuses. As these syllabuses are outcomes focussed, specific content is not dictated so the uptake of studies is left to the school's discretion. You would look for specific studies of Asia references in the next level and that is the school's work programs.
Australian Capital Territory	The school based curriculum approach in the ACT means that every school will be different. Schools have been encouraged to add an Asian studies perspective to their curriculum, supported by professional development.  The ACT perspectives were written in 1994, which was pre NALSAS (1995). There is no evidence of the studies of Asia in these perspectives. There are only very general references to learning about other cultures.

The situation in regard to curriculum in Australia is thus such that it is difficult to “pin down” exactly where studies of Asia has been included in the curriculum in most jurisdictions. With the exception of Victoria, reference to studies of Asia is more often implied than explicit. While few jurisdictions prescribe studies of Asia, neither do they preclude it. The failure of the majority of Boards of Studies and other curriculum authorities in the systems and sectors to mandate studies of Asia can be interpreted as providing evidence for a failure of studies of Asia to become embedded in the curriculum. Whenever study of particular subject area is optional, it will always be easy for other areas to be legitimately given higher priority. Without specific direction, the sustainability of any area that does not have strong, current and continuing resource and professional development support will be challenged.

However, the extent to which studies of Asia has become embedded in the curriculum of a particular jurisdiction needs to be judged not only by reference to the over-arching curriculum frameworks and syllabus documents, but by the extent to which Asian studies perspectives are included in supporting materials, sample units of work and other explanatory materials produced by the jurisdictions. In this regard, the situation is somewhat brighter. As the following section demonstrates, the development of these support materials has been a key role of state studies of Asia advisors, and the list of resources produced is extensive. These resources are described more fully in the recently completed NALSAS-funded *Annotated Bibliography* available through the NALSAS website.

As many stakeholders commented, whether a learning area has truly become embedded depends on the extent to which it finds expression in school programs. There is often a gap between what official documents say should happen and what really happens in practice. The case studies

described later in this report give some insights into how schools at various levels of practice incorporate studies of Asia into their planning documentation. The school survey suggests that, overall, the development of whole school programs (in the form of an identified scope and sequence of learning activities) for studies of Asia is not an area that is given high priority in the majority of schools (see Table 15). Some 62 per cent of responding schools did not have a written program for studies of Asia. The inference here is that where teaching of studies of Asia does take place, it is either the result of individual teacher initiative or a one-off event, rather than a planned school response to broader curriculum requirements. This result is not encouraging in terms of the implications for sustainability of studies of Asia.

The general conclusion to be reached here is that while some inroads have been made, the process of embedding studies of Asia into the curriculum remains unfinished business. Further work in this area will need to focus on national curriculum leadership, continuing support for the production of materials to support and interpret state curriculum Frameworks in ways that provide an Asian studies perspective, and more direct support for schools in developing appropriate school-based programs.



## Support for Studies of Asia

To develop a full appreciation of the possibilities for schools to teach studies of Asia requires a consideration of the resources that are available to support them. As discussed above, where there is no official syllabus or curriculum for a subject area, teachers often design their programs around the resources available to them. The extent to which teaching is possible also depends on the extent to which there is support for teachers to do so.

The following sections discuss the extent to which external support agencies and resources have made it possible for take on studies of Asia in the jurisdictions.

### National Support for Studies of Asia

The current position of studies of Asia owes much to the strategic contributions of a few key influences. The first of these is the NALSAS strategy and the funding that it has provided. Without these funds it is clear that there would have been very little advancement over the position of the early 1990s. Second, it is not possible to review the status of studies of Asia in Australian schools without acknowledging the work of the Asia Education Foundation (AEF) and the Access Asia program. Their contribution has been instrumental in harnessing the enthusiasm and interest of teachers and providing them with the means to take the program forward. The third is the curriculum materials development program delivered by the Curriculum Corporation in partnership with the AEF. From a position at the commencement of the NALSAS strategy where there were few appropriate resources that focussed on Asia, there is now a wealth of high quality material available to support teachers.

It is not necessary to describe the activities of the AEF in detail here, as these have been done in other places<sup>6</sup>. However, it useful to acknowledge

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<sup>6</sup> See for example, Baumgart and Halse (1999), MacRae (2001), and Erebus Consulting Partners (2001) for evaluations of the work of the Asia Education Foundation.

the range of activities they have been involved in, before considering jurisdictions responses to these activities.

The Asia Education Foundation was established in May 1992 as a joint activity of the University of Melbourne (through its Asialink Centre) and the national Curriculum Corporation. The Asia Education Foundation's primary charter has been to promote and support the study of Asia across all curriculum areas in Australian primary and secondary schools.

The Asia Education Foundation is funded by a core grant from the Commonwealth Department of Education, Training and Youth Affairs, supplemented by some corporate sponsorship and funds for particular projects from various sources, including competitive tenders for National Asian Languages and Studies in Australian Schools Taskforce projects and partnerships with education authorities, other foundations, tertiary institutions, professional associations and international agencies.

Since its inception, the Asia Education Foundation has organized its work under three programs:

- Curriculum Development Program
- Access Asia Schools Program
- Partnerships and Professional Development program.

The work of the Asia Education Foundation has continued to evolve and adapt to changing circumstances over the past 9 years or so. While the climate for teaching about studies of Asia has been very receptive at various times over this period, there are competing demands for inclusion and legitimacy of "new" curriculum areas and fluctuating public perceptions about the place of Australia in Asia.

The current strategic plan for the Asia Education Foundation Third Triennium (1999-2001) was developed following input from all state and territory Advisors, Asia Education Foundation national office staff, representatives from Commonwealth Department of Education, Training and Youth Affairs and the evaluation team for the second triennium. The strategic planning process identified the following key features of the environment in which the AEF would operate during the third triennium:

- the need for visible strong champions, such as the Asia Education Foundation, of the studies of Asia agenda in an environment in which there are many competing priority agendas
- an emphasis on outcomes/results/productivity and the importance of accountability.
- recognition of the different needs of multiple stakeholders and the significance of partnerships as a school change strategy

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- developing a strong support base comprising both people and material resources
- acknowledging the shift to self-managing schools
- the importance of maintenance and further development of links with the Asian region.

The strategic planning process identified the fact that the Asia Education Foundation faced a challenging environment, both internally and externally, with new opportunities to connect with and influence local, national, regional and international agendas. The underpinning priority was seen as *expansion of the mainstreaming of the studies of Asia through quality programs, resources and materials and quality teaching and learning.*

Together, these priorities were seen as providing a strategy for mainstreaming the studies of Asia so that its reach and impact would be expanded in Australian schools. The strategies were seen as acting in tandem. While recognised as one priority, the major focus was *not* on growing the number of Access Asia schools. In summary, the role of the Asia Education was to be:

- Ensuring effective coordination between states and territories and the Asia Education Foundation
- Ensuring the ongoing financial viability of the Asia Education Foundation
- Ensuring quality assurance of the work of the Asia Education Foundation
- Recognising and using the power of technology and electronic communication in all programs
- Capitalising and building on our corporate knowledge of effective change management for the studies of Asia
- Exercising our multi-faceted roles of advocates/influencers, strategic thinkers, project managers, quality assurers, brokers, resource consultants/experts and bureaucrats.

One of the contractual obligations, and long a key feature of the operation of the Asia Education Foundation, is the implementation of the programs through the jurisdictions at state and territory level. Since its inception the Asia Education Foundation has provided a set sum from its core funds to each state and territory education department as a contribution to a state adviser or coordinator for the studies of Asia across the systems and sectors. This contribution represents a significant proportion (about 30 percent) of Asia Education Foundation core funds. However, the situation in regards to studies of Asia varies considerably from state to state. The contractual arrangements accompanying the funds have provided

substantial leverage for Asia Education Foundation activities, while recognising that it is the state and territory governments that have responsibility for curriculum and educational provision. Using money from their National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce grants, many states and territories have provided additional funds to further support studies of Asia. In some instances, they use these funds to purchase provision from the Asia Education Foundation, the most salient examples being purchase of curriculum materials, and places on in-country programs and at conferences.

There has been considerable activity in expanding both the range of print and on-line material in this triennium. Whilst a long-term view needs to be taken in evaluating the success of curriculum resource development, some insights into the popularity, degree of penetration and uptake of various aspects of the studies of Asia agenda can be inferred from examining trends in sales figures for titles produced by the program.

Several points are clear from data about sales of Access Asia titles. Firstly, the total volume of sales has increased over time, until recently. This increase in total sales comes as a result of several factors: an increase in the number of products available for sale; stronger marketing efforts; and the creation of a stronger market for sales, through the combined effects of professional development, greater awareness by teachers of their obligations to teach studies of Asia, and an increase in the number of Access Asia schools.

The survey of Access Asia schools shows that while those who are using the Access Asia material find it useful, and think that the availability of print resources are very important in supporting their teaching of studies of Asia, the majority of schools (even those who are supposed to be most advanced in this area) are not aware of the resources. This suggests that marketing efforts will need to be rethought. Use of electronic resources have also grown during the period, and are also considered to be of high quality (attested to by feedback from users and national awards). However, these resources also are not yet used by the majority of teachers. Promotion of the electronic resources through the conference strategy appears to have been a successful way of increasing awareness of these resources.

There is a continuing need to ensure that there is strong alignment between materials production and professional development to ensure maximum uptake of the materials.

The centrepiece of the schools development program is the Access Asia schools program. It also includes responsibility for administration of the *Linking Latitudes* conference and the development and maintenance of strategic partnerships with states and territories.

While the number of Access Asia schools has grown to more than 1800, the future direction of the program is problematic. The school survey demonstrates that the longer schools are involved in this program, the more their practice resembles the intentions set out in the Statement on the Studies of Asia for Australian Schools and can be described as representing

good practice. This includes having whole school policies and programs, teaching across year levels, teaching in an integrated way across learning areas, having the commitment of a team of teachers, and teaching about Asia in more than superficial ways. Despite these findings, there are still many schools in the program that have not reached this level of practice. The biggest issues for the AEF is how to ensure that the reach of studies of Asia is extended to all schools, as well as how the depth of activities can also be increased. A “more of the same” approach may not be sufficient.

It has to be acknowledged that the infrastructure to support studies of Asia is at full stretch, and relies on the goodwill of those involved to contribute more than could reasonably be asked of them. Given that there is little prospect of massively increased funding, new ways of working will need to be found.

The AEF has developed a national, state and local conference strategy where presentations are made to gatherings of principals, administrators, teacher educators and subject association members. The strategy involves keynote addresses, workshop, panel presentations and plenary sessions being conducted by national or state personnel. One outcome has been the expansion of relationships with key national bodies, most notably professional associations and across the curriculum. The *Linking Latitudes* conference appears to have been successful in engaging substantial numbers of teachers and senior policy makers from across Australia. It is expected that events such as this will help create a more positive climate for decision making about studies of Asia in future.

A significant piece of work conducted recently by the AEF, with NALSAS funding, provides some salient messages about the future of studies of Asia. A scan of pre-service teacher education about studies of Asia was undertaken by the AEF with Professor Patrick Griffin from the University of Melbourne concluded that the inclusion of Asia-related content does not occupy a central role in pre-service education, and because studies of Asia is not a discrete or identifiable component of existing subjects, it is unlikely to be offered in content-based methods courses at university level. The Deans believe that unless there is explicit encouragement to adjust staffing structures to enable such a shift in curriculum, funding increases alone are not likely to increase teaching about Asia at this level. If these attitudes persist, the outlook for studies of Asia as a self-sustaining curriculum perspective is bleak. There may be a role for the AEF in helping to shift the attitudes of university teachers through a similar strategy as for principals and policy makers.

In summary, the Asia Education Foundation has been successful, in collaboration with all states and territories and across government and non-government sectors, in establishing a limited network of schools and engaged teachers who are committed to and knowledgeable about studies of Asia. The Asia Education Foundation has been demonstratively successful in furthering the cause of studies of Asia in Australian schools. Without its contribution, the current situation would be much poorer than it might have been. Compared to other recent curriculum initiatives, the investment in studies of Asia has been relatively modest. The model

inherent in the AEF’s operation has been an effective way of leveraging these limited resources to powerful effect.

The array of high quality Access Asia materials produced has continued; the number of designated Access Asia schools has grown; the possibility of teaching studies of Asia perspectives has been included within the curriculum frameworks of most States and Territories, and a growing number of teachers have undergone systematic professional development on teaching about Asia. This review concludes that solid groundwork has been laid to position a sustainable future for studies of Asia in Australian schools. However, the work is not yet complete, and not yet at a stage where the momentum established will be self-sustaining. Despite these successes noted above, the strategic role of the Asia Education Foundation as a national agency in guiding the development process, while catering for the diverse needs across Australian education jurisdictions, remains critical to the continued growth of studies of Asia in Australian schools and the achievement of the NALSAS strategic objectives.

### **System expectations about Studies of Asia**

The expectations that education systems have for how their schools should approach the job of teaching in particular learning areas may be communicated in a number of ways. As discussed above, these means include not only explicit statements in policy and curriculum documents, but also implicitly in things such as assessment practices, accountability requirements, and criteria for funding grants.

Previous sections have suggested that for studies of Asia, explicit communication of expectations are not apparent in most systems and sectors. The following table summarises responses from stakeholders in jurisdictions about other means for establishing and embedding their implicit expectations. In general, unless schools are part of the Access Asia networks or involved in professional development activities outside the school, they will not have any direct communication about standards of practice or expectations.

**Table 3: Curriculum status of studies of Asia in States and Territories**

State	Curriculum status
New South Wales	<p>Expectations are implicit in Access Asia grant applications. The Department only monitors End of Year and Network Reports. The reports are not analysed as there is no system in place to collate the data.</p> <p>The occasional verbal report from Network Coordinators is received. These reports indicate the number of people involved in the program and the types of work being undertaken anecdotally. The anecdotal message is mixed with some high levels of outcomes being achieved and some not so high.</p>

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State	Curriculum status
Victoria	<p>It is expected that the implementation of studies of Asia, will vary substantially from school to school. Ideally, all schools will, in time, include an Asian perspective in all learning areas, with opportunities for in-depth study of an Asian country or theme and reflecting a whole-school approach. In reality, schools are at different stages of implementing studies of Asia and not all teachers have the necessary knowledge or have accessed professional development. Schools are encouraged to begin with a focus on the KLAs of SOSE, English and the Arts and to include some teaching about Asia at each year level. It is expected that each year there will be gradual growth in key indicators such as attendance at professional development, the number of schools joining the Access Asia Network and the number of schools applying for studies of Asia grants.</p> <p>This has been communicated to schools through guidelines for the Studies of Asia Grants Program, professional development activities, curriculum support documents.</p> <p>Sources of data that would enable the review of outcomes include the grants reporting process), the annual reports of Access Asia schools to the AEF and the annual LOTE Survey which is completed by all government schools and includes some questions on studies of Asia.</p>
Tasmania	<p>Expectations are conveyed informally to schools largely through personal contact by the state advisor. These expectations are, for the primary sector that studies of Asia will be integrated into all programs. At the secondary level, there should be an emphasis on content, regularity and depth.</p> <p>Studies of Asia is an important part of the overall philosophy of government and global connections in agriculture, industry and tourism with Asia</p>
South Australia	<p>In the Catholic sector, expectations are largely implicit, but constantly reinforced to schools through a variety of communication channels. All schools have access to the funding, courses and resources that are available. All professional development is communicated, even down to the smaller programs like those run with the Botanical Gardens.</p> <p>Expectations are communicated implicitly through sample units of work and advice in regular newsletters, high profile items receiving exposure in Catholic Newspapers and therefore being seen by the broader community, in the “Ed Matters” Newsletter and through the Website</p> <p>In the government sector, implementation expectations:</p> <ul style="list-style-type: none"> <li>● Range of schools – Studies of Asia in all schools in all sectors.</li> <li>● Area of the curriculum – Across the curriculum perspective in all areas of the curriculum.</li> <li>● Place across grades – All grades</li> </ul>

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State	Curriculum status
	<ul style="list-style-type: none"> <li>• Place across the learning areas – All learning areas.</li> <li>• Approach and breadth of coverage – A studies of Asia emphasis addressed in all learning areas.</li> <li>• Depth of treatment – Authenticity, not just a specific event.</li> </ul> <p>These expectations are communicated through regular correspondence to the network coordinators. The expectations also underpin the professional development training provided.</p> <p>Baseline data is limited to allow review of outcomes. The lack of meaningful instruments to measure other than reports from network coordinators also limits review</p>
Western Australia	<p>No expectations for the implementation are held due to the fact that there is no policy for the studies of Asia. The main expectation of schools is that they develop a model that best suits their program and display an integrated approach rather than events. Any expectations are communicated through:</p> <ul style="list-style-type: none"> <li>• the professional development activities</li> <li>• speaking at staff meetings</li> <li>• the approval of grant application that are attempting to embed the studies of Asia into their programs.</li> </ul> <p>The only measurement of how schools are moving forward with their programs is when application for additional grant funds is made. Note: There is currently a push for secondary schools to target the studies of Asia as this sector is not taking it up as readily as the Primary sector.</p> <p>In 2001, the AIS is attempting to break from the above tradition by providing support by breaking the Advisory Committee into two distinct areas, Languages and the studies of Asia. Hopefully, this will raise the profile of studies of Asia. The results of the efforts in 2001 will be seen through the number of grant applications that are received in 2002 to undertake cultural studies of Asia.</p>
Northern Territory	<p>Expectations are drawn from the national statement. The expectation is that Studies of Asia will be mainstreamed into the NT schools, across the curriculum through embedding the developing NTCF with Studies of Asia. Empirical data is not collected to identify whether this expectation has been achieved.</p>
Queensland	<p>There are no specific expectations for the studies of Asia. There is a LOTE policy in years 6-8 where all students are given the opportunity to study one LOTE (90 minutes in 6-7 and 120 minutes in 8). When there was a LOTE/Studies of</p>

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State	Curriculum status
	<p>Asia Project Officer in the Department there was a stronger means for communicating expectations to schools. In 2001 there is a focus on the syllabus as a whole. There is no data collected from schools other than what types of LOTE are being taught.</p>
<p>Australian Capital Territory</p>	<p>At the beginning of year each Access Asia school coordinator is expected to prepare a school plan. In summary the plan highlights:</p> <ul style="list-style-type: none"> <li>• The description and status of the project.</li> <li>• Time frame.</li> <li>• Resource requirements</li> <li>• Outcomes</li> <li>• Strategic links.</li> <li>• Support (which informs their professional development needs for the year).</li> </ul> <p>At the end of the year Access Asia coordinators prepare reports that reflect:</p> <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Highlights</li> <li>• Evidence of results.</li> </ul> <p>These reports are compiled into a document called the Access Asia News and distributed to all schools as an information sharing exercise. Also other ways good work is communicated is through workshops where exemplar schools showcase their work.</p> <p>No formal expectations re communicated to schools in the independent sector. It has been easier to implement in the Primary schools than the secondary due to the method of teaching across many subjects. In areas of the secondary curriculum where particular work has been done to specifically include studies of Asia e.g. English curriculum was reviewed to include more Asian authors, then the implementation is occurring. It is very difficult to implement change in the AIS as there are 13 very different types of schools with very different approaches to their curriculum e.g. Montessori.</p>

## Professional Development

It would be impossible to list all of the professional development opportunities made available to teachers in regard to studies of Asia. Some key activities at the national level are, however, summarised in Table 4 below. The range of opportunities includes the possibility of undergraduate and post-graduate study, overseas study tours, conferences and inservice presentations, network meetings, resource demonstrations, electronic discussion groups, participation in action research projects, and school exchange visits. Separate evaluations have been conducted recently of several of these initiatives.<sup>7</sup>

Provision of professional development has been a key task performed or organised by the studies of Asia advisors in each state and territory, and one of the core program areas for the Asia Education Foundation. The program has been designed to allow teachers in rural and remote locations, as well as those in metropolitan areas, the possibility of meaningful participation in learning opportunities.

NALSAS funding has been instrumental in both developing the professional development program, and in enabling teachers to access and engage in the opportunities available.

The following extracts from interviews with key stakeholders illustrate the position in regard to professional development in the jurisdictions.

*In Victoria, the government, Catholic and independent sectors collaborate closely in the provision of a comprehensive professional development program. All activities are open to teachers from all sectors and a broad range of activities is provided including short activities, short courses and accredited courses such as the NALSAS Graduate Certificate. In 2000, approximately 1000 teachers from government schools participated in professional development activities for Studies of Asia, increasing from 780 in 1999. Teacher evaluations indicate a participant satisfaction rate of more than 90%. Funding for studies of Asia professional development comes from Commonwealth NALSAS funds together with considerable state funds.*

In South Australia, professional development for studies of Asia has largely been outsourced to Flinders University. This arrangement has proved to be effective use of resources in that jurisdiction, largely because of the experience of the people involved. It has also been accessed by teachers in the Northern Territory. It is not necessarily a strategy that would work in all jurisdictions, but is an example of an innovative solution to the particular context confronting that state.

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<sup>7</sup> See for example, Zbar, V. (1998). Evaluation Report of the Limited Trialling of the NALSAS Studies of Asia Professional Development Modules Project, and Halse, C. (1999). Cultures of Curriculum change: teacher stories of implementing studies of Asia. Sydney: UWS.

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*The Department has outsourced Professional development. Flinders University is a key provider. A series of professional development activities have been developed with Flinders University and include:*

- ◆ *'Including the studies of Asia in a Curriculum Course' – 4 day*
- ◆ *'Graduate Certificate of Education (Studies of Asia)' – based upon the NALSAS studies of Asia modules*
- ◆ *'Train the Trainer' – using Curriculum Corporation text.*

*There is a requirement of each Network Coordinator to run at least 6 professional development courses per year. Schools cannot be part of the Access Asia program unless they attend the initial 4-day course. As a result 1000 teachers have been trained at Flinders University who represent 490 schools or 60% of South Australian schools in all sectors.*

*Effectiveness of professional development is identified by the number of teachers wanting to participate in the training that are rejected. Approximately 75% of primary teacher applicants are unable to be included due to the lack of sufficient funding for the course and shortage of physical space in existing courses. It should be noted that each course accommodates the maximum number of teachers possible. In the secondary system 90% of teachers achieve the desired training. What is most impressive in respect of the professional development training is that schools rejected because they do not fit the funding criteria are funding the teacher to be trained through their own sources.*

**Table 4: Professional Development Projects funded by the NALSAS Taskforce**

<b>NALSAS Studies of Asia Curriculum Support Document National Train-the-Trainer Program</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
Trained experienced teachers on the key issues of developing breadth, depth and sequence in the studies of Asia	160 teachers were initially trained. State Advisors have reported that over 130 teachers have participated in subsequent professional development workshops.	The issue of developing studies of Asia curriculum which has depth, breadth and sequence is an ongoing priority for the AEF's work.
<b>NALSAS Asia EdNet National Train the Trainer Program</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
Provides training to experienced teachers in the use of Asia EdNet tutorial and services.	80 teachers were initially trained. State Advisors have reported that a total of 487 teachers have taken part in subsequent professional development workshops. Response to this program has been	There is further scope for promotion and delivery of programs on Asia EdNet. The resources available in the Asia EdNet tutorial could also be extended through the 'experts' online, moderated lesson plan bank, resource lists,

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	very positive and has played an important role in skilling teachers of studies of Asia in the use of information technology.	virtual conference, etc.
<b>Scan of Studies of Asia Activities in Pre-Service Primary and Secondary Activities</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
Deans of Education and teacher educators were surveyed regarding the content taught on Asia and the priority given to the issue now and into the future.	Very little content on Asia is taught at universities. Teacher educators have not completed undergraduate study in this area and Deans of Education indicated it was a low priority.	Deans indicated the need to embed the issue into local curriculum, identify funding to support strategic change strategies and professionally develop staff. This is a key area of need for the future. However, there is some question about who should have responsibility for this strategy and therefore where funds might come from.
<b>NALSAS Studies of Asia Professional Development Modules 2002 (face to face and distance modes)</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
This program has several components, the delivery of face to face graduate programs on the studies of Asia, the development of an on-line bibliography of resources for institutions wishing to deliver the modules and a contact list of institutions and people that have delivered the modules. Scholarships are provided by education jurisdictions for teachers to complete units or complete graduate certificate courses.	Over the three years approximately 487 teachers in seven states and territories have completed either single units or graduate certificate programs.	NALSAS funds have largely supported teacher participation through the provision of scholarships. In 2001 only four universities delivered post-graduate programs. Once NALSAS funds are no longer available it is unlikely that the courses will be viable. Such programs will be needed to develop depth in the studies of Asia curriculum.
Provision of 107 unit scholarships to complete one or more modules by distance. These have been allocated nationally.	It is anticipated that approximately 107 teachers will complete a minimum of one unit by the end of Semester 1, 2002.	NALSAS funds have supported this initiative, without which the scholarships could not be offered.

<b>Voices and Visions from Indonesia CD ROM National Train the Trainer Program</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
This project will develop a short on-line training program together with a train the trainer program delivered in each state and territory on the Voices and Visions from Indonesia CD ROM	To be delivered to a minimum of 120 key English educators nationally. It is anticipated that subsequent programs will be delivered.	This program will provide a generic framework for the development of further programs on the Japan Voices and Visions CD ROM.
<b>Development of two In-Country Modules for Delivery by Distance and Face to Face Mode</b>		
<b>Focus</b>	<b>Outcomes</b>	<b>Implications/Issues</b>
This program will develop two further modules for teachers who participate in in-country programs. These modules will be delivered in both face to face and distance delivery modes.	It is proposed that the face-to-face program will be trialed in 2002. The distance and the face-to-face in-country programs will be available Semester 2, 2002.	Utilisation beyond the trailing phase will be dependent on the availability of funds. Some states may integrate scholarships into the TICFA program.

## Support Documents

In addition to the nationally produced resources, officers in the systems and sectors have been responsible for producing a range of studies of Asia materials for their local constituencies. The NALSAS Annotated Bibliography provides a point of access to these documents. There is no need to duplicate the bibliography here, but documents that stakeholders state to be particularly significant resources are shown in the table below.

Many of these resources are funded by NALSAS, and many are produced as either prelude to or follow up from other events, such as conferences, overseas study tours and so on. All add to the rich mix of resources available to schools. Some jurisdictions have been more active than others (because of time and resource constraints), others see production of this kind of resource important at a particular point in the life-cycle of studies of Asia rather than a necessarily continuing role. Others are winding back the time given to producing their own resources, as the Curriculum Corporation material is now seen to be of a quality and quantity that duplication locally is unnecessary.

As with all resources, making teachers aware of them, and keeping them current are the biggest hurdles facing jurisdictions. It must also be said that the quality of many locally produced materials is of poor quality (but some are excellent). Better quality control procedures, and avoidance of

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duplication can be achieved in future by reference to the NALSAS bibliography.

