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Asia Literacy and the Australian Teaching Workforce

Christine Halse
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Julie Dyer
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Dianne Toe
Michiko Weinmann

Note: This is a commissioned report, not an AITSL policy paper. The views expressed in this paper are not necessarily those of AITSL or of the Australian Government.
This report was prepared by researchers from Deakin University led by Professor Christine Halse, Centre for Research in Education Futures and Innovation (CREFI)
August 2013
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<td>ACARA</td>
<td>Australian Curriculum, Assessment and Reporting Authority</td>
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<td>ACT</td>
<td>Australian Capital Territory</td>
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<td>AEF</td>
<td>Asia Education Foundation</td>
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<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School Leadership</td>
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<tr>
<td>ALP</td>
<td>Asia Literacy Project</td>
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<tr>
<td>APTA</td>
<td>Australian Professional Teachers Association</td>
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<tr>
<td>BRIDGE</td>
<td>Building Relationships through Intercultural Dialogue and Growing Engagement</td>
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<td>DEECD</td>
<td>Department of Education and Early Childhood Development</td>
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<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
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<td>ESA</td>
<td>Education Services Australia</td>
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<td>HSIE</td>
<td>Human Society and its Environment</td>
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<td>Information and Communications Technology</td>
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<td>KLA</td>
<td>Key Learning Areas</td>
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<td>Languages Other Than English</td>
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<td>NALSAS</td>
<td>National Asian Languages and Studies in Australian Schools</td>
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<td>NALSSP</td>
<td>National Asian Languages and Studies in Schools Program</td>
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<tr>
<td>NAPLAN</td>
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<td>NBN</td>
<td>National Broadband Network</td>
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Executive Summary

About the study

The current study was conducted by researchers from Deakin University, led by Professor Christine Halse from the Centre for Research in Education Futures and Innovation (CREFI). The study was commissioned by the Australian Institute for Teaching and School Leadership (AITSL), funded by the Department of Education, Employment and Workforce Relations, and managed by the Asia Education Foundation (AEF).

The purpose of the study was to inform future decision making for policy and practice by providing empirical, research-based evidence about the understandings, characteristics, enablers and needs of teachers and principals to deliver the Asia priority in the Australian Curriculum, relative to the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

The findings and recommendations are derived from a large-scale national survey, extensive narrative data collected from teachers and principals, case studies of Asia literate teachers at different points on the career continuum, in different schools and Australian states, as well as general discussions at the AEF Forum in Melbourne on 5 June 2012 (see Chapter 3).

Policy context

The study arose from Australia’s need for an Asia literate teaching workforce to lead the development of future generations of Asia literate citizens. The nationally agreed goals for schooling in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) affirm that young Australians need to be ‘Asia literate’ and able ‘to relate to and communicate across cultures, especially the cultures and countries of Asia’ (p. 9). This policy agenda is being implemented through the Australian Curriculum, particularly through the Asia languages curriculum and the cross-curriculum priority area of ‘Asia and Australia’s engagement with Asia’.

The Australian Curriculum describes Asia related learning as contributing to the national social and economic good by building ‘Australia’s social, intellectual and creative capital’ and producing ‘active and informed citizens working together to build harmonious local, regional and global communities’. It states that the Asia literate citizen will have ‘the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region’, because these skills are ‘vital to the prosperity of Australia’ (ACARA, 2012). The White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) positions the teaching and learning of Asian languages and studies as national objectives that are integral to national productivity.

National Objective 10: Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge and skills and enable them to be active in the region.

- All schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network.

National Objective 11: All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling.

- All students will have access to at least one priority Asian language; these will be Chinese (Mandarin), Hindi, Indonesian and Japanese (Asian Century Taskforce, 2012, p. 170).
The White Paper argues that Australia needs ‘to produce a step change in the understanding of Asia and the acquisition of Asia-relevant capabilities’ (Asian Century Taskforce, 2012, p. 167). Moving in this direction, and building on the recommendations of the Gonski Review of Funding for Schooling (2011), the Australian Education Bill 2012 (released on 28 November 2012) has set out the directions for a National Plan for School Improvement. The Bill emphasises the importance of the Asian century to Australia’s economic future and the central role of Asian languages and studies in this future:

If we want Australia to remain strong and prosperous, and if we want our children to be able to take advantage of the opportunities the Asian century will bring, then governments, schools and the community must work together to improve our schools. Under the plan, every Australian student will have significant exposure to studies in Asia across the curriculum, including access to studying an Asian language from their first day of school. (DEEWR, 2012)

The success of these policy initiatives will depend on the capacity of teachers and principals to deliver the cross-curriculum Asia priority in the Australian Curriculum.

The Australian Institute for Teaching and School Leadership (AITSL) is committed to building and supporting the development of a high quality, Asia literate teaching workforce. The Australian Professional Standards for Teachers and the Australian Professional Standard for Principals provide the frameworks for determining and nurturing the features and enablers of an Asia literate teaching workforce. Aligning the elements of Asia literate professional practice (e.g. curriculum, assessment, pedagogy, teacher professional learning and resource development) to the Australian Professional Standards is necessary to building an Asia literate workforce. Through these moves, teachers and principals will both be clear about what is expected of them, and equipped with the professional training and resources to meet these expectations.

Findings

1. The Australian Professional Standards for Teachers and the Australian Professional Standard for Principals guide and support the practices of the Asia literate teaching workforce. In particular:

   a) Teaching and learning about Asia is supported by all three domains and seven standards across the career stages in the Australian Professional Standards for Teachers (see section 8.1).

   b) Teaching and learning about Asia is supported by all the school leadership and professional practices requirements and expectations in the Australian Professional Standard for Principals (see 8.1).

2. Six of the key features that distinguish the practice of the Asia literate teacher are outlined below (see 8.4):

   • possesses expert knowledge of content, assessment strategies and pedagogy for teaching Asia related curriculum;
   • demonstrates familiarity with a wide range of Asia related teaching resources;
   • actively builds intercultural understanding;
   • frequently, purposefully and seamlessly integrates Asia into the curriculum;
   • uses ICT to connect their students with students in Asia; and
   • leads Asia related learning within and beyond the school.

3. Four of the key features that distinguish the practice of the Asia literate principal are outlined below (see 8.6):

   • builds connections with local and international Asian communities;
   • facilitates Asia related teaching and learning;
   • demonstrates knowledge of the content and pedagogy required for high-quality teaching and learning about Asia;
   • provides inspirational leadership that supports staff to improve outcomes in the languages and studies of Asia.
Executive Summary

4. Five enablers that support teachers and principals to deliver the Asia priority in the Australian Curriculum are outlined below (see 8.5, 8.7):

<table>
<thead>
<tr>
<th>Enablers for teachers</th>
<th>Enablers for principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>experience of Asia from work, study, travel, or family connections;</td>
<td>personal or professional experiences in Asia;</td>
</tr>
<tr>
<td>substantial, ongoing tertiary study and/or professional learning;</td>
<td>tertiary study and/or professional learning;</td>
</tr>
<tr>
<td>school connections to the countries of Asia;</td>
<td>school connections to the countries of Asia;</td>
</tr>
<tr>
<td>support from their school and school system;</td>
<td>provides support for Asia related teaching and learning;</td>
</tr>
<tr>
<td>school teaches an Asian language.</td>
<td>school teaches an Asian language.</td>
</tr>
</tbody>
</table>

5. Further findings and future directions

5.1 The White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) stresses the need to ‘improve measurement’ to ‘track how we are increasing Australians’ knowledge of Asia’ (p. 170). Until now, there has not been a robust, reliable measure for assessing Asia literacy levels across the teaching workforce. The present study has made significant advances in addressing this gap in knowledge (see 8.2).

The research team developed the Teacher Asia Literacy Survey (TALS) and the Principal Asia Literacy Survey (PALS) as statistically robust, accurate measures of the Asia literacy of large groups of teachers and principals, both for the six areas in each survey and as an overall measure of Asia literacy (see 4.1, 4.2, 5.1, 5.2, 8.2).

The reliability of the surveys for smaller groups of teachers and principals was not tested. Teachers identified two further areas of importance: Asia literacy for intercultural understanding, and cross-disciplinary curriculum design skills (see 8.2). These findings suggest that the TALS and PALS would benefit from further development and refinement before being more widely used as a standardised measure of Asia literacy with small and large groups of teachers and principals (see 8.2).

5.2 Teachers and principals define Asia literacy in terms of what is currently practical and possible in their classrooms and schools, including the expertise and/or interests of a particular teacher or school (see 8.3). Consequently, the teaching workforce will require support and assistance to implement the broader, more comprehensive notions of Asia and Asia literacy articulated in national policy and in the Australian Curriculum.

5.3 Teachers and principals view the key benefits of teaching and learning about Asia as building students’ intercultural understanding, to create ‘a more tolerant and successful Australia’ and their competence as ‘globally smart citizens’ with the capacities to function effectively and successfully in a global world (see 8.8).

This finding has two implications. First, it supports the purposeful alignment of the Asia priority with the Australian Curriculum’s general capability of Intercultural Understanding. Second, it indicates the need for closer alignment between the teaching workforce and public policy, given that the teaching workforce does not currently view individual or national economic benefits as an important rationale for teaching and learning about Asia.

5.4 The research findings are categorical that an Asia literate teaching workforce hinges on the provision of continuous, high-level tertiary study and professional learning (see 8.1, 8.4, 8.5, 8.7, 8.8, 8.9), including direct professional and cultural experience of Asia through exchange, travel and study programs.

5.5 A majority of teachers completed their initial teacher education without addressing teaching and learning about Asia (see 8.9). This indicates a need for initial teacher education programs to ensure that all graduate teachers are equipped to deliver the Asia priority in the Australian Curriculum.
Recommendations

The key findings outlined above indicate the need for action so that all career stages of the Australian teaching workforce are equipped to deliver the Asia priority in the Australian Curriculum. Thus, it is recommended that:

**R1:** All teachers and principals be supported and assisted in developing a sound working knowledge of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals to assist in developing their Asia literacy career paths.

**R2:** The advances made by the current research be finalised to establish a robust instrument for measuring and providing feedback on the Asia literacy of small and large groups of teachers and principals.

**R3:** Professional learning for the teaching workforce includes training in the best practice use of ICT for learning about and connecting with Asia.

**R4:** Provision be made for teachers and principals to have opportunities for direct experience of Asia through exchange, travel and study programs.

**R5:** A national strategic plan be developed and implemented to ensure that principals and teachers at all stages of the career continuum have access to Asia related professional learning, including advanced tertiary study.

**R6:** Professional learning in intercultural understanding be made available to all teachers and principals, particularly with regard to implementing the general capability of Intercultural Understanding through the Asia priority.

**R7:** Further research be conducted to elucidate the reasons for and to develop strategies and an action plan to align educators’ perspectives on the rationale for and benefits of teaching and learning about Asia in schools with those of public policy.

**R8:** Asia relevant content knowledge and skills be included in initial teacher education, to equip all graduate teachers with a strong basis for implementing the Asia priority in the Australian Curriculum.
Chapter 1: Introduction

1.1 Background of the study

The Asia Literacy Project (ALP) was funded by the Department of Education, Employment and Workplace Relations (DEEWR), commissioned by the Australian Institute for Teaching and School Leadership (AITSL) and managed by the Asia Education Foundation (AEF). The study was conducted by researchers from Deakin University, led by Professor Christine Halse, between February and December 2012.

In keeping with established academic, public and policy discourse, the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) uses the term ‘Asia literacy’ as shorthand for developing proficiency in the languages of Asia with a knowledge, understanding of and capacities for engaging with the cultures of countries in the Asian region. The term was first used by Professor Stephen FitzGerald in his paper ‘National Educational Policy and Asian Studies’ to argue that Australia:

must as a nation become ‘Asia literate’; that is, have a populace in which knowledge of an Asian language is commonplace and knowledge about Asian customs, economies and societies very widespread. Such knowledge will not help our performance just at the margins. It will be central to our ability to perform (p. 12).

A Steering Committee provided broad oversight of the Asia Literacy Project, and provided feedback and advice on the structure, progress and outcomes of the project. It comprised the following individuals and representatives of organisations:

- Department of Education, Employment and Workplace Relations (DEEWR): Dr Amanda Day (present for the first meeting), Jennifer Welch and Richard Jones (subsequent attendees);
- Australian Institute for Teaching and School Leadership (AITSL): Dr Graeme Hall, Maureen Welch and Anita Torr;
- Australian Professional Teachers Association (APTA): Susan Gazis;
- Education Services Australia (ESA): Jill Wilson;
- Independent academic advisor: Dr Doug Trevaskis, Flinders University;
- Asia Education Foundation (AEF): Kurt Mullane, project director, and Barbara Berezniicki, project manager; and
- Deakin University: Professor Christine Halse, research team leader.

1.2 Overview of the study

The project brief of the Asia Literacy Project was to identify:

- the meaning of Asia literacy for the Australian teaching workforce;
- the key characteristics of the Asia literate teacher and school principal, relative to the Professional Standards;
- the current capacity of the teaching workforce to deliver the Asia priority in the Australian Curriculum, relative to the Professional Standards; and
- the future needs of teachers and principals, across all career stages, to deliver the Asia priority.

In consultation with the Steering Committee, the project brief was condensed into three research questions that guided the conduct of the research and framed the reporting of the findings:

1. What are the features of an Asia literate teacher?
2. What are the features of an Asia literate principal?
3. What measures are required to build an Asia literate teaching workforce?

Five strategies were used to ensure that comprehensive and robust data informed the analysis:

1. A literature review examined the Professional Standards in relation to the research evidence on quality teaching and quality leadership. This analysis identified the driving focus questions about Asia related teaching and leadership and the conceptual framework that guided the development of the data collection instrumentation in the study (see Chapter 3). A synthesis of the policy literature related to building the capacity of an Asia literate teaching workforce was also conducted, to identify the challenges and opportunities for the practice of Asia literacy in schools (see Chapter 2).
2. An **online survey of teachers** developed a profile of Asia literacy in the teaching workforce. The teacher survey sought to elicit information about personal demographics, professional knowledge, teaching resources, curriculum and assessment, the teachers’ school, student learning, and the teachers’ beliefs about the curriculum, Asia, and Asia related education (see Chapter 4).

The survey also included a set of open-ended questions, to collect teachers’ narrative (written) views on the features of an Asia literate teacher, the key triggers for Asia literacy, the importance of Asia literacy in the classroom, and Asia related learning opportunities for the students (see Chapter 6).

3. An **online survey of principals** developed a profile of Asia literacy amongst this group. The principal survey sought to elicit information about personal demographics, leadership background, leadership vision and values, knowledge of policies relating to studies of Asia, leading teaching and learning, links with the community, and personal beliefs and values (see Chapter 5).

In addition, open-ended questions were used to collect principals’ narrative comments on the importance and benefits of teaching and learning about Asia, key triggers, and the features of an Asia literate principal (see Chapter 6).

4. **Case studies** of twelve teachers at career stages of the Professional Standards illustrated the relationships between the individual teacher and the wider school context. The case studies were conducted in government and non-government schools in Victoria, NSW and Tasmania. Following AITSL guidelines, each case study includes a ‘snapshot of practice’ as an example of how the case study teacher integrated Asia related content into their practice (see Chapter 7).

5. A **group discussion** (1.5 hours) was conducted with delegates at the AEF National Forum in Melbourne on 5 June 2012. Delegates included representatives from education jurisdictions, curriculum authorities and schools across Australia responsible for implementing the Australian Curriculum. There were three discussion questions: ‘What features distinguish an Asia literate teacher?’, ‘What features distinguish an Asia literate principal?’ and ‘How do we build an Asia literate workforce of teachers and principals?’ (see Chapter 6).

1.3 **Structure of the report**

Chapter 2 examines the relevant literature on Asia literacy.

Chapter 3 explains the methodology for data collection and analysis. This chapter details the research questions addressed by each data collection method, the development of the instruments, respondent recruitment processes and the methods of analysis.

Chapter 4 presents the findings of the online survey of teachers about their Asia literacy and classroom practices.

Chapter 5 presents the findings of the online survey of principals.

Chapter 6 presents the analyses of the narrative data gathered from the group discussions and from the open-ended questions of the online surveys, highlighting key thematic issues that emerged during the study.

Chapter 7 presents twelve case studies of primary and secondary teachers that illustrate various stages in the development of Asia literate teaching practice, with reference to the Professional Standards.

Chapter 8 brings together all the findings from the research, discusses the implications for policy and practice, and presents recommendations arising from the study.
Chapter 2: Literature Review

2.1 Introduction

Australia’s agenda to build an Asia literate nation through schooling has a long history. In 1970, the report of the Auchmuty Committee, *The teaching of Asian languages and cultures in Australia* (1970), recommended the study of Asia and Asian languages in schools, investment in training teachers, and the development of resources for schools. The report stressed the importance of using schooling to build national expertise in Asian languages, cultures and studies, given the ‘steady growth in the economic, cultural, political and military links between Australia and Asia’ (p. 7). Over subsequent decades, a succession of reports and policy initiatives have stressed the importance of schooling in Australia’s social, cultural and economic integration with Asia (Halse, 2012). In illustration of this point, the National Asian Languages and Studies in Schools Program (NALSSP) was a federal initiative in operation from 2008–2009 and 2011–2012, designed to build Asian languages and studies. The logic behind NALSSP was that:

Asian languages and studies will equip the students of today with the skills to excel in the careers of tomorrow in our increasingly globalised economy. A greater cultural understanding and the ability to engage with our regional neighbours in their own language will help to build a more productive and competitive nation. This is beneficial for our economy, community and individuals, creating more jobs and higher wages and overall better opportunities for all Australians (NALSSP, 2011).

The White Paper on *Australia in the Asian Century* (Asian Century Taskforce, 2012) underscores the government’s commitment to the place of Asia in Australia’s future. The White Paper identifies ‘skills and education’ as one of the ‘five pillars’ of productivity (p. 2) and emphasises that ‘the building blocks to develop knowledge of the history, cultures, societies and languages in Asia are laid at school’ (p. 167).

A combination of variables explains student achievement and outcomes: these include the ability of the students (50% of the variance), the home environment (5–10% of the variance), the school (5–10% of the variance), and peer effects (5–10% of the variance). However, teacher quality is the *single* most significant influence, accounting for about 30% of the variance in student achievement (Hattie, 2003; Rowe, 2003). Thus, the White Paper on *Australia in the Asian Century* (Asian Century Taskforce, 2012) notes that ‘high-quality studies of Asia will need to focus on the quality of teaching’ (p. 171).

The current builds on the existing Professional Standards by providing evidence-based data about the features of practice and enablers that assist teachers and principals in providing high-quality teaching, learning and leadership of Asia related learning in Australian schools. The Professional Standards are directly relevant to Asia literacy in Australian schools.

2.2 Methodology and scope of the literature review

The purpose of the literature review was to inform the development of the data collection instrumentation, and in particular the Teacher Asia Literacy Survey (TALS) and the Principal Asia Literacy Survey (PALS). The review enabled the identification of key variables in relation to the practice of teachers and principals which were mapped against the Professional Standards, developed by the Australian Institute for Teaching and School Leadership (AITSL). This methodology provided a basis for the project team to construct a survey of teachers and principals on how Asia literacy has been implemented in schools, the sort of professional learning resources used, and teachers’ and principals’ understandings of the characteristics of an Asia literate teaching workforce.

Initially, a thorough search was conducted to identify relevant policy documents, reports, scholarly publications (e.g. books, book chapters and journal articles), media and web-based information. The search encompassed education databases and citation indexes, as well as additional references sourced through individual documents, papers and reports. The titles and abstracts of identified texts were evaluated in terms of relevance to the Professional Standards for teaching Asia literacy as a cross-curriculum area, and the features, capabilities, professional knowledge, practice and engagement of an Asia literate teaching workforce. The final list of reviewed references comprised more than 200 books, articles from scholarly journals and other periodicals, reports from government agencies and non-governmental organisations, conference papers and proceedings, and doctoral theses.

To provide guidance and direction to the reader, the analysis of the literature is synthesised in a series of focus questions that reflect the themes in the literature that are related specifically to Asia literacy. These focus questions provided the conceptual framework that underpinned the development of the instrumentation for the study, and specifically the survey items, the open-ended questions for narrative responses, and the focus group questions.
The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) set out goals for the achievement of higher standards in the Australian education system. Asia literacy figures prominently in the educational goals related to social cohesion, active citizenship and promoting world-class curriculum and assessment. Recognising the importance of Asia and its emergence as a geo-economic centre of gravity for the 21st century, the Melbourne Declaration emphasises the need for Australians to become Asia literate. This involves the building of a cohesive society by educating its citizens to respect cultural diversity and to be able to ‘to relate to and communicate across cultures, especially the cultures and countries of Asia’ (MCEETYA, 2008, p. 7). Asia literacy is instrumental in achieving these goals by educating successful learners who are able to make sense of the world, who are confident and creative individuals, and also by enabling young people to become active and informed citizens who appreciate Australia’s social, cultural and linguistic diversity and are able to act as responsible global and local citizens. These same goals for schooling are reflected in the broad educational agenda laid out in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012).

To achieve the agreed national goals for the education of young Australians, including the development of their Asia literacy, quality teaching, leadership and professional accountability are integral. Similarly, effective implementation of the Australian Curriculum is dependent upon an effective teaching workforce. The Professional Standards will play a key role in accomplishing these goals (COAG, 2008).

These Professional Standards were developed on the basis of standards used in different states and territories and were informed by research consultation with expert educators across Australia. The consultation phase involved key education stakeholders, including teachers, teacher associations, professional subject associations, teacher educators, major employment authorities and teacher registration authorities. In addition to the feedback provided during the consultation process, more than 120 written submissions came from various stakeholders, including state and territory governments, education unions, professional peak bodies and individual schools and teachers.

There is no specific reference to Asia literacy in the Professional Standards for both teachers and principals, although there is reference to general capabilities, such as literacy, numeracy and ICT. In its submission to the Australia in the Asian Century review, the AEF (2012) emphasised the strategic importance of the Professional Standards in implementing the Melbourne Declaration on Education Goals for Young Australians (2008) and the Australian Curriculum (ACARA, 2012), and in providing the educational platform for the current generation of students to develop the capabilities necessary for engaging in and building strong relationships with Asia. A key purpose of this study is to identify areas of current and future need in relation to Asia literacy to inform implementation of the standards.

2.3 Building an Asia literate teaching workforce

2.3.1 Policy context

The Australia 2020 Summit report (Department of the Prime Minister and Cabinet 2008) provided recommendations for the mainstreaming of Asia literacy into Australian society that involved a renewed emphasis on the promotion of Asia in schools. Australia has an established record of jointly funded national schooling projects to develop Asian languages and studies. Two of the most significant have been the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy (1995–2002) and the National Asian Languages and Studies in Schools Program (NALSSP) (2008–09 and 2011–12). Both programs have identified the supply of qualified Asian languages and studies teachers as a priority. Similar concerns were echoed in the Reports on the Current State of Chinese, Indonesian, Japanese and Korean Language Education in Australian Schools (DEEWR, 2010b).

The White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) has outlined the desired future course of economic, political and strategic change in Asia, and strategies to enhance Australia’s navigation of the Asian Century, including appropriate policy settings. It has re-energised debates and efforts directed to the development of Asia literacy. Submissions to the White Paper have contributed greatly to clarifying policy directions, as well as making clear what counts as Asia literacy. In its submission to the White Paper, the AEF defined Asia literacy as ‘possessing knowledge, skills and understandings of the histories, geographies, arts, cultures and languages of the diverse Asian region’ and reaffirmed that school education is ‘the most effective channel to equip all young Australians with Asia literacy’ (2012, p. 1). The AEF noted that, despite some progress, a number of challenges needed to be addressed through a concerted effort of policymakers, the teaching profession and the
Literature Review

wider community, if Australia were to become an Asia literate nation.

Among various challenges in progressing Asia literacy, the AEF identified ‘lack of serious attention to structural impediments such as education workforce capacity and senior years assessment procedures, and a lack of investment in an evidence base to inform effective pedagogies, building student demand and flexible delivery of languages’ (2012, p. 1). One of the recommendations has been to:

- Build up the Asia capability of Australia’s education workforce to ensure the goals of the Australian Curriculum and National Standards can be met including [to] equip every school principal to lead an Asia literate school; provide all teachers with access to targeted professional learning programs to build Asia knowledge; provide curriculum resources and an evidence base to support classroom implementation of the Australian Curriculum and ensure all graduate teachers enter the workforce with Asia knowledge and skills relevant to their teaching qualification (p. 3).

Building an Asia literate teaching workforce will mean, in the first instance, enhancing the quality and accountability of teachers and school leaders in delivering the Asia priority across the Australian Curriculum. This is not just a matter of teacher supply, according to the AEF, but rather is a matter of perceiving Asia knowledge as a capability for the teaching profession that is developed through pre-service teacher education and ongoing professional learning, and implemented through pedagogical practice. Building an Asia literate teaching workforce therefore, requires investment in teacher preparation, professional learning, and resources to support teachers in delivering an Asia focused curriculum and pedagogy. It also requires forward-looking and strategic school leadership in creating school and classroom environments and local and international partnership programs that will accelerate learning of Asian languages and studies.

Such an investment goes beyond providing financial support to teacher quality and professional accountability. Hence, the AEF has been working with AITSL and other key educational stakeholders to identify how the Professional Standards can be used to improve the Asia literate capabilities of teachers and leaders in Australian schools.

2.3.2 The Australian Professional Standards for Teachers and Principals

Professional standards are not unique to education. Other professions, such as medicine, accounting and many other so-called ‘social professions’ (Banks, 2004), have well-established definitions of knowledge, practice and ethics to certify novices and identify the features of accomplished professionals. Professional standards have functional roles for society. They are the public’s guarantee that the members of a profession hold themselves and their colleagues to high standards of practice, possess specific knowledge and skills that are not shared by other members of society, publicly pledge to provide high-quality services to those who need them and have specific ideals, responsibilities and duties not incumbent upon others who have not made this pledge (Koehn, 1994). Similarly, this Parsonian approach to professional traits and characteristics figures prominently in the teaching profession around the world, as policymakers, professional associations and teachers work on professional standards (Kleinhenz & Ingverson, 2004; Storey, 2004).

In recent years, there has been an enormous emphasis on constructing professional standards for teachers and principals in Australia. Arguably, it has been a main thrust of educational policy for several governments. Up until recently, state teacher registration authorities had their own version of professional standards for graduates from teacher education programs, and also standards for competent professional practice, linked to ongoing registration. These education jurisdictions have created generic teaching standards (e.g. the Victorian Institute of Teaching, 2003) against which employment and career stage decisions are made. In addition, subject associations have developed standards for accomplished teaching in English language and literacy, mathematics, science, and geography (e.g. Australian Association of Mathematics Teachers, 2006; Australian Science Teachers Association, 2002; Australian Association of the Teaching of English, 2002).

Statements of professional standards serve dual purposes. First, they create a shared and public ‘language of practice’ that describes how the specialised knowledge of teaching is used in practice. Second, they are a vehicle for assessing and judging professional activity (Yinger & Hendricks-Lee, 2000). The standards landscape in Australia until recently has been somewhat fragmented and uncoordinated, and this has been a barrier to advancing quality teaching on a national scale and in the context of national educational reforms. This state of affairs was part of the rationale for the national partnership...
approach to the Professional Standards, which was to underpin national educational reforms and to improve teaching quality and accountability for the public funds spent on education (Council of Australian Governments, 2008).

The Council of Australian Governments (COAG) has agreed on a common set of professional standards for teachers and an accreditation process for Highly Accomplished and Lead teachers to be used across the country. In addition, national commitment to an Australian Curriculum has increased the need for national consistency around teacher quality and professional standards. To deliver this reform, AITSL was established to drive transformational change and to facilitate the collective effort in creating a new level of professionalism by developing Professional Standards and professional learning against these standards.

In February 2011, AITSL released the Australian Professional Standards for Teachers, which provide a continuum of capabilities and expectations for Australian teachers across three domains: professional knowledge, professional practice, and professional engagement. The Professional Standards also include descriptors of four professional career stages: Graduate, Proficient, Highly Accomplished and Lead (AITSL, 2011a).

The Professional Standards seek to ‘guide ongoing professional learning and set a reliable, fair and nationally consistent basis for the accreditation of pre-service teacher education courses and teacher registration’ (AITSL, 2011a). Thus, the Graduate and Proficient levels are used for teacher registration purposes in determining provisional registration after completing an accredited teacher education program, with full registration following a period on induction into the profession. Indeed, the Graduate standards were quickly included in the new national system for accreditation of initial teacher education (AITSL, 2011a). The Highly Accomplished and Lead levels have been agreed to be the basis for national certification of experienced teachers.

Similarly, the Australian Professional Standard for Principals (2011b) was developed in consultation with the profession and with education systems, to promote excellence in school leadership. The aim was to describe and make explicit the professional practice of quality school leadership in improving learning outcomes. The Professional Standard is based on three leadership requirements: vision and values, knowledge and understanding, and personal qualities and social and interpersonal skills. In practice, these requirements are enacted through leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school, and engaging and working with the community. AITSL (2011b) has argued that the Professional Standard for principals would assist in attracting, developing and supporting aspiring and practising principals. The Professional Standard recognises that the work of principals is complex, challenging and changing in today’s environment, makes the role and practice of principals explicit for all school leaders and the wider community, and conveys that principals, like other professionals, are members of a professional community.

### Table 1: Organisation of the Australian Professional Standards for Teachers (AITSL, 2011a)

<table>
<thead>
<tr>
<th>Domains of Teaching</th>
<th>Standards</th>
<th>Focus Areas and Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>1. Know the students and how they learn</td>
<td>The Focus Areas and descriptors refer to the AITSL Professional Standards and identify the components of quality teaching at each career stage. (Appendix E lists the Professional Standards in full.)</td>
</tr>
<tr>
<td></td>
<td>2. Know the content and how to teach it</td>
<td></td>
</tr>
<tr>
<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Create and maintain supportive and safe learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Assess, provide feedback and report on student learning</td>
<td></td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
<td></td>
</tr>
</tbody>
</table>
In developing the Professional Standards, AITSL was able to address and/or preempt the concerns about standards-based reforms by various stakeholders. Among a number of critical issues discussed in the international and national literature in relation to Professional Standards are: teacher ambivalence towards professionalism and the effects of ‘deprofessionalisation’, to the attention to outputs rather than inputs, the use of accountability measures as a marker of low trust relationships between the state and the profession, the reduction of professional autonomy and the effects of managerialism on the teachers’ wellbeing, creativity, emotional labour and relationships with students (Darling-Hammond, 1998; Hargreaves, 2000).

Sachs (2003, p. 3) has identified two approaches to the Professional Standards in literature and policy documents: developmental or regulatory approaches. She argues that ‘developmental standards give promise to a revitalised and dynamic teaching profession; on the other hand, regulatory standards regimes can remove professional autonomy, engagement and expertise away from teachers, reduce diversity of practice and opinion and promote “safe” practice’. This binarism, however, can be resolved, and the new Professional Standards in Australia are an example of a collaborative approach with many stakeholders, which combines elements of both regulatory (e.g. a focus on accountability and monitoring of the teaching quality) and developmental approaches (e.g. promoting and supporting a culture of professional learning communities to transform teachers’ knowledge and practice).

2.3.3 Professional Standards and the quality of teaching

In Australia, teaching and leadership standards are directly related to discourses and policies about quality. There has been a particular emphasis on quality teaching and school leadership because they matter to the future of Australian students and the Australian population more broadly. There is a significant body of research that demonstrates a measurable impact of quality teaching on students’ outcomes (Darling-Hammond, 2000; Hattie, 2003; Laczko-Kerr & Berliner, 2002; OECD, 2005; Rowe, 2003). ‘Of all school variables’, as Lingard (2005, p. 174) argues, ‘it is teachers who have the greatest effect on student learning outcomes’. Drawing on this and similar research, AITSL (2011a, p. 7) states that standards are ‘an integral part of ensuring quality of learning and teaching in Australian schools’.

The Professional Standards for teachers and principals are influenced by a number of contextual factors that either call for or mandate quality teaching. Social, economic, political, technological and cultural changes in Australia and in the world (see the Melbourne Declaration for their description) create a context ‘to improve student attainment and ensure [Australia] has a world class system of education’ (AITSL, 2011a, p. 1). These changes exert particular pressure on the teaching workforce for increasing professionalisation and accountability. In this regard, quality teaching has been linked to a ‘professional accountability model’ that can both empower the profession and make it accountable to the public (Yinger & Hendricks-Lee, 2000).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- How do changing times affect teachers’ professional need to be Asia literate?
- How do Asia related policies and initiatives mediate teachers’ work?

The Professional Standards acknowledge that contextual factors influence professional knowledge. Professional Standard 1, for example, states that teachers should know students and how they learn. It recognises that effective teaching is related to school demographics, students in the classroom and the diversity of their needs. This is based on research demonstrating that the increasingly diverse student population does not respond well to a ‘one-
size-fits-all’ approach to teaching (Gay, 2010; Grace & Gravestock, 2008; Pettig, 2000). Quality teaching demands responsive pedagogy so that the needs of diverse students are met. This refers to the needs of low socioeconomic status, migrant, disabled, Indigenous, and gifted students, as well as to age and gender specific needs. The ability to recognise the effect of students’ backgrounds on learning outcomes, and respond to diverse student needs, are attributes of effective teachers that effect students’ achievement. In addition to different linguistic ability, gender, social and cultural backgrounds, students are recognised as having different learning styles (Reid, 2005) and motivations (Brophy, 2010).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- How do Asia literate teachers respond to the school demographic, cultural and linguistic needs of students and create inclusive learning environment?
- How do teachers increase students’ motivation to study about Asia and to learn Asian languages?

Professional Standard 2 emphasises the relevance and rigour of professional knowledge (content) for quality teaching. It has been found that effective teaching involves the use of content that is intellectually rigorous, has a disciplinary depth and draws on content from a variety of disciplines, is connected to students’ prior knowledge and relevant to students’ lives (Ellis, 2009; Hayes, Lingard & Mills, 2000; Loughran, 2012). Research shows also a positive relationship between such rich content and improved student learning (OECD, 2009; Newmann & Associates, 1996). However, content in itself is not a sole marker of quality, unless learning is supported and mediated by effective pedagogy (James & Pollard, 2011). Among the key dimensions of effective pedagogy, researchers highlight intellectual quality, a supportive learning environment and the recognition of difference (Killen, 2006). This form of pedagogy, according to research, promotes learning and improves student motivation.

Focus questions:
- What content and cross-disciplinary knowledge mediates the work of Asia literate teachers?
- What kind of strategies do teachers know and use to support Asia literacy in their classrooms?
- How do teachers create an intellectually rigorous, culturally and linguistically relevant, and supportive environment for students to engage in learning about Asia?

Quality teaching requires careful planning, preparation and selection of resources so that learning goals are met. Professional Standard 3 focuses on planning and implementing effective teaching. Literature in this focus area is dominated by rationalistic and technical approaches to planning, often referring to cognitive theories (e.g. schemata theory) to plan, structure and sequence lessons or programs so that it is easier for students to remember and recall (Killen, 2006). However, there has been a significant shift in this regard, to ensure that learning is meaningful rather than merely information-driven. In particular, a number of socio-cultural perspectives have been used, to promote a dialogical model of lesson/program planning (John, 2006). This emphasises the contextual nature of planning, as well as demonstrating that it is through planning that teachers are able to learn about effective teaching, and through teaching that they are able to learn about effective planning (Hagger, Mutton & Burn, 2011). A dialogical approach to planning, preparing and selecting resources for learning requires teachers to assess the complexities inherent in this area of professional practice. It obliges them not only to think about but also to articulate their content knowledge for effective teaching and communication.

A dialogical approach also encourages teachers to communicate with and involve parents/carers. That is, quality teaching has been aligned with parental/community expectations. The Professional Standards document states that teachers should be ‘sensitive to the needs of parents/carers and communicate effectively with them about their children’s learning’ (AITSL, 2011a, p.4). Studies of parent and community expectations have found that parents value the contributions that teachers make to students’ lives. Alton-Lee (2003), for example, argues that alignment in practices between teachers and parents supports students’ learning and skill development.
Research has also demonstrated that partnerships and collaborative work with family members affect students’ achievements, as well as contributing to quality teaching (Hargreaves, 2000; OECD, 2005; Woodward & Sinclair, 2005).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- What strategies do Asia literate teachers use to plan for the development of Asia literate students and to implement effective teaching and learning about Asia?
- What communicative strategies do teachers use to encourage parental involvement with and support around Asia literacy in their classrooms and schools?

Quality teaching and learning occurs in supportive environments. Professional Standard 4 puts an emphasis on creating and maintaining such environments. The research literature has reported that quality teaching involves the establishment of productive teaching/learning environments and positive relationships. Hindman, Grant and Stronge (2010) provide a comprehensive overview of the qualities of a supportive teacher. They offer a bridge between research-based theories and practical classroom applications, helping teachers to move toward establishing a learning environment that contributes to practices that are effective for different types of students (see also OECD, 2005). All learners learn best in an environment that is comfortable and pleasant and in which they feel safe. This involves establishing ethical relationships through which teachers can build classroom community and cohesion. Research by Munns, Woodward and Koletti (2006) provides evidence of how positive student–teacher and student–student relations contribute to a sense of community and shared ownership of the teaching/learning space, to mutual respect, tolerance and understanding.

Assessment is an important part of effective teaching and learning (Berry, 2009). Professional Standard 5 states that teachers should be able to assess, provide feedback and report on student learning effectively. A cornerstone of assessment for learning is that students make ultimate decisions that matter most in relation to their own learning (Hattie, 2002). To make good decisions, they need continuous information about their learning, i.e. about areas in which they succeed and those where they need to improve their levels of performance. Students also require information about strategies they may need to consider in order to improve their learning outcomes. In this regard, teachers take on an important role in facilitating student learning through assessment. The review of research evidence demonstrates the importance of providing specific, frequent, positive and responsive feedback to students (Alton-Lee, 2003).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- What dispositions support teaching and student learning about Asia?
- What knowledge do Asia literate teachers need to support teaching and learning environments?
- What teacher skills are necessary for a positive learning environment?

