



Asia Education Foundation



WHAT WORKS 2

Leading school change to support the development of Asia-relevant capabilities

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Leaders who understand the importance of Asia literacy in the 21st century feel a deep sense of moral obligation to their students to ensure they develop Asia-relevant capabilities, such as the confidence and readiness to interact with the diverse peoples, cultures and religions of the Asia region.

The following is a summary of key lessons learned from three schools/ clusters — Marsden Learning Alliance (NSW, comprising Marsden High School and West Ryde, Ermington and Melrose Park Primary Schools), Margaret River Primary School (WA), and Huntingdale Primary School (Vic) — that demonstrated all of the change forces and knowledge required to lead meaningful and sustainable change in order to achieve Asia literacy.

The schools all received grants under the Australian Government *Becoming Asia Literate: Grants to Schools* (BALGS) program (see www.asiaeducation.edu.au/balgs).

Leading change to support the development of Asia literacy in schools is influenced by:

1. **Leaders with a strong sense of moral purpose for building Asia literacy effect deep and sustainable change in their schools.**

What does this mean?

Leaders who understand the importance of Asia literacy in the 21st century feel a deep sense of moral obligation to their students to ensure they develop Asia-relevant capabilities, such as the confidence and readiness to interact with the diverse peoples, cultures and religions of the Asia region.

Leaders in the Marsden Learning Alliance and at Margaret River and Huntingdale Primary Schools illustrate a shared moral purpose to build students' capacities to engage with the 'Asian Century.' Although they place different emphases on Asian language learning and studies of Asia, these leaders believe in the value of students developing deep knowledge and understandings about the diversity of Asia.

These leaders also place great importance on students' intercultural understanding and have planned for them to have 'persuasive personal encounters' with people in the Asia region and access to inspirational speakers from diverse Asian backgrounds that have come to live in Australia. The leaders have developed relationships with schools in the Asia region via web 2.0 technologies, as well as face-to-face and homestay visits.

Overall, these leaders believe they have a moral obligation to imagine the world their students will inhabit in the future and the significant role that Asia will play.

2. **Leaders who provide inspirational motivation to their staff are able to enact deep and sustainable change.**

What does this mean?

Leaders who lead by example provide inspirational motivation to their colleagues, challenge others to contribute to change, evaluation and improvement, and are positive about the impact of these actions on student learning. They combine their 'vision' with practical and relevant solutions to build, or build on, Asia literacy initiatives in their school.

An example of this is the leadership structure initiated at Margaret River Primary School. A total of 16 leaders support the Principal's vision to implement whole-school change. In working to develop a focus on studies of Asia across the school, in line with the Australian Curriculum, these leaders have created and consolidated a consistent approach to curriculum planning and pedagogy.

These leaders support teachers to deliver an Asia-focused curriculum and to plan for student learning using 21st-century pedagogies such as inquiry, higher-order thinking skills, web 2.0 technologies, and creativity and design. The Principal has also demonstrated his motivation for building Asia literacy through active membership on the school's 'Engage Asia Committee.'

The combined effect of this model is that all leaders in the school inspire and motivate teachers, students and parents to view Asia literacy as a whole-of-school priority.

3. **Research and evidence-informed practice allows leaders to: (a) understand the significance of Asia literacy; and (b) select the most effective curriculum and pedagogic approaches to build Asia literacy in their schools.**

What does this mean?

Engaging with research and evidence-informed practice allows leaders to find out about 'what works' in building Asia literacy and 'what might work best' for their school context. This dynamic form of evidence gathering creates and sustains momentum for change.

The Principal of Huntingdale Primary School aimed to extend the bi-literacy program in existence at the school by facilitating a whole-school approach to the teaching and learning of literacy and language. Her research had shown that the school needed to adapt and adopt a shared approach to teaching literacy in both English and Japanese. She invested in the creation of mid-level of leadership — consisting of classroom and Japanese teachers — to drive change towards a bi-literacy approach in the school.

These teacher-leaders then attended a professional learning program on evidence-informed literacy practice over the course of one year. Their role has since been to use the evidence they have gathered to design a consistent approach to literacy in English and Japanese, and to mentor colleagues to use this approach consistently across the school. The broad, international evidence-base of best practice in English literacy education has provided the starting point.

Teacher-leaders at Huntingdale and Margaret River Primary Schools and Marsden High School have demonstrated the success of a distributed leadership model in supporting change.

4. Teacher-leaders can effect change with support provided by a distributed leadership model and a professional culture that prioritises student learning as its core.

What does this mean?

Distributed leadership allows all members of staff to lead change and share responsibility for making change successful. With support, teacher-leaders with a strong commitment to Asia literacy can build their capacity to lead change across faculties, year levels and curriculum areas. Teacher-leaders at Huntingdale and Margaret River Primary Schools and Marsden High School have demonstrated the success of a distributed leadership model in supporting change.

The appointment of classroom and Japanese teachers as drivers of change at Huntingdale Primary School has highlighted that collegial influence and internal collaboration are important for building on the strong Japanese language and intercultural understanding program already in place at the school.

The 'Engage Asia Committee' at Margaret River Primary School has been led by the Indonesian language teacher, who has been given responsibility by the Principal to co-ordinate change towards a whole-school approach to studies of Asia.

The Careers teacher at Marsden High School has co-ordinated an Asian language-learning continuum across the four partner schools in the Marsden Learning Alliance (Marsden High School and West Ryde, Ermington and Melrose Park Primary Schools). Her role has been to support two language teachers from Marsden High School to deliver 'tasters' of Chinese, Japanese and Korean language at the primary schools across Terms 2 and 3.

5. Sustainable leadership builds Asia literacy from what has happened in the past and connects this to a vision of what is desirable for the future.

What does this mean?

Sustainable leadership involves creating strong professional communities of reflective practice and evaluation. An ongoing process of 'looking back' and 'projecting forward' helps schools to develop a clear course of action that is relevant, feasible and which, ultimately, improves students' knowledge, skills and understandings of the Asia region and its diversity.

The Principal and Project Leader at Marsden High School established the Marsden Learning Alliance with a long-term view to collaboration between partner schools. Reflection and evaluation has been key to sustaining this partnership and to establishing meaningful co-operation between the schools.

Through evaluation of what has and has not worked in creating an Asian language continuum between the primary and secondary schools, all Principals in the Marsden Learning Alliance have committed to continue with this initiative. The original aim to deliver language lessons via web 2.0 technologies will be re-visited and intercultural experiences for all students across the four schools will be broadened. Maintenance of the 'Asia literate' wiki, which supports communication across the partner schools, has also been agreed to.