**Table 5: Summary of Resources Produced for Studies of Asia**

<b>TITLE</b>	<b>AUDIENCE (e.g. intended year level)</b>	<b>PURPOSE (e.g. units of work about a specific country)</b>	<b>ORIGIN</b>
<b>National</b>			
Studies of Asia: A Statement for Australian Schools – Second Edition (2000)	K-12	To support and promote studies of Asia in the curriculum of Australian Schools.	Curriculum Corporation
AEF News	K-12	To provide up-to date information on studies of Asia activities.	Asia Education Foundation
Teacher In-Country Fellowship to Asia	Teachers	Inform teacher about the TICFA Program	Asia Education Foundation
Asia EdNet	K-12	Comprehensive website and link to other resources	AEF
NALSAS Website (www.curriculum.edu.au/nalsas/biblio.htm)	K-12	Provides a comprehensive list and description of all relevant resources developed under the NALSAS Strategy for the teaching and learning of the four designated languages and studies of Asia in Australia.	Curriculum Corporation
<b>NSW</b>			
Why the K-12 Focus on Asia? A national conference: Examining the Current Agenda – 29 August 1995	Teachers and policy makers from all sectors (including tertiary)	To explore, examine and critique the NALSAS and to consider its possible implications for schools.	Association of Independent Schools of NSW
Focus on Asia Conference – 26 May 1998	Teachers and policy makers from all sectors (including tertiary)	To inform participants on: Australia’s changing perception of Asia (specifically Japan); China and issues related to regionalism, capitalism, democracy; and concepts of the individual across cultures (specifically Indonesia).	Association of Independent Schools of NSW
Studies of Asia School Projects 2000	Teachers	An overview of School Projects	Association of Independent Schools of NSW
Mughals, Warriors and Monument	Secondary	A practical resource – Asia related topics for teachers of History.	Association of Independent Schools of NSW
Exploring Asia in your English Classroom	Secondary	A practical resource – Asia related texts for teachers of	Association of Independent Schools

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<b>TITLE</b>	<b>AUDIENCE (e.g. intended year level)</b>	<b>PURPOSE (e.g. units of work about a specific country)</b>	<b>ORIGIN</b>
		English.	of NSW
Studies of Asia in the Primary Classroom	Primary	Overview of a course delivered to show the wide range of effective school and classroom-based initiatives developed on Asia.	Catholic Education Office, Sydney & Association of Independent Schools of NSW
News for Network Coordinators	Access Asia Coordinators	To provide monthly updates on Access Asia Program activity in NSW.	NSW Department of Education and Training.
Where the Sun Rises (2000) – Teacher’s Booklet & Images.	K-6	Unit of work about Japan.	NSW Department of Education and Training.
Curriculum Support for the Teaching of HSIE	7-12	Newsletter providing information, teaching ideas, feature articles on methodology and quality teaching and learning in the KLA.	NSW Department of Education and Training.
<b>Western Australia – Department of Education</b>			
Access Asia Starter’s Manual	All new Access Asia schools	Beginning points/planning proformas/resources	State Advisor/assistant
Opening Doors Links Document	All teachers	Shows links between the Statement and the WA Curriculum Framework	State Advisor/assistant
Arts Stories and the Studies of Asia	Teachers of the Arts	To provide teachers ideas for implementing the Arts with Asian content	Arts consultant, teachers, state advisor (3 TICFA recipients)
T&E and the studies of Asia (first draft)	Teachers of T&E	Assist teachers with planning T&E learning sequences with an Asian context	Cluster coordinators, T&E consultant (all TICFA recipients)
Planning proformas	All teachers	WA materials to support the Curriculum Support Document	State advisor and cluster coordinators
Cultural Literacy and Viewing: English and the studies of Asia (first draft)	Teachers of English	Support materials to link the studies of Asia, cultural literacy and viewing	State advisor, cluster coordinators, English consultant and ESL team
<b>Tasmania – Department of Education, Community and Cultural Development</b>			
Career and Education to Kindergarten to Year 8	K-8	A framework for drawing together the two cross curricular perspectives of career and work education and studies of countries of Asia.	Department of Education, Community and Cultural Development, Tasmania
<b>Australian Capital Territory – Department of Education and Community Services</b>			
We are APEC	K –10	Units of work on various Asian countries	DETYA

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<b>TITLE</b>	<b>AUDIENCE (e.g. intended year level)</b>	<b>PURPOSE (e.g. units of work about a specific country)</b>	<b>ORIGIN</b>
Asia Scope	7-12	Various Asian countries	Film Australia
Chinese New Year	K-7	Unit of work on Chinese New Year	Chiau Gee
Resource Kits	K- 10	Realia Kits on China, Japan, Korea and Indonesia	ACT Education and Community Services
Some units of work from TICFA	Teachers	Tours by teachers- are about to be put on Teacher website	ACT Education and Community Services
Studies of Asia PD modules	Teachers	PD on Teaching Asia Modules	AEF/NALSAS
AAN News 'AAN' is Hindu/Urdu/Punjabi for 'Dignity'	Teachers	ACT Access Asia Program – 1999 Network Reports.	ACT Education and Community Services
<b>Northern Territory – Department of Education</b>			
Studies of Asia in the Northern Territory Schools: Policy Statement	Educators in the NT	To inform and promote Studies of Asia in schools in the Northern Territory	Asia In Schools Steering Committee & NT Department of Education
Origami	Early childhood	Integrated unit of work – English/Art/SOSE	Origins not known
Wayang Golek	Early childhood	Integrated unit of work – Arts/English/Indonesian	Origins not known
Housing	Middle primary	Integrated unit of work- SOSE/Technology	Origins not known
Community	Middle primary	Integrated unit of work – SOSE/English/Arts	Origins not known
Onion Tears	Year 6	Integrated unit of work - English	Origins not known
Bali on Display	Years 4-6 (mixed abilities)	Integrated unit of work - Arts/SOSE/English	Origins not known
The Rainforest Experience	Year 5/6	Integrated unit of work - Science/SOSE	Origins not known
Carving in Stone	Upper primary	Integrated unit of work - Technology/Arts/English/SOSE	Origins not known
Journey of a Thousand Miles	Year 8	Integrated unit of work - English	Origins not known
Channeary	Year 9	Integrated unit of work – English	Origins not known
Cross Cultural Communication	Upper Primary	Integrated unit of work – SOSE/English	Origins not known
Wayang Kulit	Upper primary	Integrated unit of work - Arts/English/Indonesian	Origins not known
Moving Points	Middle Years of schooling	The arts	Origins not known
The Games People Play	Lower Secondary (ESL-indigenous) /	Integrated unit of work – ESL/Numeracy/SOSE	NALSAS special grant–Studies of Asia Curriculum Support

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<b>TITLE</b>	<b>AUDIENCE (e.g. intended year level)</b>	<b>PURPOSE (e.g. units of work about a specific country)</b>	<b>ORIGIN</b>
	middle years	- NT Curriculum Framework guidelines	Document
Neighbouring Countries & the Arafura Games	Middle-Upper primary	Integrated unit of work – IT/SOSE - NT Curriculum Framework guidelines	NALSAS special grant–Studies of Asia Curriculum Support Document
Ideas and Ideologies	Year 10	SOSE	NALSAS special grant–Studies of Asia Curriculum Support Document &VST
The Magic of Monkey – Was Irrepressible!	Year 8	Integrated unit of work – English/SOSE	NALSAS special grant–Studies of Asia Curriculum Support Document &VST
Sewing, fashion & Textile knowledge in an ESL Class	Years 5-7	Integrated unit of work – ESL/Arts/SOSE	NALSAS special grant–Studies of Asia Curriculum Support Document &VST
Indonesian Dance & Music train-the-trainer video (in progress)	Primary-Secondary	Integrated (Arts) – to support newly trained teachers to teach the students and support them to teach other teachers. These trainers have attended a recent workshop.	NALSAS special grant–Studies of Asia Curriculum Support Document &VST
The Dream Dragon	Lower Primary (ESL-Indigenous, remote )	Walking Talking Texts & Petal Planner unit of Work - NT Curriculum Framework guidelines	
<b>Queensland – Education Queensland</b>			
“Languages Other Than English Years 1 to 10 Syllabus”	Teachers of Languages Other Than English	A syllabus framework describing expectations of student learning as a set of learning outcomes. The key learning area of Languages Other than English includes the Languages of Japanese, Chinese, Korean and Indonesian.	Queensland School Curriculum Council
“Studies of Society and Environment Years 1 to 10 Syllabus”	Teachers of Studies of Society and Environment	A syllabus framework describing expectations of student learning as a set of learning outcomes. The key learning area of Studies of Society and Environment includes the studies of Asia.	Queensland School Curriculum Council
“The Arts Years 1 to 10 Syllabus”	Teachers of the Arts	A syllabus framework describing expectations of student learning as a set of	Queensland School Curriculum Council

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TITLE	AUDIENCE (e.g. intended year level)	PURPOSE (e.g. units of work about a specific country)	ORIGIN
		learning outcomes. The key learning area of The Arts includes references to cultural influences.	
Modules	Teachers of Studies of Society and Environment	To assist teachers provide learning, teaching and assessment ideas to assist students develop and demonstrate understandings related to core learning outcomes. A number of these modules include references to the studies of Asia and feature Access Asia resources from Curriculum Corporation.	Queensland School Curriculum Council
“Years 1 to 10 Curriculum Framework for Education Queensland Schools – Policy and Guidelines”	All Education Queensland teachers	To assist schools and teachers develop curriculum plans that provide quality educational experiences and ensure quality learning outcomes for all students.	Education Queensland
“2010 Queensland State Education”	All Education Queensland teachers	A strategy broadly describing future directions for Education Queensland.	Education Queensland
“Education Queensland LOTE Policy”	All Education Queensland schools and relevant teachers	A policy mandating the teaching of LOTE in Years 6 to 8.	
Education Queensland Access Asia Program – State Strategic Plan – 1999 to 2001	Access Asia schools	A strategy outlining the directions of the Access Asia Schools Program.	
South Australia			
ADOPT/ADAPT/S HARE Series <i>Jomon to Java: Spirit and Form in Clay</i>	Secondary	Units of work-conceptual framework	DETE - SA
ADOPT/ADAPT/S HARE Series <i>Along The Dewey Path: Designing a Japanese Garden</i>	Secondary	Units of work-conceptual framework	DETE - SA
ADOPT/ADAPT/S HARE Series <i>The Ramayana; Teaching an Indian classic text in the English Curriculum</i>	Secondary	Units of work-conceptual framework	DETE - SA

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<b>TITLE</b>	<b>AUDIENCE (e.g. intended year level)</b>	<b>PURPOSE (e.g. units of work about a specific country)</b>	<b>ORIGIN</b>
ADOPT/ADAPT/S HARE Series <i>Island of Sumba; Shadows of the Heavenly World:</i>	Secondary	Units of work-conceptual framework	DETE - SA
ADOPT/ADAPT/ SHARE Series <i>Gods Kings and Gardens;</i>	Secondary	Units of work-conceptual framework	DETE - SA
Support documents for studies of Asia teachers to access the SACSA Framework.	All		DETE - SA
Languages Plan	All		DETE – SA
Multiculturalism Implementation Policy	All		DETE – SA
Studies of Asia Curriculum support Document.	All		DETE – SA
Linking Literacy with Studies of Asia	Primary	Ways of incorporating studies of Asia into Literacy teaching in particular reading.	South Australian Independent Schools Targeted Programs
Victoria – Department of Education, Employment and Training			
Indonesia – Understanding Our Near Neighbour	Years 5 and 6	SOSE unit of work	DEET Curriculum at Work, Teacher Support Materials
Ancient China	Years 7 and 8	SOSE unit of work	DEET Curriculum at Work, Teacher Support Materials
Feudal Japan	Years 7 and 8	SOSE unit of work	DEET Curriculum at Work, Teacher Support Materials
Asian Texts and Contexts	Years 7 and 8	English unit of work	DEET Curriculum at Work, Teacher Support Materials
How Does Australia Operate in an International Context? A Case Study of Australia and South Korea	Years 9 and 10	SOSE unit of work	DEET Curriculum at Work, Teacher Support Materials

**Gaps in Resources**

The Curriculum Corporation and Asia Education Foundation conduct extensive market testing and consultation in determining what kinds of resources they should develop. NALSAS taskforce members also commission certain resources, based on their understanding of strategic

needs and views gathered from their own jurisdictions. Our interviews with stakeholders also identified a number of gaps where further development is needed. The success of the *Snapshots of Asia* series has highlighted the kinds of resources that many stakeholders believe further development. They expressed a need for more 'Big Book' resources like Snapshots.

In many systems and sectors the resources provided are often linked to specific learning areas, and there is a need for materials that link the specific learning outcomes for that area with specific resources that illustrate the Asian studies perspective. Particularly at junior secondary level, specific studies of Asia resources are not well known. Access Asia resources are the only available (*e.g. QLD support document list*).

Some stakeholders also saw a need to better link resources being developed in line with a national strategy. They believed that many resources have been developed only as a result of a teacher's experience on in-country or TICFA tours. If there is a perceived national imperative to say, increase economic ties with China, then this needs to filter into the NALSAS strategy and a coordinated approach to resource development in the States and Territories achieved.

Evaluation of resources to determine whether they are being used or are in fact useful. More often than not, the success of the resource is determined anecdotally through the level of interest in the resource/professional development course by teachers.

### **Other forms of support for studies of Asia**

Support for studies of Asia comes in many forms, not just the financial support from NALSAS or the programmatic and infrastructure support from institutions such as the AEF. Such support is often intangible and symbolic. Several jurisdictions mentioned the encouragement given by senior officers, whose presence at Access Asia events and manifest belief in the importance of the studies of Asia agenda lends credibility and legitimacy to the exercise that money cannot buy. Sometimes it is the support of other SOSE, LOTE and other consultants, who provide entrée into various forums where teachers can be exposed to means by which studies of Asia perspectives can be included in their own subject areas. In many jurisdictions, the spirit of cooperation by officers willing to work across sectoral boundaries was singled out for mention. Working together in this way has provided greater synergy and effective use of resources, conveying a sense of singleness of purpose that communicates strongly to schools. The national perspective that the studies of Asia agenda carries is also mentioned as something which allows teachers to transcend the ordinary, and helps them to feel that what they are doing is important.

Others mention the willingness of experts and others, such as Asian embassy officials and businesspeople to be guest speakers at conferences and professional development sessions as another form of support. The contribution of parents and community members to contribute to school

events and provide accommodation for exchange visitors (both in Australia and overseas) should not be under-estimated either.

The infrastructure support provided by systemic authorities that allows officers funded by NALSAS and the AEF to function is also an important factor contributing to their effectiveness. This support may be as simple as providing access to phone, fax and email facilities (none of which is cost-free), facilitating publication and distribution of newsletters and other print materials, and providing space and links on the organisation's internet sites (see for example the NSW Access Asia website), but without this support the program would not be as successful as it has been.

At the school level, the preparedness of principals to allow teacher's release to attend network meetings, visit other schools, and to accept visitors and exchange visits as well as giving imprimatur for Asian studies activities requires mention. As the school survey shows, without both the support of school executive, and the engagement of significant numbers of teachers across a school, the impact of studies of Asia is shallow and transitory. We have already mentioned several times the critical role of enthusiastic and motivated teachers, a finding also borne out by the survey results, as the key support for studies of Asia. Any strategies designed to further the agenda must both nurture this support, build from it, but not drive them to the point of "burnout". There is a need for balance and perspective to be maintained.

### **Systemic monitoring and assessment of studies of Asia**

At the systemic level, there is almost no monitoring of how schools are implementing studies of Asia, nor assessment of student learning in this area. Systems do collect information about numbers of students in LOTE programs, but this provides few insights into how cultural studies may be implemented.

What data is available is anecdotal, or refers only to schools which are part of the Access Asia program. *Information collated from the grants applications and reports informs future planning in the range of programs, including the professional development program (are the activities meeting the needs/interests of teachers?), the grants program (the priority areas for funding and the eligibility criteria), the allocation of funding for different programs (eg the in-country study budget) The grants reporting process also provides information on what is taught about Asia, in which KLA and at what level.* It should be noted that in regard to the information collected from schools in the Access Asia program (all are required to provide annual reports), that there is very little systemic analysis of this data. This reporting is seen by schools as an imposition, and adds very little value to the management of the program.

Some systems and sectors, particularly smaller ones, rely on personal contact with schools by curriculum officers and advisors to develop a picture of school practice. *The curriculum framework has outcome measures throughout the learning areas. Depending on your slant when you apply the Framework,*

*if you are interested in the studies of Asia you will run with it, if you aren't the requirement to include the studies of Asia could be missed. This is where it is important for the consultants to work closely with schools to ensure that they are applying the Framework in the most positive way for the studies of Asia.* This is less than ideal as far as systemic monitoring is concerned. It is not possible for the small number of advisors to have contact with all schools. Those that they do have contact with may not be representative of all schools in the jurisdiction.

The most comprehensive systemic collection about studies of Asia is collected by the Victorian government school sector. *Schools are provided with guidelines for assessment and reporting in all curriculum areas however schools are responsible for implementing their own assessment and reporting practices. The Assessment and Reporting Guidelines and Support Materials aim to assist schools to develop and implement policies and practices to improve student learning through the assessment and reporting of student achievement in relation to CSF outcomes. Teacher Support Materials (TSM), designed to assist implementation of CSF 11, provide examples of assessment tasks and strategies. TSM with an Asian focus have already been developed for SOSE and English.*

*Victorian schools report annually through the LOTE Survey on the languages offered at specific year levels and the number of students undertaking the study of specific languages at each year level. This data is published in the annual LOTE Report. The survey also collects data on the studies of Asia, including which key learning areas include units of work on studies of Asia.*

*Schools report to parents on student outcomes against CSF 11 levels in all KLAs. However information is forwarded to the Department on only English and Maths. At VCE level (Years 11 and 12) student performance in all languages, including the NALSAS languages is recorded by the Victorian Curriculum and Assessment Authority (VCAA).*

Some speculated that *the national agenda drives what type of data will be collected.* Unless there is some imperative to change current practice, the systems and sectors are unlikely to institute state-wide data collections for studies of Asia. It should be noted that few jurisdictions conduct data collection on any other subject area. Accountability requirements at present relate more to the provision of inputs, or measures of “busyness”, than they do for outcomes.



## Implementation of Studies of Asia in Schools

Information about the status of implementation of studies of Asia in Australian schools for this review came from four sources: a series of case studies from nine schools of various types from across the country; a review of a series of case studies of Access Asia schools conducted by David MacRae<sup>8</sup> for the Asia Education Foundation; a survey of about 3000 government and non-government schools from across Australia; and a survey of schools participating in the Access Asia program. The methodology for each of these data gathering exercises is described in more detail below.

Together, these data sources provide a good understanding of the different kinds and levels of implementation of studies of Asia in schools of various types, and help to identify a picture of what could be described as best practice in teaching about Asia.

### Types of implementation

There are various ways in which the types of implementation of studies of Asia might be described. All, however, seek to demonstrate first; whether studies of Asia are taught at all (or intended to be taught), and second, what depth of learning is possible as a consequence of the school's approach.

As would be anticipated for a learning area that is not mandatory, variation is a key feature of the implementation of studies of Asia. The case studies below illustrate the considerable variation between and within schools in the extent to which they have implemented studies of Asia.

While the number of case studies is not large, some observations about the overall implementation of studies of Asia can be made. Overall, for those who have personal knowledge and interest in the area, personal, and familiarity with the curriculum materials and professional development

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<sup>8</sup> McRae, D. (2001). *Change is a journey, not a blueprint*. Teacher Stories of Change. Asia Education Foundation: Melbourne.

opportunities, there is widespread enthusiasm. For these people, known as the early adopters, exposure to studies of Asia is seen to be among the most important and valued learning experiences for their students.

What separates the exceptional teaching of studies of Asia from the ordinary is the extent to which the learning activities are made to live for students. The best teaching saw the studies of Asia systematically integrated across the school rather than isolated “exotica”. The message that emerges from this observation is that, if the program is not to focus on mere acquisition or repetition of facts, classroom implementation support will continue to be needed to help teachers bring studies of Asia to its fullest potential.

The experiences of schools have raised questions about where studies of Asia best fits in the overall curriculum and, of course the corollary, what is to be left out to make time for it. In many schools the question of finding time to plan and implement what is seen as a valued but “additional” curriculum element among competing priorities is a burning issue. The most frequent response from teachers regarding perceived barriers to further implementation are the pressures from competing demands on their time and the already “overcrowded” curriculum.

### **The Leading Edge**

For those who are implementing studies of Asia within the intent and spirit of the *Studies of Asia: A Statement for Australian Schools*, these issues are not problems. In these schools the program, always driven by a committed school leader or teacher “champion”, is an embedded part of the school culture. Good teaching of studies of Asia is most often observed where there is good teaching in the school in general.

The personal effort expended by these highly skilled and dedicated teachers, over and above the norm, must be acknowledged widely. Without them, this program would not enjoy its current level of success.

Leading edge schools have ensured the sustainability of studies of Asia by integrating it as one part of a broader focus across the school’s curriculum, reinforced by many aspects of classroom and school community life. Studies of Asia materials are most frequently used as the basis of integrated studies of society and environment. In many schools in this category, the program material is included for example, in English, Creative Arts, and Asian Languages studies.

These schools have taken a sophisticated approach to “uncrowding the curriculum”. Teaching and learning activity, inside or outside the classroom, are used to promote learning across a range of key areas and competencies. Again, what separates this approach from others is the extent to which teachers draw out explicit links between experiences to build students’ understanding, not simply providing multi-purpose activities. They recognise that, while learning requires an understanding of content, it has to be internalised; it has to be personal. They plan so that emotion and action

complement cognitive activity to support learning. In these schools studies of Asia are not seen as something “special”, but a regular part of the school’s program.

### **Discrete Implementation**

In this category of schools, while some good work may be observed, it is likely to be limited to a single classroom or grade level, a short block of time, or a single topic area. Such work is likely to be a “one-off” event, and not part of any developmental sequence. In some schools the approach is to incorporate studies of Asia as a unit of work within studies of society and environment.

An essential element in all schools implementing studies of Asia is the presence of commitment and drive from at least one but usually more, staff members who feel strongly regarding the need to develop “Asia literate” students. Without a strong champion for the program, it does not appear to be sustainable in the majority of schools without external influence. Where the driving force moves on or becomes burnt-out – features commonly commented upon in all systems and sectors – the program may not continue in other than a paper-based or cursory manner.

Even where there are teachers to champion the program, a range of personal, school or system circumstances often mean that the implementation is limited. Such circumstances may include:

- an unbalanced focus on content and behaviourist learning alone
- a focus on student passivity and discipline rather than learning
- a view of the student as an “empty vessel” to be filled by “knowledge”
- structural divisions between faculties or grade teams which hinder cross-faculty communication
- conflicting and competing school priorities
- timing in relation to school planning
- subject or learning area divisions
- external examination requirements; or
- lack of strong leadership support.

## **Those Yet to Implement**

There remain some schools across the country where little has been done or where what has been done is languishing. Many of these schools are those where there are few Asian students or community members, and the study of Asia is seen as not relevant. In some cases, the study of Asia is actively rejected. In schools where there has been little championing or the priority has not (yet) been implemented – or where teacher champions have moved on – the program has not become established. Given the high rate of teacher turn-over in some areas, this will present a significant challenge.

For some teachers, feeling overwhelmed by change and the apparent complexities of subject focused curriculum, there is little will to commit to the studies of Asia. Others have not yet accessed either the curriculum support materials or in-service support to tackle the necessary planning prior to implementation

## **Best Practice in teaching Studies of Asia**

From the various sources of evidence collected during the review, it is possible to develop a list of features that would be expected if a school were to be operating at best practice level. These features are presented as a checklist in Appendix 5. This list provides a benchmark against which the performance of schools can be judged. In summary, it would be expected that at this level the school leadership would be involved as well as staff. The school would have developed or adopted a formal policy statement about the teaching of studies of Asia, there would be collaborative and whole school planning for studies of Asia, and evidence that teachers are integrating teaching about Asia across learning areas. The program would be evaluated at regular intervals with a view to further refinement and improvement.

At best practice level, there should be an evident excitement about Asia present, but at the same time, studies of Asia would not be simply a series of special events. There should be examples of student work relating to the study of Asia exhibited around the school.

At best practice level, it would be expected that the majority of teachers in the school had embraced studies of Asia, and should have engaged in some form of professional development in relation to studies of Asia. It would be expected that some teachers from the school would be engaged in activities and networks beyond the school, contributing to the development of materials and programs at the broader level. They may have taken part in or lead overseas study tours. At the same time, the school should have made efforts to bring in the members of the local community, where appropriate.

It would also be expected that best practice schools should have a clearly articulated expectations for student learning and a means for measuring and monitoring the extent to which these outcomes had been achieved.

Finally, there should be a close alignment between Asian language teaching in the school and studies of Asia.

Baumgart and Halse (1998), in their evaluation of the second triennium of the Asia Education Foundation used a five-level scale as a self-assessment tool for rating school implementation of studies of Asia. This scale describes what might be expected to be observed in schools at the beginning of the journey (Level 1), through to exemplary practice (Level 5) in six areas of school operation. The scales are shown in Table 6. Both of these typologies are reflected in the case studies of school practices described below.

Table 6: The Studies of Asia School Inventory Scales

	Curriculum	Resource Provision	Staff Professional Development	Student Learning	Whole School Involvement	Study of Asian Languages
<b>Level 5</b>	<p>Studies of Asia are included systematically across the whole curriculum.</p> <p>The school is well known for its work on studies of Asia.</p> <p>Other schools seek advice from the school's teachers on studies of Asia. D Students access relevant Internet sites</p>	<p>Extensive sets of Asia-related materials are available and used.</p> <p>Teachers and librarians keep up to date with recent materials on studies of Asia.</p> <p>Teachers and students use the world wide web (WWW) as a regular source of information.</p>	<p>School staff provide leadership in professional development courses.</p> <p>Teachers are cluster/network coordinators or provide similar leadership to other schools in studies of Asia.</p> <p>Some staff have formal qualifications in studies of Asia.</p>	<p>In formal reports provided to students, many students show evidence of scholarship in studies of Asia</p> <p>In work across the curriculum, students demonstrate an interest in and understanding of Asia (eg, by selection of topics for projects, activities, essays etc ).</p>	<p>The school celebrates its achievement in teaching about Asia.</p> <p>The school is known as an Access Asia school through Asia-related activities that involve the whole school community (i.e., students, teachers and parents),</p> <p>School publications (newsletters, magazines, etc) identify studies of Asia as a priority.</p>	<p>Students can undertake in-depth study of at least two Asian languages.</p> <p>The majority of students study an Asian language.</p>
<b>Level 4</b>	<p>Studies of Asia are included across at least three learning areas.</p> <p>Several year levels have the opportunity to undertake studies of Asia.</p> <p>Teachers have developed units of</p>	<p>The library holds Access Asia and other relevant resources.</p> <p>The school has purchased videotapes and/or films related to studies of Asia.</p> <p>Teachers develop and use materials to support studies of</p>	<p>Several teachers regard themselves as well qualified to teach studies of Asia.</p> <p>Some teachers have completed substantial professional development in studies of Asia.</p> <p>Two or more teachers</p>	<p>Students have completed substantial assignments, projects or activities on Asian topics in at least two subject areas.</p> <p>In classroom discussion and other ways students show a keen interest in and</p>	<p>In addition to a coordinator, a team of staff are active in supporting the inclusion of studies of Asia across the curriculum.</p> <p>School policy documents acknowledge the</p>	<p><i>Secondary schools</i></p> <p>At least one Asian language is offered.</p> <p>All students have some exposure to an Asian language.</p> <p>Approximately 10% of students</p>

	<b>Curriculum</b>	<b>Resource Provision</b>	<b>Staff Professional Development</b>	<b>Student Learning</b>	<b>Whole School Involvement</b>	<b>Study of Asian Languages</b>
	<p>work based on studies of Asia</p>	<p>Asia. Some teachers use the internet to access further materials on studies of Asia.</p>	<p>have participated in study tours of Asia.</p>	<p>an appropriate knowledge of Asia-related cultural, economic and political events for their level of schooling,</p>	<p>importance of studies of Asia and identify strategies to include them in various areas of the curriculum. Students have the opportunity to study an Asian language. Students and staff have personal experiences with Asian peoples and cultures.</p>	<p>study an Asian language. <i>Primary schools</i> A specialist language teacher is employed to take Asian language classes or at least one staff member has language expertise and oversees language teaching.</p>
<b>Level 3</b>	<p>Some classes have done topics, units or activities on Asia. That study has included learning key words from an Asian language. Classes use library resources on Asian topics.</p>	<p>The school has ordered materials/resources to support studies of Asia. The library has a fairly extensive studies of Asia collection. Most of the studies of Asia materials are recently published and up to date in their view. Teachers actively</p>	<p>Several teachers have participated in workshops on teaching studies of Asia. At least one teacher has participated in a study tour to Asia. Teachers have experience with a range of professional development activities (eg, network meetings, etc).</p>	<p>Some aspects of students' assessments have required them to demonstrate a knowledge and understanding of Asian countries, peoples and events. In classroom discussions and other ways students demonstrate an interest in and knowledge of contemporary issues</p>	<p>A studies of Asia Action Plan is being implemented in a systematic way. The local community has been involved in events with an Asian focus. Posters, displays and notices around the schools signal a studies of Asia focus.</p>	<p><i>Secondary schools</i> An Asian language is offered to students at least through to the end of year 10. <i>Primary schools</i> The focus on learning an Asian language is extended to include a systematic study across at least</p>

	Curriculum	Resource Provision	Staff Professional Development	Student Learning	Whole School Involvement	Study of Asian Languages
<b>Level 2</b>	Several classes have participated in studies of Asia projects/activities. School curricula/teaching programs mention studies of Asia	recommend new material to support studies of Asia Key references /resources have been identified. The library has a basic set of studies of Asia resource materials. The library has other studies of Asia resource materials on order.	Two or more teachers have participated in local workshops or network meetings on studies of Asia The school administration actively supports teacher professional development in studies of Asia. Professional development related to studies of Asia is planned for next year.	in Asia. Students have completed at least one project assignment on Asia. In classes studying Asia, students have used the library for research.	A draft Action Plan has been prepared A school studies of Asia coordinator has been appointed.	three grades.  <i>Secondary schools</i> Students are able to undertake the study of an Asian language as a subject in the curriculum in at least one grade. <i>Primary schools</i> There is a focus on language use for at least one Asian language, even if it is incorporated in other subjects.
<b>Level 1</b>	There are plans to include studies of Asia in some curriculum areas. At least one activity related to studies of Asia has been scheduled.	Purchasing studies of Asia resources is not a school priority at this stage. The library has broad reference material which includes some material related to studies of Asia.	An initial orientation on teaching studies of Asia has been held. At least one teacher has taken an interest in teaching studies of Asia and be developing knowledge on the topic	Students know and understand a little about Asian cultures and countries but their achievements are incidental rather than systematic.	The school has only recently joined the program and has made initial plans.	<i>Secondary Schools</i> The school has signified its intention to offer a study of one or more Asian languages, but this has not yet been put into operation.

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	Curriculum	Resource Provision	Staff Professional Development	Student Learning	Whole School Involvement	Study of Asian Languages
						put into operation. <i>Primary Schools</i> Sometimes classes make use of some words from Asian languages but there is no systematic study of an Asian language.

Ref: Baumgart, N and Halse, C. (1999). *National Evaluation of the Second Triennium*, Asia Education Foundation, University of Western Sydney, Nepean.

## Case Studies of School Practices

To illustrate the different levels of implementation of studies of Asia and to gain a better impression of what studies of Asia looks like “on the ground”, a series of nine case study visits were conducted as part of this review. Summaries of the observations made during each school visit are shown below. A synthesis of the material gathered during the school site visits has also helped to form the overall conclusions reached by this review.

The Studies of Asia Advisor in each State or Territory nominated potential schools for the case studies. The initial sample attempted to include government and non-government schools, rural and metropolitan schools, primary and secondary schools, and schools at different stages of development of studies of Asia. The final selection of schools was made on the basis of the willingness to participate and the overall mix of schools required. Participation of the schools was voluntary, and participants were guaranteed confidentiality of responses. Case study school visits were conducted between February and September 2001.

During the case study visit, interviews were conducted with the person or persons having responsibility for coordinating the studies of Asia program. (One case study was conducted largely by telephone interview due to illness of the coordinator at the time of the visit). In secondary schools, supervisors of SOSE departments were invited to participate. In some schools, the principal also contributed to the discussion. School documents and samples of student work and teacher planning were examined. Interviews were conducted by senior consultants from *Erebus Consulting Partners*.

Schools participating in the case studies were provided with a copy of the interview questions in advance. A copy of these questions is included in Appendix 2.