Professional Standard 6 – Engage in professional learning – is particularly important in addressing teaching quality, as it incorporates a developmental approach to the standards. Every practising teacher and principal recognises that the context of teaching is constantly changing, as is our understanding of students, content and pedagogy. There is ample
research illustrating the central roles of reflexivity and professional inquiry in teaching practice (Zeichner, 2005). This is not something that teachers should do in isolation; rather, and increasingly, professional learning occurs in collaboration with others and in learning communities (Lassonde & Israel, 2009). The Professional Standards in general represent the importance of a life-long and life-wide learning. They provide this message with regard to career stages more broadly, and in Professional Standard 6 more specifically. Research demonstrates that high-quality professional learning can build capacity for improving student outcomes. That is, the production of better quality teaching due to professional learning translates to higher levels of achievement (Ginsberg, 2011). Besides learning outcomes, professional learning affects how teachers experience their ‘communities of practice’. Such aspects as shared values, collaboration and collective control are seen as enhancing both teacher effectiveness and student learning (Day, 2004; Grodsky & Gamoran, 2003).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- How do professional learning opportunities affect teachers’ commitment to be Asia literate?
- How does professional learning affect the Asia literacy outcomes of students?
- How does professional learning contribute to building an Asia literate school?
- What kinds of ethical demand does Asia literacy put on teachers?
- Do intercultural understanding and recognition of others/difference constitute professional features of an Asia literate teacher?

Professional Standard 7 – Engage professionally with colleagues, parents/carers and the community – puts emphasis on professional ethics and responsibility in engaging with students, parents and community, as well as participating in and contributing to professional teaching networks and broader communities. There has been increased attention in the literature to professional ethics as a special branch of ethics that is different to an everyday morality based on humanistic ideals. For example, teachers are special advocates of students’ welfare. This may entail acting on the basis of professional duty rather than on the basis of what is generally acceptable in everyday life situations. Acting ethically as a professional may involve asking students intimate questions that would be considered inappropriate outside of the professional context (Oakley & Cocking, 2001). The use of such information is regulated by legislative, administrative and organisational policies. Teachers have special duties to students but these must be balanced with duties to other stakeholders, and in reference to the professional service ideal. Quality teaching is one of those duties that requires the careful balancing of impartial (justice) and partialist (care) approaches in relations with students. In addition to this Standard, state teacher registration authorities have in place ethical codes that communicate statements of the core purpose of the profession, the features of the professional and ethical principles and/or rules of behaviour, and principles of good practice (e.g. collaboration, confidentiality, sensitivity, responsiveness, etc.).

In relation to Asia literacy, the issues outlined above prompt the following questions:

- What kinds of ethical demand does Asia literacy put on teachers?
- Do intercultural understanding and recognition of others/difference constitute professional features of an Asia literate teacher?

2.3.4 Professional Standards and the quality of leadership

The purpose of the Australian Professional Standard for Principals is to provide a framework for a professional learning basis to ‘inform strategies for attracting, preparing and developing principals for Leading 21st Century Schools; guide to self-reflection, self-assessment and development; guide to inform the management of self and others’ (AITSL, 2011b). The Professional Standard identifies school leadership as a vital factor in improving school effectiveness and student achievement. Therefore, the Professional Standard sets out what ‘principals are expected to know, understand and do to achieve excellence in their work’ (AITSL, 2011b, p. 2). Principals are accountable for raising student achievement at all levels and all stages, promoting equity and excellence, creating and sustaining the conditions under which quality teaching and learning thrive, influencing, developing and delivering community expectations and government policy and contributing to the development of a 21st century education system at local, national and international levels. In this regard, the Standard captures contextual factors that influence both leadership requirements and the professional practices of principals.
The core requirements for education leaders are vision and values, knowledge and understanding and personal qualities, social and interpersonal skills. The section on vision and values states that ‘principals lead the development of the vision of the school’, through which they reaffirm the commitment of the school to the learning and growth of students that is guided by fairness, ethical practice, democratic values and lifelong learning. The literature demonstrates that providing direction for the school draws staff and students together around a common purpose and goals, as well as engendering confidence, enthusiasm and support of community and stakeholders (Barnett & McCormick, 2002; Castognoli & Cook, 2004; Grove, 2004; Taylor-Moore, 2004).

In relation to Asia literacy, the issues outlined above prompt the following question:

- How do principals build a vision and set the direction for their schools to be Asia literate?

The knowledge and understanding requirement states that principals have theoretical knowledge that can drive the practice of school improvement. They are ‘well versed in the latest research and developments in pedagogy, curriculum, assessment and reporting and student wellbeing’. In addition, principals should have knowledge that is relevant to managerial leadership, such as in the area of human resources, health, wellbeing, legislative practice, financial management and policy requirements. This requirement focuses on organisational leadership and management that are mediated by knowledge. Literature in this area identifies key qualities that are related to knowledge and understanding, such as informed management capabilities (Kugelmann, 2003), contextual awareness (Duignan, 2003), strategic thinking and problem solving (Leithwood, 2005), leading, resourcing and managing change (Storey, 2004).

In relation to Asia literacy, the issues outlined above prompt the following question:

- What knowledge and understanding do principals require to build an Asia literate school?

The professional practice of principals in the Professional Standard has five requirements:

1. Leading teaching and learning
2. Developing self and others
3. Leading improvement, innovation and change
4. Leading the management of the school
5. Engaging and working with the community.

These core practices of leadership reflect research findings described in Anderson and Cawsey (2008) and Day and Leithwood (2007). Instructional, pedagogical or educative leadership is the primary task of a school principal. This enables them to create and maintain expectations for high-quality teaching and learning, and to promote powerful forms of pedagogy and engaging forms of teaching. Educative leadership requires professional learning and self-development, as well as encouraging others to grow. Leading change and innovation requires distributive and participative forms of leadership that foster creativity, responsibility and commitment.

Furthermore, in order to lead change, principals should be contextually aware, so as to maintain staff and student morale. With regard to managerial leadership, principals assume the role of business executives, using good management and social science research to run schools effectively and efficiently. Current evidence indicates that successful school leadership
requires management and administration skills. In relation to Asia literacy, the issues outlined above prompt the following question:

2.3.5 Summary
In sum, professional standards for teachers establish expectations of what teachers should know, understand and be able to do when they enter the profession and throughout their professional careers; they have been found to impact positively on quality teaching and to contribute to ongoing professional learning. Professional Standards for principals clarify expectations, offer guidance towards improving practice, provide a basis for professional learning, underpin performance evaluation systems, and assist in the recruitment, selection and credentialling of principals. Thus, the Professional Standards provide a framework in determining and nurturing the capabilities of an Asia literate teaching workforce. The Professional Standards are generic and do not directly address the issue of Asia literacy. However, a review of the Professional Standards in relation to their research base has indicated a series of focus questions for further research specifically related to Asia literacy. In broad terms, the focus questions fall into four broad areas that formed the conceptual framework guiding the development of the study’s instrumentation.

1. Personal, relational and organisational features and capabilities of Asia literate teachers and principals;
2. Professional knowledge, learning and preparation to be Asia literate;
3. Professional practices of Asia literate teachers and principals;

2.4 Building an Asia literate teaching workforce
Current national curriculum policy formalises the expectation that Australia will develop an Asia literate teaching workforce in Australia, and this expectation is emphasised in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012).

In the Australian Curriculum, ‘Asia and Australia’s engagement with Asia’ is one of the three cross-curricular priorities to be addressed in all curriculum areas at all levels of schooling. Similarly, the related general capability of Intercultural Understanding (one of seven general capabilities that students are expected to acquire) is to be addressed in all curriculum areas and at all levels. The curriculum provides a clear rationale and broad outline of the scope of the Asia priority:

The Asia and Australia’s engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia’s extensive engagement with Asia in social, cultural, political, and economic spheres.

Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia’s development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia’s social, intellectual and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion and is vital to the prosperity of Australia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region (ACARA, 2012b).

Three organising ideas reflect the essential knowledge, understandings and skills associated with this priority. These are: ‘Asia and its diversity’, ‘Achievements and contributions of the peoples of Asia’ and ‘Australia–Asia engagement’. These
organising ideas are embedded in the content descriptions and elaborations of each learning area, as appropriate (ACARA, 2012b).

In order to deliver the mandated curriculum effectively in practice, teachers and school leaders need to be Asia literate, and this will require ongoing professional learning and development, accessing networks and programs that provide content knowledge, skills and resources related to this cross-curricular priority.

In its submission to the White Paper on Australia in the Asian Century, the AEF (2012, pp. 9–10) identified key areas and initiatives that are helping to build Asia literacy in schools:

- **Curriculum resource production.** For example, the AEF web portal provides free access to over 1000 curriculum resources including 85 English, history and mathematics resources already aligned with the Australian Curriculum. This initiative, in particular, speaks to the Professional Standard 3 – Planning and implementing effective teaching and learning. Asia related resources enable teachers to set learning goals and develop a culture of high expectation with regard to Asia literacy, to plan and implement a well-structured sequence of lessons and use a range of resources, including ICT, to engage and motivate students.

- **School leader engagement.** For example, the Leading 21st Century Schools: Engage with Asia program has equipped 5% of Australian school principals to lead school change to achieve Asia literacy. This initiative targets key school leadership requirements, such as building Asia literate schools through developing a vision for and values of Asia literacy and contributing to knowledge and understanding of the concept of Asia literacy to deliver, with others, effective strategic leadership in this area. It also targets professional practice in developing self and others and working with community in order to introduce this innovation or improve the level of Asia literacy in schools.

- **Professional learning.** For example, AEF study programs in Asia for teachers have seen 3000 Australian school educators catalysed by first-hand experience of contemporary Asia. In-country professional learning proves to be particularly productive for both teachers and principals as it addresses the domains of professional knowledge and engagement (developing the knowledge of content and/or of a target language and culture and to identify and plan professional learning needs. This initiative is also targeting personal attributes and capabilities, contributing to Asia literacy.

- **Asia literacy advocacy for students and parents.** For example, Asia Literacy Business Ambassadors is a successful initiative that takes business people into secondary schools to show Asia skills in action, with 287 ambassadors and schools and 13 000 students having been involved since 2010. Getting parents on board is the aim of a NALSSP project between peak parent bodies and the AEF to equip a cohort of 150 parent advocates from 75 schools nationwide to promote the need for Asia literacy to their school communities.

- **Innovations in Asian languages and cultures programs.** For example, the innovative Australia–Asia BRIDGE School program with Indonesia, South Korea and China, links teachers and students in these countries with 200 Australian schools for a mix of language and cultural studies through people-to-people exchanges and online collaborations. This initiative has rich capacity-building opportunities addressing Professional Standard 3: Planning and developing teaching and learning. In particular, it enables teachers to work with local and international colleagues to plan, evaluate and modify learning and teaching programs and to create productive learning environments that engage all students in learning the languages and cultures of strategic Asian countries. It also contributes to the domains of professional knowledge and professional engagement (e.g. content knowledge and understanding and respecting Asian cultures, as well as engaging in professional discussions with colleagues).

- **Regional planning and coordination for Asia literacy.** This initiative has strategic objectives targeting all domains of teacher work and leadership. Knowledge and understanding of (Asian) society, language and education system has been developed, as have models of governance at regional and central levels and internationally, with Asian countries. The initiative has contributed to developing professional networks and teams, which have included principals and teachers. The distributive and participatory mode of leadership has contributed to bringing about change more effectively. In terms of professional learning, the
networks have shared inputs. Partnerships have been formed with overseas partners for reciprocal professional learning.

- **Grants to schools.** For example, the NALSSP included $8.14m for competitive grants to schools for ‘Becoming Asia Literate’ in relation to the four priority countries (China, Japan, Korea and Indonesia), with only 13% of these grants going to cross-curricular Studies of Asia initiatives. This capacity-building initiative has involved more than 300 Australian schools implementing unique and innovative programs, reflecting the numerous ways in which Asia literacy can be incorporated into the curriculum. This initiative has provided a degree of freedom that has been used strategically by teachers and schools to build and increase the quality of Asia literacy education across the curriculum.

In cooperation with the AEF, and independently from it, states and territories have developed a number of initiatives to support teachers and schools in integrating the Asia priority into the curriculum. However, state and territory systems and jurisdictions vary widely in their approaches to the implementation of the Asia priority: a website scan indicates that jurisdictions expect teachers to engage in professional learning activities that enhance their knowledge, skills and understandings of Asia so that they can embed Asia related learning foci in their pedagogical practice and the curriculum. In doing so, the jurisdictions add specific areas to building an Asia literate workforce. Illustrating this point, the Department of Education in Tasmania explicitly focuses on values education that incorporates global connections between the peoples of Australia, Asia and the world, in addition to developing knowledge, skills and understandings with regard to Asia. This extension draws both values and global education into an Asia focus and presents teachers with additional yet complementary areas for engaging with Asia in the curriculum. Thus, ‘world-mindedness’ emerges here as a feature of the Asia literate teacher and school.

In a similar vein, the South Australian Department of Education and Child Development has invested in the development of Asia literacy networks. This initiative provided valuable sites for professional learning and engagement, enabling teachers to develop and share professional knowledge. Teachers were supported through ‘Including Studies of Asia in Curriculum’ courses, as well as through other professional learning opportunities, with the additional focus on intercultural understanding. Even though Asia literacy and intercultural understanding are different capabilities, they are interlinked in a mutually informing way.

An additional focus in a number of jurisdictions is to assist schools to move towards building Asia engaged schools ‘with formal, whole-school commitment’. This is a focus in Western Australia and in Victoria. In the latter case, for example, the ‘Effective Schools Model’ positions teachers as purposeful in their practice when they devise activities that engage students, acknowledge the contributions of Asian people to Australian society, make innovative use of information and communication technology and expose students to appropriate resources. Purposeful practice implies high levels of organisation, collaboration and inquiry.

These examples illustrate the investment and emphasis that all jurisdictions place on the professional learning, engagement and knowledge of teachers. In broad terms, across the states and territories, there is support for a whole-school approach to Asia related studies, and support for embedding Asia related knowledge, skills and understandings in the curriculum, targeted professional learning, partnerships and across system arrangements to support and resource state/territory specific Asia related interests. The nature of this engagement indicates that key areas and capabilities relevant to the development of the Asia literate teacher and school also include: whole-school approaches, teacher identity and professional ethics, world-mindedness, purposeful and reflective practice, and the use of technology for innovative teaching.
2.5 Practising Asia literacy: Challenges and opportunities

A succession of studies and initiatives since the 1990s have consistently identified teachers as pivotal in the development of an Asia literate nation (Halse, 2012). One of the challenges is that ‘the majority of teachers have studied little in their own education about Asia and require professional learning and curriculum resources to build their knowledge to teach about Asia’ (AEF 2011, p. 11).

The research literature, however, documents that teachers are sometimes overwhelmed by curriculum innovations and unsure of their ability to impart the knowledge and skills specified by the new curriculum to their students (Darling-Hammond & Bransford, 2012). This is not a consequence of failure to understand the essence of the change or to change teaching methods (Reid & Walker, 2012), but is due to professional and perceptual concerns. Teachers face numerous challenges. Typical of these are increasing pressures on their time, changes to teachers’ role/s, the intensification of teachers’ work and conceptual-ideological changes in teaching approaches and/or to methods of evaluation, to name just a few (Anderson & Helms 2001). It is therefore necessary to systemically explore the effects of reform efforts on teachers’ work to understand the pathways and impediments to successful reform (Fullan, 2001a). Aligning the elements of Asia literate professional practice (e.g. curriculum, assessment, pedagogy, teacher professional learning and resource development) to the national standards is one of the main tasks necessary for building an Asia literate workforce. Teachers and principals need to be clear about what is expected of them, and to be equipped with the professional training and resources to meet these expectations.

The AEF has been influential in raising awareness of Asia literacy and providing professional learning, including study tours, for the teaching workforce, as well as leading the development of teaching resources. The AEF offers a wide program of study tours to China, Indonesia, Korea and Japan for both teachers and school leaders, and several school sectors and systems around Australia offer similar initiatives. The Tasmanian Department of Education and the Victorian DEECD, for example, have entered into a partnership with the AEF to enhance professional development opportunities through in-country study programs. The AEF is also collaborating with the Western Australian Department of Education, the Associations of Independent Schools, and Catholic Education, to deliver a fourth round of Leading 21st Century Schools: Engage with Asia (AEF, 2008). Similar opportunities are offered by the Asia Literacy Teachers’ Association, with a focus on China and other countries enabling teachers to implement the cross-curriculum requirement of the Australian Curriculum in regard to Asian perspectives. Research indicates that study tours have a powerful, positive impact on teachers’ knowledge and understanding of the culture and society of the subject country, on beliefs and the transformation of pre-existing stereotypes, inspiring the use of more critical and analytical approaches in their professional practice and inspiring teachers to invest further in their personal and professional development (Halse, 1999).

Networking has also been used to advance Asia literate teaching. In the ACT, a studies of Asia network is supported by school-based coordinators, by site visits and advice from the Curriculum Executive Officer of the Curriculum Support Section of the ACT Department of Education. On a larger scale, the Education Alliance for Asia Literacy provides a national network to increase knowledge and understanding of Asia literacy strategies across the nation, to share key research and opportunities, and exchange and leverage synergies with services and systems across Australia.

Networks also play a crucial role in engaging school leaders in Asia literacy. Twice a term, the AEF posts new content about the ways in which schools are implementing Asia literacy strategies. This includes guest experts, videos from schools and the stories of school leaders. This networking platform has covered some key areas related to leadership roles in implementing the Asia priority, from how to integrate studies of Asia into the curriculum and develop an Asia literate curriculum, to building bridges with parents and the wider community.
Summary

The professional learning of teachers and principals is a key to any educational change, and this includes introducing Asia related knowledge into classrooms and schools (cf. Bransford, Darling-Hammond and LePage 2005; Darling-Hammond 1998). The challenge for Australia that this study seeks to progress is to ensure that professional learning in Asia literacy for the teaching workforce aligns with the Professional Standards, so as to ‘strengthen the expectations and accountability across schools and systems so that Asia literacy is not just an optional add-on’ (AEF, 2012, p. 14).
Chapter 3: Research Methods and Analyses

3.1 Overview

As outlined in Section 1.2, four forms of data were collected and are detailed in this report: statistical data from online surveys for teachers and principals, narrative data from the open-ended survey questions and the discussion groups at the AEF Forum in Melbourne (4 and 5 June 2012), qualitative and quantitative data used to construct the 12 teacher case studies, and the snapshots of practice provided by teachers during the case study interviews.

This chapter outlines the different methods and presents the results of the analyses. Each section explains the research questions addressed by each method, the development of the instruments, and describes the population, recruitment processes, and methods of analysis. Analyses and outcomes are discussed in Chapters 4 to 7.

3.2 Survey

3.2.1 Research questions

Two online surveys were developed to investigate the features of the Asia literate teacher and the Asia literate principal. A comprehensive literature review was undertaken and used, initially, to identify six key areas of an Asia literate teacher/principal. The key areas identified for an Asia literate teacher were: professional knowledge, teaching resources, curriculum and assessment, whole-school context, student learning and personal beliefs and values.

3.2.2 Development of survey instruments

The literature review was used to generate a range of survey items within each area. Most items were designed as statements with a five point Likert scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). Some items were positively worded for Asia literacy and some were negative, where a disagree response indicates a more ‘Asia literate’ response. All were scored so that each question generated 5 for a highly Asia literate response and 1 for a response that indicated a low level of Asia literacy. Some Yes/No questions were also included. In addition, selected demographic information was sought, including knowledge of an Asian language, experience in Asia, additional qualifications and school context (location, size, system, level). Four open-ended questions for teachers and three open-ended questions for principals were also included, to encourage them to elaborate on their ideas.

A draft version profiling the areas or features of an Asia literate teacher was emailed to 20 carefully selected experts in teaching and learning about Asia. These experts were drawn from a range of settings across Australia. Experts were invited to provide feedback and input on the draft document. Substantial feedback was received, with detailed suggestions for clarifying terminology, additional questions, and elaboration on the key roles of schools and principals in supporting teaching and learning about Asia. Experts also suggested refinements to teacher/principal background information. This feedback was invaluable for the development of questions for both the principal and the teacher surveys.

The AEF provided access to the report Australian students’ knowledge and understanding of Asia (Griffin, Woods, Dulhunty & Coates, 2002), which described the development of a student instrument for testing knowledge about Asia, along with a teacher and principal survey. Some questions from these instruments were incorporated into the teacher and principal surveys.

A decision to develop two separate surveys was taken: one for teachers, which was mapped against the Australian Professional Standards for Teachers (AITSL, 2011a) and one survey for principals, mapped against the Australian Professional Standard for Principals (AITSL, 2011b). The mapping process was highly informative, permitting refinement of the survey instruments where there was a lack of alignment. Questions were modified, added or deleted, to balance the survey as evenly across the Professional Standards as possible. Not every Professional Standard could be addressed by a question but most Professional Standards had at least one question aligned to it.

The teacher survey retained its focus on the six key areas outlined above; however, the areas for the principal survey were modified to explore the organisational environment within which principals were supporting teachers in the area of Asia related teaching and learning. The expert panel had raised important issues: the role of leadership, knowledge of policies and links with the community, and how an Asia literate principal plays a key role in these areas. Principal survey questions were refined in reference to the literature review, to expert input and the Australian Professional Standard for Principals, to develop questions in six key areas: leadership background, leadership vision and values, leading teaching and learning, knowledge of policies relating to studies of Asia, links with the community, and personal beliefs and values.
Consultation with a statistical expert provided useful input in regard to the design of the survey. The surveys were rechecked with attention to the consistency of responses and format, to ensure that questions could be combined to create several domain measures. Following this consultation, survey items were again checked, with attention to the sensitivity of questions. It was anticipated that the participant group would be on the AEF database and hence would be preselected, based on their interest in Asia related teaching and learning. The two surveys were also reviewed to ensure they included questions that would both describe and differentiate levels of Asia literacy.

The two draft surveys (teacher and principal) were reviewed by the ALP Steering Committee on 3 May 2012. The Steering Committee affirmed the surveys and confirmed the very strong alignment of the surveys with the AITSL Professional Standards.

Following Steering Committee affirmation, a further revision and review was conducted. This involved reducing the length of each survey by: i) consolidating some questions; and ii) eliminating the number of questions for some areas, to ensure balance across all areas being examined. This process resulted in the length of the teacher survey being reduced from 82 to 60 questions, and the principal survey from 70 to 59 questions.

The resulting two surveys were transferred to the online survey tool, SurveyMonkey. SurveyMonkey generates a web link for each survey that can be emailed directly to potential participants or placed on a website or flyer. The front page of the survey described the survey and its purpose and included contact details for the Deakin Human Ethics Advisory Group. Skip logic was included in the survey design, to ensure that principals who commenced the teacher survey were disqualified and redirected to a web link for the principal survey.

The survey was piloted with a small group of teachers and principals to assess its user-friendliness and the time taken to complete. Both teachers and principals confirmed that 15 minutes was a very reasonable estimate for completion of the survey, including the opportunity for a brief comment on the open questions. The principals also suggested some minor wording changes for additional clarification, and adding a question to distinguish between the hiring of language teachers and the hiring of teachers to teach about Asia more broadly. The finalised surveys were then sent as a web link to the AEF for distribution.

### 3.2.3 Recruitment processes and survey population

The two online surveys, for teachers and principals, were launched on 5 June 2012 in conjunction with a discussion group at the 2012 AEF National Forum, where delegates were invited to complete the survey and disseminate it widely in their professional networks.

The subsequent recruitment of survey participants was managed by the AEF, which used its in-house media and databases for survey distribution, including the following resources:

- **AEF e-News**: circulation over 9000;
- **Asia EdNet**: circulation 2900;
- **Asialink Group Client Relation Management system**: circulation 6206;
- **Front page of the AEF web portal**: [http://www.asiaeducation.edu.au/default.asp](http://www.asiaeducation.edu.au/default.asp);
- **Twitter**;
- A database of all AEF ‘Becoming Asia Literate: Grants to Schools’ applicants, including principals and project leaders in Rounds 1, 2 and 3: a total of 1375 principals and 1960 project leaders and deputy leaders;
- **All AEF Access Asia Schools, BRIDGE program participants, study program participants, and all principal participants in the Leading 21st Century School program.**

The following professional associations were also contacted by the AEF and invited to disseminate the survey through their networks:

- **National Asia Literacy Network**;
- **Australian Primary Principals’ Associations**;
- **Australian Secondary Principals’ Associations**;
- **Australian Catholic Primary Principals’ Association**;
- **Australian Catholic Secondary Principals’ Association**;
- **Association of Heads of Independent Schools of Australia**;
- **All subject associations (national, state and territory), including the Modern Language Teachers’ Association**;
- **Australian Professional Teachers’ Association**;
- **Australian Curriculum Studies Association**;
- **State and territory contacts in the three sectors**;
- **The Confucius Institute**.
The AEF also promoted the online surveys at the following conferences:

- The Chinese Language Teachers Federation of Australia conference (July 2012, Perth);
- South Australia Independent Schools workshop (July 2012, Adelaide).

3.2.4 Analysis of survey data

The teacher survey was completed by 1471 teachers and 481 principals. Following the removal of incomplete surveys (including those where principals had incorrectly commenced the teacher survey and been exited), 1319 complete teacher surveys and 432 complete principal surveys were available for analysis. A range of statistical procedures were used to explore the data. These included descriptive statistics, the use of cross-tabulation and correlations to explore the relationships between variables, comparison of mean scores among participants grouped according to various demographic variables, and regression analysis, to determine which questions or areas account for the most variance within the survey.

To date, this is the largest survey of teachers and principals conducted on the topic of Asia related capabilities.

3.3. Narrative data

Narrative data were collected to answer two questions: What is an Asia literate teacher? What is an Asia literate principal?

Data sources comprised the open-ended questions from the surveys of teachers and principals and group discussions with all attendees during the AEF National Forum, with the latter being asked to respond to a third research question: What measures are required to build an Asia literate teaching workforce?

The open-ended responses from the surveys were consolidated into a Word document for analysis. A representative either from the AEF or the Deakin research team acted as a facilitator during the group discussions; a note taker recorded participants’ responses on an iPad; these were subsequently synthesised into a consolidated document. The two data sets were merged and coded thematically and clustered into categories to elucidate teachers’ and principals’ understandings and views of the Asia literate teacher and principal, and of an Asia literate teaching workforce.

3.3.1 Open-ended survey questions: Data collection procedures

The surveys for teachers concluded with four open-ended questions, the principal survey with three. The purpose of the open-ended questions on the teacher survey was to gain further insights into teachers’ perceptions of the key features of an Asia literate teacher. Specifically, the questions asked:

1. Can you identify a critical incident in your personal or professional life that changed your understanding of the value of teaching and learning about Asia?
2. Can you identify a key resource or teaching activity that has impacted on your students’ learning about Asia?
3. What do you believe are the benefits of including Asia related teaching and learning experiences in your classroom/school?
4. What do you believe are the three identifying features of the Asia literate teacher?
The open-ended questions on the principal survey sought to elucidate the extent and rationale for principals’ commitment to Asia literacy in their school, the key triggers and benefits of integrating Asia related studies into the curriculum, and to elicit a definition from principals of what they perceived to be the distinguishing features of the Asia literate principal:

1. Can you identify a critical incident in your personal or professional life that changed your understanding of teaching and learning about Asia?
2. What do you believe are the benefits of including teaching and learning about Asia in your school?
3. What do you believe are the three identifying features of the Asia literate principal?

3.3.2 AEF Forum discussion: Data collection procedures

Further data were gathered during the 2012 AEF National Forum in Melbourne on 5 June 2012. The forum was attended by more than 170 delegates from education jurisdictions, curriculum authorities and schools with responsibility for supporting the implementation of the Australian Curriculum, and included keynote addresses, panel discussions, interactive workshops and group and individual reflection activities.

The forum’s focus was the implementation of an Asia literate curriculum. The forum addressed questions of how, where and when the priority area of ‘Asia and Australia’s Engagement with Asia’ could be implemented through the Australian Curriculum; shared strategies and resources to assist teachers and school leaders with implementing the cross-curricular Asia priority; and showcased good practice by providing classroom, school and system examples of Asia literate students, teachers, school leaders and schools.

On the second day of the forum, the Deakin University research team led an informal group activity entitled ‘Towards an Asia literate education workforce’. The session lasted 90 minutes and involved introductory presentations by AITSL CEO Margery Evans and Deakin University project leader Professor Christine Halse, followed by discussions conducted in 15 groups that varied in size from 3–10 members, with an average of 6–7 members per group. The session was conducted over the morning tea period. As a result, not all group members were present for all of the discussion.

Ten groups were moderated by AEF staff, and five groups were moderated by members of the Deakin University research team. Groups discussed each of the following questions for 15 minutes:

1. What features distinguish an Asia literate teacher?
2. What features distinguish an Asia literate principal?
3. How do we build an Asia literate workforce of teachers and principals?

Each group recorded its answers to each question on butchers’ paper and selected the two features/requirements it considered most important. The latter were typed into iPads linked to the Todaysmeet URL and the feedback displayed on a screen to be viewed by all participants. The written records and input on the Todaysmeet URL1 were typed up and collated prior to analysis.

3.3.3 Analysis of narrative data

Given the large amount of data generated by the open-ended questions, categorical content analysis was selected as the method best suited to analysis of the narrative data.

The first step of the analysis involved extracting the full set of responses from SurveyMonkey for each open-ended survey question. These sets were then printed out, and each response per set was read closely for:

- Relevance to the question;
- Key words, ideas, themes, examples, experiences;
- Potentially illustrative quotes;
- The spontaneous suggestion of, or alignment with, a possible category;
- A cumulative frequency count.

Through the process of closely reading each response, possible categories, as well as less frequent sub-categories, emerged and were formulated in writing.

The largest categories generated frequencies in the hundreds, whereas others only attracted relatively few responses. Subsequently, some of the smaller-frequency categories were aligned with larger-frequency categories, identified as anomalies for special comment, or dropped from the process of analysis as having too little relevance, once the categories were more firmly established.

However, while the frequency with which teachers’ comments aligned with one or more of these categories varied considerably, there was a

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1 Todaysmeet is a software application enabling typed comments to be immediately displayed on a presentation screen.
commitment to honour all responses as making a contribution to the rich data that was generated by the survey. Once the frequency count was completed, the full set of initial categories was organised according to the frequency of responses in each category (see Chapter 6). Once this ordering process was completed, each category was considered:

- In relation to the illustrative quotes that had been extracted and placed underneath the tentative category and cumulative tally;
- In relation to the language used that needed to be clarified, refined or changed;
- In relation to the other tentative categories.

Categories were subsequently:

- Affirmed as valid;
- Renamed;
- Dismissed as insignificant in terms of the frequency with which they appeared;
- Merged with/collapsed into a related category;
- Isolated for comment and discussion separately from the main task of content analysis.

From this process, it emerged that defining a maximum of eight categories per set of responses was a feasible approach to capturing the dominant themes of each response set. Approximately five illustrative quotes per set of responses were selected to represent the themes authentically through the voice of the respondents.

The same procedure was applied to the open-ended questions in the survey for principals.

3.4 Case studies

The purpose of the case studies was to generate in-depth insights into the conditions, experiences, and teaching and learning practices of teachers working to be Asia literate practitioners. The goal was to move towards developing a theory of practice that differentiated experienced, proficient and lead teachers in terms of their Asia related capabilities – a goal underpinned by the proposition that there are differences between experienced, proficient and leading teachers in the ways they experience, engage with and teach about Asia.

The case study is the optimal approach when the focus is on answering ‘how’ and ‘why’ questions (Yin, 1993); when the behaviour of those involved in the study cannot be manipulated; and when the aim is to uncover individual or contextual conditions that may be relevant to the phenomenon under study.

For this study, a multiple case study approach was used to explore and explain similarities and differences between cases and to identify patterns and replications across different cases in order to predict similar or contrasting findings based on the theory emerging from the analysis (Baxter & Jack, 2008, p. 548). As Yin (1993, p. 47) describes, the multiple case study approach can be used to either ‘(a) predict similar results (a literal replication) or (b) predict contrasting results but for predictable reasons (a theoretical replication)’.

In case study research, each case focuses on a specific ‘unit of analysis’ and examines a specific phenomenon occurring in a bounded context (Miles & Huberman, 1994, p. 25). In this study, the teacher is the unit of analysis; Asia related curriculum and education is the phenomenon under study; and the school in which each teacher works provides the context.
3.4.1 Case study sample
Case studies were conducted of 12 teachers engaged with teaching Asian languages and studies. Teachers were selected to represent different stages in the journey to become an Asia literate teacher – from beginner to highly experienced. The teachers were drawn from 12 schools across the three schooling sectors: government (n = 6); Catholic (n = 2); and Independent (n = 4). The schools represent a cross-section of primary schools, P–9 and P–12 colleges, and secondary schools; they comprised eight coeducational and four single-sex schools (two boys’ and two girls’ schools). The selection of teachers was triangulated with SES area and school profile to ensure teachers were drawn from a maximum variation sample that represented a cross-section of SES areas and a cross-section of beginning, developing, proficient and lead schools.

The schools were located in New South Wales (NSW) (n = 3), Victoria (n = 6) and Tasmania (n = 3) to ensure a diverse sample in both small, medium and large states, whilst ensuring that travel time and travel to the case study sites was logistically and economically feasible.

3.4.2 Research questions
Each case study addressed the overarching research question: *What are the similarities and differences among Asia literate teaching and learning practices of experienced, proficient and lead teachers?*

This question involved addressing the following six subsidiary questions. The relevance of these questions was confirmed through the analysis of an initial pilot case study:

1. What Asia literate teaching and learning programs and/or activities have teachers implemented in their classrooms?
2. How did this choice of teaching and learning programs and/or activities come about?
3. What evidence is there of the effects on students, teachers and schools?
4. How does the exemplary teacher theorise and construct knowledge for pedagogical practice in Asia literacy?
5. What are the benefits of Asia literacy for students, teachers and schools?
6. What systemic or other support do teachers need to sustain and build Asia literacy?
3.4.3 Recruitment for the case studies

The inclusion criteria for teachers were designed to provide an illustrative cross-section of different stages and circumstances in developing and implementing Asia related curricula. Teachers who met the inclusion criteria were identified from three sources:

1. Recommendations from the AEF, including teachers who had participated in an AEF-led professional learning, and schools across the three states that were current or past recipients of an AEF grant;

2. Existing professional networks between schools, teachers and Deakin research team members; and

3. Personal contact made with teachers and school representatives during the AEF National Forum, held in Melbourne on 4 and 5 June, 2012.

3.4.4 Data sources and procedures

The case studies were conducted over approximately three months, from 30 May to 11 September 2012. The first case study was conducted by four members of the research team (Cloonan, Dyer, Kostogriz and Toe) to ensure consistent data collection methods and analysis. Subsequent case studies were conducted by a single researcher or pairs of researchers. Consistently with standard case study methods (Yin, 1993), the following data were collected from each case study:

- Pre-case study questionnaire;
- Semi-structured interviews with each case study teacher/group of teachers;
- Informal, structured interviews with principals;
- Field notes detailing researcher observations about the features of the school site, learning spaces, available resources, participants’ responses during the interview, etc.;
- School policy documents, teaching programs and resources, lesson plans, and samples of students’ work (where available);
- Teacher narratives of specific ‘Snapshots of Practice’ based on the AITSL Professional Standards were structured around the following questions:
  - What were the needs of your students?
  - What did you do?
  - How has it made a difference?
  - How did you know?
  - What worked and what did not work?
- Secondary source documents such as school websites; local government area reports.
3.4.5 Case study protocol, analysis and reporting guidelines

All case study interviews were audio-recorded, transcribed and anonymised. Pseudonyms were assigned to all participants, and each participant school was named after Australian flora or fauna.

Each case study includes both descriptive and analytical components. The former are used to describe the school site, the personal and professional biography of the participating teacher, the range of teaching and learning activities deployed, and specific snapshots of practice. The analytical components were developed using inductive analysis by synthesising and cross-checking multiple data sources. The analysis was used to provide explanations for the phenomena described in each study.

To ensure consistency across the 12 case studies, a case study protocol was developed and used to guide data collection, analysis and guidelines for reporting. The case study protocol contains additional information about the descriptive and analytical processes (Appendix D).

3.4.6 Snapshots of practice

As part of the case study interview, teachers were asked to present two or three snapshots of practice, demonstrating their teaching of Asia content. Supporting documents and materials, including lesson/unit plans, photographs, student work samples etc. were collected during the interview. One snapshot per case study teacher was selected for inclusion in this report.
4.1 Teachers: A measure of overall Asia literacy

The purpose of Chapter 4 is to present the analysis of the online survey that was completed by teachers (n = 1319). In Chapter 8, the survey findings are synthesised with those from the narrative data, and the summative conclusions and their implications are discussed.

The Teacher Asia Literacy Survey (TALS) was constructed using a rigorous review of the literature and a process of refinement, expert evaluation and piloting (see Chapter 3). The final survey addressed six key areas of teaching and learning about Asia: professional knowledge, teaching resources, curriculum and assessment, the school context, student learning, and teacher beliefs. (See Appendix A for the list of areas and their matching statement items.)

Each of the six areas contained a number of statement items, which were scored to produce a combined scaled score of 100. The scores for the six areas were combined to generate an overall measure of Asia literacy for each teacher. Table 2 shows the mean scores for each area and the overall Asia literacy score for all the teachers who responded to the TALS.