Some of the 'givens' considered by What Works 2

All of these 'lessons learned' are to be contextualised by the 'givens' of the change process in schools:

- Schools are at different starting points with regards to building Asia literacy, depending on specific needs and contexts.
- Schools differ in terms of how they lead change for Asia literacy, according to specific needs and contexts.
- Schools select Asia-related projects to suit the needs of their students and school community.
- Schools distribute leadership for change in different ways (principal; assistant principal; heads of curriculum; leading teachers).
- Schools differ in their 'take up' of Asia literacy (whole-school; a small number of staff; whole-faculty; across curriculum areas; within one curriculum area).
- Schools differ with regards to the depth and sustainability of Asia literacy in their schools.
- Schools have varying levels of understanding of evidence-informed change for Asia literacy.

The key role that educators play in equipping Australian students with Asia-related capabilities — through a focus on Asian languages and cross-curriculum studies — has most recently been emphasised in the Australian Government *Australia in the Asian Century White Paper* (2012).

Recent reform in Australian education has been driven by a strong focus on leadership and change management within the context of national goals for Australian schooling, for example, The *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA], 2008) (see www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf), a new Australian curriculum (see www.acara.edu.au/curriculum.html), and new Australian professional standards for principals and teachers (see www.aitsl.edu.au). Within this reform environment, educators have had to come to terms with the challenges facing Australians in the 21st century, including how to become 'Asia-literate, engaging and building strong relationships with Asia' (*Melbourne Declaration*, 2008, p. 4).

Asia literacy has been defined as:

... the knowledge, skills and understandings of the histories, geographies, literatures, arts, cultures and languages of the diverse countries of the Asian region. It includes both cross-curriculum studies of Asia and Australia's engagement with Asia, and learning Asian languages ...

Asia Education Foundation, 2012, p. 7.

The key role that school educators play in equipping Australian students with Asia-related capabilities — through a focus on Asian languages and cross-curriculum studies — has most recently been emphasised in the Australian Government *Australia in the Asian Century White Paper* (2012) (see <http://asiancentury.dpmc.gov.au/white-paper>).

The policy focus on Asia literacy is reflected further in the inclusion of Asia and Australia's engagement with Asia (AAEA) as a cross-curriculum priority within the Australian Curriculum and six Asian languages being identified in the Languages learning area: Chinese (Mandarin), Indonesian, Japanese, Korean, Vietnamese and Hindi.

In implementing a focus on Asian studies and languages, educators are asked to consider:

- How can schools develop students' knowledge, skills and understandings of the histories, geographies, literature, arts, cultures and languages of the diverse countries of the Asia region?
- How can schools foster intercultural understanding so that Australian students can interact with others confidently in an increasingly diversified nation, region and world?

... to succeed in embedding Asia literacy within and across the curriculum, ensure sustainability of Asia-related studies and programs, and support students to develop intercultural understanding, school leaders must do more than oversee a discrete project or a 'good idea.'

Leading change to support the development of Asia literacy

Schools play a fundamental role in ensuring that all students can be adaptable, flexible and resilient, as well as creative and critical thinkers, capable of engaging with Asia. An 'Asia-engaged' school is one where leaders, motivated by a moral imperative (Fullan, 2006), drive change in curriculum and pedagogy to meet this need.

Leaders in an Asia-engaged school are guided by an ethical, futures-oriented perspective — they acknowledge that Asia-literate students will be successful learners, capable of making sense of their world, who appreciate cultural, social and religious diversity, and relate well to others (Asia Education Foundation [AEF], 2011).

Asia literacy is not a new educational priority for Australian schools and education systems. Efforts have been made since 1994 to effect change through large-scale national projects focusing on the implementation of Asian languages and studies of Asia across the curriculum.

Since the Council of Australian Governments (COAG) endorsed its working report, *Asian Languages and Australia's Economic Future*, in 1994, two significant national programs have been established: 1) the National Asian Languages and Studies in Australian Schools Strategy (NALSAS, 1995-2002); and 2) the National Asian Languages and Studies in Schools Program (NALSSP, 2008-2012). State and territory governments have also introduced their own Asia-related initiatives and the Asia Education Foundation was established in 1992.

What has been learnt from these projects is that to succeed in embedding Asia literacy within and across the curriculum, ensure sustainability of Asia-related studies and programs, and support students to develop intercultural understanding, school leaders must do more than oversee a discrete project or a 'good idea.'

Leaders need to learn about Asia literacy 'more deeply in context' (Fullan, 2005a, p. 59) and use their knowledge about change and innovation to drive enduring educational reform (Hargreaves & Fink, 2006).

The policy and curriculum priorities and imperatives supporting Asia literacy, outlined above, have established momentum for collaborative endeavour, or what Fullan (2010) refers to as 'collective capacity' (see *Australian Charter for the Professional Learning of Teachers and School Leaders*, Australian Institute for Teaching and School Leadership [AITSL], 2012). Although leadership at the school level remains paramount, collective leadership across schools and systems creates 'tailwinds' of change (Anderson & Cawsey, 2008)

Leading change to support Asia-relevant capabilities in Australian schools

As part of the momentum for widespread Asia literacy, this *What Works* report features stories of leadership and change from selected Australian schools.

Three schools/clusters are highlighted in feature illustrations: they have been motivated by a 'moral imperative' to develop students' Asia-relevant capabilities and have worked from a deep knowledge of the change process to achieve the results they have wanted (Fullan, 2006).

These schools have established leadership at various levels within and beyond the school to create robust and sustainable change, and they have used an evidence-informed approach (research, best practice and program evaluation) to discover 'what works' and 'what is possible'.

Stories of change from six additional schools complement these featured illustrations and further highlight the knowledge, capacities and processes required for meaningful change (Fullan, 2006). Collectively, these illustrations are expected to create 'tailwinds' for change in other Australian schools.

The Asia literacy projects developed at all of these schools were funded by the *Becoming Asia Literate: Grants to Schools* (BALGS) program (see www.asiaeducation.edu.au/balgsprojects).

Importantly, with its focus on change, BALGS was essentially a transformative program, with transformation being key to any meaningful and sustainable change in schools. Descriptions of project outcomes have been collected via progress and final reports, and stories of Most Significant Change (Davies & Dart, 2005).

Illustrations of Leadership and Change

A framework has been developed to analyse the data collected from BALGS schools about their Asia literacy projects and to present findings.

This framework is adapted from Michael Fullan, whose work on change forces and change knowledge has had noteworthy influence on school leaders around the world (Fullan et al., 2005).

Specific change forces and characteristics of change knowledge most relevant to the aims of the BALGS program have been selected in order to illustrate the different kinds of leadership highlighted in each school and the changes that have been achieved through this.