### **Primary School A (low level implementation)**

#### **Background**

This primary school of 510 students is located in the outer suburbs of a major city. Its community comprises families of low socio-economic status, the majority of whom are unemployed and dependent of government welfare. The school population is comprised of 40 per cent Samoan, 20 per cent Aboriginal, and 40 per cent Anglo-Saxon students.

There is no real Studies of Asia program in the school to speak of. Its efforts in this area are mostly confined to Japanese language teaching, which is considered an “extra” It has been taught in 2000-2001 for 2 hours per week per class – 1 hour on language, 1 hour on culture.

Proposed for 2002 is a 5-week multicultural unit that will tie in with the Commonwealth Games. The focus will be on the Asian-Pacific rim to pick up on the Samoa/Tonga and other Asian countries represented by students in the school.

The school has a 20% staff turnover each year, which requires re-training of teachers on a regular basis. For this reason it is hard to have a serious focus on any extra-curricula program unless there is a teacher with a passion in that area.

The school is not a member of the Access Asia program, does not participate in any Access Asia network events and have very little knowledge about that program.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

Most teachers have no knowledge of the studies of Asia that happen as part of the cultural studies component of the Japanese program. They do not actively participate in these lessons, as it is taught in relief periods.

The principal claims to be aware of the National Statement (but shows no evidence of awareness of its contents), but no other teacher, including the Japanese teacher is aware of its existence. Her main knowledge of studies of Asia has been through her University studies. Resource material and knowledge about cultural studies has been gained through the Department’s Japanese magazine.

#### **Motivation to become involved in teaching Studies of Asia?**

The motivation to teach studies of Asia comes solely through the Japanese teachers interest. It was merely considered something good to do, with no real thought of developing a substantial program. Japanese was chosen in part as a defensive reaction to the impoverished image of the school and a sense that they were trying to prove they were “as good as any other schools in what they could offer their students”.

### **What the school is currently doing to implement Studies of Asia**

The principal is trying to develop a teacher focus on studies of Asia through the Human Society and Its Environment syllabus. However, the focus for 2001 was on the Centenary of Federation. In 2002 the principal plans to integrate a multicultural unit during Term 3 may see more studies of Asia being applied.

There were efforts made in Term 2 to continue Japanese but with only one hour per week allocated to 4 classes (2 classes in 30 minutes) it was found ineffective.

### **Integration with Asian Language study**

There is a mistaken belief within the school that the Japanese program was in fact a studies of Asia program. It is not so much integrated with language studies, but the whole of the program. During 2000 when the 2 hours per week RFF was applied to Japanese studies/language the program was comprised as follows:

- Country studies
- Alphabet
- Sight Words
- Review previous weeks learning.

Most of the course was focused on the language however some components did touch on cultural studies such as videos that showed schooling and origami etc.

The demand from students to revisit Japanese language studies in 2002 has been high. There was some resistance from parents because they felt that the children should learn English before Japanese (this mainly from families of Non English Speaking Backgrounds).

### **Emphasis of the program**

Very little is done in terms of exploring concepts of Asia as the teacher's knowledge was insufficient to explore in more detail. Some attention has been given to challenging stereotypical views of Asia, in terms of teaching tolerance in regard to differences etc.

### **Professional development**

No professional development has been accessed by any teacher, and staff are not aware of the possibilities available. Even the Japanese teacher has had no further development since graduation.

### **Facilitating factors**

The fact that the school had “something different to offer” was seen as the most important facilitating factor. Because it involved no effort on the part of staff, they were quite happy for someone else to take responsibility. The fact that students enjoyed and were engaged by the teacher was seen as a bonus.

### **Constraining factors**

Many reasons were given why the school could not teach studies of Asia in a more systematic way. As well as the usual complaints about lack of time and a crowded curriculum, the principal perceived that Studies of Asia was not a key priority of the system. She perceived no systemic interest in ensuring that Asian language teaching took place. Few teachers in the school had any interest in the area, and it was believed that when the current Japanese teacher left the program would die.

### **Resources and support material used**

Teachers were not aware of any resources specifically targeted to studies of Asia, including the Curriculum Corporation materials. The school did not have copies in their library. Any resources used by the Japanese teacher came from her personal collection.

### **Assessment of studies of Asia**

Informal and formal assessment of Japanese learning has taken place, including:

- retention (memory - formal)
- reading and writing (formal)
- oral (informal) – able to say more, too hard to assess formally within time available
- reading (informal)
- work samples (given to parents, when children are asked to include their 10 best samples more often than not their Japanese work was included).

### **Learning outcomes for students**

Learning outcomes have been based on the overall syllabus framework. Studies of Asia have not been identified separately in these learning outcomes.

### **Students' response to the *studies of Asia* program**

Students have responded very positively to the Japanese program, and have asked for it to be included in the 2002 program.

### **Perceived strengths of the *studies of Asia* program in the school**

The cultural studies aspect of the Japanese program is believed to have:

- increased understanding of other people and cultures.
- increasing the students understanding of the greater world.
- increased student's self-esteem.

However, no evidence to substantiate this could be produced.

### **Perceived weaknesses of the *studies of Asia* program in the school**

The school did not perceive there to be any weaknesses in their program, except for its vulnerability losing the Japanese teacher, largely because they had no idea of what potentially could be achieved.. The overall impression is that it is not a program that is accorded any seriousness, and the attitude of the school is that it is some one else's problem. There are no expectations that the students will learn anything of value (given that they are lucky to get an hour a week of exposure, they are unlikely to anyway). No priority is given to establishing a structured program, no resources are being sought, and the general impression is that it is all too hard.

### **Where the *studies of Asia* program in the school is predicted to be in three years time?**

The future of studies of Asia in the school in future is very uncertain. There are no concrete plans that would take the program forward. It is seen to be totally reliant on the Japanese teacher. Other members of staff have no interest or even awareness that they may have a responsibility to do something in this area. Whether the Japanese teacher stays is in turn affected by what languages the high school will provide. The principal recognises the need for more professional development but there is no commitment to follow through on this. Curriculum development in the area is not seen as something the school will invest in, unless there is some external funding to allow them to do so.

## ***School B (Limited implementation)***

### **Background**

This government primary school is situated in an outer suburban area of a major city. It is in a reasonably affluent area, and has about 10-20% of students in the school come from Asian backgrounds in the school. The school has been a member of the Access Asia program for five years. Studies of Asia started from the development of a unit of work on fairy tales. The staff wrote two books as an entry point resource and awareness raising activity. Membership of the Access Asia program came from the interest of a teacher who arrived in the school in 1996, who had experience of the program in a previous school. The whole school focus began with “International Days” eg Asian food, art, studies of Asia Week, minor/major focus on alternate years. Studies of Asia are now integrating into units of work and projects, eg Japanese gardens. A policy statement on studies of Asia has been developed and ratified by school council.

### **Level of awareness of teachers of the *studies of Asia* program in the school**

All teachers in the school are aware of the studies of Asia program and its intentions. However, many of the teachers are only at this awareness level, they do not actively contribute to the program. Despite the fact that the school has received many grants and resources; after 5 years the program has shown limited development. (It is important to note that for much of this time period, studies of Asia, and the Access Asia program and documents were not supported by the previous principal). One other teacher in addition to the coordinator, has taken on an “ideas champion” role, for example, has planned a concert. Both attend local network meetings. The requirements of the Curriculum Standards Framework II have given studies of Asia a higher profile.

### **Motivation to become involved in teaching Studies of Asia?**

Specific teacher interest has motivated the school to become involved. The school coordinator is also an Asian Studies network leader- and has been for 4 years. She arranges speakers, shares ideas and resources. (Note that attendance at the network meetings have been dropping off due to other commitments). She has facilitated Asia Net courses and has established a website.

### **What the school is currently doing to implement Studies of Asia**

Teachers are provided with “Integrated Topics” sheet (by the school coordinator) to show how they can integrate Asian studies into various units of work. The school has not yet documented studies of Asia as complete units of work. However, every grade would have a minimum of one theme integrated into other units of work.

### **Integration with Asian Language study**

The school teaches Indonesian as a Language Other Than English to students in Years 3-6. Students in P-2 have some lessons about the culture of Asia. Students have 45 minutes a week of LOTE. This is not a high priority in the school. Teachers feel English literacy is more important.

### **Emphasis of the program**

The depth of the program for Asian Studies is still at a relatively early stage of development. The program consists of activities such as Multicultural days and building a Japanese garden; through literature- folk tales (genre); and art/dance. Other activities include visits by Japanese teachers, who come as interns a few weeks each year. There is a need to get rid of stereotypical resources and to ensure that the library has up to date resources. One way they have attempted to address this is through a Global Postcard project through the web. The program has attempted to turn attention towards contemporary issues and themes, animals, environmental, media units. The school has taken part in collaborative projects, involving video conferencing between 3 countries in a contest 2 years ago. (Technology focus captured their imagination). However, only limited use has been made of electronic resources such as Asia EdNet.

### **Professional development support accessed**

The school coordinator and one other teacher attend Access Asia network meetings. Teachers have also attended a study tour/conference in Bali. Those who attended returned motivated. However, in general it has been difficult to get teachers to attend professional development.

### **Facilitating factors**

Factors that have facilitated implementation of studies of Asia have included:

- the focus within integrated topics.
- Asia Week activities.
- Guided reading sets.
- the support of the new principal, which has led to greater acceptance of studies of Asia by other staff members.

### **Constraining factors**

Motivating teachers and sustaining the motivation has been the most important factor constraining further development of studies of Asia. Also, there is a belief that there are too many other things to be done, and insufficient time. The fact that there is no separate budget provided for studies of Asia also limits what can be done.

### **Assessment of how well studies of Asia is being implemented in the school**

The general perception of the majority of teachers in the school would be that studies of Asia is being well addressed, but the coordinator disagrees. The high profile activities, such as Asia Week, are well supported, but the depth of study is superficial. Students are not yet developing any real knowledge of Asia beyond the stereotypical

### **Resources and support material used**

The school is relatively well resourced to teach studies of Asia. They have most of the Curriculum Corporation materials for primary schools in the library. The school coordinator is considered the most valuable resource. However, as a Prep – Year 2 teacher, the main focus occurs at this level rather than throughout the school.

### **Assessment of studies of Asia**

No formal assessment of student learning in studies of Asia is conducted in this school. Teachers may conduct informal assessments in their own classrooms, through means such as observations of students at work.

### **Learning outcomes for students**

Studies of Asia have been seen to contribute to student's achievement of the Curriculum Standards Framework II SOSE learning outcomes. However, because there is no real assessment in this area, it is difficult to demonstrate this.

### **Students' response to the *studies of Asia* program**

Students have become more enthusiastic as resources have become more relevant, especially in relation to children's native backgrounds. This however, works against the program in some ways, because it makes the program appear to be run for the benefit of a segment of the population rather than for all students.

### **Perceived strengths of the *studies of Asia* program in the school**

Over the period that the school has been involved in the Access Asia program, there has been an increase in teacher's willingness to incorporate an Asian perspective in their programs (Although it is acknowledged that there is still a long way to go). Parents are seen to be supportive. They are keen for their children to have a multicultural focus.

### **Perceived weaknesses of the *studies of Asia* program in the school**

The biggest perceived weakness in the school regarding studies of Asia is the need to plan and document more thoroughly.

**Where the *studies of Asia* program in the school is predicted to be in three years time**

The preferred future status of studies of Asia is that it will expand into a stronger multicultural perspective that pervades all areas of the curriculum.

**Other support that would help in the implementation of the studies of Asia program in the school?**

The professional development available has been excellent. However, the cost of sending teachers to courses is a limitation. Increasing funding to make it possible for more teachers to participate in professional development would be useful.

### **School C (Discrete implementation)**

#### **Background**

This government secondary school caters for students in Years 7-12. It is located in a middle class inner city suburban area. The school population is growing, from 700 students 5 years ago, to now over 1100. About 20-30% of students are of Asian descent. There are 30 fee-paying students. In 1999 the school was awarded “Asia school of the Year”. While a significant proportion of the community are from Asian backgrounds, they are still reluctant to contribute to the studies of Asia program.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

All teachers in the school are minimally aware of the studies of Asia agenda. At least some teachers in most learning Areas Presentations about studies of Asia have been made at staff meetings. The high profile events would be recognised by most staff. The number of active participants is much fewer.

#### **Motivation to become involved in teaching Studies of Asia?**

Interest in studies of Asia began with one teacher who had a personal ‘Art’ interest in Japan and China. This teacher encouraged other teachers in her KLA to become involved in 1996. In 1997, this teacher was appointed Asian studies coordinator – and given a time allowance from school plus grants from eg DEET Asia Education Fund grants.).

#### **What the school is currently doing to implement Studies of Asia**

The first formal link to the curriculum was through Science, through units of work on kites and flight, which involved the community and students directly. The school has celebrated Asian festivals, for example the Moon festival. In 1998, the new School Charter included a focus on Asian studies.

From this starting point, the school has:

- Conducted an audit of curriculum to see what was happening. (lack of funding was used as a reason in some cases for the lack of implementation. Some grant money has been used to target deficient areas). Funding comes from two sources – school and external.
- Interested teachers were supported to attend training courses (6-12 staff). The coordinator linked appropriate interested teachers to appropriate professional development activities. This has impacted positively on the quality of teaching and learning.
- The school has celebrated “Asia Week” each year and all subjects are asked to undertake lessons accordingly. Students - especially from relevant countries - are very enthusiastic.

- Most professional development is undertaken evenings and weekends. Study tours occur during school holidays. A problem has been that when teachers reach a certain level of competence they often move on to higher positions.
- Networking with other overseas schools eg two schools in Japan are involved in an exchange program. Many visitors from overseas eg Indonesia, Korea visit the school.

### **Integration with Asian Language study**

The school offers programs of LOTE in German, French, and Indonesian. These attract small numbers of students. German is now being phased out (Note - primary feeder schools have been changing to Asian languages also). Chinese has been introduced recently at VCE level. Many of the Chinese students who have come into the Asian Studies program have begun in the language program, as have the teachers.

### **Professional development**

Professional development opportunities for teachers have included conference participation, network meetings, and Asian film nights.

### **Facilitating factors**

Facilitating factors have included the inclusion in the School Charter, the availability of adequate resourcing (time plus funds), curriculum audit, support from school, leadership, interschool trips, and students as ambassadors for the programs.

### **Constraining factors**

Funding the program adequately is still seen as an issue, despite the fact that the school receives grant monies from various sources. Insufficient time for professional development, the need to develop a wider pool of teachers with expertise, plus an over-crowded curriculum were also seen to be limiting factors. There is a need for someone to monitor and initiate programs. Reliance on a few key people was also seen as a constraint. There is a need for succession planning and more passionate change agents to be take the program forward. To ensure that the program is sustainable into the future, there is a need to establish a framework (eg teams approach) for curriculum/ Asian study implementation.

### **Resources and support material used**

Curriculum Corporation material is being used extensively. The coordinator has access to many other resources due to state-level committee and review work. The coordinator has some questions about the effectiveness of the resources available to implement studies of Asia.

### **Assessment of studies of Asia**

There is no school wide or coordinated assessment of student progress in studies of Asia. What assessment is done is specific to each learning area.

### **Learning outcomes for students**

Learning outcomes developed by students were thought to include better research skills.

### **Where the *studies of Asia* program in the school is predicted to be in three years time?**

For the future, the school wants children to have a better understanding of the diversity of Asian cultures, and would like to take Year 9 students into Japan and China. The coordinator offers preparatory lessons after school for students going overseas. This is seen to have other social spin-offs, for example students learning how to travel.

It is also expected that in future the program will have:

- a greater emphasis in Asian studies especially with new structures and coordinators.
- significant extension through all KLAs.
- technology links in Asia developing will increase and enhance communication.
- negotiated curriculum- children having extended periods of time and
- overseas teacher exchange.

## ***School D (Early adopter with strong program)***

### **Background**

This school is large secondary school in a beachside suburb of a large regional city. It has few students from Asian backgrounds. It draws students from across the whole socio-economic spectrum, but a fairly high proportion comes from low SES or single parent families. It is, in general, well resourced and has a high reputation in the community. It has 1700 students, 110 staff (3 focused teachers of studies of Asia - but others such as History also teach aspects). Enrolment is relatively stable. Unofficially, they are a sports specialist school. They have a sports excellence program on 16 sports.

The school also has a strong academic program. There are some Asian elements in the performing arts area, eg in theatre (Kabuki), some Asian folk dancers, and Gamelan orchestra.

The school has established a sister school with one in Japan, with which they have regular exchange visits every two years. These are well received in the general population, and they no problem getting home stay places. (They note that the nature of Japanese exchange students is changing, they are becoming more open and less reserved).

### **Level of awareness of teachers of the *studies of Asia* program in the school**

There is a strong level of awareness of the studies of Asia program across the school, especially through the exchange visit program and high impact activities. Student work relating to studies of Asia is displayed throughout the school. The majority of teaching about studies of Asia is done through the SOSE faculty.

### **Motivation to become involved in teaching Studies of Asia?**

There has always been a requirement to include studies of Asia in shape and form in the Queensland curriculum. The school became part of the magnet school program that began in 1993, which was an AEF program. The principal at that time was keen for the school to be involved. The promise of money could have been a factor. Studies of Asia was seen to add a new element to the teaching of social science.

The magnet program allowed the school to develop materials to support teaching of studies of Asia. There was lots of exchange between primary and secondary schools but some of this momentum was lost when the magnet school program became the Access Asia program. Access Asia was good because it brought people together from around the state so could see what others were doing, but the lack of continuity has been a concern. When the advisor left, they didn't know whether Access Asia was continuing or not. The pool of money available through Access Asia hasn't increased even though the number of schools increased. The Asian Studies

program has floundered but has now been resurrected. It now has been lacking direction, and has been caught up in a battle between LOTE and Access Asia.

### **What the school is currently doing to implement Studies of Asia**

The school has had a strong immersion program for Year 8 across the curriculum. The program worked well for four years, but the Principal decided they need a change. The course doesn't run now, but students do a term of Asia Studies. There is sufficient focus that it hasn't "disappeared" because it is so embedded into general program. There is now one extra class doing (optional) Asian Studies in Year 9. This course tends to attract the better students. Now that Education Queensland is supporting Asian Studies, there is less hostility from the Principal. The new syllabus will also have to be dealt with, but there is still sufficient scope. It was felt that if the school coordinator were to leave, the program would probably disappear in its current form. Restaurant visits, Asian community people, and cultural visits are included in the program.

Studies of Asia is always tenuous in the focus of staffing (teachers knowledgeable and committed), although is viewed positively. The school's program has high parental approval. Good feedback has been received from parents about student interest level (parents involved in study tours).

When Asian studies was introduced in 1993 it had a high profile - had staff and parent support and was well accepted. People saw the value in it. The program was very structured in the beginning. Now people know about it but is not publicised as strongly. There is not an unwillingness of teachers to teach aspects of Asia in rest of KLAs.

The National Statement was thought to be very good, and has always been used as a basis for a lot of what they do in the classroom on the "Values". The basic principle of integration into the curriculum is now accepted as the way to go, but they do have a strong Asian Studies program. There is a separate Asian Studies stream in social studies, which is one of four social studies electives.

### **Integration with Asian Language study**

While there is a Japanese language program in the school, it is not integrated with studies of Asia but kept separate. Coordination is very difficult due to a lack of teacher interest. There is also a fear that if integrated, Asian studies may disappear because it hasn't a separate focus. There is also hostility to Japanese because it is seen as too hard, rather than racist resentment.

### **Emphasis of the program**

The program attempts to cover all five core objectives of the in the *National Statement*. It is strongest in *challenging stereotypes*, and weakest in *understanding Asia's contribution to the world*, because they do not have the resources to teach this area.

### **Professional development**

Professional development has been fairly limited in recent times. With the appointment of a new project officer, things are beginning to move again. Professional development has been more active in the Catholic sector.

Two teachers from the school have been on TICFA tours in the past, but the study tours and network have not been operational - no money made available. The head teacher (SOSE) provides internal in-service for staff, eg through sharing resources and discussions. There are limited opportunities for release time, but also a lack of direction from the centre.

### **Facilitating factors**

The TICFA tours were an unparalleled experience for the teachers who were able to participate. The supportive attitude from administration has been a facilitating factor, but there is a difference of opinion about whether there is a need for more “gimmicks”, like building Indonesian long houses rather than working on student attitudes, to remain “flavour of the month”.

Community support is strong facilitating factor in this school.

### **Constraining factors**

There is not total support for studies of Asia from all faculties. The crowded curriculum makes it difficult to cover all priorities. The push towards VET also makes studies of Asia a low priority.

The school is facing the decision whether to make studies of Asia strongly academic or broader for all students. The school perceives that there has been a lack of systemic support and direction to help them make this decision.

There is some disillusionment that money that was promised (from the state coordinator never materialized). There is also a strong feeling that annual reports required just disappear - no one reads them. Similarly, units of work were required to be developed by the teachers who participated in TICFA, but they are not used beyond the school because no guidelines were given as to how they should be written up.

### **Assessment of how well studies of Asia is being implemented in the school?**

The coordinator feels that studies of Asia is very well embedded in the curriculum and ethos of the school. There is a perception that it is OK to do Asian Studies. There is no slur about kids who do Asian studies.

### **Resources and support material used**

Curriculum Corporation material is well received, and appropriately focussed for what they need. Senior geography teachers use the materials in non-specialist study, eg in a unit on India. There is a filtering down of the materials into other areas. There is a strong value in increasing the range of

materials – eg Nepal, the Philippines, Bangladesh, Malaysia, there are gaps – lots of staff on Japan and Indonesia.

The internet is used extensively for research, particularly for facts and figures. Students use the net for searching for information. Lots of travel videos are used. The school is happy with the resources they have.

### **Assessment of studies of Asia**

There is formal assessment of student learning in the Year 8 to 9- specific outcomes are reported to parents. A variety of assessment tasks are used- ranging from essays, reports, participation, and a major oral component in year 10 (interesting people). Teachers try to vary the assessment tasks to maintain student interest, e.g. designing travel brochures.

### **Learning outcomes for students**

The school does not teach to an outcome approach, but in general terms the coordinator believed that most students have made progress against the five core objectives in the statement.

### **Students' response to the *studies of Asia* program**

Students choose to do Asian Studies as an elective, so they all enjoy it. Because it is offered to academic kids, their thirst for knowledge and tolerance for cultural difference is strong.

### **Perceived strengths and weaknesses of the *studies of Asia* program in the school**

The school believes that it has a strong Studies of Asia program. The course is very well structured and students develop a real depth of learning. However, the challenge in having intensive, elective courses is that students who don't choose this elective course miss out. While there is some teaching about Asia across other subject areas, it is incidental and peripheral. Having expertise centred in a few staff members means that the program is vulnerable if they leave.

### **School E (Good practice level)**

#### **Background**

This school is an affluent non-government coeducational school occupying a near city location. It has about 1800 students from reception to Year 12, separated into a junior and senior school. It has substantial facilities and a strong academic tradition. It has a substantial number of students from Asian backgrounds, the majority of whom are the daughters of wealthy professional or business people. The school is a member of the Access Asia program in that state. The school has a strong emphasis on internationalism, offering the International Baccalaureate as well as state sanctioned credentials.

#### **Level of awareness of teachers of the *Studies of Asia* program in the school**

It is a large school so it is hard to say for all sections. The Principal is very supportive of PD in Asia Studies in Arts, languages, etc. Some staff went to courses at Flinders University and this was school supported. Since then others have gone. Studies of Asia are seen as in line with the IB philosophy especially in Arts. Music and theatre arts require non-western study as a section. There is a positive awareness of the Asian Studies program but it is hard to network outside the faculty and do the whole school (vertically and horizontally). There was an expectation from the course that it became whole school but, while many are attuned, it is not possible to make it coherent across the school.

Those who have been on courses know, use and refer to Studies of Asia. It is supported mainly by languages teachers and those who have been to courses. Resources are held in the middle school library and librarians have used materials to develop further resources. Outside these people, few would know of it.

#### **Motivation to become involved in teaching Studies of Asia?**

Studies of Asia were first started 3-4 years ago in drama as a result of personal interest by a teacher. It was encouraged by the Principal and Head of Arts. It would have been better if a group had gone to the courses. Librarians then took it up and it became linked with Chinese and Indonesian languages teachers. The Assistant Head of School is an Indonesian expert and supporter. The I.B. push supported the Studies of Asia. The I.B. teachers looked to widen their focus from a European centric approach. The Principal's leadership has been influential (He is a Chinese History Scholar and speaker). The number of international students, mainly from Malaysia, Indonesia, China continues the motivation.

#### **What the school is currently doing to implement Studies of Asia**

Unsure of junior school emphasis on Studies of Asia. Occasionally they do some drama activities. They do teach Chinese and have Asian content in

other curriculum areas. In the middle school, Asian languages are offered. SOSE has components (units of work using CC materials in year 8/9). In English, it is dependent on units of work put together by particular teachers. More teachers are making use of materials collected by middle school librarians. There is a lot in the Art and Drama areas. There are components in the drama course at each level related to Asian Studies topics, eg

Year 8:

World mime – use performance videos across cultures. Celebratory events to do multi arts approach with elements of Asian cultural elements ( music, art and drama). Philosophy is to allow parents to see kids involved in recognisable Asian cultural customs.

Year 9:

Drama – face painting, art based on Beijing comic characters. Film, internet research.

Year 10:

Text that is Asian story. Performance can be devised based on research into Asia at times. Not just folksy but up to contemporary issues. Unsure about English/SOSE in detail.

Senior School:

I.B. drama and music courses with non-western component not always Asian but often so (Indonesian). Depends on project.

This year Mahabaratta was chosen because of the opportunity to have Gamelan in school. The ISB purchased the Gamelan and trained people in its use (through Flinders University who employed an Indonesian expert). A Gamelan performer from Melbourne was hired to conduct a 1-week intensive course for 20 teachers – pairs from 10 schools. The Gamelan tours schools and this school had it from the beginning of the year. The practical exam was timed to coincide with Gamelan being in the school – music, drama and Indonesian. Follow up has been hard for drama but for music we will want Gamelan in school again to continue. There is an increasing Indonesian component in the curriculum because of the Gamelan being here.

### **Integration with Asian Language study**

It is hard to answer whether there are links to languages, but it is a contextual study. From the drama perspective, the languages links are less than the cultural, although advice is provided by the languages teachers. There are lots of materials and talks by these people in the drama area. Drama students did a study of Indonesia helped by languages staff. This was usually project based/performance backed that draws on expertise and interest (networking).

### **Emphasis of the program**

The curriculum in languages/English/Arts courses focuses on exploring concepts. Language teachers challenge stereotypes, as do drama programs. The Mahabaratta production showed views of India/Indonesian stereotypes. This was a sub conscious approach. The intensive project required deep understanding of text. Students saw how it was adapted across Asian cultures. They became aware of cultural appropriation and sensitivities in adopting performance by involving Indonesian advisors in frequent discussions. Analysis of contemporary feelings of members at home and abroad was undertaken. Some study of political and environmental contexts occurred in some units. Drama allows understanding through putting one's self into different shoes – emotional and intellectual. Mahabaratta being one of major documents of world religion, the interpretation/version was discussed.

### **Professional development**

Six people have attended Flinders Courses. TICFA tours have been attended by some. The AIS has run specialist training for language teachers. There has been some involvement in Access Asia networking. Teachers take part in professional development and still get materials but it is not a formal thing. Languages teachers have hub groups – mixed P.D. and sharing. Professional development in Gamelan and advisors and consultants' visits have all helped.

### **Facilitating factors**

The continued Professional Development programs like Flinders Asian Studies courses have been a help. The model of the network is good but depends on workload as to impact. Resources are important. Access to expertise is vital especially the local ex-pat community. Continuing support of Principal and Curriculum Director are vital. Seeing projects happen promotes interest. The community is supportive of Studies of Asia. Asian students help. Projects like the Mahabaratta facilitate cross boundary connections.

### **Constraining factors**

The size and complexity of the school with 3 sub schools means teachers know their sub school but despite efforts to communicate, it is harder to achieve across school. It is difficult to cross faculty boundaries – geography, time, focus, facilitation, pressure of curriculum.

The biggest pressure is pressure of curriculum, standards and expectations of results – the brick not the sponge.

### **Assessment of how well studies of Asia is being implemented in the school?**

It is going very well in the contextual study of languages. Arts are leaders (music, art, drama) but there is less assurance about traditional SOSE. There is very little in other areas.

### **Resources and support material used**

The AIS Gamelan resource was important. For any topic there is tremendous support to seek out materials. The school has excellent theatre and performing arts collections. Languages resources are shared in other areas. People are our vital resource and performing artists access is available (NALSAS grants to bring in people). Curriculum Corporation materials are used a lot; they offer beautiful materials, very relevant and wide gamut to challenge stereotypes. It was hard to get these before. A bookshop in Perth has many translated plays etc. from throughout Asia.

### **Assessment of Studies of Asia**

The school has no specific assessment . Rather it is incorporated into what is done, for example, examination for performance etc rather than knowledge of Asia *per se*.

### **Learning outcomes for students**

Key outcomes include awareness that there are other cultural traditions, exposure to Asian peoples, attitudes etc is now so much broader. Exposure is the main thing as well as identification of diversity and linking to culture. The students write with depth of understanding of the nature of a sacred text and ramification of performing that, which is so important to another culture. They write about and converse with other cultures.

### **Students' response to the *Studies of Asia* program**

There is genuine interest from students past the study of the exotic. They have an open attitude to the studies. Those who are interested in humanities encounter it in all areas.

### **Perceived strengths of the *Studies of Asia* program in the school**

The greatest strength in the school is the understanding of own community – the inheritances - backgrounds that are diverse are acknowledged and valued. There has been a broadening of understanding about wider issues, enabling discussions about deep issues through story, myth, performance, text .

### **Perceived weaknesses of the *Studies of Asia* program in the school**

There is a limit to particular areas of interest in the school. Curriculum guidelines don't make it compulsory. People stick to what is compulsory, tending to maintain rather than grow. The assessment system at senior end drives the curriculum. If Studies of Asia isn't strongly emphasised in what is examined it won't be taught.