A more detailed analysis (see Table 3) shows that key areas that distinguish the Asia literate teacher are Curriculum and Assessment and Teaching Resources. Both areas had very strong relationships with the overall Asia literacy score. This means that teachers with a high overall Asia literacy scored highly on Curriculum and Assessment items, such as using assessment to give students feedback on their learning in this area, using formative assessment, and reporting to parents about students’ understanding of Asia. These teachers do not restrict their teaching about Asia to specific units of work but take every opportunity to incorporate learning about Asia in their teaching, and also support other teachers to plan units of work about Asia. Teachers with high overall Asia literacy also score highly in the area of Teaching Resources, strongly agree that they are familiar with a wide range of Asia related teaching resources, share their curriculum materials, and use ICT to connect their students to students in Asia.

<table>
<thead>
<tr>
<th>Table 2: Teachers’ areas of Asia Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Measured Range (Max 100)</strong></td>
</tr>
<tr>
<td>Professional knowledge 20–100</td>
</tr>
<tr>
<td>Teaching resources 20–96</td>
</tr>
<tr>
<td>Curriculum and Assessment 20–100</td>
</tr>
<tr>
<td>School context 25–100</td>
</tr>
<tr>
<td>Student learning 20–100</td>
</tr>
<tr>
<td>Teacher Beliefs 14–100</td>
</tr>
<tr>
<td>Overall Asia Literacy 27–100</td>
</tr>
<tr>
<td>Mean 53.9</td>
</tr>
<tr>
<td>Median 53.3</td>
</tr>
<tr>
<td>Mode 53.3</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Based on these findings, teachers with a high overall Asia literacy score are not only performing at high levels in the areas of Curriculum and Assessment and Teaching Resources but also in terms of the related Professional Standards; those concerned with:

- Professional Knowledge: Standard 2 – Know the content and how to teach it; and
- Professional Practice: Standard 3 – Plan for and implement effective teaching and learning; Standard 4 – Create and maintain supportive and safe learning environments; and Standard 5 – Assess, provide feedback and report on student learning.

It is important to note that in the areas of Teacher Beliefs and Student Learning, the high mean score indicates that teachers responded very positively to these sets of statements and, as a group, exhibited both strong positive personal beliefs and values that support teaching and learning about Asia, and a very positive approach to supporting student learning in this area. As Table 3 shows, however, Teacher Beliefs and School Context had the weakest relationship with the overall measure of Asia literacy and, for this reason, were the two areas least likely to explain the variance in the overall Asia literacy score. The reason for this is that all the surveyed teachers tended to respond very positively to belief items such as ‘I like to challenge stereotypes in my teaching’ and ‘I believe that students who have learned about Asia will be better prepared for working in the 21st century’ and to disagree with statements such as ‘Europe is more important to Australia than Asia’. Consequently, these items were not so useful for distinguishing between teachers with a high level of Asia literacy and teachers with a lower level.

### Table 3: Pearson correlation coefficients for teachers’ Asia literacy

<table>
<thead>
<tr>
<th>Area of Asia Literacy</th>
<th>Overall Asia Literacy correlation coefficient</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Assessment</td>
<td>0.90</td>
<td>.000</td>
</tr>
<tr>
<td>Teaching Resources</td>
<td>0.86</td>
<td>.000</td>
</tr>
<tr>
<td>Student Learning</td>
<td>0.73</td>
<td>.000</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>0.73</td>
<td>.000</td>
</tr>
<tr>
<td>School Context</td>
<td>0.61</td>
<td>.000</td>
</tr>
<tr>
<td>Teacher Beliefs</td>
<td>0.57</td>
<td>.000</td>
</tr>
</tbody>
</table>

Note: Given that the six domains are summed to calculate the overall Asia literacy score, high correlation coefficients are to be expected; all are highly significant.
Teacher Asia Literacy Survey (TALS) Findings

4.2 Features of the practice of the Asia literate teacher: Factor analysis

Factor analysis is a statistical procedure that evaluates the strength of relations between variables. It is used to confirm the statistical efficacy of survey items.

Until this study, there was no reliable, robust instrument for measuring the features of the Asia literate teacher; this study has made significant advances in redressing this absence. As explained below, the factor analysis confirmed that the TALS is a statistically robust instrument for measuring the features of the Asia literate teacher in large populations, and is strongly aligned with the Professional Standards.

Factor analysis revealed that the survey items associated with how teachers share resources, lead other teachers and make connections with a range of stakeholders, were among the most important features of the Asia literate teacher.

The items in each of the six areas on the TALS were subjected to a Principal Components Analysis (PCA) using SPSS. A three-factor solution emerged (see Appendices G and H for Scree Plot and Eigen Values) that explained 46% of the variance in the survey items. Factor 1 accounted for 35% of the variance and is therefore by far the most important factor. There were 17 items with factor loadings above 0.4 for Factor 1.

Items with the strongest relationship with Factor 1 came from three areas of the survey: Curriculum and Assessment, Teaching Resources and Professional Knowledge. A close examination of these items reveals they all express the strong theme of sharing resources and leading other teachers in the area of Asia literacy. These items are shown in Table 4, along with their links to the Professional Standards (AITSL, 2011a).

Given that Factor 1 accounted for most of the variance in the survey items, this suggests that the most critical items for identifying the features of the Asia literate teacher relate to knowing and sharing teaching resources and knowledge relevant to curriculum content and assessment, leading other teachers in Asia related teaching and learning, and making connections to other stakeholders, both through ICT and through hands-on experiences.

These findings suggest that the Asia literate teacher not only knows the curriculum content in relation to the study of Asia but also leads and supports colleagues within their own school and beyond. The Asia literate teacher is a ‘connected teacher’ who builds connections with others in multiple ways: with parents, through assessment and reporting; with colleagues in their own schools and in wider professional associations; through social networking; they also help to connect their own students with students in Asia. These areas address key Professional Standards: in particular, Professional Standards 2, 3, 5 and 7. Thus, the Asia literate teacher is a leader in the area of planning for effective teaching and learning, knows the curriculum in relation to teaching and learning about Asia, as well as how to assess that learning, and engages with colleagues, parents and community in a variety of ways.

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2 Prior to performing PCA the suitability of the data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients at 0.3 or above. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.940, well above the commonly recommended value of .6, and Bartlett’s test of sphericity was highly significant (X² (406) = 16538.0, p < .000). The communalities were all above .3, further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 29 items.
Table 4: Factor Matrix for Principal Components Analysis (with Oblimin rotation) for Factor 1 in the three-factor solution for the TALS items

<table>
<thead>
<tr>
<th>TALS item</th>
<th>Correlation with Factor 1</th>
<th>TALS area</th>
<th>Australian Professional Standards for Teachers (AITSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I help my colleagues to evaluate the effectiveness of their Asia related teaching and learning.</td>
<td>.767</td>
<td>Teaching resources</td>
<td>Standard 3.3 Plan for and implement effective teaching and learning: Use teaching strategies</td>
</tr>
<tr>
<td>I often provide leadership to other teachers to plan units of work about Asia.</td>
<td>.734</td>
<td>Curriculum and Assessment</td>
<td>Standard 3.3 Plan for and implement effective teaching and learning: Use teaching strategies</td>
</tr>
<tr>
<td>I am frequently connected with other teachers in national and/or international professional associations that focus on Asia related teaching and learning.</td>
<td>.731</td>
<td>Professional Knowledge</td>
<td>Standard 7.4 Engage with professional teaching networks and broader communities</td>
</tr>
<tr>
<td>I have often shared my curriculum materials for teaching about Asia with other teachers either in my own school or in other schools.</td>
<td>.727</td>
<td>Teaching Resources</td>
<td>Standard 2.1 Know the content and how to teach it: Content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>I frequently use ICT (e.g. Skype, Twitter, blogs and wikispaces) to connect students in Australia and Asia.</td>
<td>.716</td>
<td>Teaching Resources</td>
<td>Standard 2.6 Know the content and how to teach it: Information and communication technology</td>
</tr>
<tr>
<td>I have often supported other teachers in my school to use new technology (e.g. Twitter, blogging, Skype, iPad applications, etc.) to enhance their teaching about Asia.</td>
<td>.688</td>
<td>Teaching Resources</td>
<td>Standard 2.6 Know the content and how to teach it: Information and communication technology</td>
</tr>
<tr>
<td>I often use assessment tasks to provide feedback to students about their understanding of Asia.</td>
<td>.682</td>
<td>Curriculum and Assessment</td>
<td>Standard 5.1 Assess, provide feedback and report on student learning: Interpret student data</td>
</tr>
<tr>
<td>I often use assessment tasks with a view to improving outcomes related to teaching and learning about Asia.</td>
<td>.678</td>
<td>Curriculum and Assessment</td>
<td>Standard 5.4 Assess, provide feedback and report on student learning: Interpret student data</td>
</tr>
<tr>
<td>I am familiar with a range of resources for Asia related teaching and learning.</td>
<td>.662</td>
<td>Teaching Resources</td>
<td>Standard 2.2 Know the content and how to teach it: Content selection &amp; organisation</td>
</tr>
<tr>
<td>I often use social networking such as Facebook and/or Twitter to share ideas with other people who are interested in Asia related teaching and learning.</td>
<td>.628</td>
<td>Professional Knowledge</td>
<td>Standard 6.3 Engage in professional learning: Engage with colleagues and improve practice</td>
</tr>
<tr>
<td>I take every opportunity to incorporate learning about Asia into my teaching.</td>
<td>.562</td>
<td>Curriculum and Assessment</td>
<td>Standard 2.2 Know the content and how to teach it: Content selection &amp; organisation</td>
</tr>
<tr>
<td>My knowledge of government policy relating to studies of Asia is low. (reverse-scored)</td>
<td>.537</td>
<td>Professional Knowledge</td>
<td>Standard 7.2 Comply with legislative, administrative and organisational requirements</td>
</tr>
<tr>
<td>I have arranged incursions/excursions relating to studies of Asia.</td>
<td>.534</td>
<td>Teaching Resources</td>
<td>Standard 2.2 Know the content and how to teach it: Content selection &amp; organisation</td>
</tr>
<tr>
<td>I have never used assessment tasks to monitor my students’ learning about Asia. (reverse-scored)</td>
<td>.511</td>
<td>Curriculum and Assessment</td>
<td>Standard 5.4 Assess, provide feedback and report on student learning: Assess student learning</td>
</tr>
<tr>
<td>I have never reported to students and parents about students’ understanding of Asia. (reverse-scored)</td>
<td>.506</td>
<td>Curriculum and Assessment</td>
<td>Standard 5.5 Assess, provide feedback and report on student learning: Report on student achievement</td>
</tr>
</tbody>
</table>
Factor 2 is closely associated with teachers’ beliefs (see Appendix A), but this is significantly less important than Factor 1, only accounting for 7% of the variance in responses to the survey items. Five survey items had factor loadings above 0.4 for Factor 2. All items that load on this factor are from the area of Teacher Beliefs. However, when correlations with the overall measure of Asia literacy were examined, this area was not found to differentiate between teachers as effectively as other areas (see Table 5) in the factor analysis, although it still emerged as an important component of the teacher survey. The teachers who participated in this survey tended to score quite highly on many of these items, suggesting that they held very positive beliefs about Asia and its relationship with Australia. The neat cluster of questions that loaded onto Factor 2 suggests that these items make a valuable contribution to the TALS and align well with Professional Standards 1 and 7.

Table 4: Factor Matrix for Principal Components Analysis (with Oblimin rotation) for Factor 1 in the three-factor solution for the TALS items

<table>
<thead>
<tr>
<th>TALS item</th>
<th>Correlation with Factor 1</th>
<th>TALS area</th>
<th>Australian Professional Standards for Teachers (AITSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I provide opportunities for students to develop communication skills that build on their intercultural understanding.</td>
<td>.445</td>
<td>Curriculum and Assessment</td>
<td>Standard 4.1 Create and maintain supportive and safe learning environments: Support student participation</td>
</tr>
<tr>
<td>My school has received an Asia literacy grant.</td>
<td>.427</td>
<td>School Context</td>
<td>Standard 7.4 Engage professionally with colleagues, parents/carers and the community: Engage with professional teaching networks and broader communities</td>
</tr>
</tbody>
</table>


Table 5: Factor Matrix for Teacher Components Analysis (with Oblimin rotation) for Factor 2 in the three-factor solution for the TALS items

<table>
<thead>
<tr>
<th>TALS item</th>
<th>Correlation with Factor 2</th>
<th>TALS area</th>
<th>Australian Professional Standards for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that students who have learned about Asia will be better prepared for working in the 21st century.</td>
<td>.693</td>
<td>Teacher Beliefs</td>
<td>Standard 7.4 Engage professionally with colleagues, parents/carers and the community: Engage with professional teaching networks and broader communities</td>
</tr>
<tr>
<td>The increase in migration from Asian countries makes Australia a better place.</td>
<td>.675</td>
<td>Teacher Beliefs</td>
<td>Standard 1.3 Know students and know how they learn: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>Asian cultures are of no interest to me. (scoring reversed)</td>
<td>.666</td>
<td>Teacher Beliefs</td>
<td>Standard 1.3 Know students and know how they learn: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>I like to challenge stereotypes of Asia in my teaching.</td>
<td>.642</td>
<td>Teacher Beliefs</td>
<td>Standard 1.3 Know students and know how they learn: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>Europe is more important to Australia than Asia. (scoring reversed)</td>
<td>.641</td>
<td>Teacher Beliefs</td>
<td>Standard 7.4 Engage professionally with colleagues, parents/carers and the community: Engage with professional teaching networks and broader communities</td>
</tr>
</tbody>
</table>
The analyses show that Factor 3 is strongly associated with how teachers support student learning about Asia. It accounted for 5% of the variance in the TALS items. Four TALS items had factor loadings above 0.4 for Factor 3. These were all focused upon student learning, although one item came from the area of Teacher Beliefs (see Table 6). Although this third factor only makes a small contribution to the variance for the TALS items, it does cluster neatly around the area of student learning, and is clearly differentiated from the other two factors. It aligns well with Professional Standard 1: Know students and how they learn (AITSL).

There were three items with a correlation of between 0.3 and 0.4 with one of the three factors. These were:

- There is a lot of support for teaching about Asia in my school.
- I don’t believe there is enough time or space in the curriculum to include teaching and learning about Asia.
- I only teach about Asia if it is part of a specific unit of work.

If the TALS were to be refined in the future, these items would need some close scrutiny as to whether they make a sufficiently significant contribution to this measure of Asia literacy in teachers.

Table 6: Factor Matrix for Principal Components Analysis (with Oblimin rotation) for Factor 3 in the three-factor solution for the TALS items

<table>
<thead>
<tr>
<th>TALS item</th>
<th>Correlation with Factor 3</th>
<th>TALS area</th>
<th>Australian Professional Standards for Teachers</th>
</tr>
</thead>
</table>
| Teaching about Asia has created more positive student attitudes towards  | .490                       | Student Learning | Standard 1.3  
| people from Asia.                                                        |                            |                | Know students and know how they learn: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds |
| It is challenging to develop positive attitudes towards people from Asia. | .472                       | Teacher beliefs | Standard 1.2  
| (scoring reversed)                                                       |                            |                | Know students and know how they learn: Understand how students learn                                         |
| My students have developed a strong interest in learning more about Asia. | .464                       | Student Learning | Standard 3.1  
|                                                                           |                            |                | Plan for and implement effective teaching & learning: Establish challenging learning goals                    |
| Teaching about Asia has increased my students’ knowledge of Asia.         | .458                       | Student Learning | Standard 1.2  
|                                                                           |                            |                | Know students and know how they learn: Understand how students learn                                         |
4.3 Teacher background and the Asia literate teacher

The TALS included a wide range of questions relating to teacher background. These questions provide an opportunity to explore how background factors might impact on a teacher’s level of Asia literacy. This section provides information about individual teacher features and the schools in which they worked, for the 1319 completed surveys. Teacher gender and age are shown in Figures 1 and 2. Results indicate that the sample of teachers was predominantly female (77%) and aged over 40 (71%).

Experience in Asia. Other relevant background questions indicated that 75% of participants were born in Australia and 13.9% were born in an Asian country. Only 14.3% indicated that they spoke an Asian language at home while growing up. Participants indicated that they had substantial experience in Asian countries, with only 8.5% indicating that they had never visited an Asian country. In contrast, 35% of participants indicated that they had visited more than four Asian countries. Participants were asked to estimate how much time they had spent in Asian countries; the results are shown in Figure 3.
School location, level and sector. Figure 4 shows that the majority of teachers completing the online survey were secondary teachers (63.9%), with 27.9% primary and 5.5% indicating they worked in a P–12 setting. The reason for this pattern is unclear. While it could be interpreted as a function of the relevance of a survey on Asia literacy to primary versus secondary teachers, it is more likely a consequence of online access, available time out-of-class, or the circulation of information within primary and secondary schools.

Over two-thirds of the sample was based in urban or metropolitan schools (68%), while 31% identified as regional or rural. Only 1% of participants indicated that they worked in a remote location. In the teacher survey, teachers were asked to select from a dropdown box to indicate the state or territory in which they were located. Table 7 reports teachers’ responses to this question. Most significantly, 447 respondents skipped this question, either because they had difficulties with the dropdown box (although there was no problem with question completion for the same question in the principal survey) or because they did not wish to indicate their location.

<table>
<thead>
<tr>
<th>State</th>
<th>Frequency</th>
<th>Per cent</th>
<th>Valid per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>41</td>
<td>3.1</td>
<td>4.7</td>
</tr>
<tr>
<td>NSW</td>
<td>201</td>
<td>15.2</td>
<td>23.1</td>
</tr>
<tr>
<td>NT</td>
<td>26</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>QLD</td>
<td>118</td>
<td>8.9</td>
<td>13.5</td>
</tr>
<tr>
<td>SA</td>
<td>113</td>
<td>8.6</td>
<td>13.0</td>
</tr>
<tr>
<td>TAS</td>
<td>42</td>
<td>3.2</td>
<td>4.8</td>
</tr>
<tr>
<td>VIC</td>
<td>253</td>
<td>19.2</td>
<td>29.0</td>
</tr>
<tr>
<td>WA</td>
<td>78</td>
<td>5.9</td>
<td>8.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>872</strong></td>
<td><strong>66.1</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td><strong>447</strong></td>
<td><strong>33.9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1319</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. Teachers’ school level
Table 8 shows the distribution of participants across school sectors. The vast majority of teachers worked in coeducational settings (85.6%), with the remainder fairly evenly split between girls’ schools (7.7%) and boys’ schools (5.6%). Table 8 shows that, as might be expected, most teachers worked in state schools. In addition, a substantial proportion (19.5%) of the teachers surveyed worked in the Independent school sector.

### Table 8: School sector of teachers

<table>
<thead>
<tr>
<th>School Sector</th>
<th>Per cent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>65.6</td>
<td>859</td>
</tr>
<tr>
<td>Catholic</td>
<td>14.9</td>
<td>195</td>
</tr>
<tr>
<td>Independent</td>
<td>19.5</td>
<td>256</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>1310</td>
</tr>
</tbody>
</table>

Teachers were asked how teaching and learning about Asia was included in their initial teacher training. Most teachers responded that it was never mentioned (60%) while a much smaller proportion said it was covered in humanities (18%), offered as an elective (9%) or covered in a range of subjects (8%). Approximately one-fifth of participants had either completed or were currently completing a postgraduate qualification related to teaching and learning about Asia (20.7%); this suggests that a sizable proportion of teachers perceived they needed higher-level Asia related qualifications and actively pursued these opportunities.

### Asian Cultural Education Experience

Teachers were asked if they had been on a teacher study tour or had accompanied students on a tour to an Asian country, had an extended cultural exchange in an Asian country (> 3 weeks), or had hosted visitors from an Asian country in their home. Many teachers reported more than one experience. However, the largest group were teachers who reported none of these experiences (see Table 9).

From these data, a new single variable was created, to indicate the level of cultural exchange/experience that teachers had engaged in. Based on qualitative judgements about the depth of different education experiences, a new variable, called ‘Ranked cultural exchange experience’ was developed, which assigned 1 to ‘no experience of tours, hosting visitors or exchanges’, and 5 to ‘cultural exchange’, which was identified as the highest level of cultural experience. Teachers were then assigned a rank according to the highest level of cultural education experience they had experienced. These rankings are shown in a frequency graph in Figure 5.

![Figure 5. Highest level of Cultural Education Experience](image-url)
Table 9 shows the relationship between teachers’ level of cultural education experience and overall Asia literacy. The findings show that the most Asia literate teachers were those who had experienced some form of extended cultural exchange in an Asian country (> 3 weeks). On the other hand, teachers with no cultural education experiences had significantly lower overall Asia literacy scores, and the differences between mean scores were highly significant (F (4, 1275) = 91.32 p = .000).

Teachers’ approach to including studies of Asia in their teaching. Teachers were asked to describe their approach to including studies of Asia in their teaching. Teachers who described their approach as ‘accidental’ – i.e. their teaching about Asia was serendipitous rather than deliberately intended to be Asia focused – had a very low Asia literacy score of all groups, and the lowest mean overall, with an average of 49.50. In contrast, teachers who described the way they included Asia in their teaching as very frequent and purposeful, exhibited much higher Asia literacy scores, with an average of nearly 75. A one-way ANOVA, including post-hoc analyses, showed that these differences were highly significant (F = (4, 1244) 280.9, P = .000).

**Table 9: Cultural education experience and overall Asia literacy**

<table>
<thead>
<tr>
<th>Cultural education experience</th>
<th>Overall Asia Literacy Score (Max Score = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>None</td>
<td>488</td>
</tr>
<tr>
<td>Host Visitors</td>
<td>140</td>
</tr>
<tr>
<td>Student Study Tour</td>
<td>139</td>
</tr>
<tr>
<td>Teacher Study Tour</td>
<td>232</td>
</tr>
<tr>
<td>Cultural Exchange</td>
<td>281</td>
</tr>
</tbody>
</table>

**Table 10: Teachers’ approaches to teaching about Asia**

<table>
<thead>
<tr>
<th>Teaching Approach</th>
<th>Overall Measure of Asia Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Accidental</td>
<td>61</td>
</tr>
<tr>
<td>Occasional and incidental</td>
<td>373</td>
</tr>
<tr>
<td>Frequent and intentional</td>
<td>440</td>
</tr>
<tr>
<td>Very frequent and purposeful</td>
<td>317</td>
</tr>
<tr>
<td>Other</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>1249</td>
</tr>
</tbody>
</table>
Teacher Asia Literacy Survey (TALS) Findings

Professional knowledge. The majority of survey participants were experienced teachers, with 41% reporting that they had more than 20 years’ experience and 23% reporting that they had between 11 and 20 years. Teachers were asked to assess their current level according to the Professional Standards. Approximately 37% of teachers self-assessed as Lead teachers. This finding is consistent with the high level of experience in this group of survey participants. The results are shown in Figure 6.

An analysis of variance was used to compare the mean scores on the overall measure of Asia literacy in each of the levels of self-assessed Asia literacy (Table 11). There was a highly significant effect for the four levels of self-assessed level of Asia literacy on overall Asia literacy, at the .0001 level ($F = (3, 1307) = 230.4$, $p = .000$).

In summary, teachers who saw themselves as ‘beginning’ in terms of Asia literacy also exhibited the lowest overall Asia literacy score. In contrast, teachers who self-assessed as Lead Asia literate teachers had the highest overall Asia literacy scores. These patterns confirm that the teacher survey was statistically reliable and valid.

Less than 60% of teachers considered themselves Proficient or higher in Asia literacy.

Teachers were also asked to self-assess their current level of Asia literacy. Results are shown in Figure 7.

Figures 6 and 7 contrast sharply. Teachers appeared to be much more likely to assess their level of Asia literacy as Beginning or Proficient, even though they self-assessed their overall skills in relation to the Australian Standards at a much higher level.

In summary, teachers who saw themselves as ‘beginning’ in terms of Asia literacy also exhibited the lowest overall Asia literacy score. In contrast, teachers who self-assessed as Lead Asia literate teachers had the highest overall Asia literacy scores. These patterns confirm that the teacher survey was statistically reliable and valid.

Less than 60% of teachers considered themselves Proficient or higher in Asia literacy.
Language Teaching and Asia Literacy. As shown in Figure 8, a high proportion (39%) of teachers who completed the survey reported that they were language teachers.

Asian language teachers and non-language teachers were compared on the six areas of Asia literacy and the overall Asia literacy measure. Results are shown in Table 12. The results indicate that Asian language teachers scored significantly higher on all measures of Asia literacy compared with teachers who did not identify as Asian language teachers. The biggest differences were observed in the domains of Curriculum and Assessment and Teaching Resources.

Such differences might be expected, given that Asian language teachers devote all their time and effort to teaching and learning related to Asia, albeit in one or two languages, in contrast for example to a history teacher, who can only address a small number of Asian history topics during any year or the generalist primary school teacher responsible for multiple subject areas and cross-curricular priorities.

Nevertheless, the pattern raises qualitative questions that warrant further investigation. These concern:

i) the extent to which it is helpful to compare teachers of a specific language with teachers whose work offers less scope for a full-time focus on Asia or whether, in colloquial terms, treating two unlike categories of teachers (language and non-language) as alike is ‘comparing apples and oranges’; and

ii) the extent to which learning about the language and culture of a specific country provides the broad familiarity with Asia required by the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008), The White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012), and the Australian Curriculum (ACARA, 2012). These qualitative questions indicate that in any further development of the TALS, it would be desirable to examine additional issues, such as teachers’ specific subject area, time spent teaching about Asia, and the breadth and depth of teachers’ teaching about Asia.

Table 11: Teachers’ perceived versus overall Asia literacy score

<table>
<thead>
<tr>
<th>Teachers’ perceived Asia Literacy</th>
<th>N</th>
<th>Mean Overall Asia Literacy Score (Max Score 100)</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>432</td>
<td>56.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>482</td>
<td>66.5</td>
<td>9.4</td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>241</td>
<td>71.0</td>
<td>8.8</td>
</tr>
<tr>
<td>Lead</td>
<td>156</td>
<td>77.4</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Figure 8. Percentage of teachers identifying as Asian language teachers

Table 12: Teachers’ Asia literacy scores

<table>
<thead>
<tr>
<th>Teachers’ perceived Asia Literacy</th>
<th>N</th>
<th>Mean Overall Asia Literacy Score (Max Score 100)</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>432</td>
<td>56.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>482</td>
<td>66.5</td>
<td>9.4</td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>241</td>
<td>71.0</td>
<td>8.8</td>
</tr>
<tr>
<td>Lead</td>
<td>156</td>
<td>77.4</td>
<td>12.2</td>
</tr>
</tbody>
</table>
Teachers of Asian Language. The number of teachers who said they taught an Asian language was 506. The majority of these teachers were secondary teachers, as shown in Figure 9.

Primary and secondary Asian language teachers were compared on the overall Asia literacy measure. Mean scores are shown in Table 13. There was no significant difference between these teachers on a T-test for independent samples. As with non-Asian-language teachers, these two groups had similar mean scores but they were approximately 15 points higher for this group of teachers.
In combination, these findings show that school level makes no difference to a teacher’s overall level of Asia literacy. However, language teachers have significantly higher levels of Asia literacy compared to non-language teachers.

The self-assessed levels of Asia literacy for Asian language teachers are shown in Figure 10. This group of teachers were much more likely to assess themselves as Highly Accomplished or Lead teachers in relation to their Asia literacy, compared to the whole group or to non-Asian-language teachers.

Table 13: Overall Asia literacy of Asian language teachers

<table>
<thead>
<tr>
<th>School level</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>140</td>
<td>72.1</td>
<td>9.17</td>
</tr>
<tr>
<td>Secondary</td>
<td>305</td>
<td>71.6</td>
<td>9.27</td>
</tr>
</tbody>
</table>

Table 14: Asian language teachers’ perceived Asia literacy level

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>39</td>
<td>65.9</td>
<td>9.2</td>
</tr>
<tr>
<td>Proficient</td>
<td>196</td>
<td>70.2</td>
<td>8.5</td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>151</td>
<td>71.9</td>
<td>8.5</td>
</tr>
<tr>
<td>Lead</td>
<td>119</td>
<td>77.2</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>505</td>
<td>72.2</td>
<td>9.2</td>
</tr>
</tbody>
</table>

Table 14 shows the mean scores on overall Asia literacy measure according to perceived levels of Asia literacy reported by Asian language teachers. The results differ from both the whole group and the non-Asian-language teachers. The range of scores from Graduate to Lead is much more compact.

Teachers who self-assessed their level of Asia literacy as Graduate and also taught an Asian language had a mean score of 65.9. This is considerably higher than the mean score of 55.2 for the self-assessed Graduate non-Asian-language teachers.

Figure 10. Asian language teachers’ assessment of their Asia literacy
Teacher Asia Literacy Survey (TALS) Findings

Teachers of no Asian-language. Of the total number of teachers who completed the survey, 780 said they did not teach an Asian language. The majority of these teachers were secondary teachers, as shown in Figure 11.

The self-assessed levels of Asia literacy for this subgroup of non-Asian-language teachers, shown in Figure 10, provide an interesting contrast to the self-assessed levels for the whole group, as shown in Figure 12. Almost 50% of non-Asian-language teachers assessed themselves at the Graduate level and only 34 (4.4%) of teachers identified as Lead teachers in this area.

Primary and secondary non-Asian-language teachers were compared on the overall Asia literacy measure. Mean scores are shown in Table 15. There was no significant difference between these teachers on a T-test for independent samples. This shows that school level made no difference to the overall Asia literacy score.

### Figure 11. School level of teachers who do not teach an Asian language

### Figure 12. Asia literacy self-assessment by teachers who do not teach an Asian language

### Table 15: Asia literacy of non-Asian language teachers

<table>
<thead>
<tr>
<th></th>
<th>School level</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Asian Literacy (Max Score = 100)</td>
<td>Primary</td>
<td>216</td>
<td>61.0</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>505</td>
<td>60.31</td>
<td>11.6</td>
</tr>
</tbody>
</table>
Table 16 shows the mean scores on the overall Asia literacy measure according to the perceived levels of Asia literacy reported by non-Asian-language teachers. This is a very similar pattern of results to those obtained for the whole group. An ANOVA with post-hoc analysis (Tukey HSD) showed that the differences between each group were highly significant; the overall effect was also significant ($F(3, 771) = 97.023, p = .000$).

Multiple Regression. To explore which of the background variables made the biggest contribution to explaining the variance in the overall Asia literacy score, a standard multiple regression was performed. Initially, the following background variables were included.

- How many countries have you visited in Asia?
- Ranked cultural education experience;
- I would describe the inclusion of Asia into my teaching as …;
- School received an Asia literacy grant;
- Do you teach an Asian language?
- Completion or enrolment in post-graduate qualification relating to teaching and learning about Asia;
- School level;
- Gender;
- Years of full-time teaching experience;
- Estimate of the percentage of students in your school that come from Asian backgrounds;
- How was teaching and learning about Asia included in your initial teacher training?
- Did you speak an Asian language at home when you were growing up?

Inspection of correlations indicated that several variables had a poor relationship (< 0.2) with the overall Asia literacy score, and these variables, listed below, were removed from the analysis:

- Gender;
- Years of full-time teaching experience;
- Estimate of the percentage of students in your school that come from Asian backgrounds;

| Table 16: Non-Asian-language teachers’ perceived Asia literacy level | Overall Asia Literacy (Max score = 100) |
|---|---|---|
| | N | Mean | Std Deviation |
| Beginning | 381 | 55.2 | 10.8 |
| Proficient | 262 | 63.7 | 9.0 |
| Highly Accomplished | 86 | 69.5 | 9.3 |
| Lead | 34 | 76.6 | 9.1 |
| Total | 763 | 60.67 | 11.7 |

These items were very poor predictors of a teacher’s overall Asia literacy score. This suggests the presence or absence of students from Asian backgrounds in a school makes little difference to an individual teacher’s levels of Asia literacy, and this factor is also unrelated to other forms of interaction between a school and Asian communities locally, nationally or overseas. Years of teaching experience and teachers’ gender also had little impact. More surprising is that speaking an Asian language when growing up also appears to have had little impact on overall Asia literacy. The finding that the way teaching and learning was included in initial teacher training is not a significant variable is not so surprising, given that most teachers reported that they had very little input in this area in their teacher education courses.

- Following the exclusion process outlined above, a standard multiple regression analysis was repeated, with the following variables: How many countries have you visited in Asia?
- Ranked Cultural Education Experience;
- I would describe the inclusion of studies of Asia into my teaching as …;
Teacher Asia Literacy Survey (TALS) Findings

- School received an Asia literacy grant;
- Do you teach an Asian language?
- Completion or enrolment in post-graduate qualification relating to teaching and learning about Asia.

The results of the regression analysis indicated that six predictors explained 48% of the variance (R Square = .48, F (6,1242)=188.22, p < .0001). The description of approach to teaching about Asia variable explained 14% of the variance, School received Asia literacy grant explained 4% of the variance, Ranked cultural education experience explained 3% and enrolment/completion of PG qualifications, teaching an Asian language and how many Asian countries visited each accounted for approximately 1% of the variance. All of the six independent variables were found to be statistically significant. This finding suggests that teachers who have a high level of Asia literacy are much more likely to describe the way they include teaching and learning about Asia as frequent and purposeful, are likely to have experienced a cultural exchange or participated in a study tour, more likely to teach in a school that has received an Asian literacy grant, to teach an Asian language and to have a postgraduate qualification related to studies of Asia.
4.4 Summary

In summary, the TALS showed that the areas of curriculum and assessment and the ways teachers knew and used resources, were the critical features defining the Asia literate teacher. The Asia literate teacher not only knows the curriculum in this area, but leads and supports colleagues, within their own school and beyond, in ways that are consistent with the Professional Standards.

Asia literate teachers are ‘connected teachers’ in every way. They connect with parents through assessment and reporting, with colleagues in their own schools, in wider professional associations and through social networking, and they help to connect their own students with students in Asia. They value Australia’s links with Asia and are keen to support student learning, but it is the way they do this through the curriculum that really distinguishes them from other teachers. These teachers describe the way they teach about Asia as very frequent and purposeful, suggesting that it permeates all aspects of their work. Their self-assessed levels of Asia literacy suggest that they are humble about their skills and knowledge, possibly seeing that there are still many opportunities for learning.

There is no difference in levels of Asia literacy between secondary teachers and primary teachers, but language teachers rated themselves significantly higher in terms of Asia literacy than did those teachers who do not teach an Asian language. Experiences of travel in Asia and the opportunity to participate in some form of cultural exchange contributed to teachers’ levels of Asia literacy, as did completion or enrolment in higher degrees in Asian studies. The school context was not a key component in characterising the Asia literate teacher, although the receipt of an Asian literacy grant was a small but significant factor in predicting levels of Asia literacy.
Chapter 5: Principal Asia Literacy Survey (PALS) Findings

5.1 Principals: A measure of overall Asia literacy

The purpose of Chapter 5 is to present the analysis of the Principal Asia Literacy Survey (PALS) completed by principals (n = 432). In Chapter 8, the survey findings are synthesised with those from the narrative data, and the summative conclusions and their implications are discussed.

The PALS was constructed using a rigorous review of the literature and through a process of refinement, expert evaluation, piloting and final revisions (see Chapter 3). The final survey contained a total of 30 statement items across six key areas: Leadership (Vision and Values); Teaching and Learning; Knowledge of Policy; Supporting Teaching Resources; Links to Community; and Beliefs. (See Appendix B for the list of areas and their matching statement items.)

Each area score was transformed to a scaled score out of 100, and responses to all 30 items were combined to generate an overall measure of Asia literacy for each principal. Descriptive statistics for each domain are shown in Table 17. Principals scored highly in the areas of Leadership (vision and values), which contained four items, and Beliefs, which contained seven items. The four other areas were far more variable, with higher standard deviations and a wider range of scores.

To investigate the relationship between the six areas and the overall Asia literacy score, Pearson’s coefficients were calculated. The results are shown in Table 18. Given that the six domains were summed to calculate the overall Asia literacy score, high correlation coefficients would be expected and all were highly significant. What is interesting in this table is which areas are most highly correlated with the overall score. The six areas fall into three clear groups. Three areas stand out as highly correlated with the overall Asia literacy measure, specifically: links to the local community, knowledge of policy, and support for teaching and learning. Principal beliefs had the weakest relationship with the overall measure. This suggests that the overall score was most impacted by differences between principals’ views on issues related to their links to the community, policy knowledge and the way they provided support for teaching and learning in their schools. Principals with a high level of Asia literacy scored very highly in these areas, and these areas differentiate them from principals with a low level of Asia literacy. In contrast, principals’ beliefs are less likely to explain variance in the overall Asia literacy score, because principals generally responded to these items in a consistent and positive way.

Table 17: Areas of Asia literacy for principals

<table>
<thead>
<tr>
<th>(Max Score 100)</th>
<th>Leadership (Vision and Values)</th>
<th>Supporting Teaching and learning</th>
<th>Knowledge of Policy</th>
<th>Supporting Teaching Resources</th>
<th>Links to Community</th>
<th>Beliefs</th>
<th>Overall Asia Literacy Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured Range</td>
<td>45–100</td>
<td>24–100</td>
<td>20–100</td>
<td>20–100</td>
<td>20–100</td>
<td>51–100</td>
<td>33–97</td>
</tr>
<tr>
<td>Mean</td>
<td>84.1</td>
<td>71.9</td>
<td>71.1</td>
<td>71</td>
<td>66</td>
<td>80</td>
<td>74.4</td>
</tr>
<tr>
<td>Median</td>
<td>86</td>
<td>72</td>
<td>70</td>
<td>71</td>
<td>66</td>
<td>80</td>
<td>74.8</td>
</tr>
<tr>
<td>Mode</td>
<td>86</td>
<td>76</td>
<td>80</td>
<td>73</td>
<td>60</td>
<td>80</td>
<td>78.9</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.3</td>
<td>14.5</td>
<td>15</td>
<td>13</td>
<td>16.2</td>
<td>10.3</td>
<td>10.1</td>
</tr>
</tbody>
</table>
5.2 Features of the practice of the Asia literate principal: Factor analysis

Until this study, there was no reliable, robust instrument for measuring the features of the Asia literate principal. The factor analysis confirmed that this study made significant advances in redressing this absence, and that the PALS is a statistically robust instrument for measuring the features of Asia literate principals, and that these features align strongly with the Australian Professional Standard for Principals.

