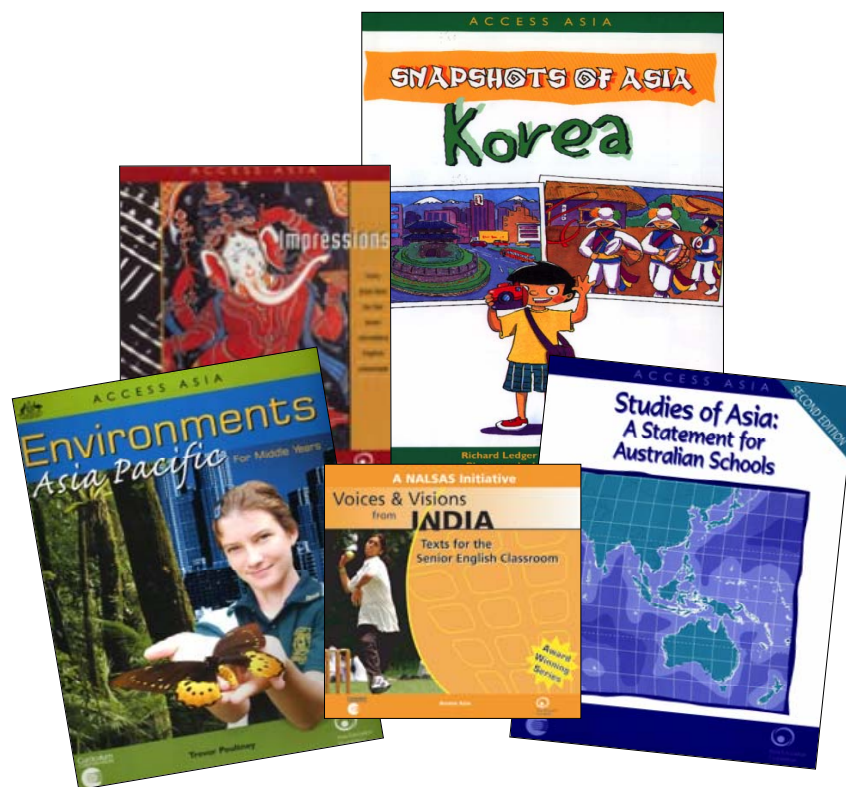




An Australian Government Initiative

# Studies of Asia Professional Development Workshop for Teacher Educators

National Asian Languages and Studies in Australian Schools (NALSAS) Pre-Service Teacher Education Strategy



Presenter's Notes



Asia Education Foundation

NALSAS  
National Asian Languages and  
Studies in Australian Schools Strategy

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# Introduction

## Background to the project

In 2000 the Asia Education Foundation (AEF) was commissioned by the Australian Government Department of Education, Science and Training (DEST) through the NALSAS strategy to conduct the project, *A Scan of Studies of Asia Activities in Pre-Service Primary and Secondary Teacher Education*. The scan included an examination of:

- the extent and degree of studies of Asia activity in pre-service teacher education programmes
- the number of student teachers in teacher education programmes involved in these Asia-related study activities
- future plans of Australian universities to introduce or expand Asia-related study in their teacher education programmes.

The scan of pre-service primary and secondary teacher education revealed that:

- studies of Asia is not a high priority
- very few pre-service subjects directly related to studies of Asia
- where content on Asia was included in a subject it constituted less than 5% of class time, and
- Deans of Education and teacher educators considered the inclusion of content on Asia a low priority and that additional resources and support are required if its priority is to increase.

At the same time, the initial scan of studies of Asia in pre-service programmes provided some useful insights into opportunities for change.

In recognition of the fact that there has been no targeted strategy to promote studies of Asia in pre-service teacher education programmes, DEST contracted the AEF to develop and implement such a strategy.

Funding for the project was provided by DEST under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.

The project involves the following key components:

- the development and delivery in every state/territory of a short professional development workshop that provides an overview of NALSAS and Access Asia resources and services available to support the inclusion of Asia related content in pre-service teacher education.
- Provision of key NALSAS studies of Asia resources to teacher education faculties in every state/territory.

## Who is this professional development programme designed for?

The target audience for the workshop is pre-service teacher educators from universities in every State and Territory. The workshop takes cognisance of the likelihood that participants will have varying degrees of familiarity with the studies of Asia agenda and that they will have a variety of interests and needs, including:

- Curriculum methodologies (SOSE/HSIE, English/literacy, the Arts, Information Technology, LOTE etc)
- Effective pedagogies
- Education research

## Programme aims

This programme aims to:

- Professionally develop pre-service teacher educators regarding the studies of Asia agenda and curriculum resources and professional development available.
- Stimulate interest in the studies of Asia agenda in education faculties.
- Support pre-service teacher educators to include content on Asia in their courses.

## Programme outcomes

Key outcomes from the implementation of the workshop will include:

- Increased knowledge and understanding of the studies of Asia agenda amongst participating teacher educators.
- Greater knowledge of existing studies of Asia resources to be integrated into pre-service teacher education programmes.
- Strengthened links between education faculties and education jurisdiction representatives responsible for the studies of Asia.