### **Where the *studies of Asia* program in the school is predicted to be in three years time?**

In 3 years the school expects that more Asian materials will be used and taught because more teachers have participated in courses and are very

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interested in Curriculum Corporation materials. Art projects will influence curriculum. It is anticipated that growth will happen. Asian languages will continue and the cultural component will continue.

### **Other support that would help in the implementation of the studies of Asia program in the school?**

If there were a more concerted professional development within the school to focus on Asian Studies we could grow. There is a need to get the Curriculum Director to give it more priority. All the people who get involved really embrace it.

### **School F (*Beyond discrete implementation*)**

#### **Background**

This school is a primary school of about 500 students, located in an outer suburban area. It draws from a mainly middle class population, and has few students from Asia backgrounds. It has been a member of the Access Asia program, and is seen as a magnet school for the program in the state.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

Studies of Asia has been a priority area for the last 3 years. All teachers are expected to incorporate Studies of Asia into all areas of the curriculum. There is a separate budget allocation for studies of Asia. The school has taught Japanese language for 17 years now. Initially studies of Asia was taught only as one unit per year in SOSE, based on the resources available, but has now moved on to other areas. Staff at the school over the last 3 years all know the *National Statement* goals.

#### **Motivation to become involved in teaching Studies of Asia?**

The Japanese teacher saw an advert for incorporating Studies of Asia across curriculum at Flinders University. The Principal supported participation of two teachers in this course, which led to a presentation at a school closure day on Access Asia. The staff were very positive and the program has developed from there. The principal has been very supportive all the way through.

#### **What the school is currently doing to implement Studies of Asia**

All classes R-7 do an intensive unit on an Asian theme at concept level. Six staff are working on Unity and Diversity Cultural program. Six units based on the curriculum framework in English/SOSE/Arts across R-7 have been developed. These units will be published by the department and on the school website. Three teachers went to the Linking Latitudes conference and working on units of work. The school has an Access Asia committee who want to audit the school curriculum to see how to embed, broaden, deepen and sequence units on Asia. Their aim is to move past the concept level.

#### **Integration with Asian Language study**

There is some integration with Asian language studies. The coordinator wants to encourage staff to focus on Japan to integrate and deepen student learning. Year 6/7 section combines class work on cultural studies with a Japanese language focus. However, for most other year levels the studies are not integrated elsewhere.

### **Emphasis of the program**

Exploring concepts of Asia has been the primary focus thus far. They have now began to place more emphasis on challenging stereotypes – this is now coming from staff at overseas study tours and conferences. Seven of the eighteen staff have been on overseas and a further 3 teachers will go next year. There has been little attempt to teach about contemporary issues or Asia/Australia links.

### **Professional development**

Teachers have engaged in extensive professional development in relation to studies of Asia. There has been extensive participation in overseas study tours. Staff members have attended the Integrating Studies of Asia across the Curriculum (2 full days, networks) at Flinders University. An issue has been that staff turnover (5 teachers and Principal have left) has meant that people trained have left the school. There is still interest in attending professional development from new staff, but the opportunities have not arisen yet.

Access Asia professional development has been part of the school's program. for the last 3 years (fortnightly meetings are set aside for professional development – 2 meetings per terms have been devoted to Access Asia. The school coordinator has attended train the trainer program and passes on eg snapshots).

Momentum is good with Access Asia, but it would be difficult to continue without focus school funding. The AEF coordinator has been very supportive, came out and helped with staff, parents, school council. He is the first person to contact for support, advice

### **Facilitating factors**

Strong leadership support is seen as a key facilitating factor. There is a support network within the school including the teacher librarian. The school is a member of a vibrant network that was established at Flinders course, which meets twice per term to share information and resources etc. The network have developed resource suitcases with units and materials available for each Asian country for the 11 schools in the network.

The school program is supported by a budget of \$8500 for supporting conference participation. A further \$3000 (NALSAS) has been provided as a focus school which allows TRT to attend network, coordinate and for internal organisation. The school also was provided with a grant of \$8500 from the department's multicultural unit to develop curriculum units

Without these ongoing funds, the school is not sure if it will continue as a focus school. It has been a school priority thus far, and has had excellent support for resource development.

### **Constraining factors**

Finding time to be involved in studies of Asia and making sure that it is aligned with other systemic priorities has been a challenge. Insecurity of funding has also been an issue. Staff turnover has been an issue – requiring constant retraining of new people. The Coordinator position has not been allocated any additional relief time, therefore it has been left to the teacher to work out of hours.

### **Assessment of how well studies of Asia is being implemented in the school?**

Staff believe that the school's program is going very well. All classes are doing units of work on Asia (this is a measurable change over the past five years). It is no longer a special focus because it happens all the time. The support of students, staff and the community is evident by the willingness of families to host Japanese students in the exchange program.

### **Resources and support material used**

Curriculum Corporation resources are very significant. Lots of material has been brought back from in-country visits, including games/CDs/artefacts/music. There is no shortage of resources but Curriculum Corporation resources are essential (eg big books at junior primary level. Part of the school program involves bringing ten visiting Japanese university students each year into the classroom. The students love them and they are obvious hits. The school also has hosted visiting teachers from Korea and Indonesia.

### **Assessment of studies of Asia**

Assessment is based only in units of work. There are no real procedures to assess the success of outcomes across the school.

### **Learning outcomes for students**

Attitude and awareness changes are obvious outcomes seen in the school and community. General knowledge of students has increased., for example in geography awareness, place relationships, understanding of festivals and religions. Students are constructing their own knowledge of Studies of Asia. There is some concern not to reinforce stereotypes.

### **Students' response to the *studies of Asia* program**

Students have responded well to the program, and want to have visitors in classes. They demonstrate a desire to share and show Asian materials. They are much more aware of the diversity of Asia. There is no indication of repetition boredom.

**Where the *studies of Asia* program in the school is predicted to be in three years time?**

The future of the studies of Asia program is seen to depend on continued funding and staff commitment and personnel, and on continuing leadership commitment. They are hoping to improve by establishment of a continuous movement towards depth (challenge images etc.)

**Other support that would help in the implementation of the studies of Asia program in the school?**

If funding continues at present level it will grow from embedding to depth. Scope and sequence will be embedded in policy and not just culture.

### **School G (Integrated practice)**

#### **Background**

This primary school of some 400 students is located in the suburbs of a major city. It draws from a mainly middle class population, few of whom are from Asian backgrounds. The school is member of the Access Asia program.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

The general level of awareness among teachers and school planners about the *Studies of Asia* program is high. This is due to the coordinators strategic and structured approach to the introduction of a new initiative within the school. The coordinator attended all local Access Asia program meetings in 1999 and saw real benefits and identified the program as a priority for Narraweena students.

While the coordinator is familiar with the *Statement on the Studies of Asia* document, it has not been used as the major planning document.

#### **Motivation to become involved in teaching Studies of Asia?**

The coordinators drive and enthusiasm were the major motivators for the school to become involved in teaching Studies of Asia. From 1999 the coordinator delivered staff in-service and then in 2000 established a K-6 committee to plan an integrated approach towards teaching Studies of Asia within the existing HSIE syllabus document. In 2001 a scope and sequence chart within HSIE was established for teaching Studies of Asia. This was developed as a collaborative initiative between the newly formed Studies of Asia K-6 committee and the existing HSIE. During this period the Studies of Asia committee also examined the HSIE syllabus outcomes in terms of the three stages to identify where they could be achieved through units of work with an Asian focus.

#### **What the school is currently doing to implement Studies of Asia**

During this period an assistant teacher from Japan worked from Kindergarten to Year six with students for 1 hour per week. Her focus with students was on Japanese language, Culture, Arts and Crafts. Simultaneously 1 member of staff wrote a unit of work on Japan for Stage one. The outcome of these activities was the identification of a need for the development of a strategic plan and an inventory of resources to support Asian Studies. The seeding grant provided in 1999 also contributed to the purchase of relevant resources.

The next task is seen by staff is seen to be more specific in terms of Scope and Sequence, for example, to develop an conceptual understanding, there is a need to allocate certain countries to each stage to ensure progression and a logical sequence in learning from an Asian Studies perspective. This

has consequently highlighted the need for staff to be in-serviced to highlight different cultural issues to ensure that stereotyping does not occur.

During 2000 the school was given a grant to develop an anti-racism project. This was developed with an Asian flavour. Called 'All In It Together', the unit was accompanied by appropriate assessment tasks. The unit received positive acclaim from all teachers.

Each of these initiatives has been strongly supported by parents who raised funds for teachers to attend the Shang-hai conference in April 2001.

### **Integration with Asian Language study**

Studies of Asia program has been integrated with units about Japan and assistance has been provided from the Japanese assistant teacher with basic Japanese language. No other formal study of Asian languages has been undertaken although this has been identified as a priority and preliminary discussions are now being held.

### **Emphasis of the program**

The schools program addresses concepts of Asia systematically through themes and units taught and the outcomes of the HSIE syllabus document.

The issue of challenging stereotypical views of Asia is systematically addressed at each year level through the careful selection and use of contemporary teaching resources and practical examples of current lifestyles both within Asian countries and in Australia.

Contemporary issues and themes of an Asian nature are explored through student research both from the Internet and with ongoing practical assistance of the school librarian

### **Professional development**

Structured professional development is seen as pivotal to the support of Studies of Asia by teachers in the school. The school coordinator has in-serviced staff with the assistance of the Asian Studies committee on a full range of teaching and learning issues designed to assist teachers to integrate an Asian perspective in students' learning. The school coordinator has attended every possible Access Asia course and has led Access Asia meetings at the rate of 4 per year. The Access Asia committee leads discussion groups at the local and system levels. Two members of staff were also funded to attend a field visit at a conference in Shang-hai entitled 'Linking Latitudes'.

### **Facilitating factors**

Major facilitators of the school's success include the coordinator's enthusiasm and drive, K-6 representation, strong commitment from the librarian, active support of the principal and ongoing support of parents for school based initiatives.

### **Constraining factors**

The major constraint on planning and implementation is the lack of time for teacher planning across and within year levels. This is closely followed by the issue of funding for the purchase of time and resources.

### **Assessment of how well studies of Asia is being implemented in the school?**

The generally held view is that significant progress has been made over the past 12-18 months. This is due to the tangible support from the Principal, ongoing requests for professional development from teachers and the regular use of resources. It is acknowledged by all teachers that change is a journey and progress will be slow.

### **Resources and support material used**

Curriculum Corporation materials are used selectively when they are most appropriate. However, resources employed by most teachers are generally those recommended by the school librarian and Access Asia representatives. These are also supplemented by teacher's own resources gathered from trips to Asia.

### **Assessment of studies of Asia**

The development of appropriate and relevant assessment tools has been a major priority in 2001. Currently both formal and informal techniques are employed but in all cases they are directly linked to HSIE outcomes.

### **Learning outcomes for students**

While it is difficult to attribute particular learning outcomes to the Studies of Asia program it is generally held within the school that attitudes to racist issues and understandings about Asian culture and lifestyle have improved through the Asian Studies program.

### **Students' response to the *studies of Asia* program**

It is generally held that students' response has been positive from K-6. This is readily relevant from students work displayed around the room.

### **Perceived strengths of the *studies of Asia* program in the school**

The greater strength of the Asian Studies program has been the way in which it has been integrated into the mainstream curriculum. This is the major reason why the change will be sustained over time. In addition a sound infrastructure for development has been established. Asian Studies is no longer seen as something different.

### **Perceived weaknesses of the *studies of Asia* program in the school**

The greatest challenge lying ahead is twofold. Initially the teaching of Asian Languages needs to be incorporated into the program. Secondly more

specific guidelines for teaching Asian Studies needs to be developed across year levels.

**Where the *studies of Asia* program in the school is predicted to be in three years time?**

It is predicted that in three years time Asian Studies will continue to be part of the mainstream curriculum and ongoing teacher professional development will be a feature of the program

**Other support that would help in the implementation of the studies of Asia program in the school?**

The need for extra time and the allocation of funds for teacher relief to write additional units and provide teacher in-service

### **School H (Good practice level)**

#### **Background**

This primary school of 110 students is located in a rural area, drawing its students from farming and local communities. It has few students from Asian speaking backgrounds. The school has been a member of the Access Asia program for some years. It is considered to be a “demonstration” school for studies of Asia.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

Because this is a small school, the level of awareness is high. The principal and teachers are all involved with the delivery of the studies of Asia. The *National Statement* was used extensively at a recent staff development day on the studies of Asia at the school.

#### **Motivation to become involved in teaching Studies of Asia?**

The Studies of Asia program is a flow on from teaching Indonesian language. The development of the studies of Asia program seemed to be a logical progression and expansion from this starting point. The initiative comes almost solely from the initiative of the Indonesian teacher. While the principal and staff are supportive, without the coordinator’s drive the program would not have been initiated.

#### **What the school is currently doing to implement Studies of Asia**

The school has revised the HSIE Activity Statement proforma to include studies of Asia so that teachers are required to report on how studies has been included and into other subjects.

The coordinator is continuing to pitch the studies of Asia as a perspective to existing learning areas, emphasising that is not an add-on like Drug Education etc. Studies of Asia will just enhance what is already being taught. Teachers appear to have taken well to this approach with Asian examples being used in many of the learning areas e.g. Kindergarten class is using the Snapshots book to show that Asian people have the same living/food requirements etc. They are still in the process of determining when, where and how often studies of Asia is being applied however this will improve once the Activity Statements develop.

#### **Integration with Asian Language study**

Studies of Asia grew out of Indonesian LOTE and the “Language Continuity Initiative – Grade 5/6 to High School”. They found that teaching just Indonesian LOTE too restrictive, by bringing in studies of Asia the one country perspective was expanded to an overview of many Asian countries. It was a logical progression.

Studies of Asia has been more readily taken up by other teachers as it is easier to teach. In order to teach a language a huge effort is expected of the teacher to achieve accreditation. This accreditation in itself started to fall apart (after the initial surge in the 80's) due to the huge amount of resources required to maintain (this was reflected by only 3 teachers still teaching a language from the initial group of 80).

### **Emphasis of the program**

- Offering a staff development course at the school explicitly focussing on studies of Asia.
- Placing a map on the wall at staff meetings and defining where Asia lies.
- Review with teachers in order for them to conceptualise in different ways.
- Keep communication occurring in the school to discuss Asia in general and issues e.g. Snapshots book used in Kindergarten class re eating and living requirements similar to their own. Olympic Games in China
- Many of the Asian issues in this regard are too “big” for primary students to grapple with such as the Japanese economic crisis etc.
- The staff develop program included a section on “Inventions from Asia” which was a good starting point to understanding Asia’s contributions.
- In some classes a game is used whereby students are shown different items such as an umbrella, iron etc. The students are then asked to identify what country developed this product.

### **Professional development**

The coordinator has completed a Graduate Certificate Studies of Asia (University of Western Sydney). The coordinator has visited Bali to investigate rice growing techniques as a model for the school’s program. The principal has attended an in-country program and as a result is very supportive of efforts to include studies of Asia into the school curriculum. The school recently had a staff development day solely dedicated to the studies of Asia. All of the staff attended a regional 2-day Access Asia development course in 2000.

### **Facilitating factors**

A series of supportive principals has allowed studies of Asia to flourish in this school. The ability to purchase resources has been important, as has a supportive school Librarian to help in the presentation and storage of resources. NALSAS funding has been crucial for the initiatives to be developed. Having a staff development day dedicated to the studies of Asia

and the availability of professional development have helped to get all staff involved.

### **Constraining factors**

Time constraints, a crowded curriculum and insufficient funding were seen as constraining the program. Attendance at meetings by teachers is good however this is not necessarily translating into delivery of the product.

### **Assessment of how well studies of Asia is being implemented in the school?**

Based on the evaluation completed at the staff development day, teachers are indicating positive reaction to the implementation. Comments such as “it is good to stop and have time to reflect and think rather than doing things on the run” were received most often. The Principal’s comments included “attitudes have changed”

### **Resources and support material used**

The school has purchased all available Curriculum Corporation material. The Snapshots book forms the basis of a lot of their teaching. A submission has been made to the Curriculum Corp. to have this document expanded. The coordinator’s personal research on rice growing has been a key input into the development of the program. He has developed videos, books and posters that have been adopted by the Department. Occasionally the school has used resources from Embassies such as the Korean Embassy.

### **Assessment of studies of Asia**

There is no assessment of the studies of Asia undertaken, as it is a perspective only. Some evaluation is completed by the teacher on the Activity sheets. Staff meetings offer another medium where assessment can be undertaken in regard to approach and changes to what is being taught.

### **Learning outcomes for students**

Students are thought to have achieved the outcomes in the Indonesian syllabus and the HSIE syllabus. The rice growing project operated generally outside school hours is viewed a positive outcome and motivation towards teaching the studies of Asia.

### **Students’ response to the *studies of Asia* program**

Teachers are still including studies of Asia so this is a positive indication that students are responding well. Provision of more time and resources has helped with improving delivery and subsequently increasing student interest and motivation. Because Studies of Asia is a perspective and not mandated (it covers many outcome areas) students are not obviously aware that they are being taught Asian studies.

**Perceived strengths of the *studies of Asia* program in the school**

The perceived strengths of the program are that it is a team effort of the staff (whole school approach). The school is well resourced (both in terms of quantity and currency). The big books are considered to be a great resource.

**Perceived weaknesses of the *studies of Asia* program in the school**

Defining “where to from here” was identified as a potential weakness of the program after the successful staff development day. More teachers need to be encouraged to undertake professional development in regard to the studies of Asia (no takers in 2001 for the Graduate Diploma Studies of Asia).

The geographical size of the Access Asia network is seen to be a weakness. The Network does not work well in regard to sharing ideas and facilitating communication between schools. A formalised approach to the network meetings is required. The Language network has become a defacto studies of Asia network.

**Where the *studies of Asia* program in the school is predicted to be in three years time?**

A 13 point action plan has been developed from the staff development day. The school hopes to build on these points to define its future direction. The new rice farm currently being developed is expected to be completed and will provide a resource for the school and other schools in the area.

**Other support that would help in the implementation of the studies of Asia program in the school?**

The progression of Indonesian language to studies of Asia is viewed a positive result for the school. This is mainly due to the potential now to include all teachers at the school rather than the coordinator working on his own. Under this new structure, the coordinator was able to harness the energies of another teacher in 2000 who also had strong affiliation and commitment to implementing the studies of Asia.

Unfortunately, with the Principal retiring at the end of 2002 and the departure of the above other teacher, the coordinator feels that maintaining the same energy towards the studies of Asia may be difficult for the obvious reason that it does not form part of the mandatory curriculum.

### ***School I (Good practice level)***

#### **Background**

This school is a large, affluent independent school for girls in a near city location. The school has a significant number of students from Asian backgrounds, and is a focus school for studies of Asia in the state.

#### **Level of awareness of teachers of the *studies of Asia* program in the school**

There is a very high level of awareness among staff, even amongst those who are not involved in implementing studies of Asia. The school has been a magnet school and the member of the Access Asia School. Studies of Asia is a significant part of the school's program, along with Asian languages. As a focus school, they have had a long term plan, an internal management structure for the program.

Twenty five teachers across the school are part of the program. Almost all primary teachers have done the Flinders course. There is very strong support from the Principal. Two teachers attend the Flinders courses each year, supported by school funding. The program is represented in science and music as well as Primary English, SOSE, Art and Religious Education. Across the school there are well trained, and well-travelled staff who have special expertise in the various countries. Those who have been on an overseas study tour are expected to be a continuing focus person for that country.

#### **Motivation to become involved in teaching Studies of Asia?**

The program began from the initiative of the Principal, based on perceptions of needs based on the background of the students.

#### **What the school is currently doing to implement Studies of Asia**

Studies of Asia is a major thrust in curriculum, integrated throughout the school and across R-12. For example, there is an Asia Literature program R-Year 10, with worksheets on each novel (led by library). Some formal units of work have been developed in SOSE, mainly for Years 8-10 (term studies by country). The primary program is more integrated. Teachers may, fore example, focus on countries in rotation. Teachers use the AEF cross-curriculum document to cover the range of areas.

The coordinator describes the school's efforts as "There is always something on the go with an Asian theme. For example, during August primary teachers will focus on the "Snapshots" kit. The school will be hosting a visiting Korean Teacher. An Asia Literature program will operate in Years 5/6. Year 7 will examine Asian political systems. Year 8 will study Chinese inventions/gamelan. Year 9 will participate in study tours, visiting,

exchange teachers. The Year 10 SOSE teacher will be implementing an Internet-based study unit.

### **Integration with Asian Language study**

Asian language and cultural studies are fully integrated. All students in the school can study Chinese. Language studies R-7 were implemented before the program in Studies of Asia. Chinese was chosen in late eighties as a priority language. During language learning, the culture is the focus. In the senior years, students are able to study social, economic and environmental issues. Both teachers are native speaking Chinese. Some activities in this area include publication of an online newspaper.

### **Emphasis of the program**

Developing closer links with Asia and Asian people has been a major focus of the school's program. This has been addressed in a number of ways, such as having a great number of guest speakers and community people coming to school. Students raise money, and have adopted a land mine site, and are encouraged to take social action. Many students go on exchange programs to Bali, which includes a visit to an orphanage.

### **Professional development**

Two staff have completed the Graduate Certificate in Studies of Asia and two more will do so this year. Their learning is applied in planning and programming across the school. Ten of the 70 staff have been on overseas study tours.

Teachers from the school lead professional development – products eg, reading, writing, Asian literature, varying groups, viewing Asia – for Catholic teachers. There is not a great level of involvement in the Access Asia network, but a strong network has developed from the Flinders network. Other schools come to us for informal sharing and help.

### **Facilitating factors**

The depth of leadership for studies of Asia is seen as a strong facilitating factor, Not only is the principal supportive, but also the librarian, SOSE coordinator, LOTE coordinator, Arts coordinator, and Literacy coordinator

The availability of funds is also important. The core amount is not great (\$3000), but this is supplemented by special grants, eg, the on-line newspaper (NALSAS through CEO by submission). The grant paid fee for

a journalist. The school also contributes its own funds towards the projects on a dollar for dollar basis.

Time for planning is seen as essential – having a 3 year plan helps people know where they're going. Resources are better managed and publicised. Also, having a clear management strategy, with identified key roles is seen as a facilitating factor. The plan covers all areas of curriculum. There is an annual studies of Asia staff meeting. Teachers are responsible for making reports and organising professional development following overseas study tours.

### **Assessment of how well studies of Asia is being implemented in the school?**

The school's perception is that it is doing very well in terms of implementation of studies of Asia. There is ample evidence of this in terms of support, curriculum quality and extent and penetration of studies. There is whole staff focus and support for all activities.

### **Resources and support material used**

The school has all of the Curriculum Corporation materials. The school uses Literacy budget and grants and LOTE money to purchase them. The school has a lot of additional resources of their own.

### **Assessment of studies of Asia**

Classroom assessment is up to the teacher. Assignments are given by individual teachers but it is not planned or coordinated. There is no overview of outcomes, but evaluation of programs with student feedback is undertaken. There is an Asia Wise competition for years 9/10 that allows for an informal comparative assessment.

### **Learning outcomes for students**

Most of the emphasis has been on developing concepts outcomes and examining stereotypes. The coordinator believes that students have attained more in depth outcomes – there is no real evidence for this but feels that this occurs through languages at senior secondary.

### **Students' response to the *studies of Asia* program**

Student response has been positive. They particularly enjoy the celebrations. Because the work is integrated into mainstream areas, they may not otherwise know that they are doing "studies of Asia."

**Perceived strengths of the *studies of Asia* program in the school**

The perceived strengths of the program come from its shared ownership. While it has leadership, it is being driven from all over the school in different ways. More teachers are getting on board. There are some very passionate people who generate enthusiasm from other by creating a sense of enjoyment. The networking support is also important.

**Perceived weaknesses of the *studies of Asia* program in the school**

There are few perceived weaknesses in the school. There is a sense of isolation that comes from being a focus school. Managing a network is seen as being a huge responsibility.

**Where the *studies of Asia* program in the school is predicted to be in three years time?**

Over the next three years, there will be further development of the website, and continued support for other schools, strengthened links with sister schools (teacher, class, email), email pals, sharing of experiences, continuing teacher talk, closer alignment of programs with the state curriculum framework, and involvement of students in writing and social action.

## Extent of Implementation across the nation

The section above and the case studies describe the *kinds* of activities schools undertake under the broad banner of studies of Asia. However, there is little available evidence, other than anecdote, about the *extent* of implementation of studies of Asia across the country. Few States and Territories have procedures in place that would allow any accurate monitoring of school practices in this area. A new data collection from schools was therefore required to provide insights into the extent of implementation.

## The Studies of Asia School Survey

The Review survey was designed to capture data from a random selection of schools not in the Access Asia program across the country representing all levels of implementation, including those who did not teach studies of Asia at all, those who taught some aspects of Asia to some students, and those in which the study of Asia was a serious and sustained feature of their program. The design of the Studies of Asia survey built in a deliberate over-sampling of schools so as to achieve an overall target of 800 responses. The survey response rate is in line with other recent national surveys of schools. The distribution of response rates from the states and sectors further suggests that the survey results can be accepted as reasonably representative of all schools (with the possible exception of under-representation of NSW), but the true extent of any potential response bias in favour of schools with active programs is unknown.

**Table 7: Response to the Review of Studies of Asia School Questionnaire**

	Surveys distributed (N)	Surveys distributed (%)	Surveys received (N)	Surveys received (%)
ACT	38	1.4	9	1.4
NSW	928	34.4	170	25.8
NT	52	1.9	9	1.4
Qld	504	18.7	115	17.4
SA	215	8.0	67	10.2
Tas	90	3.3	18	2.7
Vic	586	21.7	176	26.7
WA	284	10.5	87	13.2
Total	2697	100.0	660	100.0

## The Access Asia School Survey

The survey of Access Asia school practices was distributed to all schools in the program via an insert in AEF News (Vol 10, No1, 2001), with a closing date of 31 August 2001. An email reminder was also sent to all schools in the Access Asia database for which an email address was available. Questionnaires were then mailed back to Erebus Consulting Partners for processing. The survey was also available electronically, but only one school chose to use this method of responding. Further encouragement to respond was provided by providing an incentive of \$200 worth of Access Asia resources to each of five randomly selected responding schools (2 primary, 2 secondary, and one P-12 school). The purpose of the survey was to attempt to understand the type and range of studies of Asia activities currently occurring in schools across Australia and to gauge school responses to the range of curriculum materials and services available.

Using this method, the survey was potentially available for completion by all 1,864 schools on the Access Asia mailing list. However, while closer examination of this list suggests that some schools have double entries (such as separate entries for the junior and senior grades) and some are non-school based personnel, there were still potentially a significant number of schools able to participate in the survey.

By the closing date of the survey, some 242 useable surveys had been returned, or about 15 per cent of all Access Asia schools (depending on whether the AEF News was correctly delivered to or read by the intended recipients). Further details of the response rate are shown in Table 8 below. While this level of response would not normally be considered sufficient for statistical significance testing in normal survey work, it is not unexceptional for current surveys of Australian schools where participation is optional and voluntary. The total number of responses is sufficient to provide an overview of current practices in at least those schools sufficiently committed to respond to the questionnaire. Table 8 suggests that the response rate over-represents schools in South Australia and under-represents schools in Tasmania, Victoria and Western Australia.

**Table 8: Response to the Access Asia School Questionnaire**

	Number Received	Percent Received	Potential Sample (N)	Potential Sample (%)
ACT	22	9.1	90	5
NSW	35	14.5	352	19
NT	1	0.4	85	5
Qld	13	5.4	54	3
SA	74	30.6	343	18
Tas	11	4.5	200	11
Vic	68	28.1	400	21
WA	18	7.4	340	18
Total	242	100	1864	100

While the overall response to the survey of 24% is relatively low (see Table 9), combined with the survey of Access Asia schools, the Review has available to it a combined set of 902 school responses from which to appreciate the extent of implementation. Response characteristics for the combined data set are shown in Table 9.

**Table 9: Combined response set by State and level of schooling**

	Primary	Secondary	P-12	Not stated	Total
ACT	24	5		2	31
NSW	132	52	16	5	205
NT	5	3	2		10
Qld	88	26	11	3	128
SA	86	39	12	4	141
Tas	16	8	4	1	29
Vic	176	54	13	1	244
WA	62	28	11	4	105
Not stated	4	2	0	3	9
Total	593	217	69	23	902

The questionnaire items in the two surveys were identical, with the exception of the omission of a question about constraining factors in the Access Asia survey. In the analysis below, unless otherwise specified, the results from the two surveys have been combined.

### **Level of activity**

Of the 660 schools that responded to the Studies of Asia survey, about 72 per cent indicated that they taught studies of Asia in some way, to at least one group of students in the school, and about 28 per cent did not teach studies of Asia at all. Table 10 suggests that, of those schools that responded to this questionnaire, a greater percentage of secondary and K/R/P-12 schools taught studies of Asia than primary schools. In these schools, studies of Asia was more likely to be taught in Catholic schools (76.7%) and Independent schools (80.8%) than Government schools (69%) and in larger schools than smaller schools (see Table 11). Schools with a higher percentage of students from Asian speaking backgrounds were also more likely to teach studies of Asia than those who had fewer or no student from Asian speaking backgrounds.