Change forces and knowledge	Details
A focus on motivation (inclusive of moral purpose)	<p>Leaders require a theory of action that motivates individual and collective effort to effect change. Several key aspects of motivation include having: a moral purpose; the capacity to institute curriculum and pedagogical change; resources to support curriculum and pedagogical change (time, ideas, materials); peer and leadership support; and a sense of shared identity as a school community.</p> <p>The combination of these factors is key to successful change.</p>
Building capacity	<p>Building the capacity of a school to effect change involves policies, strategies, resources, and actions designed to increase people's collective power. It involves developing new knowledge, skills, and competencies; new resources (time, ideas, materials); and new shared identity and motivation to work together for greater change.</p> <p>Capacity must be evident in practice and be ongoing.</p>
Understanding the change process	<p>Making change work requires the energy, ideas, commitment and ownership of all aspects of implementing improvements.</p> <p>Ownership is not something available at the beginning of a change process, but something created through a quality change process.</p> <p>Therefore, shared vision and ownership are the outcome of a quality change process, rather than part of the vision.</p> <p>Understanding the change process means understanding the conditions for continuous improvement and how to overcome the barriers to reform.</p>
Focusing on leadership for change	<p>Change knowledge consists of knowing what kind of leadership is best for leading productive change. It has been found that successful leaders are characterised by personal humility and professional will, rather than a focus on short-term results.</p> <p>Leadership for change involves shared leadership across the school. A successful principal distributes leadership and encourages innovation, decision-making and commitment to sustainable reform.</p>
Reflective action	<p>There are several aspects to reflective action.</p> <p>First, shared vision and ownership is more an outcome of a quality process than it is a precondition. This is important to know because it causes one to act differently in order to create ownership.</p> <p>Second, behaviour changes to a certain extent before beliefs.</p> <p>Evidence-based and evidence-informed leadership is based on the premise that people learn best through doing, reflection, inquiry, evidence and more doing.</p>
Tri-level engagement	<p>Tri-level engagement refers to 'permeable connections' made between school and community; region; and state.</p> <p>This involves strategies that promote mutual interaction and influence within and across the three levels</p> <p>If enough leaders across the system engage in this connectivity, then they change the system.</p>
Persistence and flexibility in staying the course	<p>Staying the course to effect sustainable change requires resilience, persistence and flexibility.</p> <p>Failure to keep going in the face of inevitable barriers achieves nothing. Being flexible is built into the action theory of change - reflection, inquiry, action, reflection.</p>

Through the process of auditing all BALGS data, three schools/clusters were identified as reflecting all of the change forces and characteristics of change knowledge. These schools/clusters — the Marsden Learning Alliance (NSW), Margaret River Primary School (WA), and Huntingdale Primary School (Vic) — also show diversity in terms of the change focus they have initiated and the change process they have undertaken to build and strengthen Asia literacy. Their stories of change are featured in a series of written and video illustrations (see www.asiaeducation.edu.au/whatworks2).

The stories of change from six other selected schools also feature in the illustrations (Beaumaris Primary School; Coffs Harbour Christian Community School; Melbourne Grammar School; Mentone Primary School; Narara Valley High School; St Catherine's Catholic College).

Change forces and knowledge	School
A focus on motivation (inclusive of moral purpose)	Margaret River Primary School Melbourne Grammar
Building capacity	Huntingdale Primary School Narara Valley High School
Understanding the change process	Huntingdale Primary School St Catherine's College
Focusing on leadership for change	Margaret River Primary School Beaumaris Primary School
Reflective action	Huntingdale Primary School Melbourne Grammar
Tri-level engagement	Marsden Learning Alliance Coffs Harbour Christian Community School
Persistence and flexibility in staying the course	Marsden Learning Alliance Mentone Primary School

> Marsden Learning Alliance (Marsden High School and West Ryde, Ermington and Melrose Park Primary Schools)

The leadership and change focus of the Marsden Learning Alliance is (primary to high school) **Transition: building a continuum for language learning and intercultural understanding** (see www.asiaeducation.edu.au/marsden_learning_alliance_what_works2.html).

Marsden High School is a government secondary school, located in Sydney. The Principal of Marsden, Denise Lofts, co-ordinates the Marsden Learning Alliance and has worked with three partner primary schools (West Ryde, Ermington and Melrose Park) to develop an Asian language mentoring program and strengthen students' intercultural understanding.

Students at these schools come from diverse linguistic and cultural backgrounds. At Marsden, over 50 per cent of students come from non-English speaking backgrounds and altogether 48 different languages are spoken.

At West Ryde, for example, three community languages, Mandarin, Hindi and Korean are taught to a combination of native and non-native speakers. The Asian language mentoring program has involved teachers of Chinese, Japanese and Korean from Marsden High School providing students in the partner primary schools with a 'taster' of each language.

The long-term aim of this mentoring program is to strengthen the language transition from primary to secondary school, and for Marsden to offer an advanced language stream in Year 7 for those students who have studied an Asian language for seven years in primary school.

The language lessons were delivered over Terms 2, 3 and 4 and featured web 2.0 technologies. The original aim to deliver language learning via a virtual online learning platform could not be achieved and so face-to-face teaching was provided.

In addition, the schools in the Marsden Learning Alliance strengthened students' intercultural understanding through shared experiences such as excursions, study tours and sister-school visits. Collaboration between the partner schools was further consolidated through an 'Asia Literate' wiki.

> Margaret River Primary School

The leadership and change focus at Margaret River Primary School is **Whole School Focus on Asia Literacy: investing in leadership, curriculum and pedagogy** (see www.asiaeducation.edu.au/margaret_river_ps_what_works2.html)

Margaret River is a government primary school in the south west of Western Australia. Its student population is approximately 600 and is slowly diversifying. The school offers Indonesian language as part of its commitment to a holistic education for students, and innovative programs such as a Kylie Kwong Asian kitchen garden and environmental sustainability.

The school has developed a planned and consolidated whole-school approach to studies of Asia to complement the focus on Indonesian language. An inquiry learning approach has allowed students to explore the history of Australia and the role of Asia in building the nation.

Students have examined the inequalities that existed in the early settlement of Australia, as well as developed an appreciation of multiculturalism and the contributions that Australians of Asian heritage have made — past and present — to the nation. An investigation into stereotypes and racism has been complemented by a focus on the value of sharing and respecting different cultures.

Students' understandings have been deepened through interaction and engagement with Australian parents of Asian heritage at the school's Immigration Forums, which, in turn, have given the children of these parents a greater sense of belonging at the school.