Factor analysis revealed that how principals engage with their communities, make international links and support teaching resources related to Asia was the key to identifying the most important features of the Asia literate principal.

The items from the six areas on the PALS were subjected to a Principal Components analysis using SPSS. A three-factor solution emerged (see Appendix H for Scree Plot and Eigen Values) that explained 47% of the variance in the survey items. Table 19 presents the factor loading matrix with pattern coefficients for this three-factor model. Factor 1 accounted for 36% of the variance. It is therefore, by far the most important factor. There were 10 items with factor loadings above 0.4 for Factor 1.

As Table 19 shows, Factor 1 accounts for the majority of the variance. The top six PALS items in the table had a very strong relationship with this factor. These PALS items were also considered against the five Professional Practices of Principals (AITSL, 2011b). All of these items relate closely to Professional Practice 5 ‘Engaging and working with the community’. It shows that one of the critical features of an Asia literate principal is how he or she engages with their community to promote links with Asia, to develop international links that support learning about Asia and to help bring the Asian community into the school to enhance learning and intercultural understanding. This finding is consistent with the correlation matrix in Table 18, which shows that Community Links was the area most highly correlated with the overall Asia literacy score.

In addition, there were several other items with a strong relationship with Factor 1. Three items aligned well with Professional Practice 2, ‘Developing self and others’. This indicates that another key characteristic of Asia literate principals is the way they provide leadership in the area of developing professional knowledge and encouraging teachers to provide leadership in this area. In addition, the way principals provide staff, ICT infrastructure and other teaching resources emerged as important features of Asia literate principals.

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3 Prior to performing PCA, the suitability of the data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients at 0.3 or above. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.940, well above the commonly recommended value of 0.6, and the Bartlett’s test of sphericity was highly significant ($\chi^2$(435) = 5672.48, p < .000). The communalities were all above 0.3, further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 30 items.
Factors 2 and 3 make much smaller contributions to the model. However, the items appear to cluster in a way that can be clearly interpreted. Factor 2 is closely associated with principals’ beliefs. It is much less important than Factor 1, accounting only for 6% of the variance in the 29 survey items. All of the items with a correlation above 0.4 come from the beliefs area of the PALS. Although this factor does not explicitly align with Professional Practice in the Professional Standards, it does sit well with one of the three leadership requirements for principals, No. 3: ‘Personal qualities, social and interpersonal skills’ (see Table 20).

### Table 19: Pattern matrix of Factor 1 correlations

<table>
<thead>
<tr>
<th>PALS Item</th>
<th>Correlation with Factor 1</th>
<th>PALS area</th>
<th>Australian Professional Standard for Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have initiated international partnership links between my school and school/s in Asia.</td>
<td>.738</td>
<td>Community Links</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>Members of the Asian community provide input into my school that enhance students’ learning about Asia.</td>
<td>.734</td>
<td>Community Links</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>My school is well known for its focus on studies of Asia.</td>
<td>.730</td>
<td>Community Links</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>My school leads community projects that focus on Asia.</td>
<td>.723</td>
<td>Community Links</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>My school collaborates with external stakeholders to enhance teaching and learning about Asia.</td>
<td>.721</td>
<td>Supporting Teaching Resources</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>I have sought community support to enhance Asia related teaching and learning in my school.</td>
<td>.673</td>
<td>Community Links</td>
<td>Professional Practice 5: Engaging and working with the community</td>
</tr>
<tr>
<td>I have supported several teachers to complete professional development in learning related to Asia.</td>
<td>.525</td>
<td>Leadership</td>
<td>Professional Practice 2: Developing self and others</td>
</tr>
<tr>
<td>Several staff members provide leadership within the school in teaching and learning related to Asia.</td>
<td>.524</td>
<td>Leadership</td>
<td>Professional Practice 2: Developing self and others</td>
</tr>
<tr>
<td>I have employed staff (other than language teachers) specifically to support Asia related teaching and learning in my school.</td>
<td>.506</td>
<td>Supporting Teaching Resources</td>
<td>Professional Practice 2: Developing self and others</td>
</tr>
<tr>
<td>I have ensured there is good ICT infrastructure to support teaching and learning about Asia in my school.</td>
<td>.486</td>
<td>Supporting Teaching Resources</td>
<td>Professional Practice 1: Leading teaching and learning</td>
</tr>
<tr>
<td>I have ensured that there are sufficient school resources for teaching and learning about Asia.</td>
<td>.401</td>
<td>Supporting Teaching Resources</td>
<td>Professional Practice 1: Leading teaching and learning</td>
</tr>
</tbody>
</table>

As Table 21 shows, Factor 3 only accounted for 5% of the variance in this analysis of the principal survey, but inspection of the items that loaded on this factor shows that they clustered around the theme of how principals use their knowledge of policy to support staff and improve outcomes in the area of Asia literacy. Thus, Asia literate principals are those who monitor teachers’ performance, have clear strategies and action plans, encourage teachers to integrate studies of Asia across the curriculum, and work with their staff to develop school-wide plans and policy for teaching and learning about Asia. Inspection of the items that are highly correlated with Factor 3 suggests that this factor is closely aligned with Professional Practice 1, Leading teaching and learning, as the most highly correlated items all relate to this professional standard (see Table 21).

<table>
<thead>
<tr>
<th>PALS Item</th>
<th>Correlation with Factor 2</th>
<th>PALS area</th>
<th>Australian Professional Standard for Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe is more important to Australia than Asia.</td>
<td>.619</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
<tr>
<td>The increase in migration from Asian countries makes Australia a better place.</td>
<td>.611</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
<tr>
<td>I like to see teachers challenge stereotypes of Asia at my school.</td>
<td>.581</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
<tr>
<td>Asian cultures are of no interest to me.</td>
<td>.571</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
<tr>
<td>I believe that students who have had learning experiences about Asia will be well prepared for working in the 21st century.</td>
<td>.482</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
<tr>
<td>I foster respect for cultural differences in my school.</td>
<td>.402</td>
<td>Beliefs</td>
<td>Leadership requirements: Personal qualities and social and interpersonal skills</td>
</tr>
</tbody>
</table>
There were two items with lower correlations, of between 0.3 and 0.4, with one or more of the three factors. These were:

- I view Asia related teaching and learning as an integral part of my school’s culture.
- I find it difficult to identify effective teaching practices that engage students in learning about Asia.

If the PALS were to be refined in the future, these items would perhaps need some close scrutiny, as to whether they make a sufficiently significant contribution to measuring Asia literacy in principals.
5.3 Principal background and the Asia literate principal

The PALS included a wide range of questions relating to the background of principals and their schools, which provided an opportunity to explore how background factors might impact on a principal’s level of Asia literacy. This section provides information about individual principal features and the schools in which they worked, for the 432 completed surveys.

Principal gender and age are shown in Figures 13 and 14. Results indicate that there were slightly more females (57.6%) than males (42.4%) in the sample. Not unexpectedly, a high proportion of principals were aged over 50 years (81%).

Experience in Asia. Principals responded to several questions relating to their experiences in Asia. Only 1.4% indicated that they were born in an Asian country, with 84% reporting that they were born in Australia. In contrast to teachers, very few principals spoke an Asian language when they were growing up (1.7% principals compared to 14.3% of teachers). Most principals had visited at least one Asian country, with the largest group reporting that they had visited four or more Asian countries (38.2%). Principals also reported a wide range of time spent in Asia; the results are shown in Figure 15.
Principal Asia Literacy Survey (PALS) Findings

School location, level and sector. Figure 16 shows that the majority of principals who completed the online survey worked in primary school settings (54%) and that 34% were secondary school principals. Twelve per cent of the sample indicated that they worked in another context but did not specify what this was, although, using the teacher survey as a guide, many principals in this group are likely to be working in P–12 settings.

The school location pattern for principals differs from the distribution of teachers, where the majority of survey completions came from teachers working in secondary schools.

Over two-thirds of the principal sample was based in urban or metropolitan schools (69%), while 29% identified as regional or rural. Only 1% of participants indicated that they worked in a remote location. This pattern was consistent with the teacher survey results.

As Table 22 shows, there was a good completion rate on the question relating to school location in state or territory. Only 61 principals declined to answer this question. The states with the highest representation in the survey were Victoria and NSW.

---

Table 22: Location of principals’ schools

<table>
<thead>
<tr>
<th>State or territory</th>
<th>Frequency</th>
<th>Per cent</th>
<th>Valid per cent</th>
<th>Cumulative per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>15</td>
<td>3.5</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>NSW</td>
<td>89</td>
<td>20.6</td>
<td>24.0</td>
<td>28.0</td>
</tr>
<tr>
<td>NT</td>
<td>6</td>
<td>1.4</td>
<td>1.6</td>
<td>29.6</td>
</tr>
<tr>
<td>QLD</td>
<td>44</td>
<td>10.2</td>
<td>11.9</td>
<td>41.5</td>
</tr>
<tr>
<td>SA</td>
<td>33</td>
<td>7.6</td>
<td>8.9</td>
<td>50.4</td>
</tr>
<tr>
<td>TAS</td>
<td>10</td>
<td>2.3</td>
<td>2.7</td>
<td>53.1</td>
</tr>
<tr>
<td>VIC</td>
<td>132</td>
<td>30.6</td>
<td>35.6</td>
<td>88.7</td>
</tr>
<tr>
<td>WA</td>
<td>42</td>
<td>9.7</td>
<td>11.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>371</td>
<td>85.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>61</td>
<td>14.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>432</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Figure 16. Principals’ school level
Table 23 shows the distribution of the principals’ schools across sectors. The majority of principals worked in state schools (62.9%). The representation of Independent schools (20%) was higher than expected. According to the Australian Bureau of Statistics, 11% of schools in Australia are Independent schools (ABS, 2011).

<table>
<thead>
<tr>
<th>Sector</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>265</td>
<td>62.9</td>
</tr>
<tr>
<td>Catholic</td>
<td>72</td>
<td>17.1</td>
</tr>
<tr>
<td>Independent</td>
<td>84</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>421</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A high proportion of principals worked in coeducational schools (89.9%) with only a small proportion working in girls’ schools (3.1%) or boys’ schools (7.1%)

**School context for teaching and learning about Asia.** Principals were asked a number of questions to explore the context of their school in relation to teaching and learning about Asia. Table 24 shows that most principals were working in schools with small numbers of Asian students.

<table>
<thead>
<tr>
<th>Students from Asian Backgrounds</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16</td>
<td>3.7</td>
</tr>
<tr>
<td>&lt;5%</td>
<td>180</td>
<td>42.2</td>
</tr>
<tr>
<td>6–20%</td>
<td>137</td>
<td>32.1</td>
</tr>
<tr>
<td>21–50%</td>
<td>69</td>
<td>16.2</td>
</tr>
<tr>
<td>&gt;50%</td>
<td>25</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>427</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Only just over 22% of principals reported that more than 20% of their students were from Asian backgrounds. This did not appear to have had any influence on the likelihood that the school offered an Asian language. Three-quarters of principals reported that their schools offered an Asian language (Figure 17).
Table 25: Principals’ Asia literacy and Asian languages in schools

<table>
<thead>
<tr>
<th>Areas of Asia Literacy (Max Score = 100)</th>
<th>Does your school offer an Asian language(s)?</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Asia Literacy</td>
<td>Yes</td>
<td>303</td>
<td>76.4</td>
<td>9.5</td>
<td>7.08</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>102</td>
<td>68.4</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>Yes</td>
<td>321</td>
<td>79.6</td>
<td>10.7</td>
<td>1.48</td>
<td>.178</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>105</td>
<td>78.0</td>
<td>8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Links</td>
<td>Yes</td>
<td>310</td>
<td>70.7</td>
<td>14.9</td>
<td>8.80</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>105</td>
<td>78.0</td>
<td>8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Teaching Resources</td>
<td>Yes</td>
<td>317</td>
<td>73.9</td>
<td>12.1</td>
<td>6.69</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>107</td>
<td>64.4</td>
<td>12.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership (Vision &amp; Values)</td>
<td>Yes</td>
<td>323</td>
<td>86.1</td>
<td>9.1</td>
<td>6.9</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>107</td>
<td>77.8</td>
<td>11.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Yes</td>
<td>323</td>
<td>73.5</td>
<td>14</td>
<td>3.97</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>107</td>
<td>67.1</td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Policy</td>
<td>Yes</td>
<td>322</td>
<td>72.9</td>
<td>14.7</td>
<td>4.41</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>106</td>
<td>65.7</td>
<td>14.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Asia literacy and schools with an Asian language.**

Principals working in schools that offered an Asian language were compared on the six domains of Asia literacy and the overall Asia literacy measure to principals whose schools did not offer an Asian language. All scores were transformed to scaled scores, with a maximum value of 100. Results are shown in Table 25.

Table 25 indicates that there were no significant differences in principals’ reported beliefs according to whether their schools offered an Asian language or not. However, on all other measures, including the overall measure of Asia literacy, the differences were highly significant. Principals of schools that offered an Asian language scored more highly on these measures than principals whose schools did not offer an Asian language. Consistently with other findings, the biggest mean difference was seen on the Community Links measure (see Appendix B for a breakdown of the items in the area of Community Links).
School Grants: Participation in the Australia–Asia BRIDGE program

The award-winning Australia–Asia BRIDGE School Partnerships program has been operating since 2008 to support teacher exchange and the use of ICT between partner schools in Asia and Australia. Since 2008, the BRIDGE program has facilitated partnerships between 136 schools in Australia across all states and territories, and schools in China, Indonesia, South Korea and Thailand. The White Paper on *Australia in the Asian Century* (Asian Century Taskforce, 2012) emphasises the importance of people-to-people links between Australia and Asia and that all schools will engage with at least one school in Asia, to support the teaching of a priority Asian language, in part through the use of ICT. For these reasons, the survey addressed the relationship between involvement in the Australia–Asia BRIDGE program and the Asia literacy of principals.

Principals whose schools had participated in the Australia–Asia BRIDGE project were compared with principals who had not participated in this program on the six areas of Asia literacy and the overall measure of Asia literacy. Only 58 principals reported that their school had participated in this program, but the comparison suggests that these principals had higher levels of Asia literacy than non-participants. Again, the biggest mean difference was seen on the Community Links measure. In the area of leadership, principals who had participated in the BRIDGE program had a very high overall Asia literacy mean score of 90.6 (Table 26).

**Table 26: Principals’ Asia literacy and the Australia–Asia BRIDGE program**

<table>
<thead>
<tr>
<th>Areas of Asia Literacy (Max Score = 100)</th>
<th>Has your school participated in the Australia–Asia BRIDGE Project?</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Asia Literacy</td>
<td>Yes</td>
<td>55</td>
<td>82.6</td>
<td>8.6</td>
<td>7.44</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>347</td>
<td>73.1</td>
<td>9.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>Yes</td>
<td>58</td>
<td>81.6</td>
<td>13.7</td>
<td>1.54</td>
<td>.129</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>365</td>
<td>78.8</td>
<td>9.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Links</td>
<td>Yes</td>
<td>55</td>
<td>80.8</td>
<td>12.7</td>
<td>8.42</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>356</td>
<td>64.8</td>
<td>15.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Teaching Resources</td>
<td>Yes</td>
<td>58</td>
<td>79.2</td>
<td>11.4</td>
<td>5.44</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>363</td>
<td>70.3</td>
<td>12.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership (Vision &amp; Values)</td>
<td>Yes</td>
<td>58</td>
<td>90.6</td>
<td>6.8</td>
<td>7.34</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>369</td>
<td>83.0</td>
<td>10.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Teaching and Learning</td>
<td>Yes</td>
<td>58</td>
<td>81.5</td>
<td>13.7</td>
<td>5.78</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>369</td>
<td>70.3</td>
<td>13.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Policy</td>
<td>Yes</td>
<td>58</td>
<td>79.6</td>
<td>13.1</td>
<td>5.26</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>367</td>
<td>69.7</td>
<td>14.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Principal Asia Literacy Survey (PALS) Findings

Asian Cultural Education Opportunities. Principals were asked if they had participated in any AEF study tour or study program to Asia; 127 principals responded positively to this question. A T-test for independent samples was used to compare scores in the six areas of Asia literacy and the overall Asia literacy score, according to whether principals had participated in a study tour. Results are shown in Table 27. There was a small difference between these two groups of principals in the area of Supporting Teaching Resources, but it was still significant at .05 level. The differences on all other areas/domains were highly significant, including Beliefs, with principals who had participated in the study tours exhibiting very positive beliefs about teaching and learning about Asia.

Participation in professional learning related to studies about Asia. Principals were asked about how frequently they had participated in professional learning in the area of teaching and learning about Asia. Mean scores for overall Asia literacy according to the level of professional learning, are shown in Table 28.

Table 28 shows that principals, as a group, have a moderately strong level of overall Asia literacy. It is likely that this pattern is due to the fact that as a group principals have spent substantial time living, travelling and/or working in Asia. Thirty-nine per cent of principals, for example, have spent between six weeks and six months in Asia while just over 20% have spent more than six months in Asia (see Figure 15).

Table 27: Asia literacy of principals according to participation in AEF study tours

<table>
<thead>
<tr>
<th>Areas of Asia Literacy (Max Score = 100)</th>
<th>Have you participated in Asia Education Foundation (AEF) study programs or study tours?</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Asia Literacy</td>
<td>Yes</td>
<td>121</td>
<td>77.8</td>
<td>8.7</td>
<td>4.79</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>284</td>
<td>73.0</td>
<td>10.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>Yes</td>
<td>127</td>
<td>81.6</td>
<td>10.9</td>
<td>3.06</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>299</td>
<td>78.2</td>
<td>9.9</td>
<td></td>
<td></td>
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<tr>
<td>Community Links</td>
<td>Yes</td>
<td>123</td>
<td>70.9</td>
<td>14.0</td>
<td>3.56</td>
<td>.000</td>
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<tr>
<td></td>
<td>No</td>
<td>291</td>
<td>65.2</td>
<td>16.7</td>
<td></td>
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<tr>
<td>Supporting Teaching Resources</td>
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<td>125</td>
<td>72.7</td>
<td>12.0</td>
<td>1.25</td>
<td>.021</td>
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<tr>
<td></td>
<td>No</td>
<td>299</td>
<td>71.0</td>
<td>13.4</td>
<td></td>
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<tr>
<td>Leadership, Vision &amp; Values</td>
<td>Yes</td>
<td>127</td>
<td>87.0</td>
<td>8.6</td>
<td>4.24</td>
<td>.000</td>
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<tr>
<td></td>
<td>No</td>
<td>303</td>
<td>82.8</td>
<td>10.7</td>
<td></td>
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<tr>
<td>Teaching and Learning</td>
<td>Yes</td>
<td>127</td>
<td>76.2</td>
<td>12.6</td>
<td>4.38</td>
<td>.000</td>
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<tr>
<td></td>
<td>No</td>
<td>303</td>
<td>70.1</td>
<td>14.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Policy</td>
<td>Yes</td>
<td>125</td>
<td>77.2</td>
<td>13.2</td>
<td>5.97</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>303</td>
<td>68.5</td>
<td>15.0</td>
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</tr>
</tbody>
</table>
Figure 18 provides a clear picture of the relationship between the professional learning and overall Asia literacy of principals. This figure shows that frequency of participation in Asia related professional learning increases the overall Asia literacy score of principals. An analysis of variance was performed to compare the mean scores of each group according to the level of participation in professional development. There was a highly significant effect of frequency of professional learning on the overall measured Asia literacy at the .0001 level (F (3, 400) = 28.88, P = .000) for the four levels of professional development participation.

<table>
<thead>
<tr>
<th>Level of Participation</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>94</td>
<td>69.1</td>
<td>10.5</td>
</tr>
<tr>
<td>1–2 times</td>
<td>146</td>
<td>72.5</td>
<td>9.3</td>
</tr>
<tr>
<td>3–5 Times</td>
<td>95</td>
<td>77.5</td>
<td>7.9</td>
</tr>
<tr>
<td>5+</td>
<td>69</td>
<td>81.3</td>
<td>8.7</td>
</tr>
<tr>
<td>Total</td>
<td>404</td>
<td>74.3</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Figure 18. Principals’ frequency of participation in Asia related professional learning compared to overall Asia literacy scores.
Multiple regression. To explore which of the background variables made the biggest contribution to explaining the variance in the overall Asia literacy score from the PALS, a standard multiple regression was performed. Initially, the following background variables were included:

- Gender;
- Highest academic qualification;
- How much time have you spent in Asian countries (including holidays, cultural exchange, long-term stays)?;
- How many years have you been an assistant principal or principal?;
- Have you participated in Asia Education Foundation (AEF) study programs or study tours?;
- Have you participated in professional development relating to studies of Asia?;
- School level;
- School enrolment;
- Please estimate the percentage of students in your school that come from Asian backgrounds;
- Does your school offer an Asian language(s)?

Initial inspection of correlations indicated that the following variables had a very low correlation (< 0.2) with the dependent variable (overall Asia literacy score):

- Gender;
- Highest academic qualification;
- How many years have you been an assistant principal or principal?;
- School level.

These items were very poor predictors of a principal’s overall Asia literacy score, and suggests that gender, years of experience as a principal, school level (primary or secondary) and highest academic qualification are all very poor predictors of the overall Asia literacy score for principals. None of the variables were highly correlated (> 0.7) with each other. These variables were removed from the analysis, and a standard multiple regression analysis was repeated with the following variables:

- How much time have you spent in Asian countries (including holidays, cultural exchange, long-term stays)?;
- Have you participated in Asia Education Foundation (AEF) study programs or study tours?;
- Have you participated in professional development relating to studies of Asia?;
- School enrolment;
- Please estimate the percentage of students in your school that come from Asian backgrounds;
- Does your school offer an Asian language(s)?
The results of the regression analysis indicated that the six predictors explained 33% of the variance (R Square = .33, F (6, 395) = 32.14, p < .0001). The Participation in professional development relating to studies about Asia variable explained 10% of the variance, School offers an Asian language explained 7% of the variance, Time spent in Asian countries accounted for approximately 1.5% and Percentage of students from an Asian background accounted for 1% of the variance. Two of the six independent variables were not found to be statistically significant; Participation in Asia Education Foundation (AEF) study tour or study program and School Enrolment. The other four variables were significant at the 0.01 level or less. The results of this analysis suggest that the most Asian literate principals are those that have participated in professional development in this area and work in a school that offers an Asian language. The other four background variables also contribute to a principal’s level of Asia literacy, but to a much lesser extent.

5.4 Summary

The findings of this analysis indicate that Asia literate principals are those that make strong links to the community in order to bring the Asian community into their school and to influence their local community’s links to Asia. They are keen to make international connections between their school and Asia and to take the lead on community projects. They are committed to supporting teaching and learning about Asia through staffing, ICT infrastructure and other teaching resources. There is no difference in levels of Asia literacy in principals who work in primary and secondary schools, but principals of schools that offer an Asian language have significantly higher levels of Asia literacy than principals of schools that do not offer an Asian language. The extent to which principals have participated in professional learning contributes significantly to their level of Asia literacy. Principals whose schools have participated in AEF study programs or the Australia–Asia BRIDGE project have higher levels of Asia literacy than those who have not taken part in these programs.
Chapter 6: Narrative Analysis

6.1 Introduction

As outlined in Section 3.3, the narrative analysis and findings reported in Chapter 6 were derived from three different groups of participants and two different data sources:

1. Teachers’ narrative responses to the TALS;
2. Principals’ narrative responses to the PALS;
3. A discussion group held during the AEF National Forum (5 June 2012).

These produced three sets of data that were significantly different in terms of the occupation and demographic profile of respondents, number of respondents, and the trustworthiness of the data, based on the different data collection methods. For these reasons, the three data sets were analysed and are reported separately.

The open-ended questions on the TALS and PALS addressed the research questions: What are the features of an Asia literate teacher? What are the features of the Asia literate principal? The forum discussion group addressed the additional research question: What measures are required to build an Asia literate teaching workforce?

Data were analysed as described in Chapter 3, and involved clustering into thematic categories. Because each question allowed respondents to list multiple responses to each question, the findings report on the frequency of responses in each category. Frequency is a proxy measure of the relative priority and rank that respondents assigned to each category.

6.2 Analysis of teachers’ narrative responses

Teachers responding to the TALS were asked to write narrative responses to four open-ended questions:

1. Can you identify a critical incident in your personal or professional life that changed your understanding of the value of teaching and learning about Asia?
2. Can you identify a key resource or teaching activity that has impacted on your students’ learning about Asia?
3. What do you believe are the benefits of including Asia related teaching and learning experiences in your classroom/school?
4. What do you believe are the three identifying features of the Asia literate teacher?

6.2.1 Teachers’ motivations to become Asia literate

Just over 800 responses \((n = 803)\) were received to the question about the motivators for becoming an Asia literate teacher. From this data, seven key triggers or motivators were identified, that stimulate teachers to become involved in and committed to teaching and learning about Asia. Figure 19 lists the seven motivators in descending order of frequency and priority.

Figure 19. Motivators to become an Asia literate teacher
Experience of Asia from work, study, travel, or family connections. Almost half (48%) of the total number of responses (n = 803) identified some direct experience of Asia from work, study, travel, or family connections as a critical trigger in stimulating their commitment to teaching and learning about Asia. Further study, constituting one third (33%) of responses in this category (n = 128), was the most significant and influential experience; typically, the ways in which learning a language or studying about Asia provided ‘real experiences’ that generated ‘deeper understanding’ and much greater ‘respect’ for the different cultures were referred to. In this category, just over a quarter (28%) of responses (n = 109) identified travel experiences as a critical motivator to become Asia literate because these experiences ‘changed my stereotypes’ and ‘really sparked my thoughts of the value of teaching and learning about Asia’. A smaller group identified periods of time living and working (including teaching) in different countries in Asia as significant triggers for their teaching and learning about Asia. Another small group of responses (n = 32 or 8%) had an Asian background by birth or marriage, or family members connected in similar ways.

The overwhelming impact of personal experience of Asia on teachers’ efforts to become Asia literate reinforces the value and importance of person-to-person connections, as outlined in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012).

A striking finding by virtue of its absence is teachers’ lack of explicit acknowledgement of the role of curriculum or school policy, even though the influence of both is implicit in the opportunities that have opened for teachers to undertake further study or professional learning and, as detailed below, to connect local schools with those in Asia. This finding suggest that access to direct, personal and professional experience in Asia has the greatest impact on encouraging teachers to become Asia literate, but also that the connections between curriculum and school policy, and teachers’ experiences, need to be clearly articulated and explicit.

Desire to address prejudice and racism. Nearly one fifth (18%) of respondents (n = 147) said their motivation for teaching and learning about Asia was a response to incidents of prejudice and racism and their desire to build intercultural understanding. Many such incidents involved students, teachers or parents displaying ‘blatant racism’, ‘deeply engrained prejudice’ and ‘alarming xenophobia’. More than 10% (n = 17) of responses identified the presence of refugees and asylum seekers as the triggers for such prejudice and racist comments. One Year 5 teacher was ‘astonished by the lack of understanding and empathy for people in this situation’. Another teacher suggested the problem was that commentary by ‘politicians and the media’ encouraged racism, and another called on the need for all Australians to recognise and appreciate ‘the wonder and mystery of all humanity’.

School connections to the countries of Asia. Various sorts of school connections to Asia were identified in 14% of responses (n = 113) to this question. For some teachers, the connections were generated within the school community as a result of a sizable, local population of students and families from various countries in Asia. In other cases, the connections were a result of the presence and influence of exchange students and teachers from Asian countries. One teacher noted being ‘the only non-Asian in the room’. Another recalled the ‘bonding of the whole class around collaborative support for a Japanese exchange student’. Teachers recognised students from Asia and their families as ‘invaluable resources’ for students who were not from Asian backgrounds to learn about their culture and values. A number of responses noted the positive benefits of the people-to-people contact that followed from relationships with sister-schools in Asia.

Substantial, ongoing tertiary study and/or professional learning. Nearly 9% of responses (n = 70) identified substantial and ongoing tertiary and professional learning as a key motivator for working to become Asia literate. Respondents identified the value of learning Asian studies and an Asian language at both undergraduate and postgraduate levels. Ongoing professional learning provided by subject associations, as well as umbrella organisations such as the AEF, was another common factor that motivated teachers to strengthen their focus on teaching and learning about Asia.

Committed to Asia in the curriculum. A commitment to integrate Asia related learning into the curriculum was a key motivator for 7% of responses (n = 56). This was not a response to any curriculum policy. The teachers who expressed this view were either native speakers of one or more Asian languages or had studied an Asian language at secondary and tertiary levels. Responses often explicitly addressed the positive relationship between language, culture, communication and understanding. One noted the benefit of learning and speaking an Asian language, for developing ‘flexibility of thought’. Another suggested that language learning ‘opens your eyes to cultural differences … and challenges you to better understand your own culture’.
Narrative Analysis

For discussion of the profile of respondents in this category, see the note on the category ‘Studying and speaking an Asian language’ under Section 6.2.2.

Need to prepare students for a global world.
Just over 5% of responses (n = 41) said that a key motivator for working to become Asia literate was their growing awareness that the world is being more global and that Asia will play a critical role in the globalised world of the 21st century. Responses noted how certain countries in Asia, especially China and India, were changing the global economy. They described these changes as ‘overwhelming’ and that they felt an ‘obligation’ to ‘best equip my students for this century’ in order to provide ‘opportunities for students in later life’.

Personal inspiration and change.
Nearly 4% of responses (n = 31) identified singular moments of inspiration or transformation that triggered their commitment to teaching and learning about Asia. They recalled encounters with inspirational teachers, other individuals, or public figures who moved them in the direction of teaching and learning about Asia. These included ‘a passionate Indonesian teacher who incorporates Asian studies in as many curriculum areas as possible’; Kevin Rudd’s fluency as a speaker of Mandarin; and a father ‘who hated and abhorred racism’. For other respondents, the transformational moments occurred through exposure to singular events such as the Beijing Olympics Opening Ceremony; reading a book (The Happiest Refugee by Anh Do); seeing a film (Japanese Story); and hearing Indonesian music. For a very small number (n = 4), the change was a result of seeing a shift in the negative, stereotyped attitudes of students such that ‘they become change-agents themselves’.

6.2.2 Teachers’ views on the benefits of teaching and learning about Asia
Teachers provided just over 900 responses on this issue (n = 909). Teachers identified seven benefits from being involved in and committed to teaching and learning about Asia. Figure 20 lists these responses in descending order of frequency and priority.

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akin to doing eye-exercises: ‘you look at things at different distances to keep your muscles flexible so that you have good all-round vision’. Many responses articulated the benefits in terms of building banks of knowledge, understanding, awareness and sensitivity to the diversity, richness, complexity and depth of the histories and cultures of countries in Asia. A significant proportion of responses also pointed to the value and benefits of teaching and learning about Asia in helping overcome racial and cultural stereotypes and in developing greater intercultural tolerance and respect among students. Teachers said they hoped that teaching and learning about countries in Asia would help counter ‘racist generalisations that stifle thinking’ and help to alleviate ‘fear and xenophobia’. On the other hand, other teachers said that an Asian focus in their teaching helped students from Asia to learn, understand, embrace and celebrate their own histories and heritages.

**Builds competence for a global world.**
The second largest group of responses (45%), constituting almost half \(n = 406\) of the total number \(n = 909\) of responses, commented that teaching and learning about Asia was important for equipping students with the capacities and competencies to function effectively and successfully in a global world. These responses emphasised the need for a fluid, flexible identity and mobile, transferable skills for being global citizens capable of tackling new and emerging challenges and opportunities. Also mentioned was Asia’s place as the ‘economic powerhouse’ of the 21st century and that ‘Asia-educated’ students were most likely to have ‘what employers want’, as well as being well-placed geographically to take advantage of developments within our region. As one respondent noted, Australia is ‘virtually an Asian country’.

**Strengthens Australia–Asia connections.**
Just over 20% of responses \(n = 190\) said that strengthening connections between Australia and Asia was a key benefit of teaching and learning about Asia. The reasons given for strengthening Australia–Asia connections ranged from: ‘we are in the Asian region’ and have ‘geographical position and responsibilities’ to the need to build ‘mutual cooperation’, given the ‘political context’ in the region. Respondents argued that teachers had an obligation to equip students to maximise both their opportunities and contributions within the region. However, more than 10% of responses in this category made specific reference to the value of teaching and learning about Asia as a counterbalance to entrenched Eurocentrism within the Australian national psyche.

**Builds an inclusive, multicultural society.**
In contrast to the outward-looking, Asia-oriented focus of the previous category, 16% of responses \(n = 143\) said that a key benefit of teaching and learning about Asia was to embrace and nurture an inclusive and diverse multicultural identity for Australia. One respondent argued that multiculturalism was a ‘natural’ corollary to promoting studies of Asia in schools. Others maintained that honouring the ‘diversity’ within schools and communities helped ‘promote harmony’ and strengthened both individual and collective identities. One teacher noted that the ‘deep thinking’ stimulated by reflecting on the cultural differences and similarities within Australia improved ‘students’ understanding of themselves’ and developed the cultural, social and emotional literacies that enabled students to communicate and relate with each other.

**Studying and speaking an Asian language.**
A benefit of Asia related teaching and learning, according to 5.5% of responses \(n = 51\), was studying and speaking an Asian language. Responses indicated that learning an Asian language helped students ‘with higher order thinking’, ‘to think in a different way’, and to access business, commerce and government employment in the future. Others responses said that proficiency in an Asian language ‘increases intercultural understanding’ and ‘facilitates empathy by enabling students to understand first-hand the emotions and ideas expressed by people from other cultures’.

**Note:** The majority of responses were from Asian language teachers. The number of responses \(n = 51\) is similar to those for the category ‘Committed to Asia in the Curriculum’ \(n = 56\). In both cases, respondents identified themselves as Asian language speakers and stressed the importance of languages in Asia related teaching and learning. In this respect, this category reflects the views of a specific group of specialist teachers as part of the larger sample: the broader profile of teachers in the study.

**Capitalises on the value of travel.**
Nearly 4.5% of responses \(n = 40\) stated that a benefit of teaching and learning about Asia was that it enhanced and capitalised on the value of travelling. This was a two way dynamic that both utilised and built language skills and cultural awareness through ‘first-hand experience’ of respective countries of interest.

**Integrates the school curriculum.**
Just over 4% of responses \(n = 38\) pointed to the benefits of Asia related teaching and learning for integrating and improving the school curriculum. This perspective reflects the place of Asia as a priority area in the
Australian Curriculum. Respondents argued that integrating Asia related learning into the curriculum improves the quality and relevance of the curriculum by making it more ‘interesting, relevant and contemporary for students’, as well as being ‘the only reliable resource of accurate and non-biased information about Asia for some students’.

6.2.3 Teachers’ views on the features of the practice of the Asia literate teacher

There were 818 responses to the question about the features of the Asia literate teacher (n = 818 in total). These responses identified seven features of the Asia literate teacher. These are listed in descending order of frequency and priority in Figure 21. The summative list of the key features of the Asia literate teacher based on a synthesis of the full range of data collected during the study appears in Chapter 8.

This pattern of responses affirms teachers’ explicit endorsement of and support for the AITSL Professional Standard 2, Professional Knowledge: Know the content and how to teach it.

In relation to content knowledge, responses noted the importance of having ‘a strong understanding of different Asian cultures’ and even ‘wisdom about Asia in all its complexity’. Pedagogically, this required a ‘willingness to take risks, to try new resources and approaches’ and ‘to incorporate different ways of thinking’. Two strong themes in teachers’ responses were the capacity of Asia literate teachers to integrate ICT and develop strategies to overcome negative attitudes related to Asia. Within this group, 168 (22%) responses identified speaking and/or teaching an Asian language as integral to content and pedagogical expertise. As one respondent commented, ‘you can look into their hearts when you speak their language’.

Strong knowledge of content and pedagogy
Actively builds intercultural understanding
Provides informed and inspiring leadership
Personal and/or professional experience in Asia
Supported by their school and system
Integrates Asia into the curriculum
Actively connects Australia with Asia

Figure 21. Teachers’ views on the features of the Asia literate teacher

An elaboration of each feature identified from the narrative data is presented below.

**Strong knowledge of content and pedagogy for Asia related curriculum.** References to content knowledge and pedagogical expertise in Asia related curriculum featured in over 92% of responses (n = 756) to this question. Teachers’ comments indicate their very strong agreement that substantial knowledge about Asia and the skills to teach this knowledge are central for the Asia literate teacher.

**Actively builds intercultural understanding.** For almost three-quarters (73%) of respondents (n = 596), a key feature of the Asia literate teacher was effectiveness in building intercultural understanding, not only through their teaching practices but also through their character, disposition and behaviour. Teachers who actively build intercultural understanding were typically referred to as being ‘accepting’, ‘open-minded’, ‘compassionate’, ‘flexible’, ‘adaptable’, ‘forward thinking’, ‘outward looking’, ‘culturally inquisitive’, as having a ‘non-judgemental approach’ and ‘a strong sense of justice’. These were the qualities, teachers argued, that converted into teaching practices that
emphasised ‘diversity, rather than generalising about Asia’, ‘breaking down the Asian stereotypes’, and ‘cultural intelligence’.

For teachers, teaching and learning about Asia involves a broad moral purpose: to make an authentic difference to the lives of students. This view echoes more than a century of education theory, from scholars ranging from John Dewey (1909) to contemporary leaders in educational leadership, such as Michael Fullan (2001b). AITSL also identifies a crucial feature of principals as their belief in ‘the power of education to make a difference to the lives of individuals and to society now and in the future’ (AITSL, 2011b).

Further, teachers said that meeting the moral purpose involved in teaching and learning about Asia required specific personal qualities and social and interpersonal skills. Many of these parallel the capabilities required and expected of principals, including emotional intelligence, empathy and resilience, and require teachers to ‘manage themselves well and use ethical practice and social skills’, ‘build trust, and ‘communicate, negotiate, collaborate and advocate effectively’ within their school to ‘create a positive learning atmosphere for students’ (AITSL, 2011b).