**Table 10: Percent of schools teaching studies of Asia by school type**

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School type		Not taught	Taught	Total
Primary	Number	142 (31.4%)	310 (68.6%)	452 (100%)
Secondary	Number	28 (22.2%)	98 (77.8%)	126 (100%)
K/R/P-12	Number	12 (18.2%)	54 (81.8%)	66 (100%)
Total	Number	182 (28.3%)	462 (71.7%)	644 (100%)

**Table 11: Percent of schools teaching studies of Asia by school enrolment.**

Enrolment		Not taught	Taught	Total
30 students or less	Number	17	24	41
	%	41.5%	58.5%	100.0%
31-100	Number	39	65	104
	%	37.5%	62.5%	100.0%
101-400	Number	86	192	278
	%	30.9%	69.1%	100.0%
401-700	Number	25	96	121
	%	20.7%	79.3%	100.0%
701 and above	Number	18	94	112
	%	16.1%	83.9%	100.0%

**Table 12: Percent of schools teaching studies of Asia by percentage of students from Asian speaking backgrounds.**

Percentage of Asian Speaking Students in the school		Not taught	Taught	Total
Nil	Number	66	101	167
	%	39.5%	60.5%	100.0%
0-20%	Number	113	334	447
	%	25.3%	74.7%	100.0%
21-50%	Number	4	28	32
	%	12.5%	87.5%	100.0%
51-100%	Number	0	6	6
	%	0%	100.0%	100.0%

## Who teaches studies of Asia?

Table 13 suggests that in those schools that taught studies of Asia, most frequently it was taught by teachers in a specific learning area. This was particularly the case in secondary schools, where studies of Asia was taught a specific learning area in 61 percent of schools, compared to 31 percent of primary schools that taught in this way. This is not a surprising result, since teaching and learning in most secondary schools is organised on a subject basis. Of the primary schools that responded to the surveys, 30 percent reported that studies of Asia was taught by the majority of teachers in the school compared to only 18 percent of secondary schools. Respondents from Catholic schools (19%) more frequently reported that the majority of teachers across the school taught studies of Asia than government schools (12%), and a greater percentage of government schools (47%) and Independent schools (48%) reported that it was taught in a specific learning area than Catholic schools (30%). Teaching across the school was more common in schools in the Australian Capital Territory (42%) and Northern Territory (38%) than in other states, while a higher proportion of respondents from South Australia (32%) said studies of Asia was taught by only a few individual teachers. Schools in Western Australia (62%), Queensland (47%) and New South Wales (45%) were more likely to teach studies of Asia in specific learning areas.

**Table 13: How would you best describe the way studies of Asia is taught in your school?**

	Frequency	Percent
Taught by the majority of teachers across the school	169	24.6
Taught mostly by teachers in a specific learning areas	291	42.3
Taught only by a few individual teachers	162	23.5
Other	66	9.6
Total	688	100.0

Schools that said that they taught studies in other ways most frequently said that it was taught as part of LOTE. Others said it was taught incidentally, in the sense of being a different culture from European Australian culture was incorporated into wholistic approach to teaching in Montessori philosophy, or was taught by a specialist teacher, such as a Japanese intern, or the art teacher through the visual art program.

## Programs and Policies

The majority of schools responding to the surveys that taught studies of Asia said that they had not developed a policy or statement (60 per cent of respondents) and 62 per cent had not developed a specific teaching program (ie, a whole school scope and sequence for the study of Asia). About ten per cent of schools said that they used their system's policy document. A slightly greater proportion of schools in the Access Asia program (54%) had formulated a policy in this area than those schools not a member of this program (43%), but there were no differences between these two groups as to whether they had developed a whole school teaching program. Government schools were more likely to have both written policies and programs than other schools, and more likely to report using systemic policies. There were no significant differences between primary secondary schools on this dimension, nor any significant differences between the states and territories.

**Table 14: Percent of schools with a policy/statement on studies of Asia?**

	Frequency	Percent of schools teaching studies of Asia
Schools with policy	167	30.0
No policy	331	59.5
Use system policy	58	10.4
Total	556	100.0

**Table 15: Percent of schools with a specific teaching program for the study of Asia?**

	Frequency	Percent of schools teaching studies of Asia
Schools with program	209	37.5
No program	348	62.5
Total	557	100.0

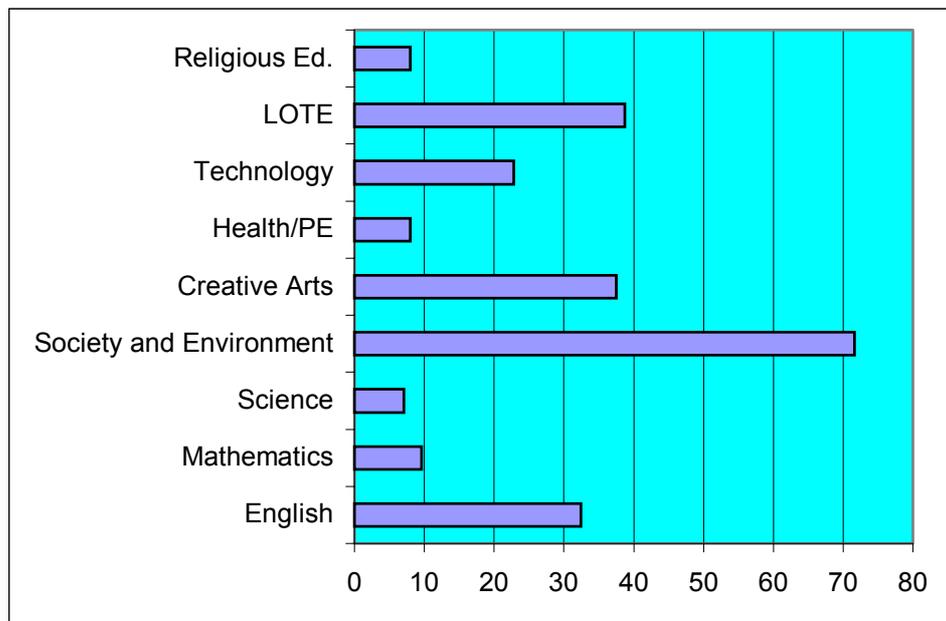
## Teaching in Key Learning Areas

Studies of Asia are taught in different ways in different schools. It may be taught as a complete unit of work in a particular learning area, (for example in NSW as a component of HSIE. In primary schools, where integrated units of work are more commonly used, studies of Asia may be taught across a number of learning areas. The survey sought to establish the

frequency with which studies of Asia was taught in the different learning areas.

Figure 1 shows that, for all types of schools, studies of Asia is most frequently taught in Studies of Society and Environment. Studies of Asia were also taught by a significant proportion of schools in English, Creative Arts and Languages other than English (LOTE). It was less frequently taught in Mathematics, Science and Health and Physical Education, and Religious Education. There were no significant differences between primary, secondary or K/R/P-12 schools in the way in which they taught studies of Asia in the learning areas.

**Figure 1: Percentage of schools teaching studies of Asia by learning areas**



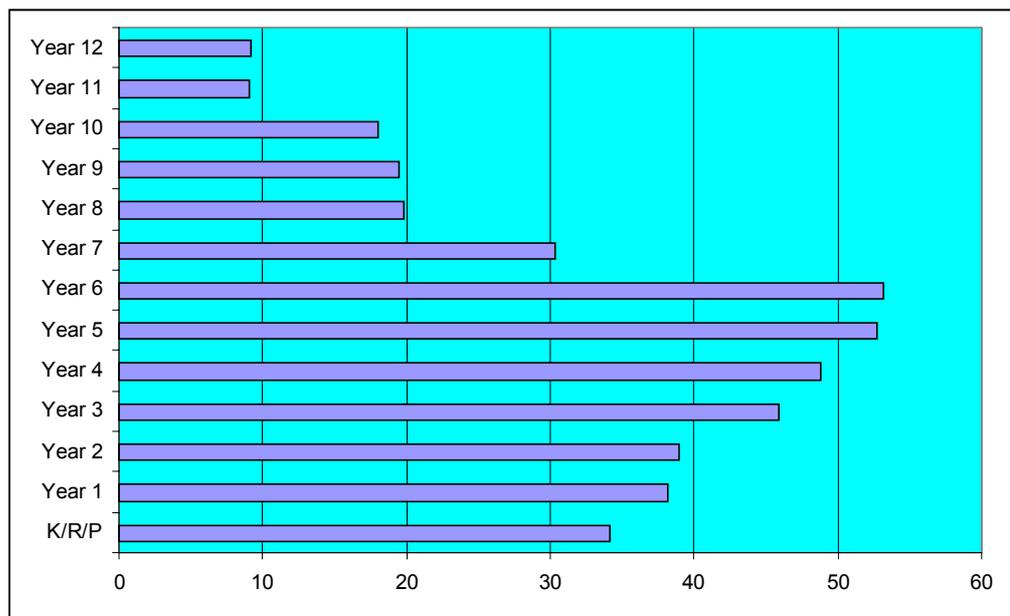
The survey also sought to identify the year levels within schools that studies of Asia was taught in. Figure 2 shows that most frequently, studies of Asia is taught in Years 5 and 6. Studies of Asia are taught least frequently in Years 11 and 12. While a greater percentage of secondary schools overall taught studies of Asia, Figure 2 suggests that they did so in only a narrow range of classes, rather than across the school. Primary schools, on the other hand, appear to teach studies of Asia at all year levels.

More schools in the Access Asia program appear to teach studies of Asia in the junior primary years (K-Year 4) than non-Access Asia schools, but there were no significant differences between the two types of school in later years. Likewise, a relatively greater percentage of Catholic schools taught studies of Asia in the junior primary years than Government or

Independent schools. In the middle and senior years of schooling, a relatively greater percentage of Independent schools taught studies of Asia than Government or Independent schools. At Year 5 level, there were no significant differences between sectors.

There were some differences in the year levels in which studies of Asia were taught in schools in different geographic areas. A relatively greater percentage of schools in rural areas taught studies of Asia in the primary school grades, and relatively fewer rural schools taught studies of Asia in Years 11 and 12. There were no significant differences between geographic areas in the way studies of Asia were taught in junior secondary years. Also, a relatively greater proportion of small schools (less than 30 students) taught studies of Asia to all primary grades (possibly because the same program was taught to or involved all students).

Figure 2: Percentage of schools teaching studies of Asia by year level



### Studies in Asian Languages

Of the schools responding to the surveys, some 74 per cent reported that they provided some program of study in an Asian language. Of the schools with Asian language programs, all said that they also taught studies of Asia, and almost all schools that taught Asian studies also taught an Asian language.

Table 16 below suggests that Asian languages were more frequently taught in secondary schools and K-12 schools than primary schools.

**Table 16: Percent of schools providing programs of study in Asian languages.**

		Does your school provide programs of study in Asian languages?		
School type		Yes	No	Total
Primary	Number	259	130	389
	%	66.6%	33.4%	100.0%
Secondary	Number	151	20	171
	%	88.3%	11.7%	100.0%
P-12	Number	42	13	55
	%	76.4%	23.6%	100.0%
Total	Number	464	167	631
	%	73.5%	26.5%	100.0%

Table 17 shows that schools with a higher enrolment of Asian-speaking languages backgrounds were more likely to teach an Asian language.

**Table 17: Language programs by school enrolment of Asian speaking students**

			Does your school provide programs of study in Asian languages?		
			Yes	No	Total
Percentage of students from Asian backgrounds	Nil	Number	78	38	116
		%	67.2%	32.8%	100.0%
	0-20%	Number	331	117	448
		%	73.9%	26.1%	100.0%
	21-50%	Number	38	10	48
			79.2%	20.8%	100.0%
	51-100%	Number	11	2	13
		%	84.6%	15.4%	100.0%
	<b>Total</b>	Number	464	167	631
	%	73.5%	26.5%	100.0%	

Table 18 shows that the majority of schools teaching an Asian language did so as part of the regular program. Of those schools that taught an Asian language, Indonesian and Japanese were the most frequently taught. Each of the Asian languages were taught in a greater percentage of the responding secondary schools than primary schools, schools in metropolitan locations than regional or rural locations, and larger than smaller schools.

**Table 18: Percent of schools teaching Asian languages**

	Taught as part of the regular program (%)	Taught outside regular school hours (%)	Not taught (%)
Chinese	23.1	2.1	74.7
Indonesian	30.1	0.9	69.0
Japanese	30.3	0.8	68.9
Korean	1.1	0.9	98.0
Other	2.4	1.0	96.6

### Leadership of studies of Asia in schools

Table 19 suggests that in those schools that taught some level of studies of Asia, about 61 per cent of them had identified someone as having overall responsibility for the school's studies of Asia program. In most of these schools, a specific individual was given responsibility, and in about 24 percent of schools a team was established to oversee studies of Asia. In primary schools, most often an individual had overall responsibility, while in secondary schools a team had more frequently been given this responsibility. Where a team had overall responsibility (whether primary or secondary school), studies of Asia was reported to be more frequently taught by the majority of teachers in the school (47%) than taught in specific learning areas (21%) or by a minority of teachers (14%).

In schools where no-one had overall responsibility for studies of Asia, 51 percent indicated only a minority of teachers taught this subject area, and only 20 per cent of these schools claimed that studies of Asia was taught across the school. Catholic schools more frequently had appointed either a team or an individual to have responsibility for this area than Government and Independent schools. Eighty percent of schools that had been members of the Access Asia program had some-one who coordinated studies of Asia, while in schools not part of this program, only 39 per cent had a coordinating individual or team.

**Table 19: Who has overall responsibility for the school's studies of Asia program by School Type**

School type		Who has responsibility for studies of Asia in the school?			
		Individual	Team	No-one	Total
Primary	Number	144	72	140	358
	%	40.2%	20.1%	39.1%	100.0%

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<b>Secondary</b>	Number	37	51	71	160
	%	23.1%	31.9%	44.4%	100.0%
<b>P-12</b>	Number	12	12	28	53
	%	22.6%	22.6%	52.8%	100.0%
<b>Total</b>	Number	198	140	244	586
	%	33.8%	23.9%	41.6%	100.0%

**How studies of Asia are taught**

A key issue in understanding the status of teaching studies of Asia in Australian schools concerns *how* it is taught. While the results of this survey suggest that some three-quarters of Australian schools teach studies of Asia in some way, for many schools this may be at a superficial level. The AEF, for example, has foreseen one of its strategic challenges for the future as being how to move schools from simple awareness-raising activities, such as multi-cultural food days, to a serious and deep consideration of Asia, culture, history and so on. Several questions in this survey address this issue. Figure 3 suggests that teaching through specific events and individual activities such as Origami lessons are a significant form of activity in all schools. Teaching within an Asian language program and as a unit of work across a several learning areas were also reported frequently teaching methods.

**Figure 3: How studies of Asia are usually taught.**

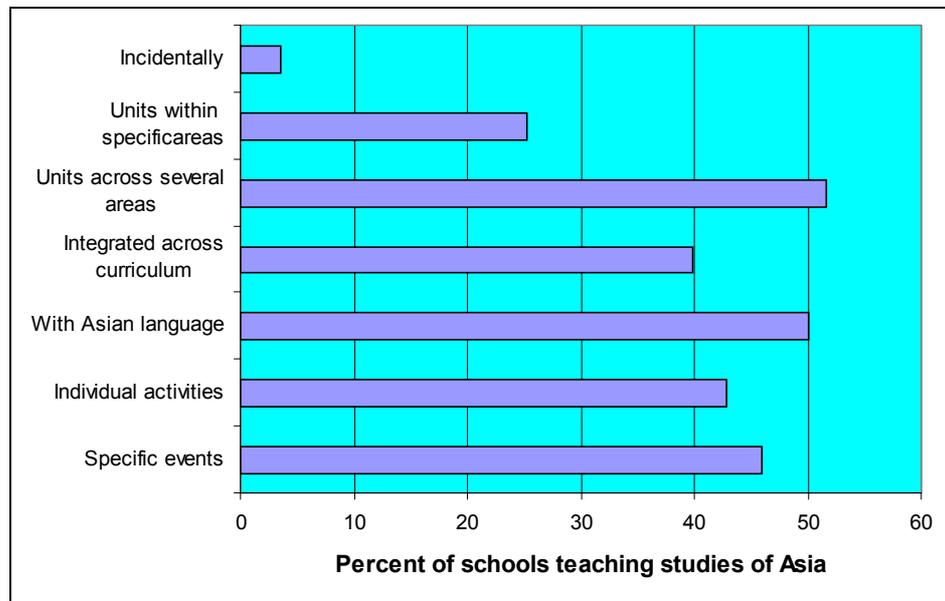


Table 20 below suggests that teaching studies of Asia in an integrated way across the curriculum was used in a greater proportion of primary than secondary or K-12 schools (reflecting the way in which these types of schools most usually approach student learning. Somewhat surprisingly, a greater percentage of secondary schools said that they taught studies of

Asia as individual activities (presumably within specific lessons), although a greater percentage of primary schools held specific events such as multicultural festivals. Also surprising is that nearly three-quarters of the secondary schools responding to the survey said that they taught studies of Asia across several learning areas, a response that is at odds with their response to an earlier question that suggests that most teaching of studies of Asia in secondary schools takes place within a specific learning area.

**Table 20: How studies of Asia are taught by school type**

	Primary (%)	Secondary (%)	K/P/R-12 (%)
Specific events, e.g. multicultural festivals	47.7	42.5	38.9
Individual activities, e.g. origami lessons	41.7	49.8	27.8
With Asian language program	46.6	57	51.9
Integrated across the curriculum	42.7	36.2	35.2
Units of work across several learning areas	40.4	74.4	59.3
Units of work within specific learning areas	25	27.1	22.2
As an incidental part of work in learning areas	3.2	3.4	5.6

Table 21 compares the way in which schools in the Access Asia program teach studies of Asia to those schools not in the program. Access Asia schools more frequently utilise specific events, individual activities, and activities integrated across the curriculum. While the two types of school were similar in the extent to which they taught within an Asian language program, more than three-quarters of the non-Access Asia schools did not teach studies of Asia in an integrated way across the curriculum or as units within specific learning areas. These results can be interpreted to mean that while significant numbers of Access Asia schools use lower-level activities in their studies of Asia program, they are far more likely to also be teaching in a more substantial way. This may reflect the greater awareness of teaching resources and professional development typically available to teachers in the Access Asia networks.

**Table 21: How studies of Asia are taught by Access Asia program membership**

	Specific events		Individual activities		With language program		Integrated across curriculum		Units within specific areas	
	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)
<b>Access Asia school</b>	48.9	51.1	56.5	43.5	50.4	49.6	49.6	50.4	78.6	21.4
<b>Not an Access Asia school</b>	66.6	33.4	67.8	32.2	53.7	46.3	76.1	23.9	76.7	23.3

Examples of other ways schools described teaching studies of Asia include the following:

- In LOTE programmes.
- In the subject in Gr. 9&10 called Asian studies.
- Exchange program biannual visits.
- Also with support of teacher librarian in junior school.
- As appropriate examples in Geography and History eg monsoon rice cultivation.
- Thematic approach activity based.
- Interaction with visiting Japanese students. Internet / email contacts.
- Integrated. As awareness throughout the teaching years of other cultures especially more neighbourly ones.
- Years 3,4,7, all do some classroom Asian studies. Years 5-7 do Japanese LOTE.
- Senior modern history allows for one depth study in year 11. Society and Culture Japan, Vietnam intercultural communications.
- One 45 minute lesson per class each week.
- Particular subject AAP - Australia in Asia and the Pacific.

### **Motivation for teaching studies of Asia**

Figure 4 below suggests that, for schools that taught studies of Asia in some way, the main motivating factors were individual teacher interest, a perceived obligation to fulfil a State or Territory curriculum or syllabus requirement, and the introduction of an Asian language program. These results are consistent with the perceptions of those interviewed in the case study schools, and align with those of previous studies. Interestingly, in the sample of schools in this study, individual teacher interest was more important in Access Asia schools (61%) than non-Access Asia schools. This may suggest that membership of this program is also largely driven by the interest of individuals rather than a whole school commitment. However, the fact that the main motivation may have come from individual teacher interest did not appear to impact significantly on who subsequently taught studies of Asia, although, as Table 29 suggests, there is a requirement for a strong supporter or “champion” and principal or executive support for studies of Asia to maintain whole school interest.

**Figure 4: Main motivation for teaching studies of Asia in the school (Percent of all schools teaching studies of Asia).**

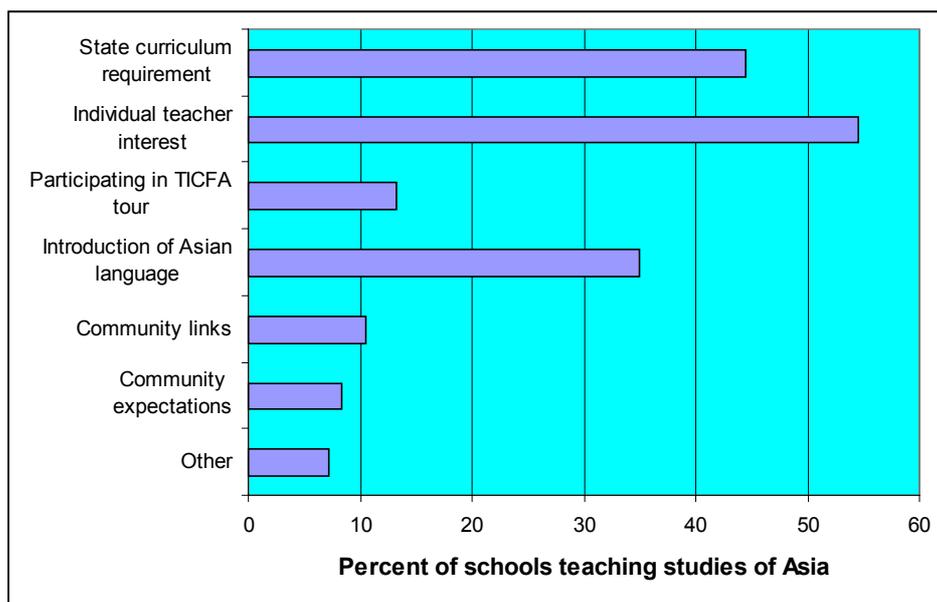


Table 22 shows differences between primary and secondary schools in the main motivation to teach studies of Asia. While individual teacher interest or expertise was the most frequently listed motivating factor, it was significantly more important in secondary schools than primary schools. The opportunity to participate in overseas study tours, and the introduction of an Asian language were also significantly more important factors in secondary schools. The establishment of community links was also more frequently cited in secondary and K/R/P-12 schools.

**Table 22: Motivation for teaching studies of Asia by school type (Percent of schools teaching studies of Asia)**

	Primary (%)	Secondary (%)	K/R/P-12 (%)
State curriculum requirement	45.6	42.5	46.3
Individual teacher interest	47.5	71.5	50.0
In country study tours	9.9	20.3	13.0
Introduction of Asian language	4.6	19.8	20.4
Community links, e.g. sister city	34.6	35.7	34.9
Community expectations	6.4	11.1	13.0
Other	6.8	5.1	13.0

The main motivating factors for schools were slightly different between sectors. Government schools more frequently cited state or territory curriculum requirements as the main motivating factor (56%) than Catholic (47%) or Independent schools (42%). Participating in overseas study tours

was more important as a motivating factor in Catholic schools (15%) than in other schools (4%). A greater percentage of Independent schools considered community expectations to be most important.

Other motivating factors for studies of Asia given included:

- the availability of grants to purchase resources and teacher PD.
- School Council mandated it.
- visiting exchange students.
- a belief that you cannot teach History or Geography without reference to Asia.
- a belief that understanding other cultures is important.
- we challenge stereotypes through Religious Education syllabus.
- Need to develop knowledge of neighbouring countries.
- desire to development of students understanding of Asian cultures and regional issues.
- parents wanted the program.
- awareness of the school's multicultural population.
- a desire to nurture and value multiculturalism and a harmonious society.

### **Emphasis given to particular learning outcomes**

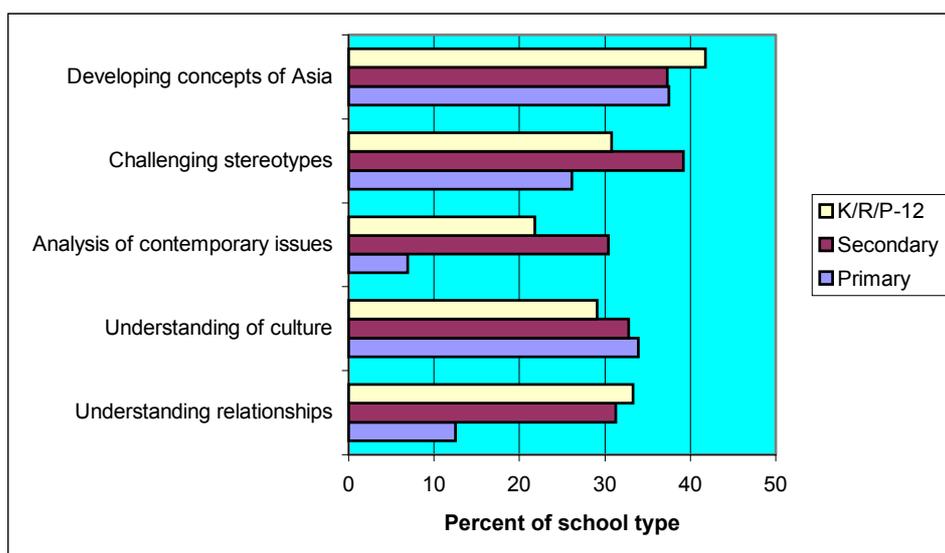
The *Statement on Studies of Asia* lists a number of specific learning outcomes for students as desired from teaching in this area. The survey sought to establish what emphasis was given to these learning outcomes. Table 23 suggests that, for schools that taught studies of Asia in some way, most emphasis was given to developing concepts of Asia, challenging stereotypes, and understanding the contribution of the cultures of Asia. There were some differences in the degree of emphasis given to particular outcomes by school level. Figure 5 shows that secondary schools more frequently gave strong emphasis to analysis of contemporary issues and understanding the implications of closer Asia-Australia relationships than primary schools. These differences in emphasis appropriately reflect the differences in maturity levels, interests, and abilities of students of different ages. Schools that taught Asian languages more frequently reported giving strong or moderate emphasis to all learning outcomes than those not teaching an Asian language.

**Table 23: Emphasis given to particular learning outcomes (Percent of schools teaching studies of Asia).**

	Strong emphasis (%)	Moderate emphasis (%)	Little emphasis (%)	Not at all (%)
Developing concepts of Asia	38.0	46.7	13.0	2.2
Challenging stereotypes	30.3	43.9	20.3	5.6
Analysis of contemporary issues	15.1	43.8	33.1	8.0
Understanding the contribution of Asian culture	32.7	47.9	17.4	2.1
Understanding implications of closer Asia-Australia relationships	19.4	43.1	28.2	8.7

Catholic schools more frequently gave greater emphasis to challenging stereotypes than schools in other sectors, but sectoral differences were not otherwise significant. Schools in the Northern Territory, and to a lesser extent Tasmania and the Australian Capital Territory were more likely to give strong emphasis to all of the learning areas, but particularly developing concepts of Asia, challenging stereotypes, and analysis of contemporary issues than other States. However, within states, the location of the school in rural or metropolitan areas did not appear to significantly impact on the relative emphasis given to different learning areas.

**Figure 5: Percent of schools giving strong emphasis to particular learning outcomes by school type**



Other emphases noted included cultural comparisons - Australia and Japan (Society and Culture); economic and business links - related to syllabus;

Asia studies flow from high Asian school population - but presents as an awareness of all our cultures, not just Asian; and respect for other cultures.

### Support for studies of Asia

Schools were asked to indicate the extent to which various resources had supported the teaching of studies of Asia. Table 24 shows, for all types of schools teaching studies of Asia in some way, the extent to which they found these resources useful.

**Table 24: Extent to which resources supported teaching of studies of Asia (percent of all schools teaching studies of Asia).**

	Great extent (%)	Moderate extent (%)	Little extent (%)	Not at all* (%)
NALSAS Curriculum Support Document	3.4	12.9	13.7	70.0
<i>Studies of Asia: A Statement for Australian Schools</i>	13.0	26.0	21.6	39.4
Curriculum consultants	7.5	17.2	20.3	54.7
Network coordinators	9.8	16.9	20.1	53.2
Specialist LOTE teachers	40.5	14.9	6.4	38.1
School studies of Asia team	12.3	14.8	13.8	59.1
Print resources	34.9	36.6	11.7	16.8
Electronic resources	14.2	32.0	26.3	27.5
Systemic guidelines and documents	21.2	36.3	22.8	19.7
Community resources	7.0	20.0	27.7	45.5
Other resources	3.6	1.1	2.2	93

\* Includes not answered

Specialist teachers, system consultants and network coordinators were more frequently rated as supporting studies of Asia in secondary schools than primary schools. Electronic resources were also more frequently reported to support studies of Asia in secondary schools than primary schools.

### Factors affecting use of electronic resources

Given the significant investment in the development of electronic resources to support studies of Asia, and their relatively little use (compared to say, print resources), it is important to understand what factors affect use of electronic resources in schools. Table 25 suggests that all of the factors investigated in the survey were of roughly equal importance. Lack of information about the availability of these electronic resources, as well as the ability to use them in the classroom are all important constraints on their increased use.

**Table 25 Factors affecting use of electronic resources**

Factor	Percent of schools
Availability of technology in the school	36.5
Student access to technology	32.9
Teacher expertise in using technology	35.0
Awareness of availability of electronic resources	38.2
Other	2.4

### **Professional development support for studies of Asia**

Professional development support for studies of Asia is available from a range of sources, including those provided by state and territory education systems, sometimes funded by NALSAS, sometimes through the Access Asia program, resources produced by the Curriculum Corporation, and by universities and the Asia Education Foundation. Table 26 shows the extent to which teachers accessed different forms of professional development support for teaching studies of Asia.

**Table 26: Extent to which teachers accessed professional development**

	Great extent (%)	Moderate extent (%)	Little extent (%)	Not at all* (%)
Cross curriculum studies, eg LOTE	17.2	17.2	17.2	48.4
Overseas study tours for teachers	10.3	12.9	10.5	66.3
Access Asia networks	13.9	16.2	12.4	57.5
Input from AEF advisors	5.3	10.3	13.3	71.7
Post graduate study	6.5	9.3	11.0	73.2
System consultants and advisors	3.9	8.6	17.1	70.4
School based professional development provided by members of staff	9.2	12.6	17.7	55.4
Access Asia website	6.8	17.8	22.8	52.5
Specific inservice courses	11.6	19	14.9	54.4
Conferences and seminars	10.6	11.8	14.7	54.8

\* Includes not answered.