> Huntingdale Primary School

The leadership and change focus at Huntingdale Primary School is ***Futures: implementing a bi-literacy program*** (see www.asiaeducation.edu.au/huntingdale_ps_what_works2.html)

Huntingdale is a government primary school located in Melbourne. It offers an English and Japanese bi-literacy program based on the principles of language immersion education. Students from a range of cultural and language backgrounds, including Japanese, attend this school.

All students from Prep to Year 6 are taught for seven-and-a-half hours in and through the Japanese program — two-and-a-half hours of Japanese language teaching and five hours of content-based teaching in Music, Visual Arts, Physical Education, Science, and Studies of Society and the Environment.

The school has aimed to deepen the bi-literacy experience already in existence and began with a review of international research on bi-literacy models. This research on how bilingual and pluri-lingual learners acquire language and literacy, as opposed to monolingual learners, revealed a distinct lack of evidence-informed pedagogy in the field.

With this focus on pedagogy in mind, the school invested extensively in training a team of three teachers identified as having outstanding literacy teaching and learning practice in English literacy, Japanese literacy and TESOL (Teachers of English to Speakers of Other Languages). These teachers participated in a Literacy Leaders Training Course funded by the Victorian Department of Education and Early Childhood Development (DEECD).

Their brief was to research how bilingual and pluri-lingual learners acquire literacy (as opposed to their monolingual peers) and to identify explicit pedagogical practices to facilitate not only success in English and Japanese, but also in enhancing the transfer benefits between languages. These teachers were then asked to mentor their colleagues over a twelve-month period, with the aim of embedding coherent literacy practices across the whole school.

As a direct-to-schools grants program, BALGS supported innovative programs that were initiating, developing or consolidating curriculum and/or pedagogy for Asia literacy.

Becoming Asia Literate: Grants to Schools

The *Becoming Asia Literate: Grants to Schools* (BALGS) program (see www.asiaeducation.edu.au/balgs) has contributed significantly to the development of Asia literacy in schools Australia-wide.

BALGS had 1,997 applications and distributed more than \$7.2 million to 335 funded projects and 521 schools over three rounds of funding between 2009 and 2012.

The project was a key element of the National Asian Languages and Studies in Schools Program (NALSSP), and was managed by the Asia Education Foundation (AEF) on behalf of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

Direct funding was provided to primary and secondary schools across Australia to promote teaching and learning of Asian languages and/or the studies of Asia. Focus countries were China, Indonesia, Japan and Korea.

As a direct-to-schools grants program, BALGS supported innovative programs that were initiating, developing or consolidating curriculum and/or pedagogy for Asia literacy.

This three-year program enabled teachers to build their professional capacity and confidence to improve student engagement, skills and knowledge around Asia.

Specifically, the grants have:

- provided teachers and school leaders with time release for curriculum planning
- enabled teachers and school leaders to have valuable professional learning time, especially in pedagogical approaches
- provided schools with opportunities to build sister-school relationships and strengthen interactions with native language speakers
- enabled teachers to embed ICT into structured inquiries for studies of Asia and/or learning Asian languages.

In addition, schools also used BALGS grants for in-country visits as well as peer-to-peer networking (both locally and throughout Australia) to share and develop curriculum and pedagogic practice.

> 1. Audit process: short-listing schools as potential illustrations

The objective of the audit process was to develop a short-list of 40 BALGS schools/clusters that could be used as potential illustrations of leadership and change for Asia literacy.

The illustrations needed to demonstrate quality leadership in teaching and learning.

Schools that were able to identify and clarify the steps they took to enact change were prioritised. Factors such as school sector, jurisdiction and level were also considered.

To ensure a robust short-list, the following parameters were applied to the process and acted as a checklist.

Short-list parameters

Checklist	Measurement
Leading change is evident (change could be led by a principal, curriculum head and/or teacher) — the focus should be on professional practice to make student learning happen	Evidence of the need for change and how this was identified
Clear processes/pathways for change to achieve successful teaching and learning outcomes	Able to show evidence of how the process of change is working for students
Curriculum foci and pedagogic approaches supporting a broad range of knowledge, skills and understandings	Capabilities for the 21st century evident
Demonstrable intercultural understanding, reflective of the Intercultural understanding general capability included in the Australian Curriculum (see www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction)	Able to demonstrate broader moral purpose of Asia literacy — see Fullan et al. (2005) — beyond economic/political rationalisations
Reflective practice is evident — as guided by Fullan et al frameworks, including being able to reflect on their own Asia literacy and intercultural competence	The initiatives can be informed by evidence/theory

> 2. Choosing the Illustrations

From the 40 short-listed schools/clusters, the following criteria were used to select the 9 final schools/clusters for illustrating.

Step 1 — Ensuring diversity of illustrations

- A range of themes/patterns of change identified in the data
- A continuum of engaging with Asia literacy, from beginning to more mature initiatives
- A range of leaders, i.e. principal, curriculum heads, teachers
- Ability to provide a step-by-step walkthrough of the different change processes (whole-school, curriculum, pedagogy)
- A range of sectors, jurisdictions and school levels.

It was important that the illustrations provided a holistic and authentic picture of how change for Asia literacy is being led in Australian schools, varying in size, location, demographics and student learning needs.

This diverse picture also provided a better understanding of factors that might impact on the approaches taken by schools, such as whether a school was beginning to focus on Asia literacy, or deepening and extending on what had been developed over time.

Step 2 — Use framework adapted from Fullan

- For whole-school change: schools/clusters that best reflect as many of the change forces/characteristics of change knowledge as possible
- For curriculum and pedagogy change: schools/clusters that best reflect changes in the Australian curriculum landscape and 21st-century learning priorities.

> 3. Research Questions

The following questions were used to identify schools for, and to develop, the illustrations of leadership and change:

- What was the need for change and how was it identified?
- What were the catalysts/motivations for change?
- What were the objectives and indicators of success?
- What was the change, who led it and how did it occur?
- How has the change influenced teaching and learning and/or the school culture?
- What factors influenced the change and how so?
- What initiatives to support the change worked or didn't work?
- What could have been done differently?
- How has the sustainability/continuity of the change been planned for?
- How does this change reflect the school's initial objectives and indicators of success?

The Most Significant Change (MSC) technique (Davies & Dart, 2005) was also used to develop the illustrations and discover inspirations — it looks at individual change (e.g. in school leaders and teachers) and how this change influences others (e.g. students).

The educators involved in leading change to support Asia literacy at the illustrated schools were asked to respond briefly to the following questions:

- What was the most significant change for you?
- What was the most significant change for your students?
- What was the most significant change for the school?
- Why was the change significant?

> 4. Analysis of data

Data collected from initial *Becoming Asia Literate: Grants to Schools* (BALGS) project applications, BALGS final project reports, responses to the research questions and Most Significant Change Stories (Dart & Davies, 2005) were analysed and presented against the framework adapted from Fullan et al. (2005) and Fullan (2006).