Provides informed and inspiring leadership in relation to the study of Asia. Many (n = 246) responses (30%) specifically identified the importance of informed and inspiring leadership as a key feature of Asia literacy. Frequent, specific reference was made to having ‘passion’, ‘enthusiasm’, ‘excitement’ and ‘the desire to do it’. As well as reflecting leadership qualities coincident with this commitment, respondents typically regarded themselves as informed advocates for promoting and developing Asia literacy. This advocacy could take the form of skilled networking, or an active willingness to ‘initiate and coordinate school change’ in order to make interest in Asia related teaching and learning ‘obvious, unequivocal and unavoidable’.

Personal and/or professional experience in Asia. Nearly a quarter 24% (n = 195) of responses identified direct experience of time in Asia for personal and/or professional reasons as a key feature of the Asia literate teacher. Such experiences were considered to provide ‘depth’ and ‘real life’ frames of reference that provided valuable resources and reference points for the Asia literate teacher.

Supported by their school and school system. Almost 20% of responses (n = 157) identified adequate support within their school and by their schooling system as a key feature of the Asia literate teacher. This support ranged from ‘encouragement’ to making Asian languages and studies a school priority with access to adequate and ‘authentic resources’. In relation to system support, teachers specifically identified the building of ‘collaborative networks’ across clusters of schools and between schools in Australia and Asia, as well as support for their ongoing learning, either through formal tertiary study or professional learning courses provided by organisations such as the AEF. As one respondent noted, there is ‘always more to learn about Asia [it is] a lifetime pursuit’.

Integrates Asia into the curriculum. Closely related to knowledge of content and pedagogy, 18% of responses (n = 146) identified skills in designing and implementing Asia content across the curriculum as a distinctive feature of the Asia literate teacher. A number of responses in this category (23%) argued that the curriculum needed to be reformed to better contain and reflect Asia related subject matter. As a result, teachers had to be ‘pro-actively engaged’ in developing content that was current, authentic, respectful and diverse. Over three-quarters (77%) of responses in this category commented on the need to ‘integrate Asian studies in their everyday teaching’ in ways that were ‘purposeful’ and ‘seamless’. One respondent illuminated this point by referring to ‘lessons with an Asian context to achieve other teaching objectives’.

Actively connects Australia with Asia. In 15% of responses (n = 125), actively building connections between Australia and Asia was identified as a significant feature of the Asia literate teacher. Within this group, more than a quarter (26%) of responses reflected an understanding that connections to Asia extended beyond the school community and local Asian demographic. For the remainder of this cohort (74%), building connections meant staying informed, sensitive and motivated to ‘form closer linkages with Asia’ as a way of properly ‘preparing students for the Asian century’. As one teacher stated: ‘Asia is our economic future and engagement, right from school, is essential for our long-term wellbeing’.

5 The Charter for the Australian Teaching Profession (April 2008).
Narrative Analysis

6.3 Analysis of principals’ narrative responses

Principals responding to the PALS were asked to write narrative responses to three open-ended questions:

1. Can you identify a critical incident in your personal or professional life that changed your understanding of the value of teaching and learning about Asia?

2. What do you believe are the benefits of including teaching and learning about Asia in your school?

3. What is an Asia literate principal?

6.3.1 Principals’ motivators to become Asia literate

There were 300 responses to the question on the critical incidents or motivators to become an 'Asia literate principal'. An elaboration of each motivator is presented below, in the same order as presented in Figure 22.

School connections with Asia. The highest frequency from the total of 300 responses concerned active support for school connections with Asia (45% or n = 134). Principals identified one or more ways in which their school made connections to Asia. These included:

- Organising and/or participating in study programs to countries in Asia;
- Participating in and/or organising exchange programs for teachers and students;
- Assisting with the development of sister-school relationships with schools in an Asia country; and
- Acknowledging the Asian community within their school.

In relation to study programs, one principal noted how a study program to China 'really opened my eyes'. Another observed that it was 'only when our students actually get to experience the culture that the aha! moment occurs'. Less frequently mentioned, but still warranting inclusion in this category because of its capacity to build people-to-people links with Asia, is the presence of students and families from Asia in the school. One principal pointed to the 'inspirational' efforts of refugee families, while another acknowledged the significant 'contribution of Asian parents to the life of the school'.
Personal/professional experiences in Asia.
Almost 30% \((n = 87)\) of all responses identified personal or professional experiences in Asia as a key motivator in the process of becoming an Asia literate principal. These experiences included living and/or travelling in one or more countries in Asia and/or having family-of-origin connections by birth, marriage or adoption. As one respondent argued, being immersed in an Asian country was ‘crucial in igniting the passion’.

Desire to address racism and prejudice.
A motivator identified in 15% \((n = 45)\) of responses was the belief in the imperative to address racism and prejudice by building intercultural understanding. This work included: countering negative or racist stereotypes, purposefully building an awareness of cultural differences and diversity, and identifying and celebrating our common humanity. One principal, for example, noted ‘how rich the cultures were and how much we had to learn from each other’ while another observed that ‘we all have similar needs and desires’.

Commitment to an Asia related curriculum.
In 12% of responses \((n = 36)\), a commitment to an Asia related curriculum was identified as a key motivator for working to become an Asia literate principal. This particularly involved developing the curriculum with an increased focus on Asia and valuing the learning of an Asian language. By way of example, one principal argued that study of Asia ‘needs to be done within strong discipline learning … It should never be a separate component.’ Another wrote about ‘the cultural understandings that the children gained that were the most important outcomes from the language program’. Commitment to an Asia related curriculum was also deemed essential for ‘understanding the needs of 21st century learners’.

Tertiary and/or professional learning.
A number of responses \((n = 23)\) identified significant formal learning experiences as a key trigger in their development as an Asia literate principal, because it deepened their understanding of the importance of teaching and learning about Asia. This learning occurred through a variety of undergraduate, postgraduate, and professional learning programs.

Impact of specific personal or historical events.
A group of responses \((n = 21)\) nominated the impact of specific personal encounters and historical events as the catalyst for their commitment to Asia literacy in schools. Personal encounters included an Indonesian artist-in-residence at the school and memorable, ‘gracious interactions’ with a visiting Japanese principal. Others nominated the transformative impact of particular texts, readings and public forums, such as the recognition of China by Prime Minister Gough Whitlam and Prime Minister Paul Keating’s policy shift toward recognising the regional importance of Asia.

6.3.2 Principals’ views on the benefits of teaching and learning about Asia
More than 300 responses were received to the question about the benefits of teaching and learning about Asia \((n = 328)\). Principals identified three key benefits of teaching and learning about Asia. Figure 23 lists the three key benefits in descending order of frequency and priority.

![Figure 23. Principals’ views on the benefits of teaching and learning about Asia](image-url)
An elaboration of each benefit is presented below in the same order as presented in Figure 23.

**Building intercultural understanding.**
The overwhelming majority of responses (80% or \(n = 260\)) said that building intercultural understanding was the major benefit of teaching and learning about Asia. It was clear from the responses that principals defined intercultural understanding broadly in terms of knowledge, attitudes and behaviours for understanding and engaging with cultural diversity. For example, typical responses included ‘an appreciation of people who we might otherwise fear’, ‘valuing diversity and valuing every individual’ and building intercultural understanding by ‘seeing, valuing, and connecting with others’ and working to create ‘a more tolerant and successful Australia’.

**Increasing competence for a global world.**
A smaller percentage (63%) of responses (\(n = 208\)) identified the development of competencies to function successfully in a global world as a key benefit of learning about Asia. Principals noted that globalisation was drawing Australia and Australians into networks of communication and interaction throughout the Asia region. For some respondents, understanding the global world and Australia’s orientation to Asia was ‘crucial to secure lifelong success for students’ and was ‘the way of the future’. For these reasons, principals argued that students needed to be equipped with ‘global headsets’ in order to become ‘globally smart citizens’ and take on the new responsibilities that accompanied this change in identity and direction.

**The enrichment of teaching and learning.**
A less significant benefit for principals (25% or \(n = 84\) responses) was the enrichment of teaching and learning through Asia related learning, including students’ access to, and opportunity to learn, an Asian language. This group argued that learning an Asian language ‘assists with travel or future employment’, ‘contributes to developing a harmonious society’, and ‘develops cognitive thinking at higher levels than monolingual speakers’. On the other hand, other principals maintained that study of Asia ‘adds intellectual rigor to the curriculum’ and ‘provides another deep dimension of learning’.

### 6.3.3 Principals’ views on the features of the practice of the Asia literate principal
Just over 300 responses (\(n = 315\)) were received to the question about the features of the Asia literate teacher. In their narrative responses principals identified eight key features of the Asia literate principal. Figure 24 lists these features in descending order of frequency and priority. The **summative** list of the key features of the Asia literate principal, based on a **synthesis of the full range of data** collected during the study, appears in Chapter 8.

**Figure 24. Principals’ views on the features of the Asia literate principal**
The following discussion describes and elaborates on each of the features of the Asia literate principal that emerged from the narrative data.

**Facilitates teaching and learning about Asia.**
The role of the principal as a ‘facilitator’ of the teaching and learning of Asian languages and studies was identified as a key feature of the Asia literate principal in 60% \( (n = 189) \) of the responses. Principals defined their role as a ‘facilitator’ in terms of providing support through school policy, planning, resourcing and finances to ensure the study of Asian languages and studies of Asia in various disciplines. The principal who was a ‘facilitator’ organised to ‘integrate studies of Asia across all areas of the curriculum P–12’, ‘explicitly acknowledged Asia literacy in strategic planning’, or provided access to the study of ‘Asian languages to all students’.

**Connects with local Asian communities.**
Closely related to the role of principals as ‘facilitators’ was their role in building connections with Asian communities in the local area of the school, regardless of the presence of students from Asia in the school. Nearly 56% \( (n = 175) \) of responses identified connecting with local Asian communities as a key feature of the Asia literate principal. Such connections meant ‘involving community members from Asian backgrounds to share knowledge’ and building ‘community partnerships’. Principals argued that positive, productive connections with local Asian communities also strengthen the commitment to and infrastructural support of their schools for teaching and learning about Asia.

**Knows content and pedagogy for quality Asia related teaching and learning.**
Almost a third (32%) of responses \( (n = 101) \) identified Asia related content knowledge and pedagogical expertise as a significant feature of the Asia literate principal. Principals were mindful of the need to combine appropriate teaching methods with relevant content knowledge, in order to promote the most effective teaching and learning. One principal identified the need for principals to have a ‘pro-active interest in Asian history, culture, arts [and] politics’. Another identified the importance of ‘creating a rich, diverse, inclusive learning environment’.

**Inspirational leadership for learning about Asia.**
Principals recognise their importance in driving changes in Asia related teaching and learning. A majority of responses (55% or \( n = 172 \)) identified inspirational leadership and a positive attitude to learning about Asia as a key feature of the Asia literate principal. Responses emphasised the need for principals to ‘walk the walk on a daily basis’ and to demonstrate ‘commitment’, ‘strong advocacy’ and ‘clear vision’ by ‘leading from the top to ensure focus’ and to inspire the rest of the school community. Such behaviours, principals argued, were typically exemplified by ‘open-mindedness and a willingness to understand’ and a ‘belief in the value of inclusivity’.

This finding is consistent with the Australian Professional Standard for Principals in relation to Vision and Values, which states that effective leadership by a principal must both ‘inspire[s] and create[s] commitment’ and that principals must ‘behave with integrity underpinned by moral purpose. They model values and ethical perspectives [and] promote democratic values including active citizenship and inclusion’ (AITSL, 2011b).

**Recognises Asia’s economic importance.**
Almost a quarter (23.5%) of responses \( (n = 74) \) identified a distinguishing feature of the Asia literate principal someone who recognises the economic importance of countries in Asia for Australian business and commerce in the 21st century. These views were reflected in comments that stressed the need for ‘fostering partnerships in Asia’, and ‘acceptance of the value of Asia in global understanding’. For these principals, an Asia-focused approach was synonymous with a ‘future-focused approach’.

**Builds intercultural understanding.**
Just under a quarter (23%) of the responses \( (n = 73) \) identified the building of intercultural understanding as a key feature of the Asia literate principal. Principals interpreted ‘intercultural’ broadly. For some, it meant ‘breaking down stereotypes of cultures with our students’ and ‘recognising and celebrating different cultures in the community’. For others, intercultural understanding meant cultivating ‘empathy for others (intercultural awareness if you will)’, and a stronger sense of ‘global citizenship – creating tolerance and acceptance of all’.

**Commitment to professional learning related to Asia.**
Nearly 20% of responses \( (n = 61) \) identified a commitment to ongoing professional learning related to Asia as a feature of the Asia literate principal. Such commitment involved: a ‘willingness to continue to learn, and value this learning, about Asia’; ‘building capacity of teachers through professional learning’; and support for staff to attend professional learning workshops and/or to undertake further tertiary study.
Narrative Analysis

**Personal/professional experience in Asia.** Only a small proportion of responses (17% or n = 54) identified direct personal and/or professional experience in Asia as a distinguishing feature of the Asia literate principal. Responses in this group noted the value of immersion in different countries of Asia and of regular visits to Asian countries ‘in an attempt to gain an improved understanding of the history, life and culture’.

**6.4 AEF National Forum**

In relation to the question *What are the features of an Asia literate teacher?*, the forum responses replicated the findings from the online survey questions (see Chapter 4). The group discussion format of the forum, however, did not enable ranking of the findings in order of priority or importance.

In relation to the question *What are the features of an Asia literate principal?*, the forum responses replicated the findings from the online survey questions (see Chapter 5). The group discussion format of the forum, however, did not enable ranking of the findings in order of priority or importance.

In relation to the question *What measures are required to build an Asia literate workforce?*, a total of 154 responses were received (n = 154). Coding the responses generated seven categories (listed below).

1. Asia as a school priority.
2. Further and ongoing professional learning.
3. Study programs to Asia.
4. Building cultural awareness and relevant content knowledge.
5. Networking.
6. Prioritise study of Asian languages.
7. Substantial policy commitments.

**Asia as a school priority.** Almost a third (30%) of responses (n = 154) commented that building an Asia literate workforce required a concerted, equal involvement of students, parents and teachers, but stressed the need for ‘leadership’ governed by a ‘sense of urgency and moral purpose’ and ‘consistent support, relentlessly applied’. Responses noted the need for Asia literacy to be kept ‘in all strategic planning’ with the necessary ‘budgeting for improved resources’ and provided illustrations of resources that were considered necessary and desirable, such as residencies for artists, scientists and professionals, and teacher- and sister-school exchanges.

**Further and ongoing professional learning.** Nearly a third (28%) of responses said that developing an Asia literate workforce necessitated further and ongoing professional learning. Tertiary studies at both the undergraduate and postgraduate levels were nominated, sometimes with the suggestion of scholarships and incentives to encourage greater participation. ‘Closer links’ between the secondary and tertiary sectors, including through access to online courses, were also identified as a way of paving ‘possible pathways for students’. Responses emphasised ‘high quality professional learning opportunities’ and included a call to ‘reward professional learning and evidence of enacted practice’.

**Study Programs to Asia.** Almost one fifth (17.5%) of responses supported study tours to countries in Asia as a key strategy for building an Asia literate workforce. These experiences were considered vital for cultural familiarisation, commercial orientation, and necessary upskilling. Responses emphasised the need for scholarships to support these programs, with one respondent underlining this point by proposing that ‘every teacher be funded for an overseas experience’.

**Building cultural awareness and relevant content knowledge.** Responses identified the building of cultural awareness and relevant content knowledge as an important factor in developing Asia literacy and the building of an Asia literate workforce. Responses nominated a wide range of strategies for building cultural awareness and content knowledge, ranging from personal experience in Asia through to specific ‘training in cross-cultural communication skills’.
**Networking.** Networking was identified in 14% of responses as an important measure for building content knowledge and pedagogical expertise in an Asia literate workforce. Responses identified different sorts of networks, ranging from ‘clusters of schools’ and ‘online sharing’ to networks set up by subject association networks and through international teacher- and school-collaborations and exchanges.

**Prioritise the study of Asian languages.**
One tenth (9.7%) of responses identified the prioritising of Asian languages as a key measure for building an Asia literate workforce. These responses emphasised the need for sufficient numbers of Asian language teachers, using incentives and subsidies if necessary, and providing incentives for students to study an Asian language and for other staff to undertake intensive language courses.

**Substantial policy commitments.**
Some respondents called for substantial local, state and national policy commitments to build an Asia literate teaching workforce: ‘tear down the firewall and share between states’ or called for the provision of working visas for Asian language teacher assistants. Others called for national coordination and ‘consistency’ of support for policy implementations such as the Australian Curriculum and performance and accountability requirements for principals.
7.1 The Asia literate teacher: Spotlight on Belinda

Background
Belinda teaches at Bandicoot School, a government, coeducational facility that caters for students in their first seven years of schooling. The school, with a population of nearly 500 students and 30 staff, is situated in a provincial town near a popular surf coast, approximately 90 minutes’ drive from an Australian capital city. The growing local population, almost exclusively of Anglo-Celtic background, has strong links to surfing culture and displays a concern for the fragility of the coastline area.

72% of families at Bandicoot are in the top half of the Index of Community Socio-Educational Advantage (ICSEA), with parents who work in professional and skilled/trade fields. Just 4% of students have a language background other than English, mainly from Asian backgrounds. One teacher is from an Asian background.

The story of Asia literacy at Bandicoot School
The development of Asia literacy at Bandicoot School is driven by the strong commitment of Bridget, the principal. After her previous role as principal at a school that catered for children of the Armed Forces, she was struck by the homogeneity of Bandicoot School’s population and the prevalence of ‘almost racist’ attitudes. Bridget led an audit of the studies of Asia at Bandicoot School in 2010, starting with a questionnaire about Asia that revealed staff’s strengths and weaknesses; among the former was elicited one teacher’s capacity to speak Arabic.

Prior to the division of the school’s population into separate primary and secondary schools, the school curriculum had a very strong emphasis on Asia related teaching and learning in Years 7–9. The school now aims to continue to support this focus and also to continue to infuse the primary curriculum offerings with Asia related teaching and learning.

Committees, under different names, have supported the studies of Asia at Bandicoot School over several years. The original committee, called the LOTE Indonesian Committee, changed its name and focus to the Studies of Asia Committee upon its successful application for a $20 000 grant. More recently this committee changed its name to the Intercultural Studies Professional Learning Team, which is now in the process of refining a cross-school model for the teaching of intercultural studies in line with the Australian Curriculum. This model includes what students do, what the local community does, global work, and Asian intra-schooling.

Through Bridget’s connections with an international hosting organisation, Bandicoot School families hosted sixty children from China in 2011 and the school is consequently sending a large group of students (aged 11–13) and teachers to China. Groups from the secondary school will be going to Japan, East Timor, China, Italy, and the United States of America.

Despite a lack of interest from neighbouring government schools and staff at the regional office, whose focus is on literacy and numeracy as defined by NAPLAN results, Bridget instigates and encourages teacher travel to Asia. Unable to gain support from local government schools to submit a joint application for funding network initiatives in the studies of Asia, Bridget applied in partnership with regional Catholic schools.

Bridget remains active in this area, having served on the review committee for the Australian Curriculum Intercultural Studies. A future challenge for the committee is addressing the difficulties associated with developing intercultural studies to a high level in a monocultural school environment. One idea for overcoming this is to set up a buddy system with a school with a diverse student population and to collaborate on projects using social media.

Spotlight on Belinda
Belinda is between 20–29 years of age. She was born in a regional town and grew up speaking English. She learnt Indonesian at primary school and continued her studies through secondary school and at university, undertaking LOTE methodology within her B.Ed. studies, which she has completed. Most of her six years of teaching experience, including as a casual relief teacher, have been at Bandicoot School. Belinda is currently teaching a Year 1/2 class and represents the Years 1/2 teaching team on the cross-school Intercultural Studies Professional Learning Team (PLT). In the past she has combined the role of classroom teacher with the specialist role of Indonesian teaching.
Becoming and being an Asia literate teacher

Belinda’s experiences of learning Indonesian at school and undertaking study tours and personal travel to Indonesia were critical triggers underpinning her commitment to Asia related teaching and learning. An appreciation of second language learning and an interest in the diversity of peoples, something lacking in her region, contributed to her decision to pursue Indonesian studies at tertiary level. As the regional campus where she undertook her B.Ed. did not offer Indonesian, Belinda undertook online LOTE studies, an experience she found very challenging. Mentoring by an older classmate supported her commitment. Today, Belinda displays the characteristics of a Graduate to Proficient teacher of studies of Asia, a judgement that her self-assessment affirms. Belinda continues to have a deep curiosity about the Asian region and undertakes personally funded travel to further her knowledge and to collect teaching ideas and resources. Her practice shows careful design of materials and learning experiences to meet the needs of her students. A lack of student/community ethnic diversity means that local human and material resources are not freely available and that studies of Asia and associated cultural understandings, values, attitudes and behaviours can be somewhat detached from authentic student experience (Australian Professional Standards for Teachers 1.3, 2.1 and 2.2). Belinda has become increasingly aware of the importance of developing in herself and her students the capacity to speak, understand and write an Asian language, which she sees as more important to Australians than European languages, because of Australia’s geographical proximity and future business interests. However, while she is strongly encouraged and supported by Bridget and represents her teaching team on the Intercultural Studies PLT, Belinda’s limited professional knowledge and engagement is evident in her lack of knowledge of government policy relating to studies of Asia, and her connection with other teachers working in the area through professional learning opportunities and through professional and community associations (Australian Professional Standards for Teachers 6 and 7).

Snapshot of Practice: We’re Getting on a Plane

**What were the needs of your students?** To engage Year 1/2 students in personalised role-play to develop intercultural knowledge and language awareness.

**What did you do?** Students imagine that during lunchtime they will be ‘getting on a plane’ and that when they return to their classroom they will enter a ‘new’ country. They engage with a PowerPoint presentation of photographs from Belinda’s (or others’) international trips, accompanied by related music, while Belinda gives the students clues about the country, including descriptions and artefacts related to the climate, customs, animals, clothing, geographical features and food. The presentation is paused for questions, discussion and guesses as to where the plane has landed.

Each student has a ‘passport’ stamped with an image depicting the country’s flag and name. Students colour the stamp in the colours of the flag. They locate the country on a map and colour it. The next week they go through the same process, visiting another country.

**How has it made a difference?** Students are highly engaged and motivated to engage with different cultures, as evidenced by their frequent requests of their teacher to confirm when they will be ‘getting on a plane’.

**How did you know?** Students are able to guess the country being shown and demonstrate their knowledge through discussion of aspects of each country’s culture.
Asia literacy in practice

In Belinda’s work with six-year-old students, work on studies of Asia is balanced against the priority learning needs of developing the capacity to read, write, speak and listen to English language. Recognising that this young age is ideal for learning a second language, Belinda works on concurrently embedding the teaching of Indonesian within English instruction: for example, using an Indonesian greeting when marking the attendance register and giving of simple classroom instructions such as ‘sit down’ or ‘line up’ in Indonesian. In mathematics, students learn the numbers 1–20 in Indonesian. In English, students listen to, speak, read and write Indonesian vocabulary. These emphases support students’ learning beyond the one hour of LOTE Indonesian that they receive from a specialist teacher.

Belinda sees embedding Asia related teaching and learning within an inquiry approach as a useful way of offering meaningful learning experiences. Every second year, Years 1/2 undertake a specific inquiry into the subject ‘Asia’ and, through topics such as ‘Our Community’ and ‘Australia and the Olympics’, Belinda interweaves studies of Asia into the arts, the humanities and science disciplinary areas. These practices are typical of a Graduate to Proficient teacher.

Belinda places emphasis on engaging or ‘hooking in’ her young students with imaginary and concrete examples of culture, such as pretending to be on a plane and in a different country. She believes that the more these experiences can be personalised and concrete, the more effective they are.
7.2 The Asia literate teacher: Spotlight on Celia

Background
Celia works at Currawong School, a coeducational Independent P–12 school located in an Australian capital city. The school is under the auspices of a religious society and this connection underpins its ethos of respect, integrity, service and a global perspective. The school hosts many visitors from around the world.

The total school population is 1273 students, with this case study focused on the junior school, with 420 students from Kindergarten to Year 6. In terms of the Index of Community Socio-Educational Advantage (ICSEA), 70% of students are from the top 25%, with only 4% in the bottom quartile. The student population is largely Anglo-Australian, with Greek, Indian and Chinese students, and there is a boarding school component for international students. Indigenous students represent 1%, and students with a Language Other Than English (LOTE) background are 9% of the student population. The school is highly regarded by the community, with 98% of Year 12 students achieving university entrance scores. The school offers the International Baccalaureate, the Primary Years Program (PYP) and the Australian Curriculum.

The story of Asia literacy at Currawong School
The Asia literacy story at Currawong School is multi-layered, and complements the school’s ethos and values. The Japanese language program is a central platform, and membership of a global network of schools, embedded information and communications technologies, networks and active leadership, promotes Asia literacy under the umbrella of a school that enacts global citizenship.

Eight years ago, an opportunity to review the language curriculum led Clarissa, the principal, and Celia, the deputy principal, to appoint Chloe, a Japanese teacher. Japanese is now offered from K–6. An early initiative to extend teaching Japanese language to staff was through a ‘sensei’ – a master teacher who co-taught with Chloe, and other teachers.

Japanese is integrated across the PYP curriculum of inquiry. The choice not to have a dedicated language room was deliberate, as each classroom has a visual presence of Japanese artefacts, posters and students’ work. By the end of Year 6, the goal is for all students learning Japanese to be fluent speakers of Japanese, to be able to have a conversation with a Japanese person anywhere in the world. Clarissa sees that a sister-school relationship with a Japanese school would further Asia literacy in the school.

The school’s membership in the Asia–Pacific region’s network of schools affords it global connections. Clarissa and Celia are trained workshop leaders and have worked as school evaluators in China, India and Singapore. These experiences have built their Asia related capabilities and understandings, as well as ongoing professional learning networks.

Over the past three years, staff have consciously increased the Asia content in the curriculum. The staff’s knowledge of and action in Asia related capabilities has grown, as has their critique of curriculum and practice. A student-made collage, *I am the future’s child*, welcomes everyone to the general office. This collage, about the world of the future, with shifts of population, language, economics and trade, underscores the directions for the school towards the Asia–Pacific.

Spotlight on Celia
Celia has been at Currawong School for seven years and was initially attracted to the information and communication technology programs, to values embedded within the school’s philosophy, and to its global citizenship in the International Baccalaureate.

Born in South Africa, Celia moved to Australia when she was 10 years old. She is between 40–49 years of age and has over 20 years’ experience in teaching. Her education degree had no Asia related content and she has a Master’s degree in technology. She has taught in four schools, and her experience of teaching in a remote Aboriginal community holds powerful memories for her, of learning to value different perspectives and intercultural understanding.

Celia has visited four Asian countries, for up to 12 weeks, as a trained PYP (Primary Years Program) evaluator. She has undertaken no Asia related professional learning, has a low level of knowledge of government policy, and describes her level of Asia literacy as ‘Graduate’. She is connected through international associations with other educators in Asia on pedagogy and practice.
Case Studies

Becoming and being an Asia Literate teacher

Place-based experiences have shaped Celia’s Asia journey with literacy in changing contexts, as she recalls the impact of moving from South Africa to Australia as a child, and her first school experience in Australia, where there was a high proportion of Vietnamese refugees. At this school, her teaching had to value a range of perspectives and to understand the issues faced by refugees new to a country.

Working collaboratively alongside a multilingual co-leader in professional learning to deliver concept-based education in Hong Kong, developed Celia’s understanding of cross-cultural training and program development for both English and Chinese participants.

Celia views Asia literacy as related to knowledge of the socio-political and economic implications of the Asia-Pacific region, and to human rights issues from multiple perspectives. An educated person’s behaviour would entail travelling in a thoughtful way that appreciates and respects the host country’s culture and traditions. Celia views her own lived experiences as critical to becoming an Asia literate teacher and comments that it is through her experiences, rather than through courses of study, that she has developed her Asia literacy.

The PYP curriculum and the Australian Curriculum both endorse an Asia inclusive curriculum. Because the PYP units are written for global network schools, from Tibet to New York, this places a global lens on writing for diverse locations. The network of schools emphasises global citizenship and global-mindedness — values that harmonise with an Asia literate curriculum.

Celia’s self-assessment of Asia literacy is ‘very beginning’. Her reasons are that she needs to use the connections she does have more in practice. This contrasts to her embedded cultural awareness and knowledge, evidenced through her experiences working in education settings in the Asia-Pacific region, her customisation of training programs to a multilingual audience, and her previous teaching experience. Her assessment of Asia literacy is based on knowledge in practice rather than her lived experiences, networks, and curriculum leadership and development for a global audience.

Snapshot of Practice: Year 5 Inquiry Unit ‘Where are we in time and space?’

What were the needs of your students? Students at Year 5 are inquisitive about the world around them. The PYP curriculum at this level has a central idea: ‘Physical geography plays a major role in the character and functioning of communities’. This enabled students to learn about physical geography and to engage with students across the region.

What did you do? Students were studying their own state/region using Google Earth to generate research questions about why places are where they are, how rivers, mountains and coastlines impact on a region. Students then developed predictions about their research questions. The next step was to communicate through Skype and email with students in New Zealand, Japan and Singapore about the same research questions, to confirm and compare their predictions. The inquiry with students opened up questions such as ‘Who are our neighbours? How are their lives similar to ours? What’s their context and what’s ours?’

How has it made a difference? Students received answers to their questions, to compare with their predictions and share this with the group. One student was surprised how close she was to the predictions in the email responses. Students came to realise that their Asian neighbours also have big cities, rural towns, small communities, rivers, agriculture and public transport issues.

How did you know? Celia could observe high student engagement because of the student-to-student communication using Skype and email, with purposeful inquiry that builds authentic knowledge and effective teaching strategies to develop knowledge of the geography of the Asia-Pacific region.
Asia literacy in practice

Introduction

Asia literacy in practice at Currawong School is seen through the reach of Japanese language and programs in the school, the connections between schools in the network, and its leadership in ICT in furtherance of Asia literacy.

Building Asia literate pedagogy

Illustrating Focus Areas 2.6, 6.3, 6.4 and 7.4, Celia is a trained workshop leader in concept-based education. Through this role she has led workshops in the Asia–Pacific region to a range of audiences. Working collaboratively with diverse staff has enhanced her professional knowledge and practice, as she transferred this knowledge to the school. Celia has initiated collaboration in teaching and learning units by schools in an Asia–Pacific network. She is now active in leading a network of PYP educators in the Asia–Pacific region, using Twitter and chat rooms to discuss issues of pedagogy and practice regularly.

Illustrating Focus Areas 2.1, 2.6 and 4.1, a Year 4 inquiry unit ‘Who we are’ addresses bullying and getting along with each other. Focus questions on bullying as an issue at the school formed the basis of a survey of the issue across the whole school. Students then represented the data pictorially to develop an action plan using animations. The plan is to use ICT with international schools in Hong Kong, Thailand and Singapore, asking the same questions about bullying, especially in relation to gender and types of student bullying. This exchange will explore mathematics in interpreting the survey results, and will highlight cultural similarities and differences, complementing their studies in mathematics and personal and social development.

Illustrating Focus Areas 3.2 and 3.3, Celia as deputy principal was involved with the appointment of a Japanese language teacher. The Japanese language program is largely conversational language and cultural understanding. An example of how the Japanese language program integrates with cultural studies is in Celia’s Year 5 class study of geography. In the Japanese language class they learn regional and cultural differences in Japan. Students select one of three regions of Japan, to compare and contrast between the three regions. Study of the Japanese language is reinforced through a focus on elements of Kanji script, as related to physical geography and the language of regions.
7.3 The Asia literate teacher: Spotlight on Edward

Edward teaches at Eucalyptus School, a Years 7–12 government coeducational college in an inner-city suburb known for its cultural diversity and increasing gentrification. The 963 students include 48 different cultural backgrounds, with 55% of students from a language background other than English. In terms of the Index of Community Socio-Educational Advantage (ICSEA), 57% of students are in the top two-quarters. An estimated 15% of the school population is from countries of Asia.

Eucalyptus School offers a discipline-based curriculum, with a range of electives including circus, dance, sports leadership, kendo, puppet making, forensic science, kitchen garden, and computer art. Eucalyptus School has an English Language Centre that serves up to 70 newly arrived students, an international students’ program, and a Select Entry Accelerated Learning (SEAL) Program to support high ability students to complete Years 7–10 in three years instead of four. The school is a favoured stop for overseas visitors and delegations, who seek to view its multicultural, international and language programs in action. It is a member of the Leading 21st Century Schools: Engage with Asia program.

The story of Asia literacy at Eucalyptus School

The story of Asia literacy is inseparable from the school’s location in a multicultural suburb that shapes the school’s ethos and curriculum. The principal’s view of Asia literacy was not centred on the student population, nor on a vision of an Asian century, or economic imperatives, but as a complement to the school’s priority of intercultural understanding. Asia literacy attributes were described as language competency, intercultural understanding, and recognition of Australia’s relationship with Asian countries through local relationships. The school celebrates Harmony Day and Diversity Day; however, the principal was cautious about emphasis on these days. She contrasted these special whole-school days with the power of personal story, as one of the Japanese teachers spoke about acceptance, and her passion for what it means to be an Australian. Distinct Asia literacy programs, apart from Chinese language programs, history and English curricula and the martial art of kendo, were less obvious.

The principal emphasises in-country study programs for students and staff as transformative in developing Asia literacy. In particular, this was the case with a world challenge study tour to a Cambodian school for Years 10 and 11, and a study tour to China undertaken by the principal and deputy principals, to build the school’s Chinese language program. Eucalyptus School believes that teaching an Asian language is critical to Asia literacy. The changing community demographics have contributed to an increase in the number of Chinese language speakers in the community over Italian language speakers. State education grants have been instrumental in furthering Chinese language programs, with a $100 000 grant over the next three years to build teaching and learning connections with surrounding primary schools in Chinese. With no feeder primary school teaching Chinese, this multi-focus grant will enable after-school Chinese classes, guest speakers and immersion programs.

Spotlight on Edward

Edward is between 40–49 years old and has taught for between 4–10 years. He is completing a Master of Education (Studies of Asia) through Flinders University and speaks English, Japanese and German. He has had one or two dedicated professional learning opportunities in studies of Asia. He has spent in excess of six months in-country as a cultural exchange student to Japan and has hosted visitors from Asia. He sees himself as having a depth of understanding about Japan and contrasts this to the gaps in his broader knowledge of the Asian region. His teacher training did not include any studies of Asia. He sees himself as fluent/proficient with current policies in the studies of Asia and has connections with other teachers in Asia related teaching and learning through kendo. (Kendo is the Japanese martial art of sword fighting.) He supports a mandate for the studies of Asia for all students.
Snapshot of Practice: Kendo

What were the needs of your students? Students, particularly boys in the middle years of schooling, need a range of subject choices to engage them in school and learning. Given that the martial arts are popular with boys, kendo meets the need for hands-on, authentic, values learning, and expands the elective subjects on offer to students.

What did you do? Edward’s experience with kendo influenced his appointment to Eucalyptus School. Edward planned and implemented kendo as an elective subject over 20 weeks for Years 7–9. Up to 80 students were choosing kendo each semester. The planned curriculum is not just the martial art of kendo, but includes the cultural context, language and philosophy of kendo. The use of weapons means that kendo sits within a framework of respect for the opponent. Edward’s pedagogy adopts the cultural aspect of kendo that focuses on the embodiment of principles rather than knowledge of principles.

How has it made a difference? An evaluation of kendo in a Year 7 class found positive responses to kendo, from just building skills in kendo to learning about Japanese culture, fun, challenges and use of the equipment.

What worked and what did not work? Student choices in electives have changed, with a decrease in students choosing kendo as an elective. Edward explains this by the marginal nature of elective subjects and the absence of Japanese language teaching, which would give kendo traction to maintain its place in the curriculum. Kendo is to be replaced with a general martial arts elective at Eucalyptus School in 2013.

Becoming and being an Asia literate teacher

An early curiosity about ‘all things Japanese’, living in Japan for six months on a cultural exchange program, and experience and practice as a kendo master, led to Edward’s commitment to Asia literacy.

Through current postgraduate studies, Edward is building on his prior learning to broaden and deepen his knowledge of Asia beyond Japan and to critique studies of Asia in schools from pedagogical and theoretical positions. Edward’s deepening critique recognises how cultural settings influence teaching, as he compares teaching kendo in a ‘western’ classroom to the ‘eastern’ dojo outside of school. A dojo is a place for martial arts instruction in Japan.

Edward self-assesses as a Highly Accomplished Asia literate teacher. Edward’s teaching in kendo establishes challenging learning goals for students that build cultural knowledge and context, the language and philosophy of kendo and, in turn, of Japan. Edward demonstrates a depth of knowledge about and understanding of Japanese culture and kendo through teaching kendo in a dojo. He is showing leadership at the state level to foster kendo into other secondary schools and has active global connections with other kendo teachers (Focus Areas 1.1, 3.1, 3.2 and 7.4).

Edward’s Asia literacy is located in his embodied professional knowledge and his teaching practice in kendo, and does not extend to other areas of the school. Edward notes the lack of prioritising of Asia as a deterrent to building Asia literacy and more support for the kendo program, at school. There are few other like-minded teachers in the school to build team capacity to drive the Asia literacy priority at the school.
Asia literate pedagogy in practice

Edward describes his Asia-inspired teaching pedagogy in relation to kendo. Asia literacy is evident in Edward’s professional knowledge, professional practice and professional engagement in kendo. Edward also teaches Year 7 art, where he has incorporated Chinese art into the curriculum.

Edward plays a leadership role in the state kendo federation: a professional network to support kendo in schools. He recognises the important synergy between language and related studies; the strategy to include kendo in the curriculum is centred on targeting schools with Japanese language. Edward has employed Asia related networks to advertise kendo through targeting secondary schools teaching Japanese (Focus Area 7.4).