### **Assessment of Asian Studies**

How “seriously” schools think about teaching in a certain area is often reflected in the efforts made to assess, monitor, and evaluate student learning in the area. For schools to effectively assess student learning, there is a need to think about the outcomes they expect students to have achieved from the learning activities. Given that a significant amount of the

activity that schools undertake as studies of Asia consists of one-off events, it would be expected that student assessment would not be a high priority in these circumstances.

Figure 6 suggests that the majority of schools do assess student learning in studies of Asia, but do so in informal ways, such as teacher observations. About half of the responding schools said that they assessed studies of Asia through formal, in-school assessment tasks such as student assignments and tests. Only a small percentage of schools indicated that their students were assessed through external examinations.

**Figure 6: How studies of Asia is usually assessed (all schools)**

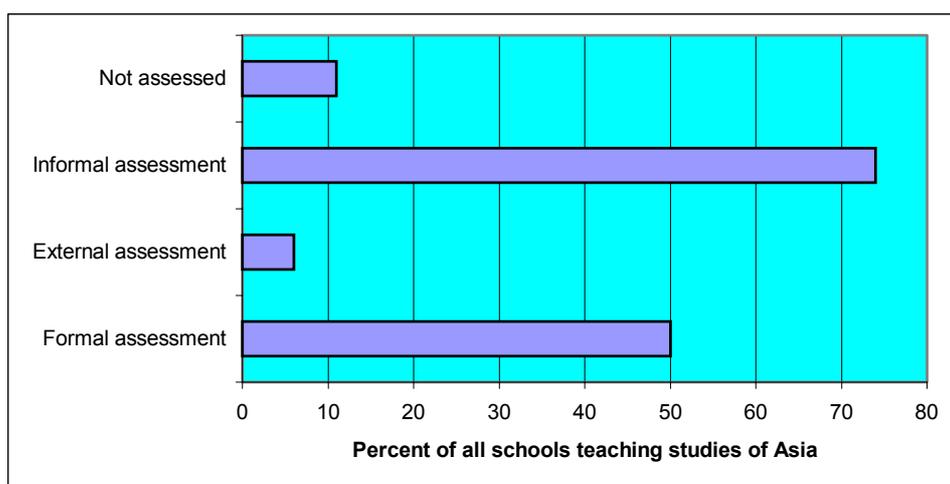


Table 27 suggests that secondary schools and K/R/P-12 schools more frequently use formal assessment methods in studies of Asia than primary schools. Conversely, primary schools more frequently reported using informal assessment methods than secondary schools. Primary schools were more likely not to assess studies of Asia at all.

**Table 27: How studies of Asia is usually assessed by type of school**

	Primary (%)	Secondary (%)	K/R/P-12 (%)
Formal assessment, eg. through tests, student assignments, etc.	36.4	76.2	73.3
External assessment or examinations	1.8	12.7	19.3
Informal assessment, e.g. through teacher observations, student feedback etc.	80.7	58.7	73.7
Not assessed	14.2	4.2	5.3

## **Usefulness of resources**

Schools were asked to rate how useful they had found a range of resources were in teaching studies of Asia in their school. The results are presented in Table 28. The responses to this question suggest that, with a few exceptions, the resources are not found to be extremely useful. The most frequent category of response for all resources was “not aware of this resource”. Interestingly, many schools did not record any response for many individual titles, suggesting also that either they were not familiar with the resource or did not consider them to be appropriate.

The resources considered most useful by schools were the Snapshots kit (37%), the Access Asia Primary and Secondary teaching and learning units (18%), Indonesia Kaleidoscope, and System syllabus/curriculum frameworks and teacher support materials. As would be expected, with the exception of Indonesia Kaleidoscope, these resources were those that schools appeared to be most familiar with. It is important to note that for many of the resources, while the numbers of schools responding was not large, the frequency of “little use” ratings was as great or greater than the “extremely useful” ratings. This pattern can be seen in the Asia at a Glance series for secondary schools, for example.

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Table 28 : Perceived usefulness of various curriculum resources  
(Percent of all schools).

	Extremely useful (%)	Moderately useful (%)	Little use (%)	Not aware of resource (%)	No answer (%)
60-170 East	4.3	12.2	3.1	50.8	29.6
A Thai Journey	1.5	8.0	4.6	51.5	34.4
<b>Access Asia: Primary/ Secondary Teaching and Learning Units</b>	<b>18.4</b>	<b>25.6</b>	<b>6.6</b>	<b>26.8</b>	<b>22.6</b>
Asia At a Glance (CD-ROM)	9.5	18.4	3.9	40.1	28.1
Asia at a Glance Secondary English Curriculum Units	1.3	4.4	6.5	50.2	37.6
Asia at a Glance Secondary SOSE Curriculum Units	3.6	5.7	6.8	50.2	37.6
Asia Scope	3.2	10.6	3.9	49.7	32.5
Chong Ling's China	5.0	6.3	2.8	54.6	31.3
Exploring Korea	6.6	9.5	3.8	48.0	32.1
Images	8.2	13.7	4.2	42.6	31.3
<b>Indonesia Kaleidoscope</b>	<b>15.5</b>	<b>13.4</b>	<b>3.9</b>	<b>40.4</b>	<b>26.8</b>
Inside King Sejong's Gate	4.9	6.4	2.5	53.5	32.7
Many Flowers	9.4	12.3	2.2	46.9	29.2
Our Home	7.8	12.3	2.5	46.5	29.2
School's Out	7.0	10.5	2.4	49.0	31.1
<b>Snapshots of Asia (kit)</b>	<b>37.4</b>	<b>12.8</b>	<b>2.5</b>	<b>27.5</b>	<b>19.7</b>
To Market	8.1	14.5	3.1	43.3	31.0
Business in Asia	1.3	3.8	3.4	54.2	37.3
Dimensions	1.5	2.7	4.0	54.0	37.8
Exploring North East Asia: China, Japan, Korea	3.8	8.4	4.9	46.6	36.3
Hanabi	1.4	6.6	3.6	53.5	34.9
Impressions	3.2	6.0	5.6	48.6	36.6
Into India	5.9	7.5	3.2	50.1	33.2
Reflections	2.8	6.8	6.1	48.9	35.3
Same Difference	2.7	7.3	3.1	52.1	34.9
Sharing Fruit: An Anthology of Asian and Australian Writing	2.0	4.7	4.1	54.7	34.5
<b>Vietnam – Young Country, Old People (Primary)</b>	<b>12.7</b>	<b>12.3</b>	<b>3.1</b>	<b>42.2</b>	<b>29.7</b>
Visions	2.3	6.1	3.4	51.1	37.1
Voices and Values: Citizenship in Asia	2.7	6.3	2.1	52.2	36.7
Asia EdNet	4.0	11.0	4.9	44.1	36.1
<b>System syllabus/curriculum frameworks and teacher support materials</b>	<b>13.1</b>	<b>21.9</b>	<b>7.8</b>	<b>27.6</b>	<b>29.5</b>

## Facilitating Factors

Schools were asked to rate how important a range of factors were in facilitating studies of Asia in their school. Table 29 shows that teacher enthusiasm, and the availability of resources were most frequently given as extremely important factors. School leadership, and the presence of a strong “champion/advocate” for studies of Asia in the school, and to a lesser extent the availability of funding grants were also frequently given as strong facilitating factors. Systemic requirements and community expectations were less frequently thought to be facilitating factors.

**Table 29: Factors facilitating studies of Asia (all schools).**

	Extremely important (%)	Moderate importance (%)	Of little importance (%)	Not important (%)
Systemic requirements	27.2	44.5	17.1	11.2
School leadership support	49.2	33.9	10.6	6.3
Availability of external support	35.0	38.1	19.1	7.8
Availability of teaching/learning resources	65.5	28.5	3.8	2.1
Asian language program	40.9	24.6	13.4	21.0
Funding grants (e.g. through AEF Access Asia and grants from systems)	51.8	22.1	11.7	14.4
Availability of professional development support	49.7	30.6	11.9	7.9
A strong “champion/advocate” for studies of Asia in the school	52.3	26.2	10.3	11.3
Student enthusiasm/motivation	43.6	39.7	11.3	5.5
Teacher enthusiasm/motivation	61.5	29.1	5.2	4.3
Community expectations	16.5	38.6	29.8	15.1
Parents desire to maintain cultural heritage.	16.4	21.8	29.4	32.8

The ratings given to the various factors were generally similar in primary and secondary schools, with the exception that secondary schools (74.5%) rated having an Asian language program as very important or moderately important than primary schools (60.7%). A significantly smaller number of Independent schools (9.3%) rated systemic requirements as an important factor than Government schools (30.2%) or Catholic schools (31.5%). However, meeting community expectations and parents desire to maintain cultural heritage were considered more important factors in Government schools than other types of schools. While a significant proportion of all schools in all sectors considered teacher enthusiasm to be an important facilitating factor, this aspect was rated more highly in Catholic schools (75%) than in Government (57%) or Independent schools (66%). Schools

in the Access Asia program generally gave a higher rating to all factors, except systemic requirements, than schools not in the program.

### Limiting factors

Schools were asked to rate how important a range of factors were in limiting studies of Asia in their school. Table 30 shows that, for all schools responding to the surveys, time constraints, competing systemic requirements, and the availability of teaching/learning resources were most frequently noted as important limiting factors. The availability of external support and teacher enthusiasm were also important in a substantial number of schools. Community expectations were rated as a less important limitation than other factors in most schools.

Limiting factors were generally perceived in a similar way in primary, secondary and K-12 schools, although the availability of external support was considered to be a very important limiting factor more frequently in primary schools (37%) than secondary schools (20%). The availability of teaching resources was also more frequently noted as a very important limiting factor in primary schools (48%) than secondary schools (33%). As would be expected, competing systemic requirements was perceived as a less important limitation in Independent schools (24%) than government schools (53%) or Catholic schools (42%). Student enthusiasm was more frequently mentioned as a very important limiting factor in Government schools (29%) than Independent schools (16%).

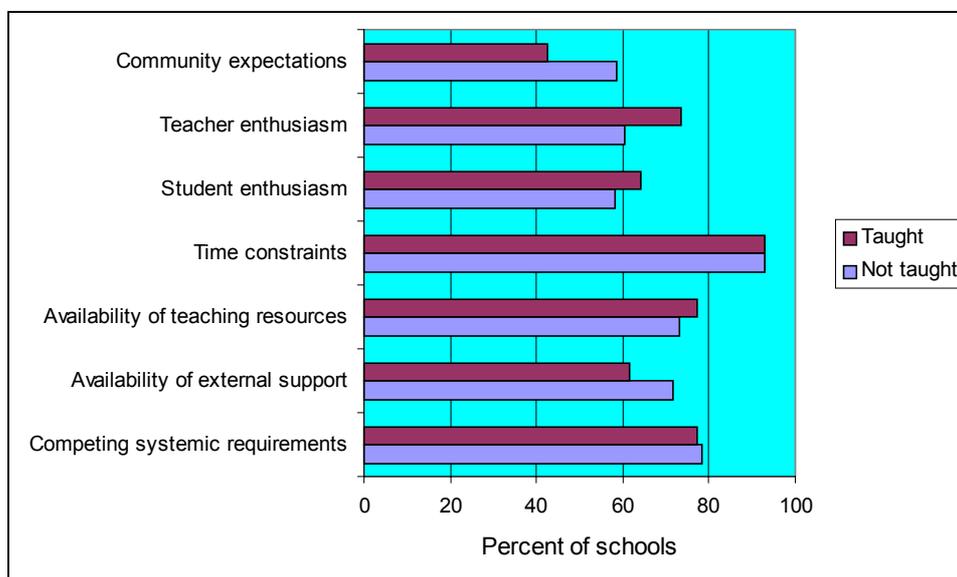
**Table 30: Factors limiting studies of Asia (all schools).**

	Extremely important (%)	Moderate importance (%)	Of little importance (%)	Not important (%)
Competing systemic requirements	47.8	29.7	11.5	11.0
Availability of external support	32.3	32.3	22.0	13.5
Availability of teaching/learning resources	43.7	32.5	16.9	7.0
Time constraints	69.9	23.0	4.6	2.5
Student enthusiasm/motivation	25.3	37.2	23.1	14.4
Teacher enthusiasm/motivation	35.4	34.5	17.8	12.4
Community expectations	18.2	29.1	32.7	20.0

Figure 7 shows differences in the perceptions of limiting factors by schools that taught or did not teach studies of Asia. Both types of school most frequently rated time constraints as a very important limiting factor. There were no significant differences in the way they perceived competing systemic requirements or the availability of external resources as constraining the teaching of studies of Asia. However, teacher enthusiasm was more frequently cited as an important limitation in schools already

teaching studies of Asia. This suggests that the possibility of further expansion of studies of Asia may be constrained by the ability of schools to gain the enthusiastic support of teachers. Similarly, but to a lesser extent, student enthusiasm and motivation (or lack of it) was also perceived to limit teaching of studies of Asia in schools already active in this area. Community expectations were seen to be limiting, and possibly preventing, teaching studies of Asia in those schools not already doing so. We are unable to tell from this questionnaire what these expectations are; whether, for example, they are expectations for studies in other areas or a bias against studies of Asia. The perceived availability of external support was also more frequently given as an important limitation in schools not already teaching in this area.

**Figure 7: Very important and moderately important limiting factors schools that teach or do not teach studies of Asia.**



Other limiting factors given were:

- no suitably trained teachers
- lack of ongoing teacher availability.
- no immediate relevance to this community.
- there is no thought of Asian studies in our school, except for individuals interested in doing so, eg LOTE teacher who is Chinese.
- I am interested in providing LOTE for our children. I am finding it difficult to know how to get a program up and running.
- lack of funding to ensure continuity.
- lack of trained languages teachers.

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- our exposure to Asian studies is a year by year proposition depending on staff allocated to our country school. We had a terrific and successful Indonesian cultural visit last week. Students from years 1 - 8 enjoyed this.
- difficulty in attracting LOTE teachers in Asian languages to rural regional areas.
- as a new school we have completed some teacher inservicing to build staff awareness - part of P-6 curriculum. Time to do justice and make major focus along with resources and funding.
- the crowded nature of the curriculum is the main reason we cannot really cover anything new although studies of Asia are included in some topics of some subjects.
- time constraints and staffing in HSIE covering the mandatory studies in stage 4&5 means no place for Asian studies even if all other factors were favourable.
- we do in fact have many units of work K-6 that incorporate aspects of studies of Asia. However, we have never sat down and planned these for the whole school.



## Facilitating and limiting Factors

### Facilitating Factors

The following factors were identified as facilitating the uptake of studies of Asia.

#### *Policy*

The existence of various policy frameworks was seen as providing a strong basis for the implementation of studies of Asia. These frameworks include the NALSAS Strategy, which was seen to provide both policy and strategic directions, the adoption of the National Framework, and in some jurisdictions, the adoption of a state languages policy (which included the four priority Asian languages). As well as the existence of the policy, *the goodwill of the higher echelons in state/school administrations to provide a policy context for the studies of Asia to be taught* was seen as an important facilitator.

#### *Funding*

Almost all jurisdictions mentioned the fact that without substantial Commonwealth funding the introduction of studies of Asia would not have been nearly as successful, nor would it be able to be sustained. *Through the Commonwealth's recognition of Asian languages and studies through funding, studies of Asia has achieved higher priority in schools.*

It is not only the total amount of funds that has been important, but the way in which funds have been spent. A good proportion of the funds have been expended to increase local responsibility for delivering studies of Asia. The freedom to be creative with the use of funds has enabled the enthusiasm of teachers to be harnessed and increase the effectiveness of the delivery of the program. It is regarded as a good model for change. The focus has shifted from the early days, however, when grant money was used for food/festival and fun days, to more substantial uses including professional development and gaining academic input. Some believed that some principals had become more aware of how they are applying funds to achieve outcomes.

Closely aligned with the need for funding support is the provision of resources. The development of a strong collection of high quality resources is seen as one of the successes of the studies of Asia strategy. Responses to the school survey overwhelmingly pointed to the availability of resources being a factor that supports implementation of studies of Asia. Likewise, the lack of awareness of existing resources is a factor that has limited further development of the program. *AEF documents have been supportive and a good facilitator for the delivery of Studies of Asia.*

### ***Curriculum***

The formal inclusion of studies of Asia into the curriculum was seen as a facilitating factor in those jurisdictions where this had happened. In other jurisdictions, the completion of curriculum reviews was seen as providing a general rejuvenation and focus for teaching and learning, leaving the way clear for teachers to find ways to incorporate studies of Asia into their teaching programs. *Schools will be implementing syllabuses with a focus on the Studies of Asia. There will be lots of opportunities to have Studies of Asia taught in the syllabus.*

### ***Support structures in the jurisdictions***

The existence of support structures in the jurisdictions was viewed favourably by schools and systemic stakeholders. Particularly in the smaller systems and sectors, there has been extensive personal communication with schools. In some of these jurisdictions, the possibility of mentoring programs and school visits. In several states, it was apparent that there was close collaboration between sectors. The State Advisory Committee structure has also been effective in some areas. The synergy that comes from close collaboration with AEF was also mentioned as facilitating the program. The school surveys also identified the support given by curriculum consultants and network coordinators as a significant resource.

### ***A studies of Asia champion***

At both system and school level, there was widespread recognition of the need for a champion for studies of Asia. Interest in studies of Asia has grown from the personal interest and commitment of a few willing and enthusiastic teachers. From this initial small core of committed teachers, a much larger cadre of knowledgeable teachers has been developed. Gaining this commitment has been a deliberate strategy on the part of the AEF and studies of Asia advisors. *They have focused on teachers at fairly senior levels in schools to help develop resources. This has not only provided a valued & respected core of “champions”, but has also facilitated more effective implementation of programs in their schools.* The development of a positive school culture – the staff’s attitude to change and cultural differences – is an extension of the focus on individual development, as is the development of community support. Success in this area was not necessarily seen as correlating with a large percentage of the school population being Asian, although schools that have Asian population have seen a reduction in racism.

The need for support from school and systemic leadership, and continuity of leadership, was also important. In some jurisdictions, this leadership came from curriculum officers, in others it came from the personal support of senior officers. *Without this support and perseverance the momentum would not keep going.*

### ***Professional development***

The availability of ongoing professional development is widely seen as an important facilitating factor. The opportunities for teachers to be involved in professional development of different kinds has been extensive. Many of the professional development programs are perceived to have been of high quality, but while these programs have been strongly supported by the “early adopters”, they have not yet touched the majority of teachers. Overseas study tours have been very powerful in raising awareness, enthusiasm and commitment. Difficulties have been experienced in teaching culture. TICFA has helped by providing those that teach culture with first hand experience. The TICFA program has increased teacher’s confidence and take-up of studies of Asia. Exchange programs, and international visitors, and establishment of sister school links were also seen to facilitate interest and understanding.

The Access Asia networks are seen to have facilitated development of depth, rather than uptake of studies of Asia. This is a function of the stability of numbers in the networks and the length of time people have been involved with the networks, particularly those that have operated cross-sectorally.

## **Inhibiting Factors**

The various factors that have inhibited greater uptake of studies of Asia identified in the school survey are supported by the observations made by key stakeholders. While some issues are specific to particular jurisdictions, some common themes are evident. The following sections summarise these themes.

### ***Communication***

There is a perception that some schools view studies of Asia as an add-on rather than as a core component of the curriculum. This is particularly the case in jurisdictions with tightly controlled syllabuses, where teachers believe they can only teach the prescribed content in a narrow way. Even in these jurisdictions, the constraints are simply those that teachers impose on themselves. There is a need to communicate that Asian studies perspectives can support what teachers are doing e.g. through syllabuses and priorities. *2002 will see the first compulsory test (Yr 10) on citizenship. It would appear the NSW curriculum is looking inwards from an Australian perspective and the Commonwealth are keen on pushing an outward looking perspective towards Asia. This adds to the separateness of the Studies of Asia statement to the curriculum.*

As a relatively new curriculum area, it is easy for schools to choose not to take up studies of Asia. There is a limit to the number of schools that curriculum officers can reach personally. *There is not enough time or money to offer the support that is required.*

### ***Crowded curriculum***

There is a strong view in many schools and systems that the curriculum is too crowded to accommodate Studies of Asia. The perception that the syllabus is overcrowded comes from the way in which many teachers view curriculum. Those that use cross-curriculum approaches as a way of accommodating multiple perspectives have fewer problems in this regard. *Teachers do not understand the notion of integration.* This approach is more common in primary schools than secondary schools, particularly the senior secondary level. The structure of the syllabuses in the secondary sector is also seen as an inhibiting factor. The change to outcomes focussed curriculum perspectives was also seen to be another potential inhibiting factor, as well as a facilitator for others. Because teachers can meet required curriculum outcomes in different ways, it is easy for them to justify why they have not included Asian perspectives.

*The major difficulty has been trying to introduce and extend the Studies of Asia in schools at a time when teachers are under pressure, and operating in a context of a crowded curriculum with many competing priorities such as literacy and numeracy, early years and middle years, science, VET and information technology.*

The process of curriculum change that has been underway in many jurisdictions over the past few years has also been identified as demanding higher priority than new areas such as studies of Asia. As studies of Asia are not compulsory, its uptake is largely dependent on the priorities of the school and the enthusiasm of individual teachers. The interests of the individual teachers will determine the content covered. That is why initiatives such as study tours and funded accredited training programs provide such powerful incentives for teachers and promote studies of Asia.

A major challenge will be determining how to encourage schools to give greater priority to studies of Asia. In the current political climate, principals view the current push for Indigenous Education and Information Technology as more important than Studies of Asia

Studies of Asia consultants have been active in trying to promote ways in which this perspective can be linked to other curriculum areas. Some, for example, are examining ways in which Literacy can be taught using texts with Asian content.

### ***Mandatory application***

The fact that studies of Asia is not mandatory is seen as a major reason why schools do not give it greater priority. Many stakeholders speculated that it will not be possible to change practices in the resistant schools unless there is some pressure for them to do so. In those systems and sectors where curriculum is school based, it was also thought to be more difficult for

studies of Asia to become embedded in the curriculum unless it is a mandated perspective.

*Some sort of driver is required as the curriculum is not achieving the desired take-up of the Studies of Asia. There needs to be a mandatory requirement which needs to be serviced otherwise the curriculum will not worry itself.*

For systems, the mandatory requirement at present comes from the accountability for NALSAS funding. Some systems perceive a lack of clarity about the outcomes expected from studies of Asia. They note that in the early days of NALSAS funding, there was greater emphasis on languages rather than cultural studies. Either way, they perceive that there are no sanctions for failure to achieve targets or demonstrated outcomes.

### ***Lack of support from senior levels***

Stakeholders in several jurisdictions perceived that there is a lack of commitment from leadership for further promotion of studies of Asia. This is true of both systemic and school leadership. As one curriculum manager noted: “*Influential leadership opposed to the Studies of Asia.*” Others believed that senior personnel have other priorities. Certainly, the way that information is conveyed to schools, and by whom it is conveyed, sends important messages to schools about what is valued. Where senior officials are seen to publicly promote studies of Asia, there is increased likelihood of increased uptake by schools.

The need to engage leaders and policy makers has been recognised by the AEF and state curriculum officers. Enlisting support at senior levels has been a strategic priority in recent times, with efforts made to form strategic partnerships with principals organisations, to include senior policy makers in overseas study tours, to invite Ministers to attend studies of Asia events, and so on, in an attempt to create a more positive climate for studies of Asia. The evidence suggests that this strategy has been at least partially successful.

### ***Cultural issues***

In a small number of cases, overt racism in the community is seen to be a reason why some schools have not taken up studies of Asia. More often, there is a perceived lack of relevance for the school, because they have no students from Asian backgrounds. There is a lack of understanding that Asian studies is for everyone.

*There is a perception that if you don't have Asian students you don't need to undertake the studies of Asia.*

This problem is unwittingly exacerbated by attempts to link studies of Asia to multiculturalism and Asian LOTE. This tends to reinforce the notion

that it is something done for the benefit of the Asian community rather than for all. Some confusion is caused where studies of Asia is seen to be embedded in Language studies rather than as a separate reference. While the two aspects are intertwined, some see them as being the same thing. Others remarked that in secondary schools, a barrier to further embedding of studies of Asia across the school is that it is seen as the responsibility of the SOSE department, not all teachers.

### *Teacher knowledge*

Teachers' knowledge and confidence to teach in this area was cited by several jurisdictions as an impediment to further uptake. The survey demonstrates that teachers see the availability of professional development as a key factor facilitating studies of Asia, and that the lack of it is also a limiting factor. Teachers' ability to access resources also depends on their knowledge of the existence of these resources. The survey also demonstrated that the majority of schools were not aware of the existence of many print or electronic resources. This compounds the lack of contemporary resources in schools and the lack of funds to acquire any more.

### *Other issues*

In a small number of jurisdictions, the lack of systemic support for studies of Asia has caused a hiatus in the development of the studies of Asia program. While all States now have a Studies of Asia Advisor, there has been uncertainty and discontinuity of these positions in some jurisdictions caused by internal departmental restructuring and other causes. The potential loss of NALSAS funds has also created some uncertainty for some jurisdictions. These uncertainties and discontinuities have left these jurisdictions without a perceived "champion" for studies of Asia, who is able to move the agenda on. In a political climate where there is some reticence to become involved because of the perceived possibility of a political backlashes in response to anti-Asian feeling in some communities, the position of studies of Asia is vulnerable. Similarly in schools, where studies of Asia has not yet been embedded thoroughly in the school culture or sufficiently "owned" by the whole school community, there was a high likelihood of the program collapsing when the key staff person leaves the school. *Unless the Coordinator was there pushing the Studies of Asia it would not be taken up by schools.* Teacher attitudes towards the study of Asia were seen as the key to change. Overcoming teacher inertia making teachers change from what they are comfortable with teaching.

Lack of funding, and the insecurity of funding and therefore restrictions on long term planning, and the ability to impact on schools in rural locations were also discussed as inhibiting factors in some jurisdictions. None of these were thought to be insurmountable obstacles, however.



## Conclusions and Recommendations

The evidence gathered during this review suggests clearly that the position of studies of Asia in Australian schools has been significantly enhanced since the commencement of the NALSAS strategy. There is an expanding network of schools and a cadre of teachers committed to and knowledgeable about Asia, who are able to demonstrate ways of using curriculum and teaching methods to promote a more substantial depth of knowledge and understanding about Asian peoples and cultures. High quality curriculum materials have been produced to capture depth of understanding in an approach that is carefully tailored to the full range of students. Flexible teacher support covering content and issues of implementation has been developed and well used in various jurisdictions.

The Asia Education Foundation, Curriculum Corporation, some tertiary institutions, the Commonwealth, and State and Territory jurisdictions across government and non-government sectors have each made important contributions to the current position.

The evidence collected suggests that there are few reasons why any school or school sector could not teach studies of Asia in some way if they chose to do so. This does not negate the fact that it is far easier for some schools to do so than for others. There is sufficient direction given in the *Studies of Asia: A statement for Australian schools* document and flexibility within the curriculum to allow teachers to add an Asian perspective in almost all learning areas at all levels. There is a growing range of high quality curriculum support materials available in both print and electronic form, including teacher reference and student-friendly materials; there are national, state and locally available professional development opportunities; and there is a variety of support networks available, both face to face and electronically, that would equip teachers with the skills and confidence to teach in this area.

However, despite the availability of these resources, the fact remains that, on the evidence available, about one-quarter of schools do not teach about Asia at all, and at least the same number do so in only superficial ways. The greatest barrier to further implementation is teacher knowledge; not only about Asia itself, but also about the existence of resource material, and

about how they can “fit in” another subject area in what they see as an already crowded curriculum. These teachers see no compelling reason why studies of Asia should be given greater priority, and many see it as not being of relevance to them. These attitudes are reinforced by the lack of unequivocal support given by educational leaders in many jurisdictions, which has encouraged the view that studies of Asia are an optional rather than a necessary part of the Australian curriculum. The superficial approach is also reinforced by a lack of clear expectations or standards for what should be done. Schools can also be seduced by the apparent success of activities that create positive community good will, such as food festivals and multicultural days, into believing that they have “done” Asian studies. The survey results demonstrate that there is still a high level of reliance on these kinds of activities as a way of teaching in this area. Survey respondents indicated that lack of funds to buy resources or professional development, while important barriers for some schools, was less important than teacher enthusiasm and motivation as a barrier to further progress.

The fact that studies of Asia finds greatest expression at senior primary school level is perhaps not surprising, as students at this level have in general both the skills to investigate and interest in the world at large. It is also perceived to be easier for teachers in primary schools to teach in an integrated way, and thus include a wider range of curriculum content areas than teachers in secondary schools. The question to be addressed by policy makers is whether to concentrate further efforts where it is easier to achieve success, or to focus efforts on building on these successes. Our assessment is that to achieve depth and continuity of learning, and to help dispel beliefs that teaching studies of Asia outside SOSE in secondary schools is too difficult, that greater priority should be given to support in this area.

The general conclusion reached is that while progress has been made, the job is not yet complete. The feeling of the majority of stakeholders is that unless there is some external means of supporting studies of Asia (such as through continued NALSAS funding), interest will drop away sharply and the work to date be wasted. At the same time, there is a sense of realism about what can ever be achieved from a learning area such as this, which can never be expected to have the same priority as, say, Literacy. There is recognition that greatly enhanced funding cannot be expected, and that funding cannot be expected to continue *ad infinitum*.

The focus of further strategic funding should therefore be on reaching a stage of sustainability. This will involve a range of activities, including developing a climate in schools and systems that encourages them and is conducive towards uptake of studies of Asia, communication of clear and unambiguous expectations, and continued development and support for schools and teachers, including teachers in training.