What do the schools tell us?

Both Margaret River Primary School and Melbourne Grammar School (P–6) demonstrated high levels of staff and student motivation in the design and implementation of their Asia literacy projects.

For Margaret River, the motivation to embed Asia literacy across the curriculum was shared by all staff and built upon the extensive work already in place to create an Asia literate school. The establishment of a shared sense of identity as an ‘Asia-engaged school’ drove the changes to curriculum and pedagogy.

The most significant change for me is walking around the school and seeing Chinese lanterns, dragons, immigration time lines, [and] listening to Immigration Forums with our Asian parent body.

There is a visual presence everywhere within our school, and a buzz amongst teachers when they are planning their Asia-focused inquiry topics.

My role in the school has changed from being the Languages teacher, usually working in isolation, to assisting and mentoring teachers to effectively plan Asia-focused inquiry topics.

Rather than studies of Asia being conducted in the Indonesian Language Room, Asia Literacy is now taught in each classroom from Pre-Primary to Year 7; integrated, cross-curricular and in line with the new Australian Curriculum topics. It is an exciting time at Margaret River Primary.

*Janice Dunlop, Indonesian Language teacher,
BALGS Project Leader, Most Significant Change Story*

In essence, the process of curriculum renewal was driven by a sense of moral purpose to build on the teachers’ current knowledge and skills about Asia, and to deepen their appreciation of the cultural diversity and history of the Asia region and its place in the world.

The team of language teachers at Melbourne Grammar was motivated to institute curriculum and pedagogic change and, through their collaborative endeavour, exceeded project objectives. The teachers accomplished their main goal to produce a 21st-century curriculum map and went further to develop a comprehensive Chinese language curriculum.

In developing a shared vision for an Asia literate school, leaders and teacher-leaders must draw upon inspirational motivation, and so give meaning, challenge and optimism to their work (Sarros, 2008).

This curriculum details specific language and intercultural skills, and assessment tools and standards, linked to Victorian Essential Learning Standards (VELS) progression measures and points, together with links to online and other resources.

It draws heavily on an Accelerative Integrated Method (AIM) and is guided by VELS and the inquiry approach, to some degree. The design extensively incorporates ICT, such as hand held devices, digital resources and web 2.0 technology.

The enriched content and innovative methodology of this curriculum will engage students and maximise their learning outcomes.

*Margaret Fuary, Head of LOTE, Melbourne Grammar,
BALGS Project Leader, Final Report*

There are plans to share the evidence-informed curriculum at Melbourne Grammar across teacher networks, which has the potential to inspire other schools and transform Chinese language teaching at the primary school level.

What does the research say?

In developing a shared vision for an Asia literate school, leaders and teacher-leaders must draw upon inspirational motivation, and so give meaning, challenge and optimism to their work (Sarros, 2008).

Inspirational motivation is inextricably linked with building the capacities of teachers to deliver an Asia-focused curriculum, and these capacities ‘generate clarity, skills and success’ (Levin & Fullan, 2008, p. 295).

School leaders can also exert a powerful influence on change through establishing cross-school peer collaboration and support (AEF, 2012).

This focus on motivation for change and improvement is dependent upon ‘professional capital’ (Fullan & Hargreaves, 2012, p. 2). Professional capital has three components: human, social, and decisional. Human capital centres on the qualities of individuals. It must be complemented by social capital — groups working hard in focused and committed ways to bring about substantial improvements. Decisional capital involves making decisions in complex situations.

When the vast majority of teachers possess the power of professional capital, they become smart and talented, committed and collegial, thoughtful and wise. Their moral purpose is expressed in their relentless, expert-driven pursuit of serving their students and their communities, and always learning how to do better. (Fullan & Hargreaves, 2012, p. 2)

What do the schools tell us?

The Asia literacy projects at Huntingdale Primary School and Narara Valley High School were designed to build the capacity of teachers to lead and effect curriculum and pedagogic change.

Monica Scully — Principal and Becoming Asia Literate: Grants to Schools (BALGS) Project Leader at Huntingdale — was firm in her belief that the school needed to create a set of teacher-leaders, responsible for researching and implementing a coherent approach to literacy across the English and Japanese programs at the school:

Investing in the meso-level of leadership has built, and will continue to build, our organisational capacity to deliver high quality, sustainable language/literacy and intercultural understanding programs ... The focus of the professional development process has been to first build a theoretical background of the literacy/language acquisition process that will then [form] deeper, richer collegiate conversations and guide pedagogy practices at a whole school level

Monica Scully, Principal and Project Leader, Final Report BALGS

New knowledge gained by the teacher-leaders about models of bi-literacy was shared across the school via a mentoring program and designated professional learning sessions.

Team planning between the English and Japanese teachers strengthened the explicit teaching of literacy in both languages, and the purchase of authentic literary and non-fiction texts in Japanese reinforced bi-literacy education as transformative practice. See the videos of the bi-literacy education program at Huntingdale Primary School (see www.asiaeducation.edu.au/huntingdale_ps_what_works2.html).

Bernie Howett, the Head Teacher of Teaching and Learning and BALGS Project Leader at Narara Valley, described the school's capacity building in terms of teachers' collective understanding of Asia literacy and empowering them with new resources, including ICT tools and devices, to support the teaching of Asian history.

Probably the most significant change was a sense of moving the school forward in its understanding and acceptance of the relevance of Asian history in 21st century Australia. It was actually teaching new material and seeing the impact it was having on students that I found really significant ... being able to create the new programs in an open and democratic manner ensured that change would be collective

Bernie Howett, Head Teacher, Teaching and Learning, BALGS Project Leader, Most Significant Change Story

To be successful, teacher-leaders are dependent upon a school culture that values knowledge creation and encourages trusting and respectful professional relationships (Harris, 2008).

Mobilising a focus on Asia literacy has involved teachers examining 'Asia and Australia's Engagement with Asia' (see www.australiancurriculum.edu.au/CrossCurriculumPriorities/Asia-and-Australias-engagement-with-Asia) as a cross-curriculum priority in the Australian Curriculum, and using this new knowledge to re-develop a Humanities program that includes a clear and detailed focus on China and Japan.

The introduction of web 2.0 technologies into the Humanities program has further enhanced curriculum planning and student learning. An example of the impact of this curriculum and pedagogical shift is where teachers have used interactive whiteboards to engage students with contemporary Chinese culture and to access authentic texts such as the China Daily newspaper.

Activities such as these have helped teachers expose students to alternative historical narratives and challenge dominant Eurocentric perspectives.

What does the research say?