He has developed Asia-inspired teaching pedagogies that maintain the integrity of kendo in a ‘western’ classroom setting. These practices focus on embodiment of principles rather than on knowledge of principles. Edward’s teaching strategies implement the integral nature of kendo as a non-verbal, respectful martial art that builds resilience. Students learn not only the martial art, but also the philosophy of kendo and broader knowledge of Japan, through delivery of the martial art. Whilst kendo is an ancient martial art, Edward’s teaching program and strategies are innovative, as they immerse students in learning that crosses borders and contrasts to ‘western’ ways of teaching and learning, to engage students.

In contrast with the knowledge paradigm, kendo respects the teacher for his/her embodied wisdom and expertise (Focus Areas 2.1, 2.2 and 2.3).

Illustrating Focus Areas 3.1 and 3.2, Edward’s professional practice establishes challenging learning goals for students. Edward sets high expectations for students in kendo by setting a warm-up exercise of one thousand ‘swings’, with a certificate of achievement for those who achieve this task. Teaching in kendo uses non-verbal communication to implement effective learning for all students. In kendo, students are assessed on three basic skills: 礼 (rei, etiquette/respect), 一心 (isshin, effort) and 残心 (zanshin, focus/attentiveness). They are graded on a standardised kendo exercise sequence called kirikaeshi (切り返し: cutting and receiving).
7.4 The Asia literate teacher: Spotlight on Craig

Background
Craig teaches at Crowea School, a K–6, government coeducational school in the western suburbs of an Australian capital city. The school has an enrolment of 245 students. The 13 teaching and ten support staff are all from Anglo-Celtic backgrounds or European backgrounds. The school prides itself on being a small community school and aims for all students to have a strong sense of community, whilst striving for excellence and maximising their potential. The school has an extensive integration program.

Fifty-five per cent of students live outside the school’s geographical boundaries, and are attracted by the consistently good results on the National Assessment Program – Literacy and Numeracy (NAPLAN). Formerly serving a working class area, the school increasingly attracts young professional families, many of Asian background. Twenty-four per cent of students have a language background other than English, such as Arabic, Zulu, Spanish, Japanese, Thai and Punjabi.

The story of Asia literacy at Crowea School
Prior to a change in state funding structure for teachers, seven years ago, Studies of Asia was conducted through the Languages Other Than English (LOTE) program. When LOTE was no longer compulsory, and funding for a LOTE teacher had to come from the global budget, Crowea discontinued its program.

The school took the opportunity to conduct an audit of school resources and curriculum expectations and developed school-wide studies of Asia and an intercultural studies program. Year level overviews were developed, describing appropriate knowledge and approaches. Initially, staff were somewhat resistant, due to a lack of confidence in teaching studies of Asia. A small group, including the spotlight teacher Craig, developed a wikispace with resources as a tool to engage students, teachers and parents with the curriculum. Through a parent, Crowea commenced a partnership with an organisation that places Japanese pre-service teachers in Australian schools.

Spotlight on Craig
Craig is between 50–59 years old, with 15 years of teaching experience. An English speaker, Craig grew up in a multicultural inner suburb in a capital city. When he moved to a country town and travelled throughout Australia, Craig encountered ‘discontent’ towards people from different backgrounds and was dismayed at the lack of acceptance. As a mature-aged student studying a Bachelor of Teaching, he completed an Honours thesis in Indigenous Studies and also learnt about studies of Asia at university level. He has since undertaken extensive professional learning in the area, including a Master’s degree in studies of Asia. He has travelled to nine Asian countries, including a study tour, hosted Asian visitors in his home and undertaken sustained cultural exchanges. He is currently enrolled in a postgraduate Indonesian language course.

Being and becoming an Asia literate teacher
For Craig, his own upbringing in a multicultural area, his interest in Indigenous Studies, his extensive travel both in Australia and in Asia, and a challenge from a student that exposed his lack of preparedness to teach studies of Asia, have all combined to form a deep commitment to furthering his own knowledge and credentials (Professional Standard 6). While his engagement with professional colleagues around Asia related teaching and learning and Indonesian language displays traits of the Proficient to Highly Accomplished teacher of the studies of Asia, due to his study commitments he is often absent from school. The principal has suggested that during this transitional time, Craig’s application of his learning through leadership in the area has been limited (Focus Areas 2.1, 2.2, 3.2, 3.4 and 6).

While in the past, Craig has contributed to a breakdown in staff reluctance to teach studies of Asia, and strong student engagement in and enthusiasm for Asia related teaching and learning has been achieved, the school’s emphasis on student achievement in literacy and numeracy as measured by NAPLAN, and Craig’s absence, have seen the teaching of studies of Asia stalled somewhat, compared to the momentum that the program has had in previous years.

Craig’s practices reflect his view that for Australia to move from being an insular to a diverse nation, students need to be supported to make worldly decisions based on knowledge and to be able to resist superficial attitudes displayed in the community and the media, and to use a range of sources to inform themselves.
Snapshot of Practice: Focus on Language and Literacy

What were the needs of your students? To counter the lack of a LOTE program, placement of Japanese pre-service teachers is used as a focus for developing students’ knowledge and capacity of both English and Japanese language and to develop students’ understandings of cultural differences, with a focus on daily living.

What did you do? Through artefacts, photo discussion and drawing on prior experiences, the students engaged with knowledge of Japan, including location and differences between Australia and Japan. Artefacts that prompted discussion included plastic Japanese food models to discuss eating habits; clothing to discuss daily life; illustrated cards with English and Japanese greetings and vocabulary related to animals, places, transport and clothing, to engage students. Traditional tales were read in English and Japanese, supported by cloze and re-sequencing before the performance of a tale by a cultural group.

How has it made a difference? It made a marked improvement in students’ engagement with Japanese language, their ability to pronounce words and phrases, and students’ belief that they can speak Japanese.

How did you know? In informal oral assessments, students were able to use Japanese greetings and farewells, and to count in Japanese. Students’ written, drawn and oral opinions, demonstrating Asia related learning and intercultural understanding, were noted.

Asia literacy in practice

In Craig’s English classes with school entrants, the students learn Japanese greetings, basic vocabulary and phrases, and traditional tales. In integrated studies, students are involved in incursions and excursions, including to a cultural theatre group. An annual placement of Japanese pre-service teachers is used as a focal point for the studies of Asia and includes a cultural day, when the Japanese teachers take responsibility for conducting a range of cultural events.

When Crowea discontinued their LOTE program, Craig helped reframe the intercultural studies program, building relationships with international institutions and embedding the placement of international pre-service teachers as a focal point in the program. He has contributed to building an extensive collection of resources and has supported teacher confidence and capacity to teach studies of Asia. Recently, a shift in the demographics of the school population has seen a number of young professional Asian families join the school community, adding to the resource base.

Craig has contributed to a change in both students’ and staff’s attitudes and knowledge, as a result of the review of curriculum. Staff host pre-service teachers in their homes and look forward to their arrival. Staff knowledge of Japanese culture and language has improved and they have access to a range of resources. As a result, staff teach studies of Asia incidentally, drawing comparisons during general teaching of the curriculum where appropriate. They also teach studies of Asia in a planned way, using the school planner to guide and support their initiatives in this area.

Craig has the potential to be a Highly Accomplished teacher in Asia related teaching and learning, but due to his commitment to his studies he is acting more in the role of Proficient teacher at present.
7.5 The Asia literate Teacher: Spotlight on Julia

Background
Julia works at Jacana School, a P–12 Independent school of just below 900 students and established 130 years ago. Jacana comprises a coeducational primary and secondary school, and a boarding school for girls. The school puts emphasis on developing a deep respect for intellectual values, nurturing personal growth and building social awareness, which impels to action as well as valuing community. The school offers an academically rigorous program, provides diverse opportunities through co-curricular activity, a strong technology base and a global perspective. The school’s HSC results demonstrate a high level of achievement as a result of its systematic focus on academic rigour.

Jacana School is situated in a middle-class suburb of an Australian capital city. English is spoken as the first language by 75% of people living in this suburb. Other languages include Russian, French, Hebrew, Italian and Greek. Judaism is the dominant religion, followed by Christian churches: Catholic, Anglican and Eastern Orthodox. In relation to the geographical location of Jacana School, some of its students come from this and from other neighbouring eastern suburbs. However, the school also attracts students from all over the state and the rest of Australia who are boarders, some of whose parents are working overseas. The school also has Indigenous students on scholarships.

The school is well resourced and has very modern facilities to implement its educational goals. Key aspects of the primary school are the Reggio Emilia approach to learning, the use of interactive technology, and the provision of co-curricular opportunities where students can begin to explore their interests and talents. Other aspects of education in the junior school include languages, music, technology and Personal Development, Health and Physical Education (PDHPE), as well as extensive co-curricular and gifted and talented programs. The senior school builds on the foundation given to students in the junior school. Senior students develop themselves further, both personally and academically, due to the school’s emphasis on high academic standards.

The story of Asia literacy at Jacana School
The history of building Asia literacy at the school is linked directly to the global network of schools and the links with partner schools in Asia that are members of this network. Direct connections with Asia go as far back as 1908, when the school was instrumental in founding five network schools in Japan. Since that time the school has focused on Asia and collaborated with various schools in the region. The school puts emphasis both on technology and on exchange tours to create Asia related opportunities for students, such as, for example, using Skype to interact with students and teachers from sister-schools in Korea and Hong Kong. These online sessions are mutually beneficial and enriching. Students in the Asian partner schools enhance their knowledge of English, while the students at Jacana School develop their knowledge of Asian cultures, religions, societies and history, thereby building their awareness of diversity in and across Asia.

The school has a long history of offering Japanese language in the senior school. Several years ago the school introduced Mandarin into the curriculum of the junior school, and it is now ready to continue offering this language at the secondary level. In addition to language-based programs developing Asia literacy, the school is actively integrating studies of Asia across other disciplinary areas and across the curriculum. Several years ago, it introduced an international studies program for Years 9 and 10 that covers Asia centrally in its curriculum. The Asia priority has been integrated into the secondary curriculum within modern history and geography, and the junior school is already well prepared for the introduction of the Australian Curriculum, having built Asia literacy capability across the present curriculum. The developments in this regard reflect how Asia as a priority area is supported by a high level of motivation and involvement from all the teachers, a wider support of students’ families, and the investment of time and money in developing appropriate the resources and professional knowledge that are required for building Asia literacy further.

Spotlight on Julia
Julia has identified herself as a Proficient teacher in relation to her own Asia literacy and, related to this, professional practice, knowledge and engagement. She has been working at Jacana only for several years but, otherwise, her experience as a primary teacher spans more than 20 years. Currently she is a Stage 3 Coordinator, which includes Years 5 and 6 of the junior school.
Snapshot of Practice: Gold in mid-19th century Australia

Julia developed this integrated unit for Years 5 and 6 with other teachers at Jacana School, and two consultants. The aim has been to embed an Asia focus across the curriculum rather than just addressing it through add-on activities.

What were the needs of your students? The aim of the unit was to enable students to learn about the impact of the discovery of gold on Australia by exploring the lifestyles and perspectives of people at that time, including the Chinese immigrant miners. The unit uses a range of integrated activities, a wide variety of information sources and text types and is strongly integrated with the Year 5 science and art programs.

What did you do? The unit incorporated HSIE, science and arts and involved:

- A research task to explore where the Chinese miners came from, how they travelled to Australia, their expectations and experiences in Australia. It also involved reading newspaper articles of that era and discussing how the Chinese miners were treated and issues of racism and discrimination;
- Activities exploring the impact of other cultures on the life on the goldfields included case studies such as the case of Kylie Kwong’s grandfather Kwong Sue Duk and Josh Quong Tart’s relative Mei Quong Tart;
- Using the artwork from the ‘Harvest of Endurance’ in the National Gallery to develop knowledge and understanding of the Chinese on the goldfields. This included reading text from a scroll, finding the key information and dates, and discussing problems and challenges faced by the Chinese, and events such as the Lambing Flats riots;
- Visual arts activities such as collecting a series of Chinese artefacts to create still life pictures, experimentation with calligraphic design, creating a sketch of tools and equipment, using collage materials to enhance sketches, and clay modelling;
- Drama activities such as re-creating scenes from the Endurance scroll and acting out a different scroll;
- A trip to Bathurst, to visit Hartley historic village, and activities at Hill End.

How has it made a difference? Students were able to describe some aspect of colonial expansion and to identify historical events of national significance to Australian citizenship. In particular, students examined viewpoints, practices and contributions of Chinese goldminers to the development of Australian identities. They engaged in thinking critically about Australian history, as well as developing a sense of social justice and intercultural understanding. Students explored various media to represent social, cultural and historical meanings. They used scientific and technological ideas and tools to research, prepare presentations and perform other assessment tasks.

How did you know? Assessment included pre-test summary of learning while watching the interactive show, keeping logs of prior knowledge, peer assessment techniques, writing a letter about the preparation to travel to a gold site, drama presentation, creating a large artworks that depict aspects of life on the goldfields, journal reflections, sculpture works, as well as personal assessment and reflection by students on the experience of being a Chinese miner on the Australian goldfields through a narrative or poetry response. This variety of assessment tasks has provided a rich background for teachers to make judgements about students’ progress.
Becoming and being an Asia literate teacher

Julia’s interest in Asia literacy has originated from her life in Australia, as well as from opportunities to travel across Asia. Julia sees Asia literacy as a key capability related to the diversity of population and to the increasing migration of people from Asia to Australia. Asia literacy for Julia is therefore necessary for all, to live and learn with others in Australia. In terms of professional practice, Julia had some focus on Asia in her pre-service education some 20 years ago, when ‘money and resources came flooding’ in with the emphasis on Asia from the Keating Government. Julia recalls her introduction to Asia in pre-service teacher education, through novels and other literature. At that stage in her life, Julia also travelled to Thailand and Hong Kong and visited other parts of Asia. But it was only after this experience that she changed her perception of Asia from an exotic place to a place where social action should be applied. Talking about her school engagement with a disadvantaged pre-school in Indonesia, she noted that she sees Asia literacy as something that is important for making a difference in places that are disadvantaged.

In her various roles, Julia demonstrates the key standards of quality teaching and leadership. She has been instrumental in developing Asia literacy in the primary school through languages education and across the curriculum (Professional Standard 3). Julia has been a driving force behind introducing the Mandarin language, in addition to Japanese (Focus Area 6.3). Her professionalism and passion are key attributes in working with other teachers to integrate studies of Asia in the art curriculum, music, Human Society and its Environment (HSIE) and geography. This has involved professional learning supported by herself and an external consultant (Focus Areas 6.1 and 6.2). Julia’s pedagogical practice is based on the principles of discovery learning and investigation linked to students’ interests and needs (Focus Areas 1.1, 1.2 and 1.5). This has created ample opportunities for students’ engagement in learning related to Asia. Together with other teachers, Julia has developed a variety of units in which an Asia focus is centrally embedded (Focus Areas 2.1, 2.2, 2.3 and 2.6). For example, Year 6 students studied a cultural diversity integrated unit that covered HSIE, creative arts and ICT as areas of integration. This unit provided scope for students to explore the contributions of different cultural groups to Australian identity, as they compared and contrasted different cultures and defined the dimensions that identify a culture.

Students’ learning experiences and outcomes were assessed through a variety of tools, such as pre- and post-tests, teacher observation, student-generated summaries and presentations, and learning journals. All assignments that students performed – learning journals, artwork, presentations, etc. – were assessed according to teacher and student-generated rubrics in relation to KLAs (Professional Standard 5).

In her curriculum leadership work, Julia played an important role in several projects supported by the AEF and other foundations, to develop integrated units with a clear focus on, and high-quality activities in, developing Asia literacy at Jacana School (Focus Areas 3.6 and 7.2). In doing so, she has conducted reviews of the curriculum across primary school and mobilised other staff members to create opportunities for students to develop their understanding of Asia, cultural practices and two key strategic languages: Japanese and Mandarin.
7.6 The Asia literate teacher: Spotlight on Kate

Background
Kate teaches at Kingfisher school, a P–12 Independent coeducational school located in a metropolitan city. The school’s focus is on Christian education for the 488 students, with 46 teaching staff and a student population including 1% Indigenous students. The principal estimates that the Languages Other Than English background cohort would be around 7%, with most from South Korea, then from other south-east Asian countries, and a small number of Sudanese students.

The school curriculum emphasises academic achievement alongside applied learning and vocational curriculum, with a small number of VET enrolments, school-based apprenticeships and traineeships. The high rate of participation in vocational education and training courses is a notable feature of the school curriculum. Kingfisher school at the time of this study was in transition between principals, with Kieran the acting principal of the P–12 school at the time of the interview, and a new principal having been appointed for 2013.

The story of Asia literacy at Kingfisher School
The story of Asia literacy at Kingfisher has its origins in student exchange programs with South Korea. The school has a memorandum of understanding with Mulchongsae school in South Korea to enhance international cooperation and student exchange through immersion in the classroom experience and life in the community. The exchange program also enriches the community of South Korean students at the school.

Given the absence of an Asian language in the curriculum, the student exchange program provides an Asia literacy impetus in the school. Currently the school offers German as a language, as a result of historical ties to the original founders of the school. Both Kieran and Kate support introducing an Asian language as the next step for Asia literacy. Kieran viewed Asia literacy as more than just teaching a language, and stressed cultural sensitivity and understanding.

The sister-school relationship affords opportunities for students to go to South Korea, and reciprocal visits to Australia for South Korean students. The exchange builds intercultural understanding through person-to-person relationships, either on exchange or for hosts. These exchanges build greater understanding of the other, challenge stereotypes and build cultural understanding between countries. The parent community is very active in the school, hosting students and contributing across a number of programs. Funding from the Australia Korea Foundation developed a Korean conversational language program for exchange students to South Korea.

Asia literacy is emerging at Kingfisher school without any whole-school strategy or curriculum plan. The Humanities curriculum is the most inclusive of studies of Asia. The school leadership is supportive of Asia literacy, with the student exchange funding having been extended until 2014. Opportunities to extend Asia literacy include an Asian language and inclusion into other curriculum areas.

Spotlight on Kate
Kate is between 40–49 years old, with 10 years’ experience of teaching in secondary schools. Her first degree is in communications/journalism, but her professional experience in this field was short-lived, due to industry conditions. She then retrained as a teacher in humanities, and she now identifies as a Proficient teacher. Studies of Asia were not mentioned in her initial teacher training. Her experiences in Asia include 3–6 weeks in Asia and visits to two countries. Kate coordinates and manages the student exchange to South Korea, through which she has accompanied students on exchange and hosted South Korean students. Kate is connected to other teachers through professional associations related to Asia and uses social networking to facilitate such networks. She believes that Asia related teaching should be mandated for all students.
Snapshot of Practice: Student Exchange to South Korea

What were the needs of your students? Since there are very few Asian people in the local community, the student exchange program enhanced understanding and knowledge of an Asian country. This program extended students’ understanding of another country, broadening their outlook, offering friendships and building intercultural understanding of a world beyond their own locale.

What did you do? The BRIDGE program facilitated the initial contact in South Korea that led to the establishment of a student exchange. The Mulchongsae school exchange to Australia was driven by the need to develop conversational English for their students. For Kingfisher school, it is to develop the intercultural understandings that come from friendships, school camp, home stays and from students attending class at the school.

How has it made a difference? The first tour group has hosted Korean students in their homes. Two students intend to go back to Korea in 2013 to teach English. The experience strengthened the relationship with the existing Korean students at the school, and the host exchange.

Korean students coming to Kingfisher made a difference to the school community, through students experiencing difference and becoming comfortable with this. Examples of this were the different school systems between the two countries, and the strong intentions that Korean students held for their chosen career. The Korean students on the other hand were surprised by the range of after school activities that students could do.

How do you know? The school is committed to furthering the program and assigning more resources to the program base. A number of students on the Korea exchange have taken leadership roles in the student exchange, building their leadership and cross-cultural skills. Students produced PowerPoint presentations on their experience, outlining what they had learned.

What worked and what did not work? The school is committed to the student exchange, with funding until 2014. It is often difficult to ascertain the full impact of learning from experience. Anecdotally, the program has furthered ties with the South Korean community; it has broadened the outlook of all participating students and has caused the school to deliberate on the introduction of an Asian language.
Case Studies

**Becoming and being an Asia literate teacher**

In 2009 Kate was successful in applying to participate in the Asia Education Foundation’s BRIDGE program and spent two weeks in South Korea. This program instigated a memorandum of understanding, based on an exchange program and on the use of ICT, to enable collaboration between Kingfisher and Mulchongsae school. Kate organised and led both exchange programs to South Korea and managed the program for South Korean students in Australia. The exchange program was the catalyst to her becoming an Asia literate teacher.

Kate displays the features of a Proficient–Highly Accomplished teacher. She realises that her practice in Asia literacy does not extend beyond the student exchange program. Her professional practice embeds reflection on experience, which she attributes to the exchange program. Kate’s teaching reflects on her own education as a knowledge content paradigm that did not delve beneath facts, to now seeing the importance of developing critical literacy skills and intercultural understanding for students. Through working with students in-country, she knows the importance of experience in and building relationships across cultures, to provide authentic learning (Focus Areas 1.1, 1.2, 1.3, 1.5 and 7.4).

Kate describes her own level of Asia literacy as beginner, due to her sole focus on taking students on exchange. However, through the student exchange, Kate has realised gaps in her professional learning and is now considering enrolment in a Teaching English to Speakers of Other Languages (TESOL) course, with a view to teaching in another country.

**Asia literate pedagogy in practice**

Kate teaches only in the humanities, which are structured as an integrated curriculum across English, Studies of Society and Environment, and religious education. The humanities focus on teaching and learning through a selection of English novels. In embedding studies of Asia in this curriculum Kate considers how the novel can demonstrate the ‘Asian Voice’, an authentic narrative that will engage adolescents.

In teaching Mao’s Last Dancer, Kate ensures that students learn about China’s Cultural Revolution, which contextualises the novel into a historical period so as to explain the early life of its author, Li Cunxin. The novel ensures that the adolescent voice is present, to engage with students. The planning and integration between English and history builds lesson sequences that offer a breadth of learning about Asia to students. Kate’s travel to China enriches her teaching, through sharing her lived experience of China (Focus Areas 3.1, 3.3 and 3.6).

Inspired by the AEF resource Voices and Values, Kate developed a geography unit, Mega Cities, that develops the concepts of migration and movement across borders. This unit is centred on cities such as Beijing and Seoul, where geographical concepts such as push and pull factors shape patterns of movement. Kate uses mega maps to show the movements of Chinese people across time. Students learn through visual photographs that Kate provides to show the impact of modernity in changing rural life to city life (Focus Areas 1.2 and 3.4).

Building on the school exchange program in South Korea, Kate teaches a novel, When My Name Was Keoko, that tells the story of two children’s time in Korea during the Japanese occupation from 1940 to 1945. The choice of this novel offers the authentic voice of adolescents and builds insight into the history of Korea. It supports the theme of identity in English and Korean history. Kate’s thinking in choosing this novel was that it offers the voices of adolescent girls; it is about Korean history and complements the school’s Asia literacy programs (Focus Areas 3.1, 3.2, 3.4 and 3.5).
7.7 The Asia literate teacher: Spotlight on Liam

Background
Liam works at Lyrebird School, a Catholic secondary school that was founded 50 years ago to meet the needs of local parish communities. The school is situated in an overwhelmingly English-speaking suburb. Other cultural groups include residents that represent various historic waves of migration to Australia, from Germany, Italy, Greece, Vietnam and, more recently, China. Today, the school has a student population of over 1000 boys. The school offers broad and innovative curriculum to cater for the needs of all students, both academically and emotionally, and highlights the importance of various skills in boys’ education. The staff of Lyrebird School strongly believe in facilitating inclusive education, and the school has the highest percentage of funded students in Victorian Catholic schools. The school offers over 30 VCE, VCAL and VET subjects, enabling all students to have the opportunity to achieve their career aspirations.

When the school first started, there was a big number of students from Italian and Dutch migrant families. Over the years, the school community has become more culturally mainstream. The student population today is predominantly Anglo-Saxon. There are small numbers of local Asian students, from Vietnamese, Chinese, Indian and Sri Lankan families. The school has embarked upon a small but strategic project to internationalise the community by attempting to recruit students from Asia. One of the reasons for this, according to the principal, is to diversify the school and to transcend its monocultural mindset by building intercultural awareness.

The story of Asia literacy at Lyrebird School
Lyrebird School started focusing on the development of intercultural awareness six years ago. Asia literacy has been identified as one of the ways of supporting this aim. The first step in this regard was to establish a link with a school in Japan, following the introduction of Japanese language teaching. The establishment of links with the Japanese school was not supported by any external funding and was entirely the initiative of the school. It has resulted in regular visits of students from Japan to Lyrebird School, and this is perceived as a way of increasing students’ awareness of difference and of developing Asia literacy. The school sees the real encounters with others (with difference) as key, in this regard.

The principal of the school has been instrumental in providing a vision for Asia literacy. He sees the initial stage of development of Asia literacy as something that requires research and collegial relationships. He has been able to build a team of teachers, including the deputy principal, to explore what is strategically important, what resources and support are needed to introduce an Asian language and enhance studies of Asia in the school. The school did not want to ‘buy’ a ready-made package but, rather, to develop a strategic plan that would respond to the history of the school’s engagement with Japan and the school’s commitment to building Asia literacy among its students and staff. The team had developed three major directions:

- Introducing a compulsory Asian language at Year 7 from 2011;
- Increasing demand for Japanese language studies;
- Providing opportunities for teachers to maintain and improve their language skills and to increase their expertise in the teaching of studies of Asia.

These directions have been perceived as foundational in changing attitudes in the school and ensuring the involvement and professional learning of other teachers. Conceptualised as a whole-school project, the initiative ‘Connect with Japan and beyond’ of Lyrebird School has been supported financially by the AEF.
Snapshot of Practice: Working with English Language and Science Teachers

**What were the needs of students?** Expanding knowledge and understanding of Asia of Year 8 students through reading a literary text: *Dragon Keeper* by Carole Wilkinson.

**What did you do?** This literary text was already part of the Year 8 curriculum in English. Liam saw a great opportunity where English teachers could use a lot of the related material from this book to look at China and use some historical and current studies on Chinese culture. He brought in various resources and had professional conversations with the English team. They developed ways of incorporating these resources so that students’ engagement with the text extends across the curriculum, into learning about Chinese culture through the novel.

**How has it made a difference?** This approach has raised students’ awareness of the culture and history of China, contributing to their Asia literacy and intercultural awareness. Equally, it demonstrates how the Highly Accomplished Asia literate teacher can assist other teachers in selecting a wide range of resources to support students’ understanding of and engagement with Asia.

**How did you know?** The improved understanding of Chinese culture and history was measured both formally and informally through teachers’ summative evaluation and observations. Learning outcomes were assessed against a set of criteria.

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Spotlight on Liam

**Becoming and being an Asia literate teacher**

Liam is a relatively new teacher at Lyrebird School. He is a mid-career teacher who has invested significantly in his education and professional learning. Liam has two Master’s degrees, one of which is in studies of Asia. This positions him well to become the Curriculum Leader in the school. He perceives himself as an Asia literate teacher because of his extensive experience of living in Asia and his high proficiency in two Asian languages – Japanese and Thai – in addition to Italian. He spent nearly two years in Thailand, working with a local non-profit group, as well as teaching English. He learnt the Thai language during that time. Similarly, he worked in Japan for two and a half years and learnt the language of the country. He also travelled extensively and visited Laos, Malaysia and Singapore. These cultural experiences, his passion for languages, and his intimate knowledge of the region have been instrumental in shaping his values, his understanding of Asia and in turn, his motivation to be a teacher of languages and to play an active role in building Asia literacy in Lyrebird School.

**Asia literacy of the Highly Accomplished teacher**

Liam has a strong understanding where he is located on a scale of Professional Standards for teachers, with regard to Asia literacy, and identifies as a Highly Accomplished Asia literate teacher. In this regard, he sees the importance of mapping the levels of the Asia literate teaching workforce against existing Professional Standards. As a language teacher and curriculum coordinator, he understands the key drivers in building an Asia literate school. He has identified these as strategic leadership, contacts and partnerships with Asian schools and study tours, financial support, both at the state and federal levels, and support from colleagues, parents and community. In terms of professional knowledge, he has identified the importance of professional learning teams in collegial work and in-school professional learning, conversations and collaboration. Liam also acknowledges the paramount importance of formal professional learning opportunities and postgraduate education.

Liam’s professional practice and leadership role in building an Asia literate school are informed by his rich experience of living and working in various Asian countries, multilingualism, and what can be defined as Asia multiliteracy. This has been particularly instrumental in his career trajectory and in his playing leadership roles in and across teaching domains. In particular, he puts emphasis on supporting colleagues...
in developing effective teaching strategies that address the Asia literacy needs of their students (Focus Areas 1.3 and 2.5).

To maximise the effectiveness of developing Asia literacy in his school, Liam has put emphasis on building a strong professional learning team. Three of his colleagues are now studying for a Master of Asian Studies and are really keen to increase their professional knowledge and expertise within the school. Importantly, Liam has used the Effective Schools Model to promote Asia literacy more broadly in the school. This model has helped the team to see where they can make a systematic implementation of Asia literacy so that other teachers can draw on innovative practice in the selection and organisation of content and delivery of the Asia cross-curriculum priority (Focus Areas 2.2 and 2.3).

Liam sees internal professional learning as one way of building Asia literate teachers in the school on a larger scale (Professional Standard 6). He has already provided some workshops and has shared knowledge of the Asia-Pacific region with teachers of humanities (Professional Standard 3). Another productive way to make a difference in building the Asia literacy of students is the use of ICT. In his pedagogical practice, Liam tries to be responsive to the needs of his students, their pop culture and various interests, by integrating ICT and other technology (Focus Areas 4.1 and 4.5).

His approach to language education relies on task-based or project-based methodology (Focus Areas 3.1, 3.2, 3.3 and 3.4). He described a number of activities that are quite successful from his point of view. For example, the cultural research project is particularly effective in developing students’ knowledge of Japanese language and culture. In this activity, students choose an image from a pre-selected collection and conduct further investigation. Liam has used technology such as Google Maps to encourage students to explore parts of Japan – particularly historical places, areas and cities. This enables students to visit those places or cities virtually. In this way, students have an opportunity to go through the street view and look at the images, buildings, the traffic, schools and so on. This then provides an opportunity and context to talk about similarities and differences, including culture, lifestyle and everyday life activities.

Among other evidence of practice of a Highly Accomplished Asia literate teacher, Liam puts emphasis on professional engagement (Professional Standard 7) with parents and community. The introduction of Japanese language in the school and the integration of studies of Asia across the curriculum concern not only the school but also the parents and caregivers. This can be a challenge in a predominantly Anglo-Saxon community, in which people from Asian backgrounds are not quite visible. Liam has demonstrated responsiveness in all communications with parents, be they newsletters, parent–student interviews, school meetings or cultural events. Similarly, Liam has been working with other teachers to ensure they understand developments in federal and state policy-making contexts, and disseminate this information to parents.
Case Studies

7.8 The Asia literate teacher: Spotlight on Noriko

Background
Noriko works at Numbat School, a Catholic, systemic, girls’ secondary school in a large capital city. Forty per cent of the population in this suburb was born overseas, with the top countries of birth being China, Greece and Italy. English is the only language spoken at home for 40% of the residents, and the most common other languages spoken are Greek, Cantonese and Arabic. Reflecting the demographic composition of the suburb, 950 students of the school represent various cultural backgrounds – Australian, Asian, Lebanese, Greek, Italian and South American – and a diverse range of socioeconomic backgrounds. Most students are from middle-class nuclear families. The school has a very strong learning culture, which is reflected in Years 7 and 9 NAPLAN results.

The vision for this school is to ignite in students a passion for learning that extends beyond school life. Apart from the academic focus, the school has a strong social justice component in and through its programs and activities. As a Catholic school for girls, the school philosophy is centred on empowerment, so that students become change agents in society and have confidence in their ability to engage with the challenges and opportunities in their life. Numbat School therefore attempts to instil in its students such values as acceptance, respect, unity, action, empowerment and service. Asia literacy and its importance for students have been perceived by the school, both from academic and service perspectives.

The story of Asia literacy at Numbat School
The school introduced Japanese language teaching some 15 years ago. This has provided a basis for building Asia literacy through the medium of that language, and more recently across the curriculum, by focusing on Asia more broadly. Yet Japan continues to be the major focus, and every two years students studying Japanese have the opportunity to visit Japan and their sister-school. The tours are usually about two weeks in duration and students stay with host families. Not only have these tours allowed the students to experience Japanese school life but they have also enabled students to experience many cultural aspects of Japan, by exploring a well-designed mix of modern and historical, urban and rural destinations. The destinations include Utsunomiya, Tokyo, Kyoto, Osaka, Himeji, Hiroshima and Miyajima. As a result, the students benefit from improvements in their Japanese language skills as well as a greater understanding of Japanese culture.

As part of a Catholic schools global network, Numbat School has also been integrated in and linked with similar schools in the Asia–Pacific region. The students have participated in student leadership camps; the last one was held in Thailand, where the students were immersed in social justice activities with five other schools. Students also were involved in a 3-day camp that looked at leadership skills, the needs of the Asia–Pacific region and ways that they can help and support those countries.

The goal of building an Asia literate school is also related to the issue of social cohesion and intercultural understanding within and beyond the school. Numbat School enrols many Asian students, and the school staff see the benefits of Asia literacy for understanding the backgrounds of the students and families that they deal with, their values and how to communicate with the families on an intimate basis. Besides these local goals in developing Asia literacy, the school capitalises in its curriculum on the global benefits of Asia literacy, recognising the geographic specificity of Australia and hence the cultural, economic and educational benefits that Asia literacy brings for students’ futures.
**Snapshot of Practice: Bring Back and Bring Forward Japanese**

**What were the needs of your students?** Activities in this project introduced the use of iPods and associated materials to enhance students’ experiences of language use and culture in Japanese. The project also aims to make Japanese more attractive, to counter the disengagement of Year 8 students by raising their interest in learning about and awareness of the economic and cultural ties/links between Australia and Japan.

**What did you do?** The students created a movie, ‘Why Japanese cuisine is different from Australian cuisine’. In small groups, students designed a short clip using iMovie. Clips were produced in both English and Japanese. For this project-based learning task, the first half of each 60-minute lesson was spent on language acquisition, with the second half dedicated to the project task more specifically. The iPod class set was shared between the classes. The project task was designed for students to complete the assigned work during the lessons.

**How has it made a difference?** Students learnt about the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed. They became more aware of the ways in which language and behaviour reflect important aspects of culture. They were able to identify and explain key features of traditional and contemporary lifestyles related to food culture. They recognised and learnt expressions appropriate for particular cultural contexts and explored generalisations about people and culture. Students also identified actions, words and phrases in the language that encapsulate aspects of culture.

**How did you know?** Formal and informal assessment tasks were carried out at the end of the term. Students’ work was evaluated on the basis of assessment criteria developed and posted online. Students participated in peer assessment using the criteria and completed evaluations on their iPods. The Japanese sister-school was involved in watching clips and providing comments on their cultural content and on the use of language.

**Spotlight on Noriko**

Noriko was born and schooled and received her tertiary education in Japan. She came to Australia to study English. During that time she also started working as a Japanese language aide in several regional centres in Australia, and developed her interest in language teaching. This experience prompted Noriko to complete her teacher education course. After graduation she worked in schools in Queensland and Victoria, then decided to complete a graduate degree in LOTE in Sydney. Noriko has worked as a teacher of languages (Japanese and French) at Numbat School for three years.

Talking about her teaching approach, Noriko identified language as a foundation of literacy, be it English or Asia literacy. Hence, her teaching relies on building students’ awareness of the importance of learning a language and of increasing their motivation. She perceives Asia literacy as something that can empower Australians economically and politically. In addition to the economic and political objectives of learning Japanese, Noriko sees her role as central in promoting intercultural understanding in a multicultural society, as well as understanding Asian neighbours of Australia. Hence, Noriko attempts to bring both linguistic and cultural knowledge together in her teaching, so that students develop a complex perspective on Japanese culture and know how language is used to reflect such complexity. Noriko therefore invests heavily in teaching social uses of Japanese language and engages students in learning different registers and cultural practices in which they are used.
Asia literate pedagogy in practice

Noriko uses and draws upon her knowledge of two cultures to provide quality teaching and motivate her students. She perceives a pedagogy that is responsive to students’ needs as key to their motivation (Professional Standard 1). In doing so, she is responding first and foremost to the age and gender-specific needs of her students, integrating various aspects of pop-culture, food, fashion, art, etc. Noriko has developed a rich repertoire of strategies, based on her knowledge of students’ social and intellectual characteristics.

As a native speaker of Japanese, Noriko is perceived as a carrier of linguistic and cultural knowledge. She applies this knowledge in developing the content of teaching areas, so that activities are engaging and innovative and students can know how they are progressing (Focus Areas 2.1, 2.2 and 2.3). In this regard she knows how to set challenging and yet achievable goals for her students, creating a culture of high expectations and a supportive learning environment (Focus Areas 3.1, 3.2 and 4.1).

In her teaching, Noriko puts emphasis on the use of ICT to develop particular language skills, to increase students’ motivation and create a more meaningful environment for learning (Focus Area 2.6). Examples of ICT-mediated activities and projects include a unit of work on Japanese food in which small groups of students have created short videos and placed them on a forum board, using a wiki. This unit has enabled students to develop rich cultural and linguistic knowledge related to food and cooking, as well as connecting their learning to real life situations and interests. Noriko used technology to share and discuss students’ videos with a sister-school in Japan. This added a transnational dimension to their projects, and students have been motivated to develop their Japanese language proficiency. This unit was formally assessed. However, beyond assessment, Noriko has observed a transformative effect from learning and communicating in a transcultural space.