# Planning to deliver the programme

## Materials and facilities required

### Venue and equipment

It is envisaged that the workshop will be conducted at an agreed university campus, or some other suitable venue. Requirements for delivering the programme include:

- a whiteboard and pens;
- a data projector and a computer, preferably with internet access;
- an overhead projector; and
- a TV and video player.

The venue should be large enough to allow for participants to work in smaller groups of two or three if/as appropriate.

### Materials

It is recommended that multiple copies of the following resources, or selected extracts from them, be made available:

- *Studies of Asia: A Statement for Australian Schools* (Curriculum Corporation, 2001): Available for purchase from Curriculum Corporation. Go to [www.curriculum.edu.au/accessasia/](http://www.curriculum.edu.au/accessasia/) and click on the Bookshop link
- *Studies of Asia: A Workbook for the Journey of Change* (Asia Education Foundation, 2003): Available from AEF Advisors in every state/territory and can be downloaded from the AEF website at: [www.asialink.unimelb.edu.au/aef/pd/studiesofasia.html](http://www.asialink.unimelb.edu.au/aef/pd/studiesofasia.html)
- *Change is a journey, not a blueprint* (Asia Education Foundation, 2001): Can be downloaded from the AEF website at: [www.asialink.unimelb.edu.au/aef/pd/changeisajourney.html](http://www.asialink.unimelb.edu.au/aef/pd/changeisajourney.html)

In addition to the above, the following items will be required:

- selected NALSAS, Access Asia and AEF resources for display eg (*Snapshots of Asia, Voices and Values, Citizenship in Asia, Reflections, Impressions and Dimensions* and the *Voices & Visions* CD Roms)
- Access Asia/Curriculum Corporation resources catalogues.

Presenters will be provided with a:

- copy of these Presenters' notes;
- studies of Asia Resources handout;
- Power Point presentation on CD-Rom.

## Expertise required for delivery of the Train-the-Trainer programme

Delivery may involve a single presenter, or, where possible, a delivery team which includes guest presenters from other faculties or areas of specialisation.

For effective delivery, an understanding of the following will be required:

- the studies of Asia agenda, past and present, at both national and local levels
- key studies of Asia documents, especially *Studies of Asia: A Statement for Australian Schools* and the framework it provides for teaching about Asia
- strategies for successfully incorporating studies of Asia in and across curriculum learning areas
- the many and varied resources available to support teaching and learning about Asian societies and cultures
- how pre-service teacher education operates in the institution(s) involved in the workshop and potential opportunities for including aspects of studies of Asia

# Notes for presenters

The workshop is designed for delivery to teacher educators either drawn from a single institution or a number of institutions in any given state or territory. Note that:

- the delivery model indicated here assumes a 'mixed' group of participants; that is, teacher educators with a range of different areas of interest and specialisations.
- if it is known that the participant group for a particular delivery is relatively homogeneous, then the workshop will need to be adjusted accordingly

Pre-service teacher educators coming to the programme may or may not understand the studies of Asia concept or be accepting of its educational importance. Likewise, some participants may already be including Asia-related elements in their courses, in which case this expertise needs to be acknowledged and drawn upon. It is also likely they will want to know what's in studies of Asia for them, as well as for their students.

Consequently, some time does need to be devoted in this workshop to:

- ensuring that the concept of studies of Asia is clearly understood and showing how studies of Asia can readily be incorporated into many existing courses
- illustrating how, in terms of teacher educators' careers, the inclusion of studies of Asia can be compatible with their core work, which is generally a blend of teaching, research and community interaction, and with some of the major strategic directions of their institution - as for example where a university has a goal like 'internationalisation' in its corporate plan.

For all the Activities, close attention will need to be paid to keeping to the times indicated, as it will be very difficult to make up time in a workshop of such short duration.

## Activity 1: A Framework for Studies of Asia

This Activity is designed to serve as a springboard for the rest of the workshop by establishing a conceptual and contextual framework of understanding.

## Activity 2: Studies of Asia Resources and Services

This Activity is designed to familiarise participants with a range of resources and services available to support the studies of Asia and to provide opportunities for interaction with resources.

## Activity 3: Strategies for Including Studies of Asia

The main purpose of this Activity is to identify/brainstorm strategies for including studies of Asia content and resources in pre-service teacher education courses. For that reason, it would be particularly advantageous to have as one of the presenters a teacher educator who is already including aspects of studies of Asia.

# Suggested patterns for delivery

Given that the Workshop is designed as a two-hour programme, there is not a great deal of variety which is feasible in terms of delivery patterns. Decisions about time of day for delivery will depend on local factors such as availability of personnel and facilities.

Some possible variations could include:

- dividing Activity 2 into two parts with a break in between.
- building in time immediately before or after the Workshop for social interaction, resources browsing etc.
- provision of some Asian style food (eg, as a snack, lunch or dinner), can be an effective workshop enhancer.

Here are some possible delivery models. Note that times are indicative only.