An effective leader distributes leadership throughout the school's professional community to ensure that others share and help develop his or her vision (Hargreaves & Fink, 2006). This form of sustainable leadership enables teacher-leaders to emerge and for all staff in schools to learn from one another's practices.

Implied within this model of distributed leadership is teacher agency, in that teachers are given opportunities to lead and collaborate with colleagues (Harris, 2005).

Teacher leadership involves teachers working as instructional leaders, helping to create communities of practice (Lave & Wenger, 1991). Teacher-leaders contribute to knowledge creation (Nonaka & Takeuchi, 1995, cited in Harris, 2008, p. 219), which is fundamentally about beliefs, commitment, action and meaning.

To be successful, teacher-leaders are dependent upon a school culture that values knowledge creation and encourages trusting and respectful professional relationships (Harris, 2008).

Building the capacity of teachers through knowledge creation also helps them to address the challenges and possibilities of 21st-century teaching and learning.

Curriculum content and pedagogic approaches need to assist students to develop Asia-relevant capabilities for this century. As Nussbaum argues, schools have an urgent task to 'cultivate in students the ability to see themselves as members of a heterogeneous nation ... and a still more heterogeneous world, and to understand something of the history and character of the diverse groups that inhabit it' (cited in Stevens, 2011).

21st-century pedagogies connect with students' prior knowledge and identities, contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives (see NSW Department of Education and Training, 2003, p. 5, cited in Stevens, 2011).

What do the schools tell us?

The reports from the Becoming Asia Literate: Grants to Schools (BALGS) Project Leaders at Huntingdale Primary School, Victoria, and St Catherine's Catholic College, New South Wales, shed light on the importance of school culture to reform. An understanding of the change process entails working to achieve 'big picture' goals through shared vision and commitment.

At Huntingdale, the Principal and BALGS Project Leader, Monica Scully, described the school's 'ultimate goal to have the students, as adults, be able to move relatively effortlessly between languages as the situation arises'. This has resulted in a move from a traditional LOTE methodology, with a focus on grammar and vocabulary, at times taught out of context, to a focus on trans-language, or moving across languages.

To embed this shift in pedagogy across the whole school, a number of structural, policy and procedural changes have been put in place.

We 'began with the end in mind', with our vision for how we anticipated our students would be using language and literacy as adults ... Students learn Japanese as they would English utilising beautiful picture storybooks, non-fiction texts and chapter books, and having authentic opportunities across their school day for contextual use of the language and literacy...

At a whole school level our bilingual literacy pedagogy along with our CLIL (Content and Language Integrated Learning) methodology, features throughout our new 2013-2016 School Strategic Plan and therefore future Annual Implementation Plans. We have documented our principles of practice, our beliefs and values around pluri-lingual, bilingual, multilingual teaching and learning utilising the Effective Schools Framework, and this guides the leadership of the school and the ongoing and future enhancement we make to our pedagogy.

The mentor teachers in 2013 have been allocated two hours per week mentoring time ... All our frameworks planning, curriculum planning and assessment documents are readily and widely-shared with teachers, schools and networks, both locally and interstate.

Monica Scully, Principal and BALGS Project Leader, Huntingdale Primary School, Most Significant Change Story

The Project Leader at St Catherine's Catholic College (K-12), Kim Hann, reported on project aims to introduce mandatory and elective language courses in Indonesian from 2011; integrate studies of Asia with a focus on language and cultural appreciation of the Indonesian archipelago across the K-12 curriculum; and to work with the Council Library, Community College and Youth Venue to share courses, information, programs and entertainment that focus on Indonesia with the wider community.

If I could have my time over again, the major change I would have made would have been to ask the Principal to assist my efforts with a committee of two or three other colleagues, so that the changes could have been integrated more through the school executive than through me as an individual.

She spoke of the challenges in leading change and her concerns about the level of responsibility she assumed. It was her belief that she did not have the necessary status as a leader to achieve project aims as planned. Although leading the project was ultimately capacity building for her, she worried about its limited impact on curriculum change at the school.

If I could have my time over again, the major change I would have made would have been to ask the Principal to assist my efforts with a committee of two or three other colleagues, so that the changes could have been integrated more through the school executive than through me as an individual.

On the one hand, it gave me the opportunity to learn an enormous amount and to develop new knowledge and skills. On the other hand, it may have been more effective for the wider school if the changes were implemented and coordinated through a team, rather than relying on my individual efforts and capacity to work with individual colleagues; to be able to get them on board and inspire them to see the opportunities that the BALGS Project afforded us in so many ways.

In retrospect, it is a huge task for one person to undertake in an isolated manner. This required enormous effort, drive, determination and motivation, as well as countless extra hours of work. It would have been much better and more effective to have a BALGS team to work with to implement this change.

Kim Hann, Indonesian language teacher and BALGS Project Leader, St Catherine's Catholic College, Most Significant Change Story

What does the research say?

Research on school improvement points to the significance of an enabling school culture (see Fullan, 2006; Harris, 2011), inclusive of professional cultures of trust, co-operation and responsibility, and professional networks of peers and mentors (Harris, 2011). Collegial learning cultures and collaborative decision-making strategies are central to the change process (Anderson & Cawsey, 2008).

Support for teacher-leaders emerges from this kind of positive school culture. Teacher-leaders can initially associate leadership with the position, authority and status afforded to others, and can be anxious about how they are perceived by colleagues (Dawson, 2011). The successful development of teacher-leaders therefore depends upon a profound shift in understanding across the school about what constitutes leadership for change.

Fundamental to this shift is the principal's legitimisation of the role of teacher-leaders. With legitimisation, teacher-leaders experience significant professional growth that may at first encompass self-doubt and resistance, then acceptance, and finally advocacy (Kaniuka, 2012).

At Margaret River the unique leadership structure — 16 leaders in total across the school — has been established to ensure sustainable change.

What do the schools tell us?

Two different leadership models were established at Margaret River and Beaumaris Primary Schools to support curriculum renewal in studies of Asia across the school and the Japanese language program respectively.

At Margaret River the unique leadership structure — 16 leaders in total across the school — has been established to ensure sustainable change:

Our 'Asia Engagement Committee' includes the Principal, Associate Principal, LOTE and Specialist teachers, Cell (teams/levels) Leaders and Curriculum Leader. Enthusiastic and committed staff met to draft a change proposal and develop a Studies of Asia Action Plan.

We decided that Cells would audit, modify and rewrite specific Inquiry Topics that can have strong connections with Asia Literacy and the [Australian] Curriculum.

Planning time will be allocated for Cell Leaders and Cells to formulate an Asia Literate Inquiry plan, and to implement the Asia Scope and Sequence for English into our National Partnerships Literacy Plan.