Another example of using ICT is the development of writing skills through the use of applications on iPods. Students have engaged in collaborative learning and found the application particularly useful, in increasing their awareness of proper character strokes. Noriko puts similar emphasis on developing other language macro skills and areas of knowledge. For instance, she has subscribed to a commercial website, Language Perfect, which her students use quite extensively, to practise their grammar, vocabulary and pronunciation. It is a convenient pedagogical tool that enables Noriko to engage her students in sustained learning activities, as well as providing immediate feedback on their performance and identifying areas for improvement.

The extensive use of ICT and the acquisition of tools and resources was made possible due by an AEF grant that the school received last year. Besides creating a more effective learning environment, Noriko used this grant to regain the number of students in the Japanese program, through making their learning more enjoyable and responsive to students’ interests. The use of iPods added an extra dimension in this regard, particularly contributing to the motivation of Years 8 and 9 students to learn the language and culture of Japan.

An emphasis on the use of ICT in language education has required Noriko to invest in professional learning. She has utilised all the benefits of professional associations and networks to develop her IT skills further and, in turn, to increase the quality of teaching and learning outcomes (Professional Standard 6). Now, Noriko is working in collaboration with other teachers to assist them with integrating studies of Asia across the curriculum and to prepare the school for the implementation of the Australian Curriculum in 2014.
7.9 The Asia literate teacher: Spotlight on Pamela

Background

Pamela works at Pademelon School, a coeducational, K–10 government school in a major city growth corridor. In the two years since Pademelon was established on the present site, the student body has grown from 390 to over 1000. There are 70 full-time equivalent staff. Most are from Anglo-Celtic backgrounds but some are third generation European migrants, and there is one teacher from Indonesia. Our spotlight teacher, Pamela, was born in Canada.

Seventy-three per cent of families at Pademelon are in the top half of the Index of Community Socio-Educational Advantage (ICSEA), with parents working in professional or skilled/trade fields. Twenty-eight per cent of students have a language background other than English and the number of students from Asian countries, mainly from mainland China and India, is increasing.

Pademelon is a private–public partnership school with a wetlands, environmental science room, wind turbine and a Stephanie Alexander Kitchen Garden. Its main curriculum foci are literacy and numeracy, but it also has major emphases on environmental sustainability education and studies of Asia.

The story of Asia Literacy at Pademelon School

Prior to a relocation, most students at Pademelon were children of Anglo-Celtic backgrounds whose parents were in the armed forces. The school leadership team knew that the new school site would attract a large Asian population, so decided to focus on studies of Asia to build connections with the new school community. Pamela’s advocacy, as the Indonesian teacher, influenced this decision; she persuaded the principal that Asia was poised to have an economic, social and cultural impact on the futures of their students. The school identified studies of Asia as a priority area in its strategic plan, allocated funds for resources, and was also successful in receiving a Leading 21st Century Schools grant for $20 000 to acquire books for students.

Pademelon launched its studies of Asia priority with a week-long, whole-school celebration focusing on incursions by cultural groups and parents from countries of Asia. The event is repeated in fresh ways biannually, to affirm its studies of Asia focus. A committee with representatives from all year levels, and a leadership team, are responsible for studies of Asia across the school.

The school is recognised as nurturing a high performance LOTE teaching environment. The Department of Education highlights the school’s LOTE pedagogies on its languages website and regularly invites its LOTE teachers to present at conferences. In 2012, the school introduced an optional Year 9 study tour to Malaysia as part of the BRIDGE program, involving partnerships and reciprocal visits with Malaysian and Indonesian schools. Future plans include study tours to Indonesia, in line with the school’s LOTE offering, and the use of technologies to enable students in partner schools to collaborate on projects.
Case Studies

Snapshot of Practice: Indonesian ‘Masterchef’

What were the needs of your students? To counter the disengagement of Year 8 students studying LOTE by using popular culture to develop intercultural knowledge and language awareness.

What did you do? The students created a film based on the ‘Masterchef’ program as part of the LOTE/Humanities Inquiry unit. Students purchased food from a (simulated) market, bargained in Indonesian with the shopkeepers (Indonesian teachers) and then cooked Nasi Goreng. They tasted and discussed the dish (in Indonesian) and served it to the judges (Indonesian speaking teachers) who assessed it (in Indonesian). Translating the judges’ comments was an assessment task.

How has it made a difference? It made a marked improvement in students’ engagement with Indonesian, on their ability to communicate in Indonesian and on their intercultural knowledge and language awareness.

How did you know? Engagement was measured informally through teacher observation and more formally through student reflective comments. Learning outcomes and communication skills were assessed against a set of criteria.

Spotlight on Pamela

Pamela is 50–59 years of age. She has a B.Ed. and more than 20 years’ teaching experience. Pamela was born in Canada. Her family spoke English but she lived close to Quebec, so learnt French at school and grew up using French in the community. Pamela teaches Indonesian and is also acting assistant principal (one of four assistant principals) and coordinator of specialist teaching staff, including teachers of Languages Other Than English (LOTE). She is also coordinator of studies of Asia across the school and a representative on the leadership team for the studies of Asia school committee.

Becoming and being an Asia literate teacher

Pamela believes that her commitment to Asia literacy has been influenced by her experiences of being a foreigner working in Australia. She was enlisted to teach Indonesian but lacked formal training, so took a course in Indonesian language and a study tour to Indonesia. Nevertheless, until she developed more expertise, she initially relied on film segments by other teachers and on her own materials based on popular culture. These experiences introduced her to the notion of ‘the third place’ – the idea that there is a position between the two cultures from which one can interact comfortably with people from the other culture while maintaining one’s own identity.

Today, Pamela demonstrates many of the hallmarks of a Highly Accomplished–Lead teacher of studies of Asia. She has undertaken professional learning and initiated a hosting exchange with Indonesian teachers. Her practice demonstrates that Asia literacy is not merely a knowledge of icons, languages, food, clothing and customs but also involves understanding how people operate within their own cultures, and that this involves interrogating one’s own cultural understandings, values, attitudes and behaviours by engaging with people from other cultures, developing empathy as well as a knowledge about how countries of Asia impact on Australia (Focus Areas 1.3, 2.1 and 2.2).

Pamela actively advocated for studies of Asia as a school priority and for Asia related teaching and learning for all students. She chairs the school’s studies of Asia committee and coordinates studies of Asia across the school. She researches intercultural learning, both through her studies and on the Internet, and uses social networking such as Facebook and Twitter to share ideas with others (Focus Areas 2, 4.5, 6 and 7.4).
Asia literate pedagogy in practice

In Pamela’s classes, studies of Asia are embedded in the English and LOTE curriculum, with a focus on intercultural understandings that relate to the social world. She models the value of languages, including English literacy, bilingualism and students’ development of their mother tongue, by using a wide range of bilingual books, games and materials. English books with Asia related themes are used to support the development of intercultural understanding. In her LOTE program, books in Indonesian are used to develop a knowledge of the target language and English/Indonesian bilingual books are used to develop syntactic, vocabulary, contextual and ideological knowledge of both languages and the cultures in which they are used. Such pedagogies are typical of a Lead teacher (Focus Areas 1.3, 2.1, 2.2 and 2.3).

Pamela uses an inquiry approach to ensure meaningful, authentic integration. Her work in this area ranges from simple activities in mathematics, involving converting and graphing the currencies of different countries, to an extended inquiry project into science/humanities, where Year 2 students investigated the products and companies involved in palm oil production and the threat posed to orangutans and rainforests by expansion of the palm oil trade.

In a LOTE/humanities inquiry unit, for example, Pamela led Year 8 students and teachers in vocabulary and sentence structure learning using a cultural study of food, agriculture and recipes specific to Indonesia, including rice, coconuts and the spice trade. Students examined Indonesian food advertisements, compared daily menus in Indonesia and Australia, kept a food diary in menu form and, as a recount (with attention to conjunctions, time markers, plurals), analysed restaurant menus for evidence of local produce, cultural dishes, influences from other countries and the language and images used, and undertook Internet research into menus of global fast food outlets in Indonesia.

Pamela’s leadership in studies of Asia extends beyond her classroom (Focus Areas 1.3, 2.1, 2.2, 2.3, 7.3 and 7.4). She organised the school’s studies of Asia week. Cultural groups and community members engaged students in dance and playing music, shadow puppet plays, pencak silat martial arts and riding vechuck bicycles. Parents conducted cultural activities such as Indian henna hand painting, cooking, story telling, national costume parades, and teaching dances, games and simple songs. Pamela conducted an Asia focused professional learning event based on the television game show ‘Who wants to be a millionaire?’, in which staff answered questions relating to Asia. Pamela finds that the use of popular culture for building Asia literacy creates a non-threatening, invitational atmosphere that generates enthusiasm for joining in and for future learning.
7.10 The Asia literate teacher: Spotlight on Ruby

Background
Ruby teaches at Redgum School, a K–10 government coeducational facility in a rural town of 650 people, 35 kilometres from a major Australian city. The school prides itself on building relationships with the local community and parents, as a shared partnership in children’s education. Redgum School is a ‘leading’ school within the state government sector.

The current student population is 365, with 194 in primary school and 171 in the secondary school. A notable feature of the school population is that 73% of students are in the bottom quarter of the Index of Community Socio-Educational Advantage (ICSEA) and that no students are in the top quarter. The school has 10% Indigenous students and only 1% of students with language backgrounds other than English.

Situated in a rural area, the school has a farm, and agricultural studies are an elective subject for Years 9 and 10. It has a Kindergarten from birth to Year 4 located on the school site. The No Dole initiative is embedded within the curriculum at Years 9 and 10, to provide transition information and careers support.

The story of Asia Literacy at Redgum School
The Asia literacy story at Redgum School is multi-dimensional across leadership, policy, student learning, curriculum, futures, in-country study tours, Asian languages, and community engagement. The story is intricately linked to the principal, Rhonda’s, leadership in building Asia literacy across the school and into the community.

Significant to the school’s Asia literacy are opportunities to participate in in-country study tours, with 22% of current staff participating in study tours. The school’s leadership encourages teams of staff to participate in building collegial relationships, to bring resources and enhance curriculum through planning forums and enabling critical reflection on such experiences.

Rhonda invites parents, students and community members to join in country study tours. The inaugural study tour was to China in 2009, then to Vietnam in 2011, with tours to Cambodia, Laos and Vietnam planned for 2013. The community tours attest to Rhonda’s leadership style: purposeful, strategic, modelling practice, hands-on and supportive in making Asia literacy a priority across her school.

Despite there being only five students from Asian countries, connections with Asia are constantly being published and profiled through a community database managed by Rhonda. A recent staff appointment was attracted there by the school’s reputation as an Asia literate school.

Critical to the school’s Asia literacy is the opportunity to study Japanese, Indonesian and Mandarin languages online. Students learn languages in the Asia room, a dedicated space surrounded by visible artefacts and resources from Asia.

A dedicated policy, Asia Vision Redgum School 2012 guides the progressive implementation of Asia literacy. The focus areas are: Australian Curriculum, Asia literate school leaders, Asia literate teachers, Asia focused classroom resources, an Asian languages education program and increased student, parent and community demand for Asia literacy.

The school promotes an alignment between the Professional Standards and Asia literacy. The directions given through the Australian Curriculum, with its cross-curricular perspective on Asia, are welcomed, in support of Asia literacy.

Spotlight on Ruby
Ruby has been at Redgum School for eight years as a secondary English and history teacher. As an advanced skills teacher, she coordinates the Years 9 and 10 senior school. She is between 40–49 years of age, with 4–10 years of teaching experience. Born in Australia, Ruby does not speak another language, and has spent between 3–6 weeks in three Asian countries. Her formal qualification is a Bachelor degree and she had no specific teaching and learning about Asia in her teacher training studies.

She nominates her study tour experience as the most influential on her Asia related professional learning, followed by school related professional learning. Through national and international associations Ruby is well connected to other teachers who are also developing their Asia literacy. Ruby has a leadership role in the school to support other teachers with their resource development and unit planning in Asia literacy.
**Snapshot of Practice: The Beijing Skit**

**What were the needs of your students?** With very few students from Asian backgrounds at the school, the lack of opportunities to represent and engage with Asia directly led to a deliberate strategy that resulted in The Beijing Skit.

What did you do? Inspired by her China study tour, Ruby translated her tourist experience into a school assembly on ‘A day in the life of Beijing as a tourist’. Years 8, 9 and 10 leadership groups planned and participated in the skit.

The gym was transformed into a Beijing street, with the language class conversing in Mandarin; the background was provided by photographs from the ICT class; a dragon entered the stage with cyclists, accompanied by music, as they produced an immersive spectacle of a Beijing street scene.

**How has it made a difference?** This Beijing street scene exemplifies learning from lived experience of street scenes in Beijing. The immersion of students’ senses into this scene brought together ICT, music, language and cultural studies.

**What worked and what did not work?** The Beijing street scene engaged the entire school and across all curriculum areas, immersing students in learning. Through the multiple resources of language, ICT, photos and artefacts such as the dragon, bikes, and the Chinese music, this snapshot of practice shows the selection and creation of resources for a purposeful experience. Without going to China, students could glimpse an insight into China, so as to develop Asia related understandings and imaginings.

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**Becoming and being an Asia literate teacher**

Ruby pinpoints Rhonda’s return from Korea in 2006 as critical to her becoming an Asia literate teacher. Rhonda’s stories led her imaginings to move beyond a local to a global world, and learning about Asia became more relevant as she shifted her teaching lens in that direction.

Ruby identifies two study tours to China as ‘huge markers’ to her Asia literacy, as they gave her a bank of primary experiences, photos, stories, journals and impressions to translate into the classroom, to engage students with that country. Ruby recalls that when an Australian trade commissioner in Beijing spoke of the imperative to teach students about the growing influence of China and India on the world, she imagined her students as farmers in their local rural community with future markets in the Asia region.

Ruby displays many characteristics of the Lead teacher of studies of Asia. She has developed curriculum, modelled teaching pedagogy and led changes in her school, such as initiating the dedication of an Asia room for language learning and Asia related curriculum activities and functions.

Ruby, operating as a Lead Asia literate teacher, is consciously thinking about relating experience to pedagogy and finding creative expression of Asia in the classroom, to engage in and with the community beyond local and national borders, leading staff to review their curriculum, to consider the importance of language teaching, to shift Australia beyond its monolingual present.
Asia literacy in practice

Introduction
Ruby has integrated studies of Asia into her English and history classes. In Year 9, English students studied the novels Mao’s Last Dancer. The choice of texts for English was informed by study tours to China and the Australian Curriculum cross-curricular priorities. In history at Year 8, students had elected the depth study ‘Japan under the shoguns’ as part of The Asia–Pacific World from the Australian Curriculum. The snapshots of practice demonstrate Ruby’s leadership in studies of Asia.

Building Asia literate pedagogy
Illustrating Lead teacher AITSL Standards 4.1 and 7.3, Ruby initiated and developed a room and transformed it to an Asia room. With artefacts from Asia, the learning environment offers a space for learning Asian languages – Indonesian, Japanese and Chinese – and Asia related curriculum activities. The room is a visible indication of the school’s commitment to Asia literacy and provides a space for learning and for occasions to promote and celebrate the school’s Asia literacy with the community.

Illustrating Lead teacher Focus Areas 2.1, 2.2, 2.6 and 6.4, Ruby initiated and led professional learning for staff, to develop a unit titled Shaking it Up: Our changing geological world and how we respond. Ruby supported the integration of ICT to enable students to correspond via written and web-based communication with a school in Indonesia affected by ongoing seismic activity. This unit was planned in conjunction with a Year 3 class at the school, to enable peer mentoring and diverse age and ability targeted teaching and learning. Students also investigated the traditional Aboriginal, Japanese and Indonesian explanations for earthquakes and volcanoes and compared them to scientific explanations and data, using modern technology.

Illustrating Lead teacher Focus Areas 4.5 and 7.4, Ruby is working in partnership with the local council to develop a sister-school pen pal project with a province in China, using ICT as the vehicle to facilitate the exchange. Ruby is active in the local community, and her expertise is recognised through an invitation from the local Lions Club for Ruby to speak about China, that furthered her reach into the community in regard to China.
7.11 The Asia literate teacher: Spotlight on Hyosook

Hyosook works at Hibbertia School, which has a student population of almost 700 children. It serves a diverse multicultural community where 96% of students come from a language background other than English. The school aspires to provide high-quality education in a supportive environment in which the diversity of students is valued and their needs are recognised. It has a strong focus on quality teaching of Languages Other Than English. Nine LOTE programs are currently offered at the school; 50% of the students are studying the Chinese community language. Another important feature of the school is the Korean language. Hibbertia School is the only primary school in the state that offers a bilingual Korean program, with over six hours being dedicated to language learning per week. In addition, the school has instituted formal partnerships with several secondary schools in the area to ensure the continuity of Chinese and Korean language study of its students after they leave the school.

Other distinguishing features of the school are the wide use of ICT to support learning, an emphasis on English literacy, on the health and wellbeing of the students, on performing arts and academic enrichment programs. Hibbertia has made a significant commitment to investing in ICT to support innovative quality teaching and learning. The school has three fully equipped multi-platform computer labs, interactive whiteboards in classrooms and connected classroom facilities. The school’s strong reputation for its academic success in addition to a robust curriculum in the performing arts, languages, sport and academic enrichment programs is further enhanced by the important role it plays in the local community. The school is known as an organisation that is always amongst the first to support local community initiatives and is highly regarded as a local community partner.

The story of Asia literacy at Hibbertia School

Some 96–98% of students in Hibbertia School come from non-English-speaking background families, and 85% of those students are Asian–Australian. Given the diverse cultural and linguistic composition of the school and the community, Asia literacy has been a priority for the school administration and staff. In the first instance, the school has responded to the multilingual needs of children and community by offering ten languages at some level, using various approaches. The strategy has been, first, to build on the languages that the school has offered previously, and to expand these offerings through the community languages programs in Mandarin, Vietnamese and Arabic. The school has enhanced these languages, because the community language program provides two hours a week of language education for children who use these languages at home. The school’s strong emphasis on bilingual education is driven not only by the recognition of cultural diversity in the school but also by a belief that the stronger the child is in the home language, the stronger they are in English. One can see this correlation in the school’s NAPLAN results. The school has top results in literacy and numeracy and the principal has worked closely with parents from different cultural groups to transcend the cultural stereotypes of academic performance.

Besides the development of bilingual programs, and the offering of a variety of Asian community languages, Hibbertia aspires to be a leader in adopting the Australian Curriculum and implementing it from an Asia literacy perspective. The school has already had a relatively long history of developing Asia literacy through the existing state curriculum where possible. Now, it is very keen to move to the Australian Curriculum and to be an early adopter.

Given the history of Asia literacy and its aspiration to be a leader in this regard, the school has already experienced the beneficial effects of Asia literacy on the learning outcomes and capabilities of its students. The school administration has invested in and sought support for staff exchanges, for high-quality partnerships and ICT-mediated communication with Asia partner schools, as instrumental in developing students’ proficiency in Asian languages and understanding of Asia. The school has established working partnerships with two schools in Korea and is developing another one in China.
Case Studies

Snapshot of Practice: Exploring Asia
Hyosook has developed a unit of work for Years 5–6 that links the arts and SOSE through traditional and popular music in Indonesia. The students created, learnt and presented musical works that explore the traditions and customs of Indonesian music styles and locate information about the ways in which cultural, geographically specific, and religious practices affect performing arts in Indonesia.

What were the needs of students? The school puts particular emphasis on performing arts and nurtures students’ interests and skills in music, dance and drama. Upper primary students are interested both in traditional Asian performing arts and pop-culture.

What did you do? The teacher started with introductory activities related to content and issues by exploring with students the geography, demography and traditions of Indonesia, as well as music genres and notation. Issues-based activities included a religion jigsaw activity, identity-related activities that tapped into the construction of stereotypes and personal identity, and a Venn diagram to explore religious, cultural and linguistic differences and similarities. The next stage of activities focused on case studies of Indonesian bands. This included non-religious hip hop bands, Islamic hip hop and other pop music genres, such as gamelan. The unit of work culminated in musical performances by students that merged different musical traditions and genres. During this unit of work, students were able, with the teacher’s assistance, to decide on the topic and musical genre of the song, to brainstorm and write the lyrics and the music, practise the song and perform the piece for an audience.

How has it made a difference? Students developed a sociological and cultural understanding of Indonesia and raised their awareness of cultural and religious diversity in that country. They examined how cultures change through interactions with other cultures and across history. Students also developed an understanding of music concepts, to arrange, compose, improvise and perform music.

How did you know? The teacher scaffolded students’ activity and reflected on the learning process of students, observed and provided feedback on student participation in music activities.

What worked and what did not work? The unit worked well in terms of developing students’ awareness of the art forms of Indonesia and the way they have arisen from the rich and diverse cultural and religious belief systems and traditions.

Spotlight on Hyosook
Hyosook is a teacher of Korean language. She was born in Korea, received her undergraduate teacher education there, and also worked in Korea as a primary school teacher. She came to Australia 18 years ago to complete a Master’s degree in Education. After graduation, she remained in Australia and has worked in the primary school sector. Hyosook has been instrumental in developing and implementing the bilingual Korean program at Hibbertia School; the program has been running successfully for three years.

Hyosook is an Asia literate teacher, due to her cultural-linguistic background as a native speaker of Korean. She has also travelled extensively across Asia. Her Asia literacy has become a resource for her life in Australia, providing a larger purpose for working as a school teacher but also beyond teaching. She perceives herself as a Proficient teacher and as a ‘bridge’ between Australia and Korea. Hyosook is the co-coordinator of the bilingual program at Hibbertia School and is now finishing her postgraduate degree in Arts, focusing on performing arts.
Asia literacy is a ‘normal’ feature of everyday teaching and learning practices at Hibbertia School, and Asian perspectives are included in and across all curriculum areas. Hyosook and other teachers use the COG curriculum structure – Connected Outcome Groups – which covers everything except for English and mathematics, putting them together into cross-curricular thematic units. In collaboration with other teachers, Hyosook went through all of the units that they teach, across year levels, and integrated Asian perspectives into all areas of study.

Hyosook is recognised by her colleagues as having in-depth knowledge of Asia and native proficiency in Korean. She actively supports colleagues she is working with in the Korean bilingual program, exhibits innovative practice by using a Content and language integrated learning (CLIL) approach to bilingual education and provides support, guidance and professional development to another five teachers who study Korean (Professional Standard 2). In developing her activities, Hyosook demonstrates high expectations for all students, not only in the Korean language but also in various content areas. She uses a wide range of cultural resources and ICT to enhance students’ learning, as well assisting other teachers to sustain high expectations across the program (Professional Standard 3). She has developed extensive professional and cultural networks to support her practice and the bilingual program.

Hyosook is conscious about the quality and scope of her teaching and is currently doing a postgraduate course in arts. She has been involved in professional learning events and is strategically planning her participation to improve her own practice and assist her colleagues (Focus Areas 6, 7.3 and 7.4).

Hyosook recognises the key drivers behind the Asia literacy priority, including economic drivers. In her teaching, she puts emphasis on developing intercultural understanding, recognition of difference, and creating a more inclusive and responsive environment for her students, as a main objective of Asia literacy in this school (Focus Areas 4.1, 4.4. and 4.5). Collectively, teachers in this school understand Asia literacy as building an awareness of Asian culture and practices and building healthy relationships with Asians in this country and on a regional scale. Hyosook adds to this definition the importance of Asia literacy for Australians if they are to play a leading role in the world economy, and likened Asia literacy to learning English as a global language. This latter initiative has enabled Koreans to rise economically and to establish a transnational economy.

At the same time, Hyosook is mindful of the effects of Asia literacy on her school and community. She sees the benefits of being an Asia literate school in the improvement of school culture and relationships, learning outcomes, students’ engagement and parental involvement (Focus Area 7.3). In this sense, she recognises the situated and pragmatic nature of a developing Asia literacy that is responsive to the needs of students and their families. Hyosook was instrumental in organising the Asia literacy week in the school, and has taken responsibility for organising activities for Year 5 students. In planning activities for the week, Hyosook’s aim was to raise students’ awareness and appreciation of the cultures of the Asian region so that they can develop a sound understanding of the wider global context in which they are operating.

Increased awareness, according to Hyosook, can affect not only the students’ sense of identity and intercultural understanding, but also their engagement in learning. Hyosook included a variety of activities such as Rangoli art from India, popular children’s games from Korea, the making of a Yut-Nori board game, carp windsocks from Japan, Chinese opera, and making Chinese opera masks, the Chinese zodiac, and freehand drawings of each animal of the zodiac. She prepared all the necessary resources for these activities, including step-by-step instructions for the students.

As a result, the students have developed a more nuanced understanding of cultural differences across Asia and have demonstrated sensitivity to the cultural practices and traditions of others. Students worked in teams, exploring a variety of media and resources, and discussing their features, such as the use of colour, layout, spaces and configurations. These activities have contributed to their understanding of customs and traditions in Asia and of how they contribute to the cultural identity of peoples.
Case Studies

7.12 The Asia literate Teacher: Spotlight on Trevor

Background
Trevor works at Thornbill School, an Independent Catholic school with over 2000 students enrolled at three campuses, situated in the wealthy suburbs of a capital city. Co-educational until the end of Year 4, and educating boys only from Years 5 to 12, Thornbill also has a population of 80 boarders, mostly from rural areas. The school does not enroll full fee paying international students. The majority of the 400 teaching and support staff are from Anglo-Celtic backgrounds, while a number are descendants of the post-World War II southern European wave of migration.

Ninety-six per cent of families from Thornbill are in the top half of the Index of Community Socio-Educational Advantage (ICSEA), with parents who work in professional or skilled/trade fields. Seventeen per cent of students have a language background other than English, with 8% coming from Asian backgrounds.

Curriculum offerings are extensive and the school is richly resourced, with a range of co-curricular options. The school seeks to develop well-rounded students of competence, conscience and compassion, who will be of service in the world and have the generosity to make a contribution. It prides itself on developing future leaders.

The story of Asia literacy at Thornbill School
Thornbill School does not yet see itself as Asia literate, but it aspires to be. Tim, the principal, is passionate about developing ‘international-mindedness’ in students and to this end, Thornbill School seeks accreditation through the Council of International Schools. This has led to the infusion of international and intercultural perspectives into curriculum offerings, to enable students to develop international attitudes and understandings that will provide them with a solid base in their studies and future work. Tim considers international-mindedness to be respect for other people’s cultures, religions, beliefs and understandings, as well as language competence, and also that emerging information technologies can support the development of such respect.

Tim acknowledges the importance of his students’ capacity to develop relationships with Asian neighbours, both as global citizens and as future professionals and leaders. He sees a vital ingredient as ensuring that one is not ‘taking the high moral ground or a view of dominance that all things Australian are the best’. Rather, he would like to see the students develop a curiosity about why the world is the way it is, and what we can learn to bring greater depth to the quality of our own lives.

Students are able to choose from four other countries for study tours and exchange programs, or from Aboriginal communities within Australia. In this way, they are exposed to the cultures and customs of different peoples, thereby broadening their minds and life experiences. In terms of LOTE, the school offers Latin, French, Italian and Japanese, and Tim is eager to introduce Mandarin.

A presentation to the school executive by Trevor (Head of Japanese) and teachers from the geography and mathematics departments, following their visit to an interstate school with an immersion program in Japanese and a strong emphasis on the studies of Asia, made a big impact on Tim. He was struck by the teachers’ enthusiasm for the craft of teaching, and their exploration of possibilities for real engagement and challenge for students, through language immersion. Tim is eager to explore Trevor’s suggested model of a language immersion program. He wants broader engagement in studies of Asia among staff and is working with Trevor and others to develop a model of professional learning that can be used throughout the school. The budget is being expanded to facilitate this.
Spotlight on Trevor

Trevor is 40–49 years of age, with approximately 18 years of teaching experience. Born in Australia, he moved to Papua New Guinea when he was three years old and then to Bangladesh when he was six years old. Trevor and his family returned to Australia when he was 14 years old so that he could attend senior secondary school here. Trevor’s teaching experience includes ten years at a government school as teacher of Japanese, before taking up a teaching position in Japan. Six years ago he returned to Australia to take up the position of Head of Japanese at Thornbill School. He holds one Master’s degree and is completing a second.

Snapshot of Practice: Year 12 Japanese issues

What were the needs of your students? Year 12 Japanese LOTE students are required to undertake school-assessed coursework involving an information report and oral examination on a self-selected issue within the broad topic of ‘21st century Japan’.

What did you do? The students self-selected an issue from the broad theme of ‘21st century Japan’, which included anime, sumo, school life, J-Pop and J-Rap, rakugaki (graffiti), baseball and soccer, changes to family life and immigration, then undertook research using books and the internet. They then had two opportunities to individually meet with and interview a young Japanese person on their selected topic. The young Japanese people were studying English at a nearby Technical and Further Education (TAFE) college.

How has it made a difference? Student choice resulted in high engagement. The experience of interviewing a native speaker gave the students access to perspectives on their issue not easily gleaned from web-based and print sources. The staging of the two interviews assisted students to refine their questions as their knowledge of the issue deepened. The development of their vocabulary allowed greater confidence in and mastery of the subject knowledge.

How did you know? Teachers noticed a depth of engagement with and understanding of the issue, evident both in the written report and in students’ capacity to articulate knowledge in the oral examinations.
Case Studies

Becoming and being an Asia literate teacher

Trevor became fascinated by the Japanese language and culture as a child, when Japanese neighbours in Bangladesh gave him a manga cartoon book. Although Trevor spoke English at home, initially he chose to study Japanese through correspondence schooling and later at day school, when he returned to Australia. At university he undertook a minor sequence in history, with a focus on ‘Asia in the age of imperialism’, and a major sequence in Japanese language. He completed a Master of Divinity degree, including a thesis on ‘The trial of God in Nagasaki’ and maintains close links with friends in Japan. He is currently studying a Masters of Arts (Studies of Asia) and incorporates research into some of the topics that his Year 12 Japanese LOTE students are focusing on, thereby building both his own and the students’ knowledge.

His personal experiences of growing up, living and travelling in Asia have prepared Trevor to lead in this area in a personalised way. He displays the hallmarks of a Lead teacher in the studies of Asia, evidenced in his depth of knowledge in both language and associated cultural studies; his ongoing commitment to developing his own knowledge through formal and informal learning; his intricately designed classroom learning experiences; and his vision regarding the broad school application of a partial language immersion program (Professional Standards 2 and 3).

His capacity to influence others at his school, and more broadly, is evident through his professional engagements, including acting as teacher escort for the Premier’s Office delegation of 20 youth ambassadors to Japan; designing and leading study tours of students from Thornbill; contributing to professional learning through professional and community associations, both in Australia and Japan, and instigating professional learning and curriculum reviews and influencing school executive and members of other faculties at Thornbill (Professional Standards 6 and 7).
Asia literacy in practice

In Trevor’s classes, Asia literacy is taught within the context of Japanese language study. Exemplary practice includes Trevor’s use of young Japanese native speakers as sources for his Year 12 students’ issues. Trevor’s curriculum design showed a sophisticated involvement of students in learning research skills, as well as language and cultural learning in an authentic and engaging way (Focus Areas 2.1, 2.2, 2.3). Trevor makes natural connections in his teaching between the Japanese language and humanities disciplinary areas. For example, if studying migration in Australian history, the impact of the Chinese arrivals during the gold rush and in more recent times would be considered. In geography, when considering urban settlement, the impact of various groups from Asia who have settled in Australia is a natural consideration.

Trevor is also working beyond his classroom, to advocate for an international-minded approach in planning for some areas of the curriculum, advocating teacher consideration of opportunities for developing Asia literacy within topics (Focus Areas 3.2, 3.3 and 7.4). He has instigated a pilot model in which Japanese, geography and mathematics are taught through a multi-disciplinary approach, including immersion in Japanese language and integration of the disciplinary areas. There are plans in place to extend this model to other disciplinary areas.

To support this model, Trevor prepared a student booklet titled *The geography of tourism*, which contained introductory and reinforcement activities with a focus on the Japanese language required, while being cognisant of the desired outcomes for both geography and Japanese instruction. Integrated content was taught through both Japanese and geography classes, and student achievement in both subjects was monitored. For Japanese, this included the introduction and reinforcement of new vocabulary around the topic of tourism, such as basic tourist phrases, types of transport, accommodation options, destinations and origins, superlatives, types of tourism, and positional words. This displays Trevor’s capacity to influence others in order to plan, implement and evaluate a program that is informed by his professional study. His cross-faculty liaison, ongoing negotiation, developing of materials to support colleagues, reflection and forward-planning, all are evidence of his ability to lead and influence others.
8.1 The Australian Professional Standards for Teachers and the Australian Professional Standard for Principals

Building an Asia literate teaching workforce is necessary to ensure that teachers and principals have the capacities ‘to develop Asia-relevant capacities for Australian students’ (Asian Century Taskforce, 2012, p. 169). This is a key priority and goal for the Australian Institute for Teaching and School Leadership (AITSL). It involves ensuring that the Professional Standards align with and ‘support high-quality studies of Asia’ (Asian Century Taskforce, 2012, p. 171) in ways that ‘strengthen the expectations and accountability across schools and systems so that Asia literacy is not just an optional add-on’ (AEF, 2012, p. 14).

The Professional Standards provide a framework for determining and nurturing the features and enablers of an Asia literate teaching workforce. Thus, building an Asia literate workforce involves aligning Asia literate professional practice (e.g. curriculum, assessment, pedagogy, teacher professional learning and resource development) with the Australian Standards, so that teachers and principals are clear about what is expected and are equipped with the professional training and resources to meet these expectations.

Across all data sources, it was confirmed that all three domains and seven standards of the Professional Standards across the career stages guide and support teaching and learning about Asia. The Focus Areas that are particularly supported by Asia related teaching and learning are detailed in Appendix E.

Across all data sources, it was confirmed that teaching and learning about Asia is supported by all the school leadership and professional practice requirements and expectations of principals, as per Appendix F.

The Professional Standards are relatively recent initiatives (endorsed by Education Ministers in December 2010), with some states and territories only now fully integrating the Professional Standards into the local equivalent. It is understandable, therefore, that only one of 12 case study teachers and their principals reported being familiar with the Professional Standards, and that teachers and principals generally misconceived of the Professional Standards as a simple hierarchy of proficiency from beginning to excellent teacher, rather than in terms of a career continuum. This finding indicates the need to ensure that:

R1: All teachers and principals be supported and assisted in developing a sound working knowledge of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals to assist in developing their Asia literacy career paths.
8.2 The meaning and measurement of Asia literacy in the teaching workforce

Building an Asia literate teaching workforce requires clarity and precision about the meaning of the concept of Asia literacy. At the same time, the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) stresses the need to ‘improve measurement’ to ‘track how we are increasing Australians’ knowledge of Asia’ (p. 170). This study addressed these two complementary issues in respect of the work of teachers and principals in Australian schools.

Nearly a generation ago, Professor Stephen FitzGerald described Asia literacy as featuring:

a populace in which knowledge of an Asian language is commonplace and knowledge about Asian customs, economies and societies very widespread (FitzGerald, 1988, p. 12).

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) defines ‘Asia literate’ young Australians in terms of the capacity ‘to relate to and communicate across cultures, especially the cultures and countries of Asia’ (p. 9). This definition is reinforced in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) and in the Australian Education Bill 2012.

The cross-curriculum priority area of ‘Asia and Australia’s engagement with Asia’ in the Australian Curriculum expands these definitions by describing Asia literacy as teaching and learning that provides students with a knowledge of ‘Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world’ and ‘the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region’ (ACARA, 2012).

These policy and implementation documents focus on the Asia literacy of students. In contrast, this study is concerned with the meaning and measurement of the Asia literacy practice of primary and secondary school teachers and principals.

The Teacher Asia Literacy Survey (TALS) and the Principal Asia Literacy Survey (PALS) were developed out of a rigorous review of the literature (see Chapter 2) and an iterative process of survey development, refinement, expert evaluation and piloting (see Chapter 3).

Both of the resulting surveys addressed six key areas that contained a series of matching statement items, as listed in Appendices A and B.

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<tr>
<th>Table 29: Areas studied in the Asia literacy surveys for teachers and principals</th>
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<td><strong>Teacher Asia Literacy Survey (TALS)</strong></td>
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<td>Professional Knowledge</td>
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<td>Teaching Resources</td>
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<td>Curriculum and Assessment</td>
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<td>School Context</td>
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<td>Student Learning</td>
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<td>Teacher Beliefs</td>
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<td><strong>Principals Asia Literacy Survey (PALS)</strong></td>
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<td>Leadership (vision and values)</td>
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<td>Links to Community</td>
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<td>Beliefs</td>
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Findings and Recommendations

The statistical analyses demonstrated that the TALS and PALS are statistically robust, accurate measures of the Asia literacy of large groups of teachers and principals, in terms of the six areas within each survey, as a total overall measure of Asia literacy, and in relation to the AITSL career continuum and standards.

In regard to measuring teachers’ Asia literacy, the analysis of the qualitative data from teachers proposes that two additional areas warrant consideration. First, that Asia related teaching and learning is synonymous with the development of intercultural understanding. Second, that teaching about Asia across different curriculum areas involves specific skills in cross-disciplinary curriculum design and that these skills are particularly relevant in providing Asia literacy leadership at the AITSL level of Highly Accomplished and Lead teachers. This involves moving beyond one’s own classroom to providing direction, guidance and example to other classes and subject areas. The present version of the TALS only indirectly interrogates these areas through questions about the frequency and nature of approaches to teaching about Asia. Further, it might reasonably be expected that survey respondents in this study had a pre-existing interest, knowledge or commitment to Asia literacy, and that patterns of responses might differ among a broader population of teachers and principals, particularly in relation to the area of Beliefs. Thus and in keeping with the urging of the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) to ‘improve measurement’ and to ‘track how we are increasing Australians’ knowledge of Asia’ (p. 170), it is recommended that:

R2: The advances made by the current research be finalised to establish a robust instrument for measuring and providing feedback on the Asia literacy of small and large groups of all teachers and principals.