## Continuous Workshop

2.15 – 2.30	Activity 1. A Framework for Studies of Asia
2.30 – 3.50	Activity 2. Studies of Asia Resources and Services
3.50 – 4.15	Activity 3. Strategies for Including Studies of Asia

## Workshop with a half way break

9.45 – 10.00	Activity 1. A Framework for Studies of Asia
10.00 – 10.40	Activity 2 (Part 1). Studies of Asia Resources and Services
10.40 – 11.10	Morning tea
11.10 – 11.50	Activity 2 (Part 2). Studies of Asia Resources and Services
11.50 – 12.15	Activity 3. Strategies for Including Studies of Asia

## Workshop with a meal on completion

4.30 – 4.45	Activity 1. A Framework for Studies of Asia
4.45 – 6.05	Activity 2. Studies of Asia Resources and Services
6.05 – 6.30	Activity 3. Strategies for Including Studies of Asia
6.30 – 7.30	Evening meal

# Activity 1: A Framework for Studies of Asia

Time (15 mins)	Activity	Other Resources
3 mins	<p>1. <b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Introduce yourself (and the rest of the delivery team, if applicable).</li> <li>• Invite participants to introduce themselves and to briefly explain their respective positions and roles.</li> <li>• Use OHT 1 to introduce the overall aims of the workshop (include a brief reference to the background notes supplied, for those wanting to know more about the background to the Studies of Asia Pre-Service Teacher Education Strategy, NALSAS and the AEF).</li> </ul>	OHT 1
6 mins	<p>2. <b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Display OHT 2 &amp; 3 and briefly comment on key points in regard to the significance of Asia and Asia-Australia relations.</li> <li>• Display OHT 4 and /or Power Point Presentation Slides 2, 3 &amp; 4, highlighting quotations from influential Australians about the need for Australian students to know about Asia and the critical role of teachers in that process.</li> <li>• Use OHT 5 to point out the need for teachers entering service to have the skills, knowledge and motivation to include a balance of studies of Asia in their teaching and learning programmes.</li> </ul>	<p>OHT 2, 3, 4</p> <p>Power Point Presentation, Slides 2, 3 &amp; 4</p>
6 mins	<p>3. Ask participants if they already include Asia-related aspects in courses. If so, briefly share these experiences</p>	

# Studies of Asia Professional Development Workshop for Pre-Service Teacher Educators

## Workshop Aims

- To promote the inclusion of studies of Asia as a component of pre-service teacher
- To provide pre-service teacher educators with greater knowledge and understanding of:
  - the studies of Asia agenda nationally and locally and its implications for pre-service teacher education
  - resources and services available to support studies of Asia
- To encourage and support pre-service teacher educators to include Asia-related content in pre-service programmes/courses

# Why Asia?

## General

- Asia is a third of the earth's land mass with a vast range of environments and ecosystems
- Two thirds of the world's population live in Asia
  - Population superpowers, China and India (each 1 billion +)
  - our near neighbour, Indonesia, has 220 million +
- Asia contains some of the largest economies in the world
  - Japan, China and India
  - developed and developing economies
- Asia has a rich and diverse cultural heritage and includes many of the world's important ideas, belief systems and achievements

# Why Asia?

## Asia-Australia Relations

- Long history of interaction between Australian and Asian peoples which through tourism, work and education is substantial and increasing
- 60 % of Australia's total trade is with Asian economies - Japan, China and Korea are among our major import and export partners
- Australia's national security depends on maintaining harmonious relationships with countries of the Asian region
- Australians of Asian background constitute around 9% of Australia's total population
- The large and increasing number of students from an Asian background studying in Australian universities

'It is inevitable that our interests in this region [the Asia-Pacific] will expand... Our future prosperity and security will depend on our ability to understand these cultures and to build bridges to the citizens of these nations and all our immediate neighbours...It is a truism that our kids are our future ...If that future is to be one of peace and prosperity our kids will need the capacity to engage in a dialogue with others of different cultures and creeds. And that applies both within Australia and abroad.'

General Peter Cosgrove, *Chief of Army*, Melbourne, 2002

# Why Include Studies of Asia in Pre-Service Teacher Education Courses?

- If it is important for Australian students to learn about Asian societies and cultures, teachers must be equipped to teach about them
- Influencing new generations of teachers:
  - Many practising teachers are nearing retirement
- Teachers entering service in future will work in schools where ability to teach about Asia will be a valuable attribute
- Beginning teachers will work in schools with students from diverse cultural backgrounds
- Universities now refer to 'internationalisation' and 'global understandings' in their corporate plans – including studies of Asia is an opportunity to demonstrate commitment to these goals.