Committee members expressed a need to investigate 'best practice' in other schools that are successfully communicating with their Asian peers through the use of Information Technology.

To engage the wider community we will conduct an 'Audit of Asian Expertise' of parents, staff and the wider community to enrich our learning programs.

*Janice Dunlop, Indonesian Language teacher,
BALGS Project Leader, Final Report*

This shared ownership of curriculum renewal across the whole school enabled the 'Asia Engagement Committee' to collect data from staff to inform an action plan for change, including: the design of a practical planning framework; to arrange for targeted professional development; to review relevant curriculum resources; and to engage the parent community in consultation and support for student learning.

In contrast, the Japanese language teacher at Beaumaris, Angie Gall, assumed a large degree of responsibility for curriculum renewal; however, she also put into place processes for engaging the support of her colleagues and the students and parents of the school.

The growth and change in organisational structures of schools has resulted in an expansion of leadership tasks — it is a reality of contemporary schooling that teacher-leaders will be required to assume much responsibility for change and renewal (Harris, 2005).

Regular meetings were held with the 'Asia Literate Team' throughout the year. Japanese captains [students] were appointed and were very successful in improving the profile of Japanese at BPS

During the Minato Ku visit, the captains ran the special assembly we'd organized for the Japanese [visitors]. The [captains'] job was to make sure 'Japanese' was visible throughout the school through posters, labels, displays and pictures. They also put items in the school newsletter.

I also organised surveys of teachers, students and parents; the purchase of iPads, software and Japanese cultural books; the creation of a Japanese garden; the visit of teachers and students from Minato Ku in Japan; travel to Japan to meet with an educational consultant; and network meetings with teachers of Japanese from other local schools.

Other things organised included cultural performances such as Taiko drumming and cooking; meetings to set up a website and blog; and professional learning for staff on language and cultural learning

*Angie Gall, Japanese language teacher,
BALGS Project leader, Final Report*

In reflecting on this effort to lead change in language and cultural learning, Angie also spoke of the amount of personal and professional time she needed to devote to this process.

What does the research say?

Sustainable leadership spreads (Hargreaves, 2007) and depends on the leadership of others. It promotes 'cohesive diversity', whereby a range of ideas are shared and discussed (Hargreaves, 2007, p. 225).

Change can be chaotic, but sustainable leadership is steadfast in having long-term goals (Hargreaves & Fink, 2006). Importantly, sustainable leadership works from what has happened in the past. It reviews, respects, protects, preserves and renews all that is deemed as valuable in the past 'to build a better future' (Hargreaves, 2007, p. 225).

Distributed leadership is reflective of, and essential to, schools in the 21st century (Harris, 2005). The growth and change in organisational structures of schools has resulted in an expansion of leadership tasks — it is a reality of contemporary schooling that teacher-leaders will be required to assume much responsibility for change and renewal (Harris, 2005).

Nevertheless, curriculum leadership is both a complex and difficult task and is often the domain of teacher-leaders (Gilbert, 2011). Among the many characteristics required of curriculum leaders is the capacity to have a sense of direction that is linked to a sense of achievement, as well as a moral purpose linked to a focus on learning and learners (see Gilbert, 2011).

What do the schools tell us?

Reflective action was central to the Asia literacy projects developed at both Huntingdale Primary School and Melbourne Grammar School in Victoria.

Monica Scully, Principal and BALGS Project Leader at Huntingdale, emphasised the importance of an evidence-informed approach to the pedagogical change she and her team sought.

We looked at existing bilingual school systems in other countries in search of the ideal school model and pedagogy, only to find that there is actually no such thing... bilingual school models reflected the social/political context of countries and their underpinning values around language and cultural diversity.

As a Victorian Government school we are an inclusive school model, while we found many international bilingual models involved select entry and at times select exit.

We also discovered a distinct lack of pedagogy based on research around how bilingual and multilingual learners acquire language as opposed to monolingual learners.

Monica Scully, Principal and BALGS Project Leader, Huntingdale Primary School, Most Significant Change Story

With the aim of developing a whole-school approach to the teaching and learning of literacy/language in bilingual, pluri-lingual and multilingual contexts, her research showed that the school needed to adapt and adopt a shared approach to teaching literacy in both English and Japanese. The broad international evidence-base of best practice in English literacy education formed the starting point.

Margaret Fuary, BALGS Project Leader and Head of LOTE at Melbourne Grammar School (P-6), described the benefits of teachers working with academics who are close to the research on 'what works' in Chinese language teaching in Australia and overseas.

The aim was to develop, through consultation with experts, a detailed curriculum for Chinese language teaching that incorporated innovative and flexible approaches, including a gesture-based approach for young learners, the use of ICT, and contact with Chinese language speakers.

Leaders in schools aiming to build and strengthen students' Asia-related capabilities need to connect research to the tasks and challenges facing them (see Levin, 2010). They need to develop an institutional culture in the school to find, share and use the growing evidence-base in Asian languages teaching and studies of Asia curriculum and pedagogy.

Dr. Jane Orton's workshop helped to clarify the basis for our [curriculum] mapping, and was much appreciated as it is indeed rare for teachers to have such an opportunity to engage in this way with leading academics...

All members engaged well in discussion with Andrew Scrimgeour on his approach to literacy and in doing so, we clarified the approach we would take as a group.

In our self-conducted workshops, there was much discussion about the most appropriate, tried and tested types of ICT and material, which could be used to engage various age levels. This then led to the active searching of engaging Internet resources.

Margaret Fuary, Head of LOTE and BALGS Project Leader, Melbourne Grammar School, Final Report

What does the research say?

Research on the role of reflection in leadership and change suggests that knowledge mobilisation is key (see Levin, 2010; Cordingly, 2008). Knowledge mobilisation involves the willingness of practitioners to find well communicated research and to create effective ways to share and use this work (Levin, 2010). Professional judgement is nevertheless important, and practitioners need to be confident to analyse the research and decide how to apply the knowledge they have gained to their contexts (Cordingly, 2008).

Leaders in schools aiming to build and strengthen students' Asia-related capabilities need to connect research to the tasks and challenges facing them (see Levin, 2010). They need to develop an institutional culture in the school to find, share and use the growing evidence-base in Asian languages teaching and studies of Asia curriculum and pedagogy.

This may, for example, involve nominating one member of staff to be responsible for finding and sharing Asia literacy-related research. It has been asserted that: 'It is not a huge stretch to see the discussion of research, including the limits of current knowledge, as an essential feature of all professional development' (Levin, 2010, p. 313).

For an illustration of evidence-informed practice around reflective action, see the videos of the bi-literacy program at Huntingdale Primary School (see www.asiaeducation.edu.au/huntingdale_ps_what_works2.html).