## Recommendations

In the light of these conclusions, it is recommended that:

- to capitalise on the gains made thus far and to ensure that they become further embedded into the curriculum of Australian schools, studies of Asia remain a national priority within the NALSAS strategy.
- the focus of strategic planning and funding for studies of Asia in a next NALSAS program cycle (2003-06) be on ensuring self-sustainability by the end of the period.
- the overall balance of funding for studies of Asia within the NALSAS budget remain commensurate with that of the past quadrennium (1999-2002).
- the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) be encouraged to make a strong commitment to studies of Asia through a national position statement. This statement may draw from, or adopt, the current Studies of Asia: A statement for Australian schools produced by the Asia Education Foundation and Curriculum Corporation.
- each system and sector be encouraged to make a strong statement about inclusion of studies of Asia in their curriculum. Where appropriate, this may take the form of a systemic policy statement.
- in order to move beyond superficial levels of practice to deeper levels of understanding, national and system level policy statements clearly articulate their expectations for school practices and the student learning outcomes required from studies of Asia.
- accountability for Commonwealth funds be strengthened to focus on the achievement of agreed outcomes, linked to targets contained in the next NALSAS Strategic Plan (2003-06).
- to build depth and continuity of learning, the middle years of schooling (corresponding to the junior secondary grades) be targeted for sustained development in the next strategic planning cycle.
- to support the expansion of studies of Asia into the middle years of schooling, targeted development of suitable curriculum materials, and professional development be funded.
- in recognition of the differing requirements of state curricula, a proportion of funding for curriculum material development be set aside for materials developed in conjunction with particular systems

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to ensure their relevance and suitability, as well as for nationally applicable resources.

- greater efforts be made to make teachers aware of the curriculum resources that have already been developed.
- approval for the development of all curriculum materials be contingent on their being an integrated professional development and implementation plan to support the materials.
- the crucial role of the Asia Education Foundation in supporting the NALSAS strategy be recognised by its inclusion in strategic planning and decision making for the next NALSAS funding period.
- in seeking to encourage greater depth of cultural understanding, attempts be made to make more explicit links between Asian languages and studies of Asia.

monitoring of student outcomes in studies of Asia be cast in the broader frame of the National Reporting and Performance Monitoring agendas.

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# Appendix 1:

## **Project Steering Committee**

The members of the project Steering Committee were

- Mr Jeff Mason (ACT), representing the NALSAS Taskforce (Chair);
- Mr Tim Doe (Tasmania), representing the NALSAS Taskforce;
- Mr Lindsay Wasson (NSW), representing the NALSAS Taskforce;
- Ms Jo Diessel (Queensland), representing the NALSAS Taskforce;
- Ms Grette Toner, representing DETYA;
- Dr Tim Wyatt, Erebus Consulting Partners

## Appendix 2:

### Data Gathering Instruments

#### **1: INTERVIEW QUESTIONS FOR SYSTEM/SECTOR NALSAS COORDINATORS**

1. What policy statements have been developed by your centre/system related to studies of Asia? To what extent has this impacted on the implementation of Asia studies at school level? How do you know?
2. To what extent has the national statement on the studies of Asia influenced policy and curriculum in your jurisdiction?
3. What influence has this had on the Board of Studies (if applicable)?
4. How & to what extent are studies of Asia included in your frameworks & syllabuses?
5. To what extent does your state/system use national support for studies of Asia (such as the Asia Education Foundation and Curriculum Corporation)? What has been the impact of this support at school level? How do you know?
6. What professional development activities does your system/sector provide for schools for implementing studies of Asia? What has been the level of saturation & effectiveness? How do you know? What is the major source of funds for professional development?
7. What other forms of support does your system/sector provide for implementation of studies of Asia in schools e.g. support documents, guidelines? How have they impacted on school implementation? (How could Erebus Consulting access copies of such material?)

8. At systemic/sector level, what have been the factors contributing most significantly in relation to studies of Asia?

9. At systemic/sector level, what have been the most significant blocking factors in relation to studies of Asia?

10. What expectations do you have of the implementation of studies of Asia in practice? How are these communicated by your system to schools?

- To what extent is your system/network's expectations of the implementation of studies of Asia being met in schools overall? Specifically, what is being achieved (and where) and what is not being achieved? From the information you have collated, explain what is facilitating & hindering these achievements in schools, based on:
  - support/direction you provide and
  - school contextual issues
- What do you consider to be the main features of "best practice" in the implementation of studies of Asia? Why did you select those features?
- To what extent are you aware of "best practice" occurring in schools in your system/sector?
- How did those schools come to your attention?
- Are those schools being used in any way to share "best practice" with other schools? If so, how? If not, how could they be supported to share their expertise?
- What do you see as your system/sector's role in promoting "best practice" in school implementation of studies of Asia programs?
- To what extent do you believe your system/sector fulfils that role now?
- What does your system/sector need to enhance the quality of support you give to schools in disseminating "best practice" information?

11. What do you know about the levels and types of studies of Asia being taught in your school system/area? How do you know? Describe the major features.

12. What do you know about the levels and types of student outcomes being achieved regarding studies of Asia in your school system/area? How is this measured/evaluated?

13. How do you record the information you collate about levels & types of studies of Asia taught & student outcomes achieved? To what extent does the information collated inform changes in policy, professional development provisions, resourcing, funding etc?

14. What sources & vehicles for data collection would improve your system/network's ability to provide more targeted support for schools to improve the quality of teaching/learning practices?

15. We anticipate conducting case studies in a range of schools on the teaching of Asian Studies. Can you suggest say, three, specific schools with quality studies of Asia programs that would be suitable for case study analysis (preferably in the metropolitan area)?

## 2: Case Study Issues

### Introduction

*Interviews will be conducted with the coordinator of the curriculum area responsible for implementing studies of Asia, the Principal where appropriate, and as many teachers who are teaching studies of Asia as can be made available in the time. It would be appreciated if relevant documents produced by the school were available as a possible source of data. Note the existence of artefacts such as displays in classrooms/ school reception areas and so on.*

*Prior to the visit, the school will be sent the following discussion starters to allow time to prepare the relevant information. The interviews will be semi structured around the discussion starters to guide the evaluation but allow the school to provide its own perspective.*

*Note that the term “program” is used here to mean all of the activities directed towards studies of Asia, not just a formally constituted or documented program of work.*

1. What is the level of awareness of teachers and school planners about the *studies of Asia* program in the school, its intentions, content and support materials. Probe teacher’s knowledge of the *Statement on the studies of Asia* document produced by Curriculum Corporation)?
2. What motivated the school to become involved in teaching Studies of Asia?
3. What is the school currently doing (or planning to do) to implement the Studies of Asia in terms of incorporation into curriculum areas/themes etc, level of integration, number of and time devoted to units of work or other relevant activities, production and use of resources, learning and teaching strategies, etc?
4. To what extent, if any, is the studies of Asia program integrated with Asian Language study?
5. To what extent does the school’s program address the following (and how does it do this)?
  - a. *Exploring concepts of Asia – developing definitions of Asia in cultural, economic and other terms, and communicating an understanding of the diversity, similarities and links among Asian cultures*
  - b. *Challenging stereotypical views of Asia – presenting students with a variety of images of Asia and its people, with a view to interrogating stereotypical perspectives, and investigating the roles of Asian individuals and groups working within a regional and global context.*

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- c. *Analyzing contemporary issues and themes – encouraging students to investigate current issues within Asia thus countering inaccurate or outdated views and adding relevance to their study.*
  - d. *Understanding Asia’s contribution to the world – enabling students to explore and understand Asian philosophical, technological, scientific and artistic developments thus balancing perspectives on Eurocentric contributions in this domain.*
  - e. *Reflecting on Asia-Australia links – providing a framework for students to investigate current and potential links between Asia and Australia, and their future implications.*
6. What professional development has been accessed to support Studies of Asia by teachers in the school, and what the response to it in terms of supporting understanding and implementation? (include attendance of teachers on overseas study tours, NALSAS post-graduate modules, involvement in networks, contact with AEF advisor) etc)
  7. What types of things that are seen (or anticipated) as facilitating the Studies of Asia program in the school?
  8. What constraints and problems have been faced (or anticipated) at the school in planning for and/or implementing the Studies of Asia program?
  9. How well do teachers and/or the principal consider studies of Asia is being implemented in the school? Why do they say this?
  10. What resources or support used or accessed by (or available to) the school in implementing the *studies of Asia* program, including the materials developed by the Curriculum Corporation and other materials?
  11. What types of assessment are being used (or planned) to determine student learning progress in the *studies of Asia* program?
  12. What types of learning outcomes that have been discerned (or anticipated) by the teachers, principal and curriculum coordinator which have been attributed to the *studies of Asia* program?
  13. How have students responded to the *studies of Asia* program to date.
  14. What are the greatest perceived strengths of the *studies of Asia* program in the school, and in general?
  15. What are the greatest perceived weaknesses of the *studies of Asia* program in the school, and in general?
  16. Where is the *studies of Asia* program in the school predicted to be in three years time?

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17. What other support would help in the implementation of the studies of Asia program in the school?

### **3: School Questionnaire**

#### **A REVIEW OF STUDIES OF ASIA ACTIVITIES IN AUSTRALIAN SCHOOLS – SCHOOL SURVEY**

As part of a review of studies of Asia activities in Australian Schools, being undertaken for the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, your school has been randomly selected to complete the attached questionnaire.

The NALSAS Strategy assists government and non-government schools to improve participation and proficiency levels in language learning, particularly in four targeted Asian languages, and to develop Asian studies content in the subjects studied by all students.

This questionnaire focuses not so much on Asian languages (LOTE), but more how studies of Asia in general is integrated across the curriculum. For the purpose of this review, the studies of Asia is defined as any studies, explicit or implicit, undertaken by a school that provides students with an improved appreciation/understanding/knowledge of Asia and its associated culture, people, geography, history, and economic and political activities. Studies of Asia activities can range from country studies, to the study of an ancient Asian society, to the study of a novel written by an Asian author.

**To complete this questionnaire, you can either print it and return by mail to Erebus Consulting Partners at 14 George St Hunters Hill NSW 2110, or email to [twyatt@tig.com.au](mailto:twyatt@tig.com.au). The date for return of the questionnaire is 27 September 2001.**

Should you require more detailed information about the questionnaire, please contact Erebus Consulting Partners on (0417) 429 217. If there are any other issues which you would like to discuss, please contact the Liaison Officer, Ms Grette Toner, Assistant Director, Languages and Civics Education Section on (02) 6240 7984 or [grette.toner@detya.gov.au](mailto:grette.toner@detya.gov.au).

Thank you in anticipation of your assistance.

Yours sincerely

Dr Tim Wyatt

Erebus Consulting Partners



Is your school a:

- Government school   
Catholic school   
Independent school

What percentage of students from Asian backgrounds (parents and/or child born in Asian country) attend your school?

- Nil  1-20%  21-50%  51-100%

Is your school a member of the Asia Education Foundation's (AEF) Access Asia or Asia in Schools program? Yes  No

**If yes, how many years has your school been involved in this program?**

- 2 years or less  3-5 years  More than 5 years

***If studies of Asia is not taught at all in your school, please go to [Question 26](#)***

Has your school developed a policy/statement on studies of Asia? Yes  No   
Use system policy

- Has your school developed a specific teaching program (i.e. whole school scope and sequence) for the study of Asia? Yes  No

**5. How would you best describe the way studies of Asia is taught in your school?**

- Taught by the majority of teachers across the school
- Taught mostly by teachers in a specific subject/learning area
- Taught only by a few individual teachers

- Other – please comment \_\_\_\_\_

**6. In which curriculum area(s) is studies of Asia taught in your school? (Fill all that apply)**

- English
- Mathematics
- Science
- Studies of Society and Environment (Human Society and its Environment)
- Religious Education
- Creative Arts
- Health and Physical Education
- Technological and Applied Studies (Technology)
- Languages Other Than English
- 

**7. In what year levels is studies of Asia taught in your school? (Fill all that apply)**

K/R/P	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>
		7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

- Does your school provide programs of studies in Asian language(s)? Yes  No

**8. If yes, which language(s)? (Fill all that apply)**

	As part of the regular program?	Outside regular school hours (e.g. Saturday School)
• Chinese	<input type="checkbox"/>	<input type="checkbox"/>
• Indonesian	<input type="checkbox"/>	<input type="checkbox"/>
• Japanese	<input type="checkbox"/>	<input type="checkbox"/>
• Korean	<input type="checkbox"/>	<input type="checkbox"/>
• Other – please state _____	<input type="checkbox"/>	<input type="checkbox"/>
–		

**9. Is there an individual or team in the school with overall responsibility for the school's studies of Asia program?**

- Yes – Individual
- Yes – Team
- No

**10. How are studies of Asia usually taught in your school? (Fill all that apply)**

- Specific events e.g. multicultural festivals
- Isolated teaching activities, e.g origami lesson
- In conjunction with Asian language program
- Units of work across several KLAs
- Units of work within a particular KLA
- As an incidental part of work in KLAs
- Other (Please describe)
- \_\_\_\_\_

**11. What was the main motivation for teaching studies of Asia in your school?**

- State curriculum/syllabus requirement
- Individual teacher interest/speciality
- In country study tours such as AEF TICFA tours
- Introduction to Asian LOTE
- Community links e.g. sister city
- Community expectations
- Other – please state
- \_\_\_\_\_

**12. What emphasis is given to the following student learning outcomes in your school's teaching of the studies of Asia?**

	<b>Strong emphasis</b>	<b>Moderate emphasis</b>	<b>Little emphasis</b>	<b>Not at all</b>
• Developing concepts of Asia				
• Challenging stereotypes				
• Analysis of contemporary issues				
• Understanding the contribution of the cultures of Asia to the arts, history. religion etc				
• Understanding the likely implications of closer Asia-Australian relationships				
• Other – please comment				
• _____				

13. To what extent is teaching studies of Asia in your school supported by the following resources? (Fill all that apply)

	<b>Great extent</b>	<b>Moderate extent</b>	<b>Little extent</b>	<b>Not at all</b>
• <i>NALSAS Curriculum Support Document</i>				
• <i>Studies of Asia: A Statement for Australian Schools</i>				
• Curriculum consultants / education advisor				
• Network coordinators				
• Specialist LOTE teachers				
• School studies of Asia team				
• Print resources				
• Electronic resources e.g. <i>Access Asia</i> website, 'Asia' Ednet				
• System guidelines or support documents e.g. syllabuses, curriculum framework				
• Community Resources				
• Other – please state				
_____				
–				

14. What factors have most affected use of studies of Asia electronic resources in your school? (*Fill all that apply*)

• Availability of technology in the school	<input type="checkbox"/>
• Student access to technology	<input type="checkbox"/>
• Teacher expertise in using technology	<input type="checkbox"/>
• Awareness of availability of electronic resources	<input type="checkbox"/>
• Other – please describe	<input type="checkbox"/>
_____	

15. To what extent have teachers in your school accessed the following forms of professional development support for teaching studies of Asia?

	<b>Great extent</b>	<b>Moderate extent</b>	<b>Little extent</b>	<b>Not at all</b>
• Cross curriculum studies e.g. LOTE				
• Overseas study tours for teachers				
• AEF Access Asia networks				

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- Input from Asia Education Foundation advisors
  - Post graduate study
  - System curriculum consultants
  - School based professional development provided by members of staff
  - Access Asia website
  - Specific inservice courses
  - Conferences / seminars
  - Other – please describe
- 

16. How are student outcomes in studies of Asia assessed in your school? **(Fill all that apply)**

- Formally, e.g. through tests, student assignments, etc
- External examinations or assessments
- Informally, e.g. through teacher observations, student feedback, etc
- Not assessed

17. How useful have teachers in your school found the following resources for teaching studies of Asia?

	Extremely useful	Moderately useful	Of little use	Not useful
• 60-170 East				
• A Thai Journey				
• Access Asia: Primary/Secondary Teaching and Learning Units				
• Asia At a Glance (CD-ROM)				
• Asia at a Glance Secondary English Curriculum Units				
• Asia at a Glance Secondary Studies of Society and Environment Curriculum Units				
• Asia Scope				
• Chong Ling's China				
• Exploring Korea				
• Images				
• Indonesia Kaleidoscope				
• Inside King Sejong's Gate				
• Many Flowers				
• Our Home				
• School's Out				

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• Snapshots of Asia (kit)				
• To Market				
• Business in Asia				
• Dimensions: Texts from Asia for the Upper Secondary English Classroom				
• Exploring North East Asia: China, Japan, Korea				
• Hanabi				
• Impressions: Texts from Asia for the Lower Secondary English Classroom				
• Into India				
• Reflections: Texts from Asia for the Middle Secondary English Classroom				
• Same Difference				
• Sharing Fruit: An Anthology of Asian and Australian Writing				
• Vietnam – Young Country, Old People (Primary)				
• Visions				
• Voices and Values: Citizenship in Asia				
• Asia EdNet				
• System syllabus/curriculum frameworks and teacher support materials				
• Other – please state _____				

18. How important are the following factors in facilitating studies of Asia in your school?

- |   | <b>Extremely important</b> | <b>Moderately important</b> | <b>Of little Importance</b> | <b>Not Important</b> |
|---|----------------------------|-----------------------------|-----------------------------|----------------------|
| • Systemic requirements   |                            |                             |                             |                      |
| • School leadership support   |                            |                             |                             |                      |
| • Availability of external support                                      |                            |                             |                             |                      |
| • Availability of teaching/learning resources                           |                            |                             |                             |                      |
| • Asian language program  |                            |                             |                             |                      |
| • Funding grants (e.g. through AEF Access Asia and grants from systems) |                            |                             |                             |                      |
| • Availability of professional development support                      |                            |                             |                             |                      |
| • A strong “champion/advocate” for studies of Asia in the school        |                            |                             |                             |                      |
| • Student enthusiasm/motivation   |                            |                             |                             |                      |
| • Teacher enthusiasm/motivation   |                            |                             |                             |                      |
| • Community expectations  |                            |                             |                             |                      |
| • Parents desire to maintain cultural heritage.                         |                            |                             |                             |                      |
| • Other – please comment  |                            |                             |                             |                      |

—

19. How important are the following factors in limiting studies of Asia in your school?

- |  | <b>Extremely<br/>important</b> | <b>Moderately<br/>important</b> | <b>Of little<br/>importance</b> | <b>Not<br/>Important</b> |
|--|--------------------------------|---------------------------------|---------------------------------|--------------------------|
| <ul style="list-style-type: none"><li>• Competing systemic requirements</li><li>• Availability of external support</li><li>• Availability of teaching/learning resources</li><li>• Time constraints/crowded curriculum</li><li>• Student enthusiasm/motivation</li><li>• Teacher enthusiasm/motivation</li><li>• Community expectations</li><li>• Other – please comment</li></ul> |                                |                                 |                                 |                          |
- 

**Please return this survey by 27 September 2001**

**to:**

**NCS Pearson Pty Ltd**

**Reply Paid**

**Studies of Asia Questionnaire**

**100 Station Street**

**NUNAWADING VIC 3121**

**THANK YOU FOR YOUR COOPERATION**

**Stakeholder Interview Undertaken**

Name	Interview Date
New South Wales	
Lindsay Wasson Director, Curriculum Support NSW Department of Education and Training	04/06/01
John Gore C.E.O, HSIE NSW Department of Education and Training	11/05/01
Robyn Fugaccia & Halla Hazel Access Asia Project Officers NSW Department of Education and Training	11/05/01
Mr Ian Baker Director, Education Policy and Programs Catholic Education Commission, NSW & all NSW Access Asia Coordinators	14/05/01
Mr Ray Whitfield Director Government Liaison, and Betty Schleislinger Consultant Languages / Studies of Asia Association of Independent Schools of NSW Ltd	28.05.01
Victoria	
Helen Spargo Project Manager, Studies of Asia Department of Education, Employment & Training	Replied in writing.
Anne Eckstein LOTE, ESL & Multicultural Education Branch Department of Education, Employment & Training	11.05.01
Elina Raso, Gerrard Broadfoot (ALSAS Ed Officer), Bronwyn Knox (ALSAS Ed Officer) Catholic Education Commission	11.05.01
Bruce Wilson Curriculum Corporation	11.05.01
South Australia	
Lee Grafton Curriculum Officer, Studies of Asia Department of Education Training & Employment, South Australia	24.05.01
Suzanne Bradshaw, Languages and Studies of Asia Advisor & Helen Lambert, Coordinator- Targeted Programs	04.06.01

**REVIEW OF STUDIES OF ASIA IN AUSTRALIAN SCHOOLS**

Name	Interview Date
Association of Independent Schools	
Jennifer Harris Consultant, Studies of Asia & LOTE - Secondary & Ann Spencer Consultant, Studies of Asia - Primary Catholic Education Office	31.05.01
Western Australia	
Di Kerr Executive Director (Education Programmes) Education Department of Western Australia	26.06.01
Elizabeth Bragg Senior Curriculum Officer LOTE Education Department of Western Australia	26.06.01
Pam Stewart State Coordinator, Access Asia Education Department of Western Australia	26.06.01
Valerie Gould Coordinator – Commonwealth Targeted Programs Association of Independent Schools of WA Inc	13.09.01
Tasmania	
Tim Doe Deputy Secretary Department of Education	28.05.01
Sue Tolbert Principal Education Officer – Languages, Professional Services Development Branch Department of Education	29.05.01
Jan Kiernan AEF Coordinator, Professional Services Development Branch <i>Department of Education</i>	29.05.01
Nigel Brown Principal Education Officer – SOSE Department of Education	29.05.01
Northern Territory	
Lilly Chan Project Officer, Asia in Schools NT School of Languages Department of Education	13.06.01
Australian Capital Territory	

**REVIEW OF STUDIES OF ASIA IN AUSTRALIAN SCHOOLS**

Name	Interview Date
Jeff Mason Acting Director School Programs Branch ACT Department of Education & Community Services	
Pam Rosser LOTE/Access Asia Curriculum Officer ACT Department of Education & Community Services	04.06.01
Richard Broughton Association of Independent Schools of the ACT Inc	28.05.01
Rod Goodison Catholic Education Office	14.05.01
<b>Queensland</b>	
Ms Jo Diessel Director, Teaching and Learning Branch Education Queensland	10.09.01
Roger White Principal Education Officer Education Queensland	13.08.01
Marcia Ruen Senior Education Officer, SOSE Education Queensland	13.08.01.
Lenore Ferguson Senior Education Officer, English Education Queensland	13.08.01.
Debra Cohen Senior Education Officer, The Arts Education Queensland	13.08.01.
Laurie Marr Executive Officer, Educational Services & Mae Kwan LOTE Consultant Association of Independent Schools of Queensland Inc	20.09.01
<b>Tertiary Sector</b>	
Doug Travaskas Flinders University	04.09.01
Prof. Colin Brown Dept. of Asian Studies and Languages Flinders University	17.09.01

## Appendix 4: Studies of Asia Curriculum Map

### LEGEND

- A: Explicit studies of Asia subject.**
- B: Explicit studies of Asia strand or option.**
- C: Framework of subject or strand allows for inclusion of studies of Asia component.**
- D: Work sample of studies of Asia.**

STATE	SUBJECT	CURRICULUM REFERENCE	LINK TO STUDIES OF ASIA (See Legend)
Victoria	Level 3 - Society & Environment	Studies of Society and Environment	C
	Paragraph 2 Students explore the diverse nature of Australian society. Building on level 2, they undertake further study about the different cultural groups that make up the Australian community. They learn about the contributions that members of these groups have made to many aspects of the Australian way of life, such as in the arts, business, commerce, education, industry, medicine and science, in addition to other aspects of life, including food, festivals and sporting events. They begin to use printed and electronic sources and documentation.		