## Activity 2: Studies of Asia Resources and Services

Time (80 mins)	Activity	Other Resources
10 mins	<p>1. <b>Studies of Asia Resources and Services – an introductory overview</b></p> <ul style="list-style-type: none"> <li>• Distribute the Resources and Services Handout*               <ul style="list-style-type: none"> <li>➤ allow time for the participants to briefly acquaint themselves with the format and content of the document.</li> </ul> </li> <li>* <i>Note: Local delivery teams may wish to supplement this information with a <u>brief</u> overview of studies of Asia resources and services pertaining to their particular state/territory</i></li> <li>• Use OHT 6 to highlight the main categories and scope of resources and services available               <ul style="list-style-type: none"> <li>➤ hold up copies of Access Asia texts and/or show Slides 5 – 9 from the Power Point presentation. Introduce participants to the general content and structure of some of the resources</li> <li>➤ if internet access is available, click on the Access Asia site at <a href="http://www.curriculum.edu.au/accessasia/">www.curriculum.edu.au/accessasia/</a> and show participants what the site contains.</li> </ul> </li> </ul>	<p>OHT 6</p> <p>Resources &amp; Services Handout.</p> <p>Selected examples from the resources display.</p> <p>Power Point Presentation, Slides 5 - 9</p>
10 mins	<p>2. <b>Studies of Asia and Curriculum</b></p> <ul style="list-style-type: none"> <li>• Use OHT 7 &amp; 8 to clarify the concept of ‘studies of Asia’ and to establish an appreciation of its vital relationship to and implications for <u>curriculum</u>.</li> <li>• Distribute the document <i>Studies of Asia: A Statement for Australian Schools</i> to each participant (or selected extracts from the document).               <ul style="list-style-type: none"> <li>➤ explain that the document was developed as a national collaborative exercise and has informed change at all levels in the schooling sector, from individual teachers, to school leaders, to jurisdiction curriculum developers and policy makers</li> <li>➤ refer participants to the Contents page to give them an idea of the document’s contents.</li> </ul> </li> <li>• Display OHT 9 which lists the five studies of Asia Curriculum Emphases (headings only)               <ul style="list-style-type: none"> <li>➤ comment that this section has assisted curriculum developers and teachers planning their teaching and learning programmes</li> <li>➤ ask participants to turn to the Curriculum Emphases section in their books (or extracts) [pp. 13 – 14] and allow time for them to peruse the various pointers under each heading.</li> </ul> </li> <li>• Ask participants to comment on why teachers have found the Learning Emphases to be very useful eg:               <ul style="list-style-type: none"> <li>➤ guide to development of new curricula and new</li> </ul> </li> </ul>	<p>OHT 7, 8, 9, 10</p> <p><i>Studies of Asia: A Statement for Australian Schools</i> (or extracts from)</p>

	<p>teaching and learning materials</p> <ul style="list-style-type: none"> <li>➤ help in assessing the usefulness of potential studies of Asia resources</li> <li>➤ compatible with curriculum frameworks used in the various States and Territories</li> </ul> <ul style="list-style-type: none"> <li>• Comment on the adaptability of studies of Asia, in particular its links to and compatibility with a wide range of other cross-curriculum initiatives</li> <li>➤ Use OHT 10 to indicate some of those initiatives, such as Discovering Democracy, Civics &amp; Citizenship, Values Education, Global Understanding and Multicultural Studies.</li> </ul>	
10 mins	<p><b>3. Studies of Asia and Change</b></p> <ul style="list-style-type: none"> <li>• Use OHT 11 to indicate some key points in relation to pre-service education and teacher change and then draw from the information in Resource Sheets 1 and 2 to expand on those points. In particular, note the key findings of the Owen-Andrew Report.</li> <li>• Display OHT 12 to indicate the major studies of Asia resources relevant to change.</li> <li>• Refer participants to the <i>Studies of Asia: A Workbook for the Journey of Change</i> text. Comment that the various steps and processes contained in the Workbook are based on successful practice in Access Asia schools.</li> <li>• Now ask participants to turn to page 5 and scan the last three paragraphs. Draw attention to the acknowledgement in the third paragraph of the untidiness of the change process and the need for flexibility, taking local contexts and circumstances into account.</li> <li>• Refer participants to <i>Change is a Journey</i> and ask them to look briefly at two or three examples from the document and discuss how they might use these examples with their students, eg: <ul style="list-style-type: none"> <li>'Start from where you are', page 15</li> <li>'Generate interest', page 19</li> <li>'Start small', page 20, or</li> <li>'Hurdles and getting over them', page 24</li> </ul> </li> </ul>	<p>OHT 11, 12</p> <p>Resource Sheets 1 &amp; 2</p>