What do the schools tell us?

Developing partnerships across schools and education institutions was a feature of the Asia literacy projects conducted by the Marsden Learning Alliance and Coffs Harbour Christian Community School in New South Wales.

Both of these projects focused on developing a language-learning continuum across levels of schooling, and the creation of international relationships with schools in the Asia region.

The Principal of Marsden High School, Denise Lofts, established the Marsden Learning Alliance, which functions as a community of three primary schools (West Ryde, Ermington and Melrose Primary Schools) and one secondary school (Marsden High School) in the NSW government sector. Within this alliance, partner schools aimed to support Asian-language learning across the schools and facilitate language transition from primary to secondary levels.

Our teachers were expert in the teaching of high school students [but] had not previously had any experience teaching in primary schools before this year. They were able to develop resources suitable for primary students ... Many of the resources were sourced from the 'Connected Classroom' lessons and supplied by Northern Sydney Region, Department of Education and Communities ...

Due to the success of the Asia Literate program in 2012, the four schools have entered negotiations in order to extend the program in 2013 ...

In addition, we intend to use the 'Asia literate' wiki as a resource to be used by teachers in both primary and high schools to enhance the learning of Asian languages.

Denise Lofts, Principal and BALGS Project Leader, Marsden High School, BALGS Final Report

This sustainable-partnership model has the potential to be extended to many other areas of professional collaboration. The partner schools have entered into negotiations to identify funding in order to extend the Asian language-learning program. Marsden High School has also developed international partnerships with schools in Korea and China.

Another form of educational partnership to create a language-learning continuum was put in place at Coffs Harbour Christian Community School. A team of teachers from the school have liaised with the University of New England (UNE) and created an informal agreement to encourage students to continue their Indonesian studies at the university.

Sustainable leadership for change activates personal and professional networks and forms strategic alliances (Hargreaves & Fink, 2006).

Academic staff from UNE also came to the school to speak with students about their future studies. This partnership formed part of a suite of initiatives to strengthen Indonesian language-learning at the school, including the use of web 2.0 technologies to connect to a sister school in Indonesia.

Being a K-12 school with control over the curriculum ... we realised that we had the uncommon opportunity to provide a continuous program for students from kindergarten through to Year 12 ... It was clear that students were unaware of the opportunities that Indonesian could afford them after finishing school ... We have created an Indonesian Futures booklet to be shared with students ...

The most significant change has been the introduction of the Skype program ... It has allowed my students to develop personal connections with Indonesians, which has generated a higher level of interest in the study of Indonesia.

Jonathan Petersen, Indonesian language teacher and BALGS Project Leader, Most Significant Change Story

What does the research say?

Sustainable leadership for change activates personal and professional networks and forms strategic alliances (Hargreaves & Fink, 2006). Such networks and alliances have been the cornerstone of national initiatives to build Asia literacy across Australian schools since the mid-1990s. Lateral capacity building results from schools learning from each other, strengthened by common purpose, structures, resources and roles (Fullan, 2005b) – models of strategic collaboration created from a shared reform agenda drive enduring change.

Efforts to build international partnerships with schools in the Asia region is reflective of the global education objective of the United Nations to encourage 'dialogue between students of different cultures, beliefs and religions ... and [thus] make an important and meaningful contribution to sustainable and tolerant societies' (UNESCO, 2006, p. 18). These cross-cultural relationships deepen and broaden teachers' and students' understanding of the region, and help build Asia-related capabilities, which include 'the confidence and readiness to interact with and operate with Asia' (Australia Government, 2012, p. 162).i-Lev

What do the schools tell us?

It was necessary for the Marsden Learning Alliance (West Ryde, Ermington, Melrose Park Primary Schools and Marsden High School) in New South Wales and Mentone Primary School in Victoria to be flexible and resilient in leading change to achieve desired Asia literacy outcomes.

The Principal from Marsden, the leader of the Marsden Learning Alliance, described the challenges — and problem solving required — in having two language teachers working across three partner schools, with the initial aim of giving primary students a ‘taster’ of Chinese, Korean and Japanese languages offered at Marsden High School via web 2.0 technology.

The lead staff member, who implemented and managed the program, was crucial to build effective collaboration with all the partners... Problems with technology were encountered during the first lessons and so it was decided that it was not always in the best interests of the teachers or the students to use ‘Connected Classrooms’.

As one of the partner schools is next door to the high school and the other two partner schools are in close proximity, combined with the benefits of a teacher on site, in particular for the nuances of language learning, the decision was made that the high school teachers would travel to the partner primary schools to deliver their lessons.

Next year we will plan to be on site for the lessons as it is a much better experience for both the students and the teachers.

Denise Lofts, Principal and BALGS Project Leader, Marsden High School, Most Significant Change Story

The challenge for the Project Leader at Mentone Primary School, Michelle Wallace, was to engage teachers and students in the language and culture of Indonesia, and to support successful classroom practice.

Patience was required to convince staff of the value of the Indonesian language program, build the capacities of the two teachers trained to teach the language, and encourage teachers to integrate Asia perspectives across the curriculum.

We had traditionally delivered a curriculum that was ... outdated and which needed to reflect our current community and world direction ..Over two years we have shifted our understandings and appreciation of Asia.

Change at our school has been a gradual process; with teachers being able to access shared resources [and] targeted professional learning... [there has been] a gradual shift in the school’s overall enthusiasm and involvement with Asian studies

We had traditionally delivered a curriculum that was ... outdated and which needed to reflect our current community and world direction ... Over two years we have shifted our understandings and appreciation of Asia...

Michelle Wallace, Indonesian Language teacher, Mentone Primary School, BALGS Project leader, Final Report

What does the research say?

Leading change in schools requires resilience, perseverance and flexibility (Fullan, 2005a). This is evident in efforts since the mid-1990s to develop Asia literacy in all Australian schools, as outlined in the *What Works 1* report, *Building Demand for Asia Literacy: What Works* (AEF, 2012). (See www.asiaeducation.edu.au/verve/_resources/Building_Demand_Report.pdf)

Despite challenges and impediments to change, sustainable leadership requires that leaders always have the long-term goal in mind (Hargreaves, 2007). Fullan (2005a) argues that the main plan is sustainability, dependent upon a combination of a moral purpose and capacity building. Leaders should expect — and work with — periods of perceived activity and inactivity.

A significant barrier to change is the ‘culture’ of the school and the approach taken to school improvement and student learning (Dinham, 2005). Professional learning communities in schools are a significant ‘driver’ of change. Established around principles of collective responsibility for change, collaboration, and shared values and vision, professional learning communities have been identified as key to sustaining successful education practice in schools (see Gilbert, 2011).

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