STATE	SUBJECT	<p style="text-align: center;"><b>CURRICULUM REFERENCE</b></p> <p style="text-align: center;"><b>Studies of Society and Environment</b></p>	LINK TO STUDIES OF ASIA (See Legend)
Victoria	Level 4 - History	<p>Paragraph 6</p> <p>Students study the rights and responsibilities of citizens, both in Australia and, by way of comparison, in other countries. These studies should include a global perspective related to a contemporary issue that examines the changing nature of people's rights and responsibilities over time. Students discuss current affairs and contemporary issues, such as the provision of aid to other countries.</p>	
Victoria	Level 4 - Geography	<p>Paragraphs 2 &amp; 3</p> <p>At level 4 students investigate the history and culture of another country in the Asian region, such as China, Indonesia, Japan or Vietnam. Students investigate significant people and events in that country's recent history and way of life. They learn about the daily life of men, women and children, including their food, housing and clothing. Students examine the religious beliefs of that society and its customs and important ceremonies. They also consider how the society has been governed, who has held the power, and the rules and regulations by which people, especially children, have lived. Students read stories and folktales from the society to learn about the values which have been important to that society.</p> <p>Learning should include appropriate links between the histories of different countries and possible links to the historical development of Australia. They discuss why we study history and its importance. Students begin to consider the variety of evidence available for historical analysis.</p>	B
Victoria	Level 4 - Geography	<p>Paragraph 4</p> <p>They interpret maps to describe and explain the distribution and dynamics of natural and political boundaries in Australia and other parts of the world, such as Europe, Asia, North America and the Asia-Pacific region.</p>	C & D
Victoria	Level 5 - History	<p>Ancient societies</p> <p>Ancient societies suitable for study include the civilisations of Sumer, Greece, Rome, China and Egypt. Students examine the main political and social themes of an ancient society and the daily life of the people, from the most powerful to the least powerful.</p>	C & D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Victoria	Level 5 Geography	<p>Students investigate, analyse and describe:</p> <p>The daily life of various social groups: the role and work of different groups within the society; the ways in which work was organised; division of labour between men and women; styles of clothing, types of food, construction of housing, daily rituals and entertainment; marriage and family structure and the role of children and child rearing</p> <p>the development of trade: how economic resources were developed and the impact that trade with other cultures had on different aspects of the society, such as art, drama, literature, architecture and lifestyle (for example, food and fashion)</p> <p>social groups and hierarchies: for example, the division of ancient Egypt into pharaohs, viziers and slaves, or ancient Athens into citizens, metics, slaves and women or nobles, priests, artisans; the relationships between these groups</p> <p>the organisational structure of the society: how the society was governed and power was distributed; symbols of power; the use of public space to reflect power structures.</p> <p>the values and beliefs of the society, including myths and legends and religious beliefs; the rituals associated with the religious beliefs; major religious festivals and ceremonies</p> <p>the ways in which the culture was expressed, including art, music, literature, drama, festivals and education</p> <p>the influence of the society on present day societies: for example, the origins and concept of democracy in ancient Greece; the idea of the citizen; inventions which are still used today, such as the 365-day calendar</p> <p>the significant individuals and events in the society: for example, Confucius, Hammurabi, Hatshepsut, Liu Bang, Pericles, Ramses II, Socrates, Empress Wu.</p>	C & D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Victoria	Level 5 - Economy & Society	<p>environment. Natural environments suitable for study include the Great Victorian Desert, the Amazon Basin and North Sea. Human environments suitable for study include places affected by people, such as cities and rural landscapes in Nepal or on the Bolivian altiplano.</p> <p>The dynamics of natural processes are examined, together with their impact on people and environments. Natural processes which bring about change in environments include seasonal change, erosion, climate change and plant succession. Studies at this level include an assessment of the strategies designed to minimise damage caused by human activities and the spread of settlement, and how communities can respond to natural disasters, such as the Kobe earthquake or the eruption of Mt Pinatubo.</p> <p>Paragraph 3 Students examine the key features of the Australian economy, including sectors of the economy, resource ownership and factors of production. They describe the role and impact of the government, individuals, groups and organisations on economic management and activity. They examine different forms of resource ownership, including individual, business, community, cooperative and government ownership. An understanding of the nature of and reasons for Australia's trade is developed through consideration of Australia's trade relationships, especially in the Asia-Pacific region. Students also consider key contemporary economic issues.</p>	C & D
Victoria	Level 6 - History	<p>Paragraph 13 &amp; 14 Significant events, such as revolutions, wars and depression - and ideas such as fascism, imperialism and nationalism, and challenges to them - have been expressed through cultural forms such as art, drama, literature, music and dance. In studying the key events, people and ideas of the twentieth century, students have the opportunity to consider the ways in which these have been expressed and the emergence of new genres and artistic movements. They begin to understand how political and economic history is related to social and cultural history.</p> <p>Students investigate:</p>	C & D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Victoria	Level 6 Geography	<p>significant events, including the Russian Revolution, World War I, the 1930s Depression, World War II, Chinese Revolution, the Cold War, fall of Communism</p> <p>the ideas and values of liberal democracy, socialism, capitalism, communism, democracy, nationalism, fascism, religious fundamentalism</p> <p>leaders or important people associated with the significant events of the twentieth century.</p> <p>Paragraph 4</p> <p>The interaction between natural systems and human activities provides a context for related population-based studies (for example world population issues, refugees) and contrasts in living conditions. Students describe major population concentrations and analyse the components contributing to change, such as age and fertility, migration and national policy.</p>	C & D
Western Australia	<p><i>Investigation, Communication &amp; Participation</i> - Levels 5</p>	<p><u>Page 8</u></p> <p>Students undertake investigations of broader social and environmental issues as they can now generalise appropriately from particular contexts: for example, they can investigate landcare issues in Australia by looking at case studies and then draw on evidence from these studies to make generalisations about the broader picture. In planning these investigations, students can clarify specific purposes, devise questions which have a critical focus and construct a search plan.</p> <p>They can select information from more precise data sources (for example, topographic maps, aerial photographs). They can design and construct surveys, interviews and questionnaires that enhance the specific purposes of the investigation.</p> <p>Students draw conclusions at this level which present a particular viewpoint that can be supported by the evidence collected. They justify these viewpoints by referring to patterns evident in the data gathered and consideration of the facts, opinions and motives: for example, students can justify the view that Australia should modify its flag by referring to patterns in the cultural groups that support this view (for example, Aboriginal people, immigrants, young people) and the opinions and</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	<i>Investigation, Communication &amp; Participation - Levels 6</i>	<p>motives presented by these groups.</p> <p><u>Page 8 &amp; 9</u></p> <p>Students at this level are able to formulate their own hypothesis, decide the aspects to be considered and make predictions for an investigation. They can develop focus questions which require identification of trends, analysis, critical evaluation and cause and effect: for example, they may consider why varying viewpoints exist on the level of foreign ownership in Australia and devise questions related to historical trends in ownership, analysis of current levels, effects of ownership on different sectors of the economy and critical evaluation of current policies.</p> <p>From their research plan, students can personally select and decide on appropriate data sources and recording techniques for an argument or viewpoint. They ask questions which bring out the costs and benefits of various positions and seek information to test the causal relationships between events: for example, statistical information related to immigration and employment could be analysed to test related assertions.</p> <p>Students can draw a conclusion for an argument by analysing viewpoints for accuracy, bias and omission. They justify their personal stances by logically discussing and considering the viewpoints and evidence presented by others</p>	C
Western Australia	Place & Space - Levels 1	<p><u>Page 5</u></p> <p>Students typically understand that there are many places around the world in which people live. However, their location in relation to themselves is not understood. From their own experiences or from pictures, films or stories they are able to list particular features that exist in these places, both natural and built, but they do not necessarily associate them with these categories.</p> <p>Students understand that they and other people feel some places to be important but do not necessarily understand why: for example, they know people go to church and therefore it is a place of significance to them but they do not understand how going to church relates to a purpose. Students might state that some people think church is a significant place because 'they</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Place & Space - Levels 2	<p>like to go' or because 'it's a quiet place'.</p> <p>They typically understand that people do things to care for places. Again, they understand what they and other people do to care for places, but not necessarily why: for example, they may say in response to 'Why do you do things to keep your bedroom tidy?' such things as 'because I get pocket money if I do' or 'because I have to'.</p> <p><u>Page 5 &amp; 6</u> Students typically understand that what distinguishes one place from another is its particular location and the specific natural and built features within it. In given contexts students can identify the location of places and identify particular features and activities: for example, students investigating a local area could indicate features and activities (as in Level 1), but might also describe their location in relation to one another, by preparing a map, drawing a picture or describing using directional words. Similarly they could identify important features on earth, such as oceans and continents, and state what is found in various places. At this level, however, they have not understood some of the reasons why these features and activities occur as they do.</p> <p>Their understanding of location allows students to understand why people choose to interact in some places and not in others. They refer quite literally to the particular features found in those places as reasons why people choose to live in some places and not others: for example, they might say, 'My uncle lives near Katanning because he has a farm there'.</p> <p>Students identify the places that people consider need to be cared for and they understand that cooperation is required by people to achieve this. They typically demonstrate this by indicating simple ways in which people could act in given contexts and the tasks people could perform.</p>	C
Western Australia	Place & Space - Levels 3	<p><u>Page 6</u> Students go beyond the literal identification of specific features found in a location to understand that particular natural processes such as wind and water erosion, weathering, earth movements (e.g. faulting, folding and earthquakes) have created</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Place & Space - Levels 4	<p>the natural features, such as mountains, valleys, plains, lakes and rivers, found in any location.</p> <p>They understand that people use these different natural features in different ways: for example, ports are built at the mouth of rivers or in deep bays; railway routes avoid steep slopes; farms are developed on plains. Students make quite superficial judgements about the way in which people use particular places and therefore have difficulty sustaining their position when different viewpoints are presented: for example, students will identify reasons why forests should not be used for timber products but have difficulty in reconciling their use and need for such materials. They have an awareness of the conflicting values found in various social and environmental issues but have difficulty in resolving these issues because they are unable to understand the interconnections or the issue as a whole.</p> <p>Students understand that there are different viewpoints about the use of places and the reasons people give for these viewpoints, but at this level their attempts to arrive at decisions tend to be idiosyncratic and superficial.</p>	
	Place & Space - Levels 4	<p><u>Page 6 &amp; 7</u></p> <p>Students see patterns and interrelationships in places as a result of the different interactions different people have in places. In doing so, they are able to make simple generalisations that apply to the context being investigated: for example, they can describe similarities in the features of large towns and population centres in Australia and draw generalisations about the spread of settlement in Australia. Similarly, they can recognise patterns in the features of places associated with a particular industry: for example, the natural and built features typically found in wheat-growing areas.</p> <p>As well, students typically demonstrate understanding of how people's relationship with places is interdependent: for example, the settlement by Europeans of the Swan River area provides examples of people with a particular set of beliefs attempting to adapt and modify an environment that in turn forced them to adapt and modify their beliefs about such things as farming methods, housing and clothing.</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Place & Space - Levels 5	<p>Students are able to unravel the conflicting values evident in people's use of places. Not only can they identify people's reasons for using places in particular ways but they can explain the values positions of the people involved and how they determine people's commitment to ecological sustainability.</p> <p><u>Page 7</u> Students understand that there is an interrelationship between various processes that give rise to spatial patterns on the earth's surface, such as climatic, landform, demographic and land-use patterns: for example, climatic types are located at particular latitudes and positions on continents and relate to atmospheric and oceanic circulation systems.</p> <p>They understand that the level of interdependence between people and places is influenced by a range of factors, processes and values: for example, mineral resources may not be mined in some locations as a result of technical, environmental, economic and cultural factors, processes and values.</p> <p>Students also understand that the different ways in which individuals and groups act to sustain the environment reflect differing values positions: for example, areas may or may not be mined depending on the environmental value people place on their location (e.g. Kakadu and Ningaloo as opposed to the Hamersley Range).</p>	C
Western Australia	Place & Space - Levels 6	<p><u>Page 7</u> Student understanding builds on that at Level 5 by broadening it to include a time dimension which emphasises that spatial patterns, interdependent relationships between people and places and people's commitment to ecological sustainability do not remain constant: for example, over time, spatial patterns may vary due to a range of factors such as changing transport technology, immigration patterns, trade patterns and shifts in the global political power balance.</p> <p>Variations in the interdependence of people and places have occurred as people have endeavoured to modify and exploit</p>	

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Place & Space - Levels 7	<p>their natural environment because of factors such as population increase, economic viability of land use (mining, farming) and changes in transport and communication.</p> <p>Similarly, over time, people's attitudes and values towards ecological sustainability have changed, influencing their care of places: for example, over time the whaling industry has undergone significant change in order to protect the species.</p> <p><u>Page 8</u> Students are able to apply their understandings to evaluate current use of places (at a range of scales) in terms of the impact of patterns and processes, the quality of human interaction and level of interdependence, and people's commitment to ecological sustainability.</p> <p>In applying their understandings, students are able to draw conclusions on the influence of these factors in the context being investigated. In presenting their findings, they explain not only 'what' is occurring but also 'why', using precise social science terminology: for example, they could examine the circumstances existing in relation to global action on Greenhouse emissions by explaining the patterns and processes that contribute to the problem, the impact on the quality of life on earth and the level of commitment to ecological sustainability being demonstrated by nations.</p>	C
Western Australia	Place & Space - Levels 8	<p><u>Page 8</u> Students are able to apply their understanding beyond Level 7 to explain how changing current use of places will impact on the patterns of features on the earth's surface. They justify changing the current use of places in ways that are socially just, democratic and ecologically sustainable. They present solutions based on analysis of public decision-making and its ability to plan and balance competing demands, and the diverse views people hold about the ecologically-sustainable use of places: for example, students may analyse national and global policies on Greenhouse emissions and justify planned and manageable solutions for the future that are based on principles of social justice, democratic process and ecological sustainability. Students advocate their solutions in appropriate public ways.</p>	C
Western	Culture -	<p><u>Page 5</u></p>	

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Australia	Foundation	The student recognises similarities and differences between people and forms of cultural expression; and recognises personal identity and significant others.	C
Western Australia	Culture – Level 1	<u>Page 5</u> The student understands that different cultures express and satisfy needs in diverse ways and that common and unique characteristics exist among all people.	C
Western Australia	Culture – Level 2	<u>Page 5</u> The student understands that belonging to cultural groups involves certain roles, responsibilities and forms of cultural expression and that these vary among groups. Page 9 – Pointer 2.2 The student understands that similarities and differences exist in the cultural expressions of groups and communities. This will be evident when students, for example: <ul style="list-style-type: none"> <li>give examples of diverse ways in which particular occasions are celebrated by groups or communities (Christmas, Chinese New Year, Australia Day, Anzac Day, Greek Easter, National Aboriginal and Islander Week, bar mitzvah)</li> </ul>	D
Western Australia	Culture – Level 3	<u>Page 5</u> The student understands that the diverse groups to which people belong vary in their traditional and non-traditional aspects and that interaction with these groups influences the identity of individuals.	C
Western Australia	Culture – Level 4	<u>Page 6</u> The student understands that cultures are based on beliefs and traditions which are transmitted through the social organisation that in turn influences the roles, rights and responsibilities of individuals and cultural groups.	C
Western Australia	Culture – Level 5	<u>Page 6</u> The student understands that, over time, changes to belief systems, cultural practices and social organisation ensure the	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<p>survival of cultural groups and also influence the identity of individuals, groups and societies.</p> <p><u>Page 10 - Pointer 5.1</u></p> <p>The student understands that cultural beliefs and traditions can change over time.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe the customs, dominant beliefs, religions, institutions, values and education system of an ancient civilisation, such as that of Egypt, Greece or Rome</li> <li>• describe the customs, dominant beliefs, religions, institutions, values and education system of a present-day society in the Asia-Pacific region</li> <li>• identify some key values of some of the major belief systems of the world.</li> </ul> <p><u>Page 11 – Pointer 5.2</u></p> <p>The student understands that over time cultural groups may adopt changes to their belief systems and social organisation in order to continue.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describes the impact of the expansion of the pastoral industry on Aboriginal family and kinship structures</li> <li>• describes the adaptation of Aboriginal peoples to changing environments</li> <li>• describe the impact of different political systems on the Russian and/or Chinese cultures</li> <li>• describe the impact of technological changes on the social organisation of cultural groups over time.</li> </ul>	D
Western Australia	Culture – Level 6	<p><u>Pages 6 &amp; 7</u></p> <p>The student understands that, as a result of change and continuity in beliefs and traditions and the influence of core values, contemporary cultures have evolved with varying degrees of cohesion and diversity.</p> <p><u>Page 12 – Pointer 6.3</u></p>	C
			D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Culture – Level 7	<p>The student understands that core values of a society influence personal, group and cultural identity. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• analyse the beliefs and attitudes of individuals towards groups which are different from the ones to which they belong</li> <li>• analyse the core values of an Australian religious group, political party, environmental group or social group</li> <li>• examine the ethical stances of groups on an issue current in the media</li> <li>• compare Australian core values with those of an Asian, Middle Eastern or Pacific Islander society</li> <li>• examine the concepts of matriarchies and patriarchies in a range of cultures, considering the power relationships in each.</li> </ul>	C
		<p><u>Page 7</u> The student understands that the interaction over time between societies and cultures on a global scale can influence people's beliefs and values, cultural cohesion and diversity and individual, group and cultural identity.</p> <p><u>Page 12 – Pointer 7.2</u> The student understands that global trends and issues impact on the maintenance of cohesion and diversity in cultures. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• discuss the impact of the changing role of women in cultures and religions</li> <li>• analyse the effects of electronic and information technology to change or maintain a particular culture</li> <li>• predict the consequences for cultures of scientific and medical research, e.g. sources of energy, birth control, disease prevention</li> <li>• predict changes within Australian culture resulting from global trends, e.g. continuing immigration, further developments in communications, shifts in global economic circumstances, environmental changes</li> </ul>	D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Culture – Level 8	<ul style="list-style-type: none"> <li>• analyse the effects of international aid on the culture of recipient countries</li> <li>• suggest possible future changes to the level of cohesion in Australian society that may result from changing political and economic relationships, e.g. the impact of changing immigration patterns in the 1990s, trade with Asia.</li> </ul> <p><u>Page 7</u> The student understands that the extent to which cultures interact reflects the empathy that exists between beliefs and traditions, their adaptability in maintaining cohesion and diversity and their ability to resolve moral and ethical issues that impact on their identities. Page 13 – Pointer 8.2 The student understands that cultures adjust the ways in which they maintain cohesion and allow diversity in order to improve the quality of life and retain a sense of community. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• analyse policies related to minority cultural groups, e.g. Universal Declaration of Human Rights, multiculturalism</li> <li>• analyse the impact of successive government policies on Aboriginal people, e.g. civilising and Christianising, segregation, assimilation, self-determination, reconciliation</li> <li>• examine the effects on nations of movements to regain national or cultural identity, e.g. the unification of Germany, Myanmar/Burma, Sri Lanka, Indonesia</li> <li>• examine cultural change brought about by economic, health or education measures</li> <li>• analyse changing moral stances within religious groups that reflect social change.</li> </ul>	C
Western Australia	Time, Continuity & Change - Foundation	<p><u>Page 5</u> The student recognises stages and participates in significant events in own life. Page 8 – Pointer F.1 The student acknowledges events in own life.</p>	C D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• identify people according to age, e.g. Johnny is a baby, Grandma is old</li> <li>• name special events, e.g. birthdays, Easter, Ramadan.</li> </ul>	
Western Australia	Time, Continuity & Change - Level 1	<p><u>Page 5</u> The student understands that the past, present and future are associated with particular events and that life stories can be different.</p> <p>Page 8 – Pointer 1.1 The student understands that there are significant activities and events in own life.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe personal and family events</li> <li>• identify and describe people at different stages or ages (baby, toddler, girl, boy, teenager, man, woman)</li> <li>• match objects with labels or pictures of the people to whom they might belong and give reasons</li> <li>• place objects representing life stages in order</li> <li>• draw or describe the sequence of activities that take place on a special occasion such as birthday, Christmas, Passover, Ramadan, Chinese New Year.</li> </ul>	C  D
Western Australia	Time, Continuity & Change - Level 2	<p><u>Page 5</u> The student understands that the passage of time creates differences in people's lives and in the environment, and that people endeavour to retain what they consider important.</p>	C
Western Australia	Time, Continuity & Change - Level 3	<p><u>Page 6</u> The student understands that the stories of important people and events are woven into the narrative history of particular time periods.</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Time, Continuity & Change - Level 4	<p><u>Page 6</u> The student understands that people and events in a time period are linked through the impact each has on the other and that there are different perspectives on people and events of the past.</p> <p><u>Page 6</u> Students build on the understanding of Level 3 by linking sequentially the significant people, events and ideas within a particular time period: they can, for example, describe the gold rush period of the 1850s in eastern Australia by linking the significant people (such as Edward Hargreaves, Peter Lalor), places (Ballarat, Bendigo), events (various discoveries, immigration, Eureka Stockade) and ideas (mining technology, lifestyles).</p> <p>Through this understanding, students are able to make connections between different people's beliefs and their behaviours and actions. They draw conclusions that explain the changes that occur in particular time periods: for example, the impact of large numbers of Chinese people at the goldfields in the 1850s-1860s on daily life and the racist and bigoted responses of Europeans towards the Chinese.</p> <p>Students understand that people's interpretations of the past reflect their different beliefs and values: for example, the values of the Bulletin magazine in the later 19th century presented a view about the Chinese that was cruel, negative and racist.</p> <p>Page 10 – Pointer 4.1 The student understands that there is a sequence and order to the significant events, people and ideas of the past and these can be related within particular time periods.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe people, events and ways of life associated with the discovery of gold in an area</li> <li>• select information from a range of sources (texts, film, paintings, databases, tables, graphs) to describe a particular event in Australian history (Eureka Stockade, Gallipoli, women gaining the vote in South Australia, World War Two,</li> </ul>	<p>C</p> <p>D</p> <p>D</p>

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Time, Continuity & Change - Level 5	<p>immigrants arriving after 1945, Vietnam War)</p> <ul style="list-style-type: none"> <li>• make a timeline to show given periods in the history of Australia before and after European colonisation</li> <li>• describe a sequence of events and conditions in Britain and America which led to British colonisation in Australasia and the Pacific</li> <li>• sequence some events which led to the federation of the Australian colonies in 1901.</li> </ul> <p><u>Page 6</u> The student understands that the consequences of people's actions may be either change or continuity and that people's beliefs and/or motives contribute to the different perspectives they hold on people and events of the past. Page 11 – Pointer 5.2 The student understands that the beliefs and way of life of people are a consequence of changes and continuity in other times. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe the influence of convicts and squatters on images of Australian identity</li> <li>• assess the influence of the gold discoveries on the nature of Australian society</li> <li>• describe the influences on Australian society of different immigrant groups in Australia in the 19th and 20th centuries</li> <li>• identify achievements of women in Australian history</li> <li>• discuss the influence of religion on the people of an Asian or Middle Eastern country</li> <li>• describe the influence on the identity of an Asian, European or Middle Eastern country of significant people such as Indira Gandhi, Mao Zedong, V.I. Lenin, Golda Meir.</li> </ul> <p><u>Page 11 – Pointer 5.3</u> The student understands that differences in people's beliefs and values contribute to varying interpretations of the past.</p>	C  D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Time, Continuity & Change - Level 6	<p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• compare differing views of people about the same issue, e.g. viewpoints on voting in an election, an environmental issue</li> <li>• identify sources which convey differing perspectives on the same event (1988 Bicentenary, Eureka, Australia’s role in Papua New Guinea)</li> <li>• examine, through sources of the period, changing portrayals and attitudes towards groups in society and suggest reasons why these may have changed (motives for removal of Aboriginal children from families, views of Asian people)</li> <li>• view changing attitudes, motives or actions relating to issues, e.g. crime and reform, the value of space exploration, and technological change in present-day society.</li> </ul>	
		<p><u>Page 7</u> The student understands that the present has evolved at varying rates from past people and events and that it is perceived by people according to their beliefs and values. Page 12 – Pointer 6.2 The student understands that change in societies and environments occurs in many forms and at varying rates. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• explain changes and continuities in the experiences of women in modern Australian society</li> <li>• evaluate positive and negative aspects of change, e.g. the spread of computers in recent years</li> <li>• identify and describe examples of a country choosing to change its political structure through consensus (changing from colony to nation, one-party system to multi-party system, federation, republic)</li> <li>• describe the effects of urban development on the Australian environment</li> <li>• describe ways in which industrialisation changed people’s social and cultural lives in 18th and 19th century Britain</li> </ul>	C  D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<ul style="list-style-type: none"> <li>• describe ways in which economic development changed people’s social and cultural lives in 20th century Asia.</li> </ul> <p><u>Page 12 – Pointer 6.3</u> The student understands that, over time, changes occur in interpretations of people and events of the past. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• discuss different historians’ interpretations of archaeological evidence from ancient civilisations</li> <li>• account for differing representations of past and/or current conflicts in Asia, the Middle East or Europe</li> <li>• explain why some groups may be under-represented in accounts of past events, e.g. women, immigrant groups, Aboriginal people, urban or rural people</li> <li>• compare and contrast the arguments presented by different individuals and groups about resource use and ecologically– sustainable development</li> <li>• analyse advertisements to identify the techniques used to influence consumers.</li> </ul>	D
Western Australia	Time, Continuity & Change - Level 7	<p><u>Page 7</u> The student understands that a change in people’s perspectives of the past may lead to a reappraisal of present opinions/actions on contemporary issues.</p> <p><u>Page 12 – Pointer ICC 7.1</u> The student understands that prevailing trends and movements over time contribute to changes in societies and environments.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe notions of Australian society from the past and draw parallels with current images</li> <li>• analyse the extent to which the notion of a ‘fair go for all’ was realised in the light of policies of governments and political parties in Australia</li> <li>• describe the social and economic impact on a nation of major political movements (Nazism in Germany in 1920s</li> </ul>	C
			D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<p>and 1930s, ‘green’ movements in Europe)</p> <ul style="list-style-type: none"> <li>• identify changes that have occurred in the application of ideologies to specific contexts (Russia after the 1917 Revolution, imperialism as it affected India, China or Japan)</li> <li>• analyse Australia’s involvement in international conflicts, e.g. Korea, Vietnam, 1991 Gulf War, in view of the prevailing ideologies of the time.</li> </ul> <p><u>Page 12 – Pointer ICC 7.2</u></p> <p>The student understands that the motives of individuals, groups and societies determine the nature and extent of change over time.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• identify links between short- and long-term causes of an event (factors that helped trigger World War One, Japanese in World War Two)</li> <li>• determine the relative contribution of various factors in altering attitudes to Asian immigration to Australia</li> <li>• show how different types of causes – economic, political, cultural, religious or environmental – are interrelated, e.g. in the Italian Renaissance, Balkan crisis</li> <li>• recognise many of the constraints affecting human action in particular historical situations</li> <li>• explain why attitudes towards Aboriginal people have changed over time</li> <li>• investigate the history of the feminist movement as a force in social change.</li> </ul>	D
Western	Time, Continuity	<u>Page 13 – Pointer ICC 7.3</u>	D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Australia	& Change - Level 7 Continued	<p>The student understands that people’s perspectives and actions on issues are based on their version of history. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• analyse the impact of technological change on men’s and women’s employment</li> <li>• account for the occurrence of a contemporary event in view of its historical background</li> <li>• describe the background to Australia’s changing relationships with Asia, Europe, the USA</li> <li>• identify dominant influences that have contributed to the development of core values in Australia</li> <li>• describe how values have been maintained, e.g. roles of families, religions, media (in reinforcing certain perspectives), political institutions and educational institutions</li> <li>• critically analyse the way in which the core values of Australian society are portrayed through the media, and especially through advertising.</li> </ul>	
Western Australia	Time, Continuity & Change - Level 8	<p><u>Page 7</u> The student understands that people’s perspectives and interpretations of the past, present and future change over time according to their beliefs and values based on the context of their time. <u>Page 13 – Pointer ICC.8.1</u> The student understands that values shape people’s actions now and in the future, and determine the nature and extent of change or continuity in societies and environments. This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• identify the ways people’s actions and beliefs were framed by their particular historical context (colonisation of Australia, British and French imperialism in Asia and the Pacific in the 19th century)</li> <li>• analyse sources to demonstrate that people in a particular period held a range of beliefs and values for or against, e.g. suffrage, crime and punishment, use of technology</li> <li>• explain the motives for non-violent resistance in India in the 20th century</li> </ul>	C  D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<ul style="list-style-type: none"> <li>• analyse the reasons why slavery coexisted with democratic ideals in the ancient world</li> <li>• critically compare the ways in which heritage has been transmitted by different groups over time.</li> </ul> <p><u>Page 13 – Pointer ICC 8.3</u></p> <p>The student understands that different individuals, groups and societies constantly interpret and reinterpret history in different ways.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• provide a reasoned opinion for differing interpretations of particular events or ideologies</li> <li>• explain why and how interpretations of issues, events, ideologies can change over time (release of archival material, new scientific methods in archaeology, changes in contexts, changes in social attitudes)</li> <li>• explain the influence of the changing nature of information and communication and the role of the media, e.g. media coverage of Vietnam War, 1991 Gulf War, Somalia</li> <li>• contrast contemporary sources from people with later accounts to explain how history is reinterpreted by different groups.</li> </ul>	D
Western Australia	Natural & Social Systems - Level 1	<p><u>Page 5</u></p> <p>The student understands that the natural and social world contains elements, which in various ways, satisfy needs and wants.</p>	C
Western Australia	Natural & Social Systems - Level 2	<p><u>Page 5</u></p> <p>The student understands that the natural and social world contains elements which interact in communities to satisfy needs and wants.</p>	C
Western Australia	Natural & Social Systems - Level 3	<p><u>Page 6</u></p> <p>The student understands that, in natural and social systems, relationships occur to provide order to the interactions found within them.</p>	C

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Natural & Social Systems - Level 5	<p><u>Page 6</u> The student understands that natural and social systems adapt to change in their environment in various ways, according to their purpose.</p>	C
Western Australia	Natural & Social Systems - Level 6	<p><u>Page 7</u> The student understands that people affect and are affected by the interaction between natural and social systems on a global scale.</p> <p>Students understand that people affect and are affected by their interaction with natural and social systems at a global scale: for example, they understand that the actions of people at Chernobyl in 1986 had a significant impact on the natural systems, not only of the area surrounding the nuclear power plant, but also those of Europe, Asia and, to a lesser extent, the world. Students understand that a consequence has been that people have had their lives affected ever since by the change to natural systems.</p> <p>Similarly, they understand how political, legal and economic systems are affected by such human disasters: for example, nations cooperate to support one another, international legal treaties and sanctions are applied and trade flows are significantly affected.</p> <p><u>Page 12 - Pointer 6.1</u> The student understands that people affect and are affected by the interaction between natural systems on a global scale.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• identify the interaction between natural systems (climate systems and landform systems) and explain the global impact, e.g. impact on natural systems of the El Nino current, volcanic explosions, cyclones</li> <li>• explain the impact of human actions in one part of the global system to changes in other parts of the system, e.g. the nuclear disaster in Chernobyl, fires in Indonesia</li> <li>• analyse the accelerating growth rate of world population and explain how this impacts on global systems.</li> </ul> <p><u>Page 13 - Pointer 6.3</u></p>	C & D

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
Western Australia	Natural & Social Systems - Level 8	<p>The student understands that people affect and are affected by the interaction of economic systems on a global scale.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• explain the role of international trading blocs (such as ASEAN, European Community, NAFTA)</li> <li>• explain ways in which finance flows between countries, e.g. foreign investment, foreign aid, exchange rates</li> <li>• explain the relationship between global resource distribution and past and current conflicts</li> <li>• assess the impact of the differential distribution of wealth within and between nations</li> <li>• explain ways in which nations attempt to protect local industries (including tariffs, subsidies, trade agreements)</li> <li>• describe the components and operation of the balance of payments</li> <li>• explain the impact of development and modernisation on indigenous populations across the world.</li> </ul> <p><u>Page 7</u></p> <p>The student understands that the quality of life on earth is related to the degree to which people act according to the values of ecological sustainability, democratic process and social justice.</p> <p><u>Page 14 - Pointer 8.2</u></p> <p>The student understands that reforms of political and legal systems have consequences for democratic process and social justice in the future.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• analyse viewpoints presented in the debate on a political or legal issue in the past in order to identify the predicted consequences (e.g. dismissal of Whitlam government, Mabo ruling)</li> <li>• propose a range of criteria to evaluate political and legal reforms</li> <li>• assess the impact on individuals and groups of violent conflict in revolutionary change to a political and legal system, e.g. French Revolution, Cuban Revolution, Communist Revolution in China</li> </ul>	D
			C
			D

**REVIEW OF STUDIES OF ASIA IN AUSTRALIAN SCHOOLS**

STATE	SUBJECT	CURRICULUM REFERENCE Studies of Society and Environment	LINK TO STUDIES OF ASIA (See Legend)
		<ul style="list-style-type: none"> <li>• evaluate the consequences for individuals, groups and the environment of reforms achieved through legislation and international agreements</li> <li>• assess the influence of the Equal Opportunity Commission with respect to disability, gender, harassment, ethnicity.</li> </ul>	

## Appendix 5: Best Practice in teaching Studies of Asia

It would be expected that the following elements would be evident in a school operating at the best practice level:

<input type="checkbox"/>	• school leaders are involved as well as staff.
<input type="checkbox"/>	• collaborative and whole school planning for studies of Asia takes place
<input type="checkbox"/>	• there is evidence that most teachers are integrating teaching about Asia across the KLAs
<input type="checkbox"/>	• separate internal school funding is allocated to studies of Asia
<input type="checkbox"/>	• funding is sustained over a longer period
<input type="checkbox"/>	• Asian language studies is provided for all students at an appropriate level
<input type="checkbox"/>	• the school has developed a policy statement that provides guidance for all teachers about the expectations for inclusion of studies of Asia in their teaching program
<input type="checkbox"/>	• there is forward planning for studies of Asia, it is not seen as something of a transitory nature
<input type="checkbox"/>	• there has been an internal audit to see where studies of Asia fits into the whole curriculum
<input type="checkbox"/>	• the school has a significant collection of curriculum resources
<input type="checkbox"/>	• technology links, such as sister schools in the Asia region have been established. This may include some collaborative projects
<input type="checkbox"/>	• staff are able to demonstrate core values about Asia
<input type="checkbox"/>	• students can talk about their learning, as well as what they have learnt.
<input type="checkbox"/>	• the school is using the “national statement” as the foundation for their program
<input type="checkbox"/>	• teachers actually engage in professional development - at least one staff member would have been on an overseas study tour.
<input type="checkbox"/>	• There is recognition of the need for professional development (grass roots training) for new teachers to Studies of Asia
<input type="checkbox"/>	• time is set aside for public acknowledgment and celebration of achievements in studies of Asia – such as Art displays.
<input type="checkbox"/>	• the school is engaging in competitions - or collaborative projects - such as applying for grants and seeing the links between Asia focus and other projects
<input type="checkbox"/>	• teachers share their ideas with others in different ways - leadership supports this (or provides a “leading light”)

#### REVIEW OF STUDIES OF ASIA IN AUSTRALIAN SCHOOLS

<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• teachers share their experience with others, e.g. by contributing to newsletters and local newspapers etc.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• more than one teacher is dedicated to Asian studies.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there is good collaboration between LOTE and Asian Studies.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• the school does not consider specialist teaching of Asian languages as a replacement for all teachers teaching studies of Asia.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there is a keenness to have travelled for both teachers and students (both ways - Asia to Australia, as well as Australians overseas).</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there should be good community interactions- bringing community members in eg grandparents telling Asian stories.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there should be strong links between the studies of Asia program and citizenship education.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there should be some form of evaluation of the effectiveness of teaching studies of Asia.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• there is evidence that students' attitudes and knowledge extend beyond stereotypes.</li> </ul>