30 mins	<p><b>4. Studies of Asia - Best Practice and Access Asia Resources</b></p> <ul style="list-style-type: none"> <li>• Introduce this section by noting that the success of studies of Asia is dependent on the quality of those teaching it and availability of high quality, innovative resources to encourage and facilitate teacher best practice.</li> <li>• Now focus on print resources for the English, Society and Environment, and Arts learning areas. Draw attention to resources such as <i>Snapshots of Asia</i>, <i>Impressions, Reflections and Dimensions</i>, <i>Voices and Values</i>, and <i>Environments Asia-Pacific</i> and briefly comment on contents and likely applications.</li> <li>• Choose one of the resources for a more thorough familiarization and if possible have a practising teacher talk about use of the resource in the classroom, eg: <ul style="list-style-type: none"> <li>➢ the relationship between the resource and curriculum (both the <i>Studies of Asia Statement</i> and local curriculum)</li> <li>➢ the potential for cross-curriculum applications</li> <li>➢ how the resource is used in practice, eg as the focal point of a particular unit or as part of a wider unit, activities employed, how student engagement is obtained, links to other resources and examples/anecdotes of student responses.</li> </ul> </li> <li>• Now ask participants to work individually or in small groups to interact more closely with selected Access Asia Resources. <ul style="list-style-type: none"> <li>➢ for example, some participants might focus on English learning area resources, some on Society and Environment resources, some on Arts resources, and so on</li> <li>➢ to facilitate this process, establish resource stations relevant to participants' areas of teaching focus and ask participants to rotate through the stations.</li> </ul> </li> <li>• Display OHT 13 and ask participants to consider the points listed while interrogating the resources, namely: <ul style="list-style-type: none"> <li>➢ the relationship between the resource and the five studies of Asia Learning Emphases</li> <li>➢ the relationship between the resource and local curriculum</li> <li>➢ the level(s) at which the resource might be used by teachers and ways in which they might use it</li> <li>➢ how the resource might be used within pre-service teacher education courses.</li> </ul> </li> <li>• Provide participants with copies of Resource Sheet 3 to enable them to note down their responses, for their own purposes and as a basis for discussion in Activity 3.</li> </ul>	<p>Copies of selected Access Asia print resources from the Resources Display</p> <p>OHT 13</p> <p>Resource Sheet 3</p>
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10 mins	<p><b>5. Studies of Asia and ICT Resources</b></p> <ul style="list-style-type: none"> <li>• Introduce this section by emphasizing the compatibility of studies of Asia with Information and Communications Technology. Comment that there are a number of recently produced studies of Asia ICT resources and show OHT 14 to indicate resources such as: <i>Asia EdNet</i>, <i>Voices &amp; Visions</i>, <i>Go Philippines</i> and <i>Asia at a Glance</i>.</li> <li>• Using a computer/data projector, display the Curriculum Corporation site and browse through the <i>Asia EdNet</i> tutorial (<a href="http://www.curriculum.edu.au/accessasia/network/tutorial/intro/index.htm">www.curriculum.edu.au/accessasia/network/tutorial/intro/index.htm</a>) and ask participants to consider possible applications.</li> <li>• Display one of the <i>Voices &amp; Visions</i> CDs, such as Indonesia, China, Japan or India. Again, it would be a useful strategy to have a practising teacher do this. Focus on the contents screen, as well as selected examples of images and information and discuss classroom applications.</li> </ul>	<p>OHT 14</p> <p>Computer/ data projector with internet access</p> <p>A <i>Voices &amp; Visions</i> CD</p>
10 mins	<p><b>6. Professional Development Supporting Studies of Asia</b></p> <ul style="list-style-type: none"> <li>• Explain that there are a range of professional development offerings which could be of use to pre-service teacher educators and their students; graduate courses, professional development and train-the-trainer workshops.</li> <li>• Use OHT 15 to demonstrate resources available in each category.</li> <li>• If internet access is available, go to the AEF website at <a href="http://www.asialink.unimelb.edu.au/aef">http://www.asialink.unimelb.edu.au/aef</a> and select 'Professional Development' from the menu. Click on one or two examples to demonstrate the various programmes that can be downloaded as PDF files (if internet access is not available, then hold up printed copies of the manuals for some of the programmes).</li> <li>• Briefly explain the purpose and content of the <i>Studies of Asia Professional Development Modules</i> and the <i>Including Studies of Asia in Curriculum</i> course, noting that they can be offered as credit bearing courses. Point out how elements of these courses could be included in pre-service courses. In institutions where either or both of these programmes are already being delivered as teacher professional development, there may be opportunities for delivery to be adapted to accommodate pre-service students.</li> <li>• Now focus on a particular train-the-trainer programme, such as <i>Citizenship in Asia</i> or the Anthologies texts (<i>Impressions</i>, <i>Reflections</i> and <i>Dimensions</i>).</li> <li>• Click on the programme and scroll through selected parts of the manual, noting particular features and aspects as required. If not able to access the manual online, distribute a few indicative pages photocopied from the manual.</li> <li>• Explain that to further support many of the resources for which there are train-the-trainer programmes, there are also Lesson Plans and Classroom Resources available via the Access Asia website at <a href="http://www.curriculum.edu.au/accessasia">http://www.curriculum.edu.au/accessasia</a></li> <li>• Go to the website and select 'Lesson Plans'. Display a couple of examples. Comment that as is always the case with resources of this nature, the scope and quality will vary, but they are useful as examples of the sorts of things that teachers do.</li> <li>• Select 'Classroom Resources' and once again briefly show one or two examples of what is available.</li> </ul>	<p>OHT 15</p>



# Studies of Asia Resources and Services

## NALSAS

- Curriculum Resources
- Teacher Professional Development Programmes
- Reports/Research
- Online Services

## AEF

- Access Asia Series
- Teacher Professional Development Programmes
- Schools Programme
- AEF Evaluations and Reports

# Studies of Asia and Curriculum

- A balance of local, regional and global cultural content in Australian curricula
- Equipping Australian students with skills, knowledge and confidence to participate in an interactive role in the Asia region.
- Can be included as a perspective across a number of learning areas or within discrete learning areas within State/Territory curriculum
- Emphasis has been on the Arts, English and Society and Environment learning areas

# Common Misconceptions about Studies of Asia

- Studies of Asia is yet another 'subject' in an already crowded curriculum
- If there is an Asian language offered in a school, that is all that is required
- Studies of Asia really only fit in the Society and Environment learning area
- Studies of Asia is about replacing studies of Europe and Australia

# Studies of Asia Curriculum Emphases

- Developing concepts of Asia
- Challenging stereotypes
- Contemporary issues
- World contributions by the peoples of Asia
- Likely implications of closer Asia – Australia relationships

# Studies of Asia and other Cross-Curriculum Initiatives

- Literacy
- Discovering Democracy
- Civics and Citizenship
- Values Education
- Global Understanding
- Multicultural Studies

# Studies of Asia and Change

- For teachers, change is a constant factor
- Teachers entering the service need to be equipped to manage change, whether self-initiated or imposed
- Change is usually a complex phenomenon and the process of change is often not smooth
- Resources exist to assist teachers, experienced or beginning, to understand and manage change processes associated with implementing studies of Asia
- As an educational initiative spanning more than a decade and with national, system and school dimensions, studies of Asia is an excellent case study and model of change

# Studies of Asia and Change

One thing that beginning teachers can be certain of is that during their teaching careers change is going to be a constant factor.

In preparing pre-service education students for teaching it is important that they become aware of the critical role that change will play in their teaching lives and that they are equipped to manage change.

As teachers, there will be many occasions when change is being imposed on them, while on other occasions they may be initiators and drivers of change. They will discover that change is often complex and that it may be multi-dimensional, including inner dimensions (values and attitudes), pedagogical dimensions, structural dimensions and organisational culture dimensions. They will also find that the process of change is often not smooth and that there will be times when they need to be prepared for obstacles, in the form of apathy, blocking or downright antagonism from fellow staff, students or the community.

To be able to successfully implement studies of Asia in schools teachers need to understand the change process both at a general level and at the specific level.

Fortunately, there are now some excellent resources available to assist studies of Asia teachers and prospective studies of Asia teachers in understanding general principles of change and how they apply in relation to studies of Asia. The resources collectively provide a host of practical strategies for implementation, as well as examples of the ways in which change associated with studies of Asia has affected individual teachers.

In addition to their specific use in relation to studies of Asia, the 'change' resources are likely to be of use to pre-service educators and students who are seeking a cohesive case study/model of major educational change to investigate.

# Studies of Asia and Change

- *Change is a journey, not a blueprint*, D. McRae, 2001, Asia Education Foundation, Melbourne
- *Curriculum Outcomes in Access Asia Schools*, John Owen and Pam Andrew, May 2003, Asia Education Foundation, Melbourne
- *Studies of Asia: A Statement for Australian Schools*, 2001, Curriculum Corporation, Melbourne
- *Studies of Asia: A Workbook for the Journey of Change*, G. Ainsworth, 2003, Asia Education Foundation, Melbourne

# Curriculum Outcomes in Access Asia Schools

Extract taken from *Curriculum Outcomes in Access Asia Schools*, John Owen and Pam Andrew, May 2003, Asia Education Foundation, Melbourne, pp 4-5.

This study was commissioned by the Asia Education Foundation (AEF) and was designed to:

- describe what a commitment to studies about Asia meant in terms of the practices of teachers and others in schools, and
- outline the strategies and conditions that encouraged and supported the development of this commitment.

Information was collected from 14 Access Asia schools purposively selected by AEF State and Territory Advisors as examples where there had been extensive interest in teaching about Asia for some time (more than three years).

Analysis of this information showed that a commitment to studies of Asia meant that a school engaged in more than one of the following:

- promoted an understanding of Asian societies, and encouraged respect and tolerance for the social and cultural values of these societies
- conducted festivals, performances and seminars designed to establish the salience of studies of Asia to all students and their parents
- linked these studies to LOTE in order to establish a context for the study of Asian languages, and make LOTE more attractive to students
- enhanced the quality of student learning by capitalising on the availability of relevant Asian community groups and sites (temples, museums, historical trails, etc)
- established and maintained links with a sister school in Asia, resulting in cultural visits by students to other countries
- used studies of Asia to apply recent advances in teaching techniques to enhance higher order student thinking skills.

A whole school commitment to studies of Asia meant that these studies occupied a priority in the school's strategic plan or curriculum policy. In practice this meant that there had been extensive material resources provided to support this area, and that the school administration had encouraged a regime of professional development to support teachers over time, up to six years.

Establishing a commitment to Asia was highly dependent on the change strategies developed by the AEF. This was to identify a talented teacher(s) in targeted schools, and provide extensive high quality initial professional development, including Teacher In-Country Fellowships to Asia (TICFA) scholarships. These teachers then became the nucleus for internal change in their schools. The internal change effort involved 'bringing along' other teachers, and representing studies of Asia in school level deliberations about curriculum priorities. At the same time the AEF worked with State and Territory education departments and other system level agencies to promote studies about Asia, including the appointment of Advisers to respond to the emerging needs of schools.

In summary, securing a commitment to teaching about Asia was a complex undertaking. It is multifaceted and involves school and classroom levels. At the very least it consists of a policy statement and/or a strategic plan, the teaching about Asia in many areas/year levels of the curriculum, and in addition, whole school activities such as a festival or school performance involving the school community.

Reaching a stage of sustaining studies about Asia in schools involved extensive curriculum change. In general a major curriculum change should not automatically be accepted without critical analysis by those responsible for its implementation. In fact, a major issue for system and school administrators has been, and will continue to be, the rate at which new ideas need to be sifted, adopted or rejected at a time of rapid knowledge creation.

One might ask about the characteristics that set studies of Asia apart from other innovations vying for inclusion in the school curriculum. The answer lies in a view expressed by respondents that studies of Asia are crucial for the future education of the citizenry of Australia, given imperatives fashioned by location, economic ties and the need to coexist with other countries in the region.

Continuing national support for studies of Asia would seem to be essential. The strategies used by the AEF have worked extremely well in the past, and there is no reason to believe that they should not continue to be supported, as there are many schools which have not yet reached a level of commitment to studies of Asia that was evidenced in the schools in this study.

As we have indicated, gaining a high level of commitment involves initiatives at both school and system levels which must be in place over an extended period of time. As discussions about a national curriculum gather pace, there would be merit in considering advantages to the nation which would accrue from the inclusion of studies about Asia on a list of mandated areas of knowledge for all students across the country.

# A Closer Look at Access Asia Resources

- What is the relationship between this resource and the 5 Studies of Asia learning Emphases?
- How compatible is the resource with curricula used in this State/Territory?
- At what levels and in what ways might this resource be used in school classrooms?
- How might this resource be able to be used within pre-service teacher education courses?

Resource	What is the relationship between this resource and the 5 Studies of Asia learning Emphases?	How compatible is the resource with curricula used in this State/Territory?	At what levels and in what ways might this resource be used in school classrooms?	How might this resource be able to be used within pre-service teacher education courses?

# Studies of Asia and ICT Resources

- **Asia EdNet**
  - Online tutorial, web directory and discussion group  
[www.curriculum.edu.au/accessasia/network/index.htm](http://www.curriculum.edu.au/accessasia/network/index.htm)
  
- **Voices and Visions CD ROMs**
  - Indonesia, China, Japan and India
  - Every secondary school in Australia has received all the 4 CD ROMs in the series free of charge
  
- **Voices and Visions Online Tutorial**
  - [www.curriculum.edu.au/accessasia/vvtutorial/pd.htm](http://www.curriculum.edu.au/accessasia/vvtutorial/pd.htm)
  
- **Go Philippines CD ROM**
  - [www.curriculum.edu.au/accessasia/promotion\\_site/go\\_phildemo.html](http://www.curriculum.edu.au/accessasia/promotion_site/go_phildemo.html)
  
- **Asia at a Glance CD ROM**
  - [www.curriculum.edu.au/accessasia/asiaglance/index.htm](http://www.curriculum.edu.au/accessasia/asiaglance/index.htm)
  
- **Go Indonesia Website**
  - [www.curriculum.edu.au/accessasia/indonesia/index.htm](http://www.curriculum.edu.au/accessasia/indonesia/index.htm)

# Professional Development programmes supporting studies of Asia

## 1. Graduate Courses

- Including Studies of Asia in the Curriculum
- Studies of Asia Professional Development Modules
- Studies of Asia for Teachers: A Distance Course

## 2. Professional Development and Train-the-Trainer Programmes

- A Thai Journey
- Anthologies: Reflections, Impressions & Dimensions
- Asia EdNet
- Change is a journey, not a blueprint
- Citizenship in Asia
- Hanabi, sources from Japan for the secondary English classroom
- Into India
- Snapshots of Asia
- The River
- Vietnam: Old Country, Young People
- Voices & Visions

Each of these programmes is based around specific curriculum resources and can be downloaded as PDF files from the AEF website at: [www.asialink.unimelb.edu.au/aef/pd/index.html](http://www.asialink.unimelb.edu.au/aef/pd/index.html)

## Activity 3: Strategies for Including Studies of Asia

Time (25 mins)	Activity	Other Resources
6 mins	<p>1. <b>Opportunities for including studies of Asia content in pre-service teacher education courses</b></p> <ul style="list-style-type: none"> <li>• Determine whether participants prefer to work as a single group or in smaller groups for sections 1, 2 and 3 of this Activity.</li> <li>• Ask participants to briefly identify the categories of subjects studied by their pre-service students. List the categories on the white board.</li> </ul> <p><b>Note:</b> <i>There will usually tend to be about four different categories, along the lines of:</i></p> <ul style="list-style-type: none"> <li>➤ Teaching area knowledge subjects (often studied outside the education faculty);</li> <li>➤ Education theory subjects;</li> <li>➤ Electives (from within education offerings or sometimes from other faculties); and</li> <li>➤ Curriculum specialisation subjects,</li> </ul> <p><i>There will also be a Teaching Practicum component.</i></p> <ul style="list-style-type: none"> <li>• Ask participants which type of subjects they consider have greatest potential for incorporating elements of studies of Asia. Use/adapt Resource Sheet 4 to stimulate participant responses and/or for recording purposes.</li> <li>• Ask participants to describe how they envisage including/extending studies of Asia in subjects they currently teach.</li> <li>• Invite participants to discuss the implications of pre-service teacher education courses which do not contain a balance of studies of Asia.</li> </ul>	Resource Sheet 4

7 mins	<p><b>2. Strategies for including studies of Asia resources in pre-service teacher education courses</b></p> <ul style="list-style-type: none"> <li>• Ask participants to reflect on the resources encountered during the Workshop and offer suggestions as to how these might be used in pre-service teacher education courses. For example, a participant engaged in early primary education might choose to comment on strategies for using <i>Snapshots of Asia</i>, while a participant responsible for a Curriculum Specialisation in Society and Environment, might offer strategies for using <i>Environments Asia –Pacific</i>. Use Resource Sheet 5 to facilitate discussion/recording.</li> <li>• Remind participants that either full reading lists or supplementary reading lists for courses are being posted by academics on university websites and suggest that this might be a relatively easy way of adding new resources.</li> </ul>	Resource Sheet 5
5 mins	<p><b>3. Strategies for ensuring colleagues are aware of opportunities to access and utilise studies of Asia resources</b></p> <ul style="list-style-type: none"> <li>• As it's unlikely all pre-service educators from any given institution will be able to participate in the Workshop, ask participants about strategies for dissemination of information about studies of Asia resources and services to colleagues unable to attend, such as part-time lecturers.</li> <li>• Ensure discussion covers face-to-face strategies (meetings, informal conversations), print strategies (faculty newsletters, professional association newsletters), and ICT strategies (library email updates, sharing Voices &amp; Visions CD's).</li> </ul>	
7 mins	<p><b>4. Conclusion/Evaluation</b></p> <ul style="list-style-type: none"> <li>• If sections 1, 2 and 3 of this Activity have been conducted as small group discussions, commence with some brief reporting from each group. For example, nominate one group to identify <u>two</u> subjects where they saw opportunities to incorporate studies of Asia, while another group could be asked to comment on uses they discussed for <u>one</u> Access Asia resource and a third group could be asked for one of the strategies they thought of for disseminating information.</li> <li>• If sections 2, 3 and 4 have been conducted as a whole group activity, briefly summarise outcomes of the discussions.</li> <li>• Allow participants time to discuss any issues raised during the Workshop.</li> <li>• Summarise what the Workshop set out to achieve, thank participants for their attendance and distribute evaluation form.</li> </ul>	Evaluation form

# Opportunities for including studies of Asia in pre-service teacher education courses

Category of subject /unit /topic	Ideas for inclusion
Teaching area knowledge	
Education theory	
Electives	
Curriculum/methodology specialisation	
Teaching Practicum	

## Ideas for using studies of Asia resources in pre-service teacher education courses

Resource	Ideas

# Workshop Evaluation

## Studies of Asia Professional Development Workshop for Teacher Educators

1. Please comment on the usefulness of this workshop in assisting you to:

- Understand the nature and purpose of Studies of Asia

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- Become more familiar with the range of Studies of Asia resources

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- Identify potential areas where studies of Asia could be included in pre-service teacher education courses

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2. Please comment on the delivery of the workshop (pace, level of discussion, support provided, etc).

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3. Any other comments

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# Background Notes

# The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy

The NALSAS Strategy was a cooperative initiative of the Commonwealth, State and Territory governments. It aimed to support and enhance expanded Asian languages and Asian studies provision in all school sectors through:

- the study of four priority languages (Chinese, Indonesian, Japanese and Korean)
- the infusion of Asia content in the mainstream curricula

Most NALSAS funding went directly to the States and Territories. Some funding was directed to national collaborative projects. Major national collaborative Studies of Asia projects completed under the NALSAS strategy have included:

- 10 Studies of Asia Professional Development Modules designed for study at postgraduate level and available in both face-to-face and distance delivery modes
- high quality curriculum materials for primary and secondary schools in print and electronic format. In many cases professional development programmes have also been developed to assist classroom use of the resources
- Asia Ed Net
- research projects.

More information about the NALSAS strategy, including a full bibliographic listing of products developed under the strategy, is available at:  
[www.curriculum.edu.au/accessasia/network/index.htm](http://www.curriculum.edu.au/accessasia/network/index.htm)

# The NALSAS Studies of Asia Pre-Service Teacher Education Strategy

## Background

In 2000 the AEF was commissioned by the Commonwealth through the NALSAS strategy to conduct the project, *A Scan of Studies of Asia Activities in Pre-Service Primary and Secondary Teacher Education*.

The scan included an examination of:

- the extent and degree of studies of Asia activity in pre-service teacher education programmes
- the number of student teachers in teacher education programmes involved in these Asia-related study activities
- future plans of Australian universities to introduce or expand Asia-related study in their teacher education programmes.

The scan revealed that:

- studies of Asia is not a high priority
- very few pre-service subjects directly related to studies of Asia
- where content on Asia was included in a subject it constituted less than 5% of class time, and
- Deans of Education and teacher educators considered that additional resources and support would be required if its priority was to increase.

# The Asia Education Foundation

The Asia Education Foundation (AEF) was established in 1992 to promote the studies of Asia in Australian schools. The AEF is a foundation of The Asialink Centre at The University of Melbourne and of Curriculum Corporation, funded by the Department of Education, Science and Training.

The AEF works with schools, State/Territory government and non-government education agencies and institutions, philanthropic foundations and the corporate sector to:

- promote and support the study of Asia across all curriculum areas in Australian schools;
- develop Asia-related materials for Australian school children;
- promote the study of Asia within teacher education; and
- educate the broader community about the importance of school students undertaking studies of Asia.

The Asia Education Foundation has four major strategies:

- Curriculum Development
- Schools Development Programme
- Partnerships
- Professional Development Programme

More information about the AEF is available at: [www.asialink.unimelb.edu.au/aef](http://www.asialink.unimelb.edu.au/aef)