8.3 The meaning of Asia literacy for the Australian teaching workforce

As described in 8.2, current schooling policy and curriculum implementation documents define Asia literacy broadly, and do not limit this definition to teaching and learning about specific countries in Asia. In contrast, this study found that teachers and principals define Asia literacy in terms of what is currently practical and possible in their classrooms and schools.

This pragmatic approach has two consequences. First, there is wide diversity across schools in terms of the meaning, interpretation and penetration of Asia related teaching and learning across different curriculum areas. Thus, as the case studies illustrate, the practice of ‘Asia literacy’ ranges from the narrowly defined work of a lone language or specialist teacher in a school, through to schools that define Asia related learning broadly and involve all students, teachers and experts from the immediate and wider community, in Asia related teaching and learning across all curriculum areas. Second, Asia related learning is defined by the expertise and/or interests of a particular teacher or school. In practical terms, this means that ‘Asia literacy’ is often narrowly interpreted as teaching and learning about the language, culture or a cultural feature of a single country in Asia (see 7.3 for an example).

Consequently, the broader focus of Asia literacy in relation to the Asia priority in the Australian Curriculum challenges teachers and principals and schools to apply a broader, more comprehensive notion of Asia and Asia literacy than is the current practice in many schools. Meeting this challenge will require multiple forms of support and assistance. Some of these are discussed in the following sections.
8.4 Features of the Asia literate teacher

Synthesis and cross-checking of all data sources (see 4.1, 4.2, 6.2.3, 6.4) indicates that six features distinguish the Asia literate teacher, as outlined and explained below.

The six key features of the Asia literate teacher are:

1. Possesses expert knowledge of content, assessment strategies and pedagogy for teaching Asia related curriculum;
2. Demonstrates familiarity with a wide range of Asia related teaching resources;
3. Actively builds intercultural understanding;
4. Frequently, purposefully and seamlessly integrates Asia into the curriculum;
5. Uses ICT to connect their students with students in Asia; and
6. Leads Asia related learning within and beyond the school.

In summary, Asia literate teachers have expert knowledge of content and high-level expertise in effective pedagogies for teaching about Asia, and make use of assessment to provide feedback to students and to parents about students' learning about and understanding of Asia. Asia literate teachers are familiar with and make use of a wide range of Asia related resources in their teaching. These resources range from reference books, DVDs and artefacts collected in Asia, through to drawing on their own travel experiences in Asia and on the talents and expertise of others, within and beyond their school communities. Through their teaching and their character, dispositions and behaviours, Asia literate teachers are highly effective in building meaningful and authentic intercultural understanding among students. Asia literate teachers do not restrict their teaching about Asia to specific units of work but frequently, purposefully and seamlessly integrate Asia into their everyday teaching. Underlining this point, teachers who described their approach to teaching about Asia as 'accidental' and serendipitous, rather than deliberately intended to be Asia-focused, had a very low, and the lowest mean overall, Asia literacy score of all teachers.

A distinguishing feature of Asia literate teachers is that they use ICT to build people-to-people connections with Asia. This happens in various ways, including linking their students with school students in countries in Asia using teleconferencing and wikis, and by using social networking and blogs to connect with other teachers to improve their knowledge and expertise in the area. Asia literate teachers are also informed and inspiring leaders of Asia related learning within and beyond their schools. They are educators who share their resources and curriculum materials with colleagues, promote Asia related teaching and learning through their professional associations, and use social networks to share their own teaching knowledge and experiences.

As described in detail in 4.1, 4.2 and 6.2.3, the features of Asia literate teachers align with the Focus Areas of the Professional Standards, in particular:

| Focus Area 1.2 | Know students and know how they learn: Understand how students learn |
| Focus Area 1.3 | Know students and know how they learn: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds |
| Focus Area 2.1 | Know the content and how to teach it: Content and teaching strategies of the teaching area |
| Focus Area 2.2 | Know the content and how to teach it: Content selection and organisation |
| Focus Area 2.6 | Know the content and how to teach it: Information and communication technology |
| Focus Area 3.1 | Plan for and implement effective teaching and learning: Establish challenging learning goals |
| Focus Area 3.3 | Plan for and implement effective teaching and learning: Use teaching strategies |
| Focus Area 5.4 | Assess, provide feedback and report on student learning: Interpret student data |
| Focus Area 6.3 | Engage in professional learning: Engage with colleagues and improve practice |
| Focus Area 7.2 | Engage professionally with colleagues, parents/carers and the community: Comply with legislative, administrative and organisational requirements |
| Focus Area 7.4 | Engage professionally with colleagues, parents/carers and the community: Engage with professional teaching networks and broader communities |
Findings and Recommendations

8.5 Enablers that support teachers in delivering the Asia priority in the Australian Curriculum

Synthesis and cross-checking of all data sources (see 4.3, 4.4, 6.2.1, 6.2.3, 6.4) identified that teachers require five key enablers supported teachers in the delivery of the Asia priority in the Australian Curriculum.

1. Experience of Asia from work, study, travel, or family connections;
2. Substantial, ongoing tertiary study and/or professional learning;
3. School connections to the countries of Asia;
4. Support from their school and school system; and
5. School teaches an Asian language.

Across all data sets, the findings of the research are unequivocal that first-hand experience of Asia has a highly significant and decisive effect on teachers’ overall Asia literacy and capacity to deliver the Asia priority. Such experiences may come from work, study or travel in Asia, or by hosting Asian visitors in Australia, or through family connections by birth or marriage to someone born in Asia. From within this group, however, the teachers who are most Asia literate and best equipped to deliver the Asia priority are those who have had some form of extended experience in an Asian country (> 3 weeks). In contrast, teachers with no direct experience of Asia have significantly lower overall Asia literacy, and the differences between these two groups are highly statistically significant.

It is through time spent in Asia that teachers acquire the experiential, ‘real world’ knowledge of the culture, customs, history, social organisation and language of a particular country, and accumulate the teaching resources, in the form of artefacts, pictures, mementoes, and stories that enable high-quality, effective teaching that engages students in learning about Asia. The overwhelmingly positive effects of personal experience in Asia reinforce the value and importance of person-to-person connections outlined in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012).

Across all data sets, the study found that the crucial enabler for delivering the Asia priority is substantial and ongoing tertiary study and/or professional learning. Attendees at the AEF Forum discussions particularly stressed the importance of further study and professional learning, including study programs to Asia, to build teachers’ cultural awareness, content knowledge and professional networks.

Approximately 20% of teachers responding to TALS reported that they were undertaking or had completed postgraduate studies in teaching and learning about Asia, particularly the Graduate Certificate or Masters of Education in Studies of Asia. This figure cannot be assumed to be typical of the teaching profession as a whole, but it testifies to the high value that teachers place on higher-level tertiary study and its perceived returns. Further, the study has found that teachers who have completed a postgraduate qualification in a language or studies of Asia and/or participated in significant professional learning programs have significantly higher Asia literacy scores than teachers who have not completed such tertiary study/professional learning.

Ongoing professional learning is provided by subject associations, and organisations such as the AEF help build teachers’ abilities and are crucial to motivating, sustaining, and stimulating the support networks that enable teachers to strengthen the focus and quality of their teaching about Asia.

Teachers also reported that they increasingly used ICT for their own professional learning. This might take the form of online study for a higher degree related to Asia, and/or the use of social networking and online professional forums for sharing and collecting ideas from other teachers involved in Asia related teaching and learning.

The finding that tertiary study and/or professional learning is crucial for teachers’ to deliver the Asia priority confirms and affirms the need to prioritise ongoing tertiary study and professional learning for teachers at all stages of the career continuum, in order to ‘build teachers’ capacity to develop Asia-relevant capacities for Australian students’ (Asian Century Taskforce, 2012, p. 169).

This study also found that school connections to the countries of Asia are a critical enabler for the delivery of the Asia priority. The form of such connections can vary widely. While they might be triggered by students, families, exchange students and/or teachers from the countries in Asia within a school, the study found that the presence or absence of students from Asian backgrounds in a school makes little difference to the level of Asia literacy of individual teachers or a school’s connections with Asia.
Rather, two factors are decisive in building school connections with Asia. The first is the work of school principals in establishing formal relationships with individuals and communities from Asia in the local area, town or city, and involving them in Asia-related activities at the school, such as sharing their expertise or teaching Asian languages. The second is the establishment of school connections involving personal visits and exchanges, through programs such as the ‘Australia–Asia BRIDGE Program’, which has led to the establishment of sister-school relationships that are actively developed and sustained through the use of ICT. The effectiveness of ICT for building and maintaining school connections with Asia is graphically illustrated in the teacher case studies of Celia (7.2), Kate (7.6), Ruby (7.10) and Hyosook (7.11). In all these cases, these teachers used ICT-mediated communication with a partner school in Asia to build people-to-people relationships between students and teachers, and to collaborate in teaching and learning about Asia.

Based on a large-scale, international program of research into ICT and education, the Organisation for Economic Cooperation and Development (OECD) correctly cautions that ICT is not an educational miracle that replaces strong content knowledge and quality pedagogy (for details see http://www.oecd.org/edu/erci-ictandinitialteachertraining.htm). Nevertheless, the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) notes the advantages of using ICT in schools to connect Australia with Asia and to support the learning of Asian languages and studies (p. 170). The use of ICT for teaching and learning about Asia is likely to increase and become more widespread with the roll-out of the National Broadband Network (NBN). In the light of this development, it is recommended that:

**R3:** Professional learning for the teaching workforce includes training in the best practice use of ICT for learning about and connecting with Asia.

The research also revealed that support from the school and school system is a crucial enabler for teachers in the delivery of the Asia priority in the Australian Curriculum. Within schools, this ranged from ‘passive support’, such as encouragement from colleagues and the principal, to ‘active support’, such as designating Asia a school priority, and the allocation of budget resources for staffing, purchasing resources and funding professional learning for teachers. At the system level, the forms of support that teachers specifically reported as improving their abilities included the building of ‘collaborative networks’ across clusters of schools and between schools in Australia and Asia, and support for their ongoing learning through formal tertiary study or professional learning courses.

The teaching of an Asian language positively impacts on all areas of Asia related teaching and learning. In snapshot of this point, three of the case study teachers argued that the lack of Asian languages in their schools had a negative effect on building Asia related teaching and learning. Similar views were presented by attendees at the AEF Forum, who proposed the prioritising of the study of Asian languages and the introduction of subsidies and incentives to increase the numbers of Asian language students and teachers.

The combination of several factors makes this phenomenon possible. First, Asian language teachers are Asia specialists, and, in contrast to the generalist primary teacher, or the secondary teacher who works across two or more disciplines, many are full-time teachers of their specialty. Second, because of their specialist expertise, Asian language teachers score significantly higher, in terms of overall Asia literacy scores, than non-Asian-language teachers, with the biggest differences being in the areas of knowledge of Asia related curriculum, use of assessment strategies and Asia related teaching resources (see 4.3). Third, the presence of one or more Asian language teachers in a school means that the school and the school principal have already made a firm commitment to teaching and learning about Asia by allocating budgetary resources for staffing, teaching materials, and other support for Asian language learning. Finally, the presence of one or more teachers of Asian languages in a school can mean that there is a professional advocate on staff to encourage and support teaching and learning about Asia.

The empirical evidence indicates that these factors do not operate independently or in isolation. Rather, they work in mutually reinforcing ways and permeate the work of other teachers in the school so that the teaching of an Asian language in a school has a positive impact on the uptake of Asia related teaching and learning in non-language disciplines. This finding affirms the priority placed on the teaching and learning of Asian languages in the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) and the Australian Education Bill 2012.
Findings and Recommendations

8.6 Features of the Asia literate principal

Synthesis and cross-checking of all data sources (see 5.1, 5.2, 6.3.3, 6.4) reveals that four features distinguish the practice of the Asia literate principal, as outlined and explained below.

1. Builds connections with local and international Asian communities;
2. Facilitates Asia related teaching and learning;
3. Demonstrates knowledge of the content and pedagogy required for high-quality teaching and learning about Asia;
4. Provides inspirational leadership that supports staff to improve outcomes in the languages and studies of Asia.

In summary, Asia literate principals work to build person-to-person connections with local and international Asian communities. At the local level, this involves bringing community members from Asian backgrounds into the school to share their knowledge and expertise, and building partnerships with Asian communities in the local area or town. At the international level, it involves building links with schools in Asia to support Australian students’ learning of Asian languages and studies. Asia literate principals are facilitators who ensure that school policy, planning, resourcing and finances support teaching and learning about Asia, and that appropriate staffing, ICT infrastructure and teaching resources are provided. Asia literate principals may not be ‘Asia experts’ but they know the content and pedagogy for high-quality teaching and learning about Asia and are mindful that content knowledge is aligned with appropriate teaching methods to ensure effective teaching and learning. Asia literate principals also provide inspirational and focused leadership that supports staff to improve outcomes in the area of Asia literacy. They do this by demonstrating ‘commitment’, ‘strong advocacy’ and ‘clear vision’ that leads and inspires the school community but also by monitoring teachers’ performance, having clear strategies and action plans, encouraging teachers to integrate studies of Asia across the curriculum, and working with their staff to develop plans and policies for teaching and learning about Asia.

As described in 5.1, 5.2 and 6.3.3, the features of the Asia literate principal align with the Australian Professional Standard for Principals, particularly those related to Professional Practice 1 (Leading teaching and learning), 2 (Developing self and others), 3 (Leading improvement, innovation and change), and 5 (Engaging and working with the community), as well as the leadership requirements concerning Vision and Values, and Personal qualities and social and interpersonal skills (AITSL, 2011b).

8.7 Enablers that support principals in delivering the Asia priority in the Australian Curriculum

Synthesis and cross-checking of all data sources (see 5.1, 5.2, 6.3.1, 6.3.2, 6.3.3, 6.4) identified that principals required five key enablers to deliver the Asia priority in the Australian Curriculum.

1. Personal or professional experiences in Asia
2. Tertiary study and/or professional learning
3. School connections to the countries of Asia
4. Provides support for Asia related teaching and learning
5. School teaches an Asian language

These enablers are similar to those that support the work of teachers in delivering the Asia priority, and in this respect each reinforces and strengthens the other.

A key enabler for principals is skill in building school connections to Asia. Principals who performed strongly in building links and connections between their school and Asia, also had the highest overall Asia literacy score. Such connections commonly took the form of building people-to-people links through sister-school relationships with schools in Asia; relationships with individuals or communities from Asia within their school, local area or town; or involving them in Asia related activities at the school, such as sharing their expertise or teaching Asian languages or by supporting, organising and/ or participating in study or exchange programs with students and teachers to Asia. Illustrating this point, principals who participated in the Australia–Asia BRIDGE project had a higher overall Asia literacy than those who had not, particularly in relation to the measures of Community Links and Leadership (see 5.1 and 5.2).
Principals also require personal or professional experiences in Asia to effectively deliver the Asia priority in the Australian Curriculum. Living and/or travelling in one or more countries in Asia, and/or having family connections with Asia either by birth, marriage or adoption was not only an important trigger for principals to become Asia literate, but also provided them with the experiential knowledge to provide informed judgements about and leadership in content and pedagogy for high-quality teaching and learning about Asia.

This finding parallels that for teachers in relation to their direct experience of Asia. Hence, it is recommended that:

**R4:** Provision be made for teachers and principals to have opportunities for direct experience of Asia through exchange, travel and study programs.

Across all data sets, the research categorically demonstrated that tertiary and/or professional learning is a key enabler for principals. Such learning occurred through undergraduate, postgraduate and professional learning programs. However, the research showed that frequency of participation in Asia related professional learning has a highly significant, positive effect on principals’ overall Asia literacy.

This finding parallels that for teachers in relation to substantial, ongoing tertiary study and/or professional learning. However, the empirical evidence indicates that there are high levels of variability in the extent of the teachers and principals’ participation in Asia related professional learning, and wide variation in the sort of professional learning available to all teachers and principals across different states/territories and school systems. Hence, it is recommended that:

**R5:** A national strategic plan be developed and implemented to ensure that principals and teachers at all stages of the career continuum have access to Asia related professional learning, including advanced tertiary study.

Underlining this point, participation in professional development relating to studies about Asia was the most significant background variable in principals’ overall Asia literacy. Principals who had participated in an AEF study program, Leading 21st Century Schools or other professional learning in studies of Asia, scored higher in all areas of Asia literacy and in terms of their overall Asia literacy than principals who had not; these differences were highly statistically significant.

Another key enabler for principals is provision of support for Asia related teaching and learning, above and beyond building school connections to Asia. This includes supporting teachers to complete professional development and to take leadership roles in teaching and learning about Asia, employing specialist staff other than language teachers, and ensuring is the availability of good ICT and other resources to support teaching and learning about Asia.

Active school support for teaching one or more Asian languages is also a key enabler for principals. The research shows that the teaching of an Asian language in a school has a significant positive impact on the work of principals. Specifically, principals of schools that offer an Asian language score higher on all Asia literacy measures, including overall Asia literacy, than principals of schools that do not offer an Asian language, and this difference is highly statistically significant, particularly in relation to the Community Links measure.

### 8.8 Teaching workforce perspectives on the benefits of learning about Asia

The Asia priority in the Australian Curriculum requires all teachers and principals to be Asia literate and to implement Asia related learning. The Melbourne Declaration (2008) and the White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) are explicit that knowing and engaging with the languages and cultures of countries in Asia will produce social, economic and political benefits for students and for Australia.

This study, however, found that the overwhelming majority of teachers and principals believe that the primary benefit of teaching and learning about Asia is to build students’ intercultural understanding to create ‘a more tolerant and successful Australia’ (see 6.2.2; 6.3.2).

For teachers and principals, intercultural understanding involves developing the knowledge, attitudes and behaviours for understanding and engaging with cultural diversity. Teachers and principals argued that increasing students’ knowledge of and sensitivity to the diversity, richness and complexity of the histories and cultures of countries in Asia, developed students’ intercultural understanding, tolerance and respect for cultural diversity. This, in turn, helped to address cultural ignorance and racial and cultural stereotyping, and to improve relations between different cultural groups in Australian...
Findings and Recommendations

society. Thus, for teachers and principals, the key benefit of teaching and learning about Asia, to build appreciation of and connection with culturally diverse peoples, was to create ‘a more tolerant and successful Australia’ (see 6.2.2; 6.3.2).

This view also reflects the fact that a key motivator for Asia related teaching and learning among teachers and principals is the desire to address racism and prejudice. Commonly this desire was a response to local incidents with students, teachers and parents involving negative stereotypes, ‘blatant racism’, ‘deeply engrained prejudice’ and ‘alarming xenophobia’, but in some cases it was a consequence of the changing national demographics of communities and the presence of refugees, asylum seekers and other migrant groups (see 6.2.1; 6.3.1).

In terms of implementing the Australian Curriculum, the views of teachers and principals support the purposeful alignment in practice of the cross-curricular priority area of ‘Asia and Australia’s Engagement with Asia’ with the ‘cross-curricular general capability of Intercultural Understanding. Such alignment, however, requires a common understanding of the meaning and manifestations of intercultural understanding, particularly in relation to the Asia priority. Thus, it is recommended:

R6: Professional learning in intercultural understanding be made available to all teachers and principals, particularly with regard to implementing the general capability of Intercultural Understanding through the Asia priority.

Teachers and principals agreed that the second key benefit of Asia related learning is the building of students’ competence as ‘globally smart citizens’ with the capacities to function effectively and successfully in a global world (see 6.2.2; 6.3.2). This involves developing the mobile and transferable skills and ‘global headsets’ required of ‘globally smart citizens’ who can successfully tackle the challenges, opportunities and responsibilities of the future, including the skills to link into 21st century networks in Asia.

Teachers’ and principals’ views on the benefits of Asia related learning reflect the emphases in the Melbourne Declaration (2008) on the role of schooling in building national harmony and cohesion, and equipping students with the capacities for living in an increasingly globalised world. The White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) also points to the benefits of Asia related learning in the light of Asia’s importance for future employment opportunities and economic development in Australia.

In contrast, this study found that teachers and principals do not view economic returns for the individual or nation as a primary rationale for or benefit of Asia related teaching and learning in schools. The fact that White Paper on Australia in the Asian Century (Asian Century Taskforce, 2012) was released during the course of this study may mean that its arguments have not yet infiltrated schooling discourses and practices. However, the same differences were first noted by scholars nearly two decades ago (see Singh, 1996), indicating that disparity between public policy and teachers’/principals’ views on the reasons for and benefits of Asia literacy is a long-term and entrenched phenomenon.

It may be that the disparity in views reflects differences between public policy and educators about schooling as a public or private good, or that teachers and principals working with primary and lower secondary students are less cognisant of and removed from the economic drivers and benefits of Asia related learning. Regardless, such disparity effects effective implementation of the Asia priority and indicates an urgent need for:

R7: Further research be conducted to elucidate the reasons for and to develop strategies and an action plan to align educators’ perspectives on the rationale for and benefits of teaching and learning about Asia in schools with those of public policy.
8.9 Role of teacher education in the Asia priority

The study’s findings underline the importance of postgraduate study and ongoing professional learning in the development of an Asia literate teaching workforce. The study, however, did not directly investigate current practice in initial teacher education, including the extent and varieties of learning experiences about Asia offered in initial teacher education programs, or what constitutes innovative and effective best practice for teaching and learning about Asia in initial teacher education. The most recent empirical research in this area was conducted in 2000 (DETYA, 2001), prior to the major policy changes that have reshaped the teacher education over the last decade, including the Melbourne Declaration, the Professional Standards, and the introduction of the Australian Curriculum.

The absence of up-to-date knowledge about current practices in initial teacher education that support the implementation of the Asia priority limits the capacity to make informed recommendation for future action. Nevertheless, this study found that a majority of teachers (60%) had completed their initial teacher education without addressing teaching and learning about Asia, while much smaller proportions said it was covered in humanities subjects (18%), offered as an elective (9%) or covered in a range of subjects (8%). This point is underlined in the case study of Kate, who reported that Asia was never mentioned in her initial teacher training. For these reasons it is recommended that:

R8: Asia relevant content knowledge and skills be included in initial teacher education, to equip all graduate teachers with a strong basis for implementing the Asia priority in the Australian Curriculum.

8.10 Future directions

The key findings of this study indicate that several actions are required to ensure the capacity of Australian teachers and principals, across all career stages, to deliver the Asia priority in the Australian Curriculum. Specifically, it is recommended that:

R1: All teachers and principals be supported and assisted in developing a sound working knowledge of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals to assist in developing their Asia literacy career paths.

R2: The advances made by the current research be finalised to establish a robust instrument for measuring and providing feedback on the Asia literacy of small and large groups of all teachers and principals.

R3: Professional learning for the teaching workforce includes training in the best practice use of ICT for learning about and connecting with Asia.

R4: Provision be made for teachers and principals to have opportunity for direct experience of Asia through exchange, travel and study programs.

R5: A national strategic plan be developed and implemented to ensure that principals and teachers at all stages of the career continuum have access to Asia related professional learning, including advanced tertiary study.

R6: Professional learning in intercultural understanding be made available to all teachers and principals, particularly with regard to implementing the general capability of Intercultural Understanding through the Asia priority.

R7: Further research be conducted to elucidate the reasons for and to develop strategies and an action plan to align educators’ perspectives on the rationale for and benefits of teaching and learning about Asia in schools with those of public policy.

R8: Asia relevant content knowledge and skills be included in initial teacher education, to equip all graduate teachers with a strong basis for implementing the Asia priority in the Australian Curriculum.
### Appendix A: TALS areas and matching items

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>• My knowledge of government policy relating to studies of Asia is low. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I am connected with other teachers in national and/or international professional associations that focus on Asia related teaching and learning. (SA, A, N, D, SD)</td>
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<td></td>
<td>• I often use social networking such as Facebook and/or Twitter to share ideas with other people who are interested in Asia related teaching and learning. (SA, A, N, D, SD)</td>
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<tr>
<td>Teaching Resources</td>
<td>• I am familiar with a range of resources for Asia related teaching and learning. (SA, A, N, D, SD)</td>
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<td></td>
<td>• I have contributed some of my curriculum ideas and curriculum materials for teaching about Asia to online forums and/or websites. (Yes/No)</td>
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<td></td>
<td>• I have often shared my curriculum materials for teaching about Asia with other teachers either in my own school or in other schools. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• I frequently use ICT (e.g. Skype, Twitter, blogs and wikispaces) to connect students in Australia and Asia. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I help my colleagues to evaluate the effectiveness of their Asia related teaching and learning. (SA, A, N, D, SD)</td>
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<tr>
<td>Curriculum and Assessment</td>
<td>• I only teach about Asia if it is part of a specific unit of work. (SA, A, N, D, SD)</td>
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<td></td>
<td>• I take every opportunity to incorporate learning about Asia into my teaching. (SA, A, N, D, SD)</td>
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<td></td>
<td>• I provide opportunities for students to develop communication skills that build on their intercultural understanding. (SA, A, N, D, SD)</td>
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<td></td>
<td>• I often provide leadership to other teachers to plan units of work about Asia. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I have never used assessment tasks to monitor my students’ learning about Asia. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I often use assessment tasks with a view to improving outcomes related to teaching and learning about Asia. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I often use assessment tasks to provide feedback to students about their understanding of Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• I have never reported to students and parents about students’ understanding of Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td>School Context</td>
<td>• There is a lot of support for teaching about Asia in my school. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I have supported other teachers in my school to use new technology (e.g. Twitter, blogging, Skype, iPad applications, etc.) to enhance their teaching about Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• My school has received the following grants or participated in the following programs (Leading 21st Century Schools program, Australia–Asia BRIDGE School Partnerships, Asia literacy Ambassadors program, BALGS grant Scheme, None of the above, don’t know) [This question was transformed to ‘Has your school received a grant related to teaching and learning about Asia?’]</td>
</tr>
</tbody>
</table>
### Appendix A: TALS areas and matching items

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>• Teaching about Asia has increased my students’ knowledge of Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• Teaching about Asia has created more positive student attitudes towards people from Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• My students have developed a strong interest in learning more about Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td><strong>Teacher Beliefs</strong></td>
<td>• I don’t believe there is enough time or space in the curriculum to include teaching and learning about Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• The increase in migration from Asian countries makes Australia a better place. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• Europe is more important to Australia than Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• Asian cultures are of no interest to me. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• I like to challenge stereotypes of Asia in my teaching. (SA, A, N, D, SD)</td>
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<tr>
<td></td>
<td>• I believe that students who have learned about Asia will be better prepared for working in the 21st century. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• It is challenging to develop positive attitudes towards people from Asia. (SA, A, N, D, SD)</td>
</tr>
</tbody>
</table>
## Appendix B: PALS areas and matching items

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey Item</th>
</tr>
</thead>
</table>
| **Leadership, Vision and Values** | • I view Asia related teaching and learning as an integral part of my school’s culture. (SA, A, N, D, SD)  
• I foster respect for cultural differences in my school. (SA, A, N, D, SD)  
• Several staff members provide leadership within the school in teaching and learning related to Asia. (SA, A, N, D, SD)  
• Members of my staff conduct external professional development courses in teaching and learning related to Asia. (Yes/No)  
• I have supported several teachers to complete substantial professional development in learning related to Asia. (SA, A, N, D, SD) |
| **Teaching and learning**     | • I encourage teachers to integrate Asia related teaching and learning across the curriculum. (SA, A, N, D, SD)  
• I monitor teachers’ performance in integrating Asia related teaching and learning in the curriculum. (SA, A, N, D, SD)  
• My school provides a continuous school-wide focus on Asia related teaching and learning. (SA, A, N, D, SD)  
• I have implemented an action plan to ensure effective learning about Asia in my school. (SA, A, N, D, SD)  
• I find it difficult to identify effective teaching practices that engage students in learning about Asia. (SA, A, N, D, SD) |
| **Knowledge of Policy**       | • I have substantial knowledge of policies and initiatives related to Asia related teaching and learning in Australian schools. (SA, A, N, D, SD)  
• I apply my knowledge of policies relating to Asia related teaching and learning and the Australian Curriculum to improve educational outcomes in my school. (SA, A, N, D, SD)  
• It is part of my leadership role to support my staff to teach students about Asia. (SA, A, N, D, SD)  
• Developing a school policy for Asia related teaching and learning is not a priority for my school at present. (SA, A, N, D, SD) |
| **Supporting Teaching Resources** | • I have ensured that there are sufficient school resources for teaching and learning about Asia. (SA, A, N, D, SD)  
• I have ensured there is good ICT infrastructure to support teaching and learning about Asia in my school. (SA, A, N, D, SD)  
• I have employed staff (other than language teachers) specifically to support Asia related teaching and learning in my school. (SA, A, N, D, SD)  
• I collaborate with external stakeholders to enhance teaching and learning about Asia related in my school. (SA, A, N, D, SD) |
## Appendix B: PALS areas and matching items

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Links to the Community</strong></td>
<td>• I have sought community support to enhance Asia related teaching and learning in my school. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• My school is well known for its focus on studies of Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• Members of the Asian community provide input into school that enhance students’ learning about Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• My school leads community projects that focus on Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• I have initiated international partnership links between my school and school/s in Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td><strong>Principal Beliefs</strong></td>
<td>• There is not enough time or space in the curriculum to include teaching and learning about Asia. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• The increase in migration from Asian countries makes Australia a better place. (SA, A, N, D, SD)</td>
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<td></td>
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<tr>
<td></td>
<td>• I believe that students who have learned about Asia will be better prepared for working in the 21st century. (SA, A, N, D, SD)</td>
</tr>
<tr>
<td></td>
<td>• It is challenging to develop positive attitudes towards people from Asia. (SA, A, N, D, SD)</td>
</tr>
</tbody>
</table>
Appendices

Appendix C: Case study interview questions for principals

1. Describe the school demographics?
   Prompts: enrolment; primary/middle/secondary; government/Catholic/Independent; number of students and staff; ethnic composition of students and staff, including percentage of students from Asian backgrounds; special attributes of the school?

2. Could you define ‘Asia literacy?’
   Prompts: To what extent does it involve content and knowledge about the history, literature, cultures of Asia versus Australians of Asian background versus communication and intercultural understanding? How is Asia literacy implemented in classrooms and the school? Do you see Asia as inclusive of East Asia?

3. Tell us about Asia literacy in your school.
   Prompts: nature, history and extent of Asia literacy; school aims and rationale for Asia literacy; curriculum, challenges and benefits; school plans for Asia literate in the future?

4. What are the indicators you would identify that demonstrate that Asia literacy in your school has made a difference to students e.g. knowledge, skills, attitudes/values, cultural understanding?

5. Would you describe your school as Asia literate? What has been your role in this process of developing Asia literacy? If yes, what is it about the school that makes it so? If no, what do you think needs to happen to make it so?

6. How do you see the usefulness or otherwise of the Standards in representing the work of Asia literate teachers/leaders?

7. Can you identify professional learning models that support teachers’ trajectories in becoming Asia literate?

8. For primary principals: Is it realistic to integrate Asia related capabilities into all curriculum areas?

9. For secondary principals: Do you think it is possible for every secondary teacher to be Asia literate?

Appendix D: Case study protocol

Background

A case as ‘a phenomenon of some sort occurring in a bounded context’ that focuses on a specific ‘unit of analysis’ (Miles & Huberman, 1994, p.25). A case study research design is desirable when the focus of the study is to answer ‘how’ and ‘why’ questions; the behaviour of those involved in the study cannot be manipulated or the aim is to uncover contextual conditions that you believe may be relevant to the phenomenon under study (Yin, 1993). Yin (1993) offers five basic components of a case study research design:

- A study’s questions.
- A study’s propositions (if any).
- A study’s units of analysis.
- The logic linking the data to the propositions.
- The criteria for interpreting the findings.

In addition to these five basic components, Yin also stresses the importance of clearly articulating one’s theoretical perspective, determining the goals of the study, selecting one’s subject(s), selecting the appropriate method(s) of collecting data, and providing some considerations to the composition of the final report.

Structure of the case studies

Purpose and approach

The purpose of a case study approach is to explain how and why. The aim of the Asia literacy project case studies is to reveal theories of practice that differentiate experienced, proficient and lead teachers of Asia literacy. This purpose is underpinned by the theoretical proposition that there are differences in the teaching practice of experienced, proficient and lead teachers of Asia literacy. To examine this proposition, a multiple case study approach will be employed. This is what Stake (1995) calls a collective case study method. The purpose of a multiple case study approach is to explore and explain similarities and differences between cases, and to identify replication across different cases in order to predict similar or contrasting findings based on the theory that emerges from the analysis (Baxter & Jack, 2008, p. 548). As Yin (1993, p. 47) describes, multiple case studies can be used to either (a) predicts ‘similar results (a literal replication) or (b) predict contrasting results but for predictable reasons (a theoretical replication)’. 
**Research focus and questions**
The unit of analysis for each case study is the individual teacher and the Asia literacy teaching and learning programs/activities they implemented with their class or classes.

Each case study will address the following overarching question:

What are the Asia literacy teaching and learning practices of experienced, proficient and lead teachers of Asia literacy?

This question involves the following subsidiary questions:

- What Asia literacy teaching and learning programs/activities have teachers implemented in their classrooms?
- How did this choice of teaching and learning program/activities come about?
- What evidence is there of effects and benefits for students, teacher/s and schools?
- How does the case study teacher theorise and construct knowledge for pedagogical practice in Asia literacy?
- What systemic or other support do teachers need to sustain and build Asia literacy?

**Conceptual Framework**
The relevant areas from the Australian National Standards for Teachers and the TALS will provide the basis for an initial conceptual framework.

**Data sources**

- Semi-structured interviews (audio-recorded and transcribed) with each teacher;
- Informal, structured interviews with principals (recorded);
- Researcher observations (school site, learning spaces, resources);
- Researcher field notes;
- Exemplars of: school policy documents, teaching programs and resources, lesson plans, students’ work;
- Secondary source documents: School websites; Local Government Authority (LGA) reports.
## Appendix D: Case study protocol (cont.)

### Structure for each case study

<table>
<thead>
<tr>
<th>Case study section</th>
<th>Topic</th>
<th>Data sources/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About the school</strong></td>
<td>Location and local area</td>
<td>LGA data for SES, ethnic profile and employment</td>
</tr>
<tr>
<td></td>
<td>School local and appearance</td>
<td>Researcher observation</td>
</tr>
<tr>
<td></td>
<td>School demographics (primary/middle/secondary; government/Catholic/Independent; number of students and staff; ethnic composition of students and staff; special attributes of the school etc.)</td>
<td>Principal interview</td>
</tr>
<tr>
<td></td>
<td>Asia literacy in the school: nature, history and extent of Asia literacy; school aims and rationale for Asia literacy; challenges and benefits; school plans for Asia literacy in the future</td>
<td>Principal interview</td>
</tr>
<tr>
<td><strong>About the teacher</strong></td>
<td>Demographic data (gender, age, qualifications, teaching experience, etc.)</td>
<td>Demographic data sheet</td>
</tr>
<tr>
<td></td>
<td>Personal and professional development in Asia literacy (family/friends from Asia, travel to Asia, courses, PD, overseas study programs, etc.)</td>
<td>Teacher interview</td>
</tr>
<tr>
<td></td>
<td>Asia literacy in the school: financial and/or resources support; attitudes and involvement of colleagues; attitude and action of the principal; whole-school initiatives</td>
<td>ibid.</td>
</tr>
<tr>
<td></td>
<td>Beliefs: Why is Asia literacy important for you; for your students/school; for Australia? Have there been critical incidents that triggered you decision to do Asia literacy in school?</td>
<td>ibid.</td>
</tr>
<tr>
<td><strong>In the classroom</strong></td>
<td>Subjects where Asia literacy has been used (grade, subject area)</td>
<td>ibid.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Teaching/learning resources used</td>
<td>Teacher to assemble before the interview; take pictures</td>
</tr>
<tr>
<td></td>
<td>Examples of learning activities</td>
<td>ibid.</td>
</tr>
<tr>
<td></td>
<td>How student learning outcomes assessed</td>
<td>Teacher interview</td>
</tr>
<tr>
<td><strong>Snapshots of Practice</strong></td>
<td>What were the needs of your students? What did you do? How has it made a difference? How did you know? What worked what didn’t? [Three specific examples required from teacher, including activities, documents, visuals, etc.]</td>
<td>Teacher interview</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Impact and effectiveness of Asia literacy initiatives</td>
<td>Teacher interview</td>
</tr>
</tbody>
</table>
Appendix E: Asia literacy and implementation of the Australian Professional Standards for Teachers

The highlighted standards were those demonstrated in and reported as part of the routine practice of teachers who participated in the study.

<table>
<thead>
<tr>
<th>Domain of teaching: Professional knowledge</th>
<th>Focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Focus area</strong></td>
</tr>
<tr>
<td>1. Know students and how they learn</td>
<td>1.1 Physical, social and intellectual development and characteristics of students</td>
</tr>
<tr>
<td></td>
<td>1.2 Understand how students learn</td>
</tr>
<tr>
<td></td>
<td>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td></td>
<td>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td></td>
<td>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td></td>
<td>1.6 Strategies to support full participation of students with disability</td>
</tr>
<tr>
<td>2. Know the content and how to teach it</td>
<td>2.1 Content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td></td>
<td>2.2 Content selection and organisation</td>
</tr>
<tr>
<td></td>
<td>2.3 Curriculum, assessment and reporting</td>
</tr>
<tr>
<td></td>
<td>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
</tr>
<tr>
<td></td>
<td>2.5 Literacy and numeracy strategies</td>
</tr>
<tr>
<td></td>
<td>2.6 Information and Communication Technology (ICT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain of teaching: Professional practice</th>
<th>Focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Focus area</strong></td>
</tr>
<tr>
<td>3. Plan for and implement effective teaching and learning</td>
<td>3.1 Establish challenging learning goals</td>
</tr>
<tr>
<td></td>
<td>3.2 Plan, structure and sequence learning programs</td>
</tr>
<tr>
<td></td>
<td>3.3 Use teaching strategies</td>
</tr>
<tr>
<td></td>
<td>3.4 Select and use resources</td>
</tr>
<tr>
<td></td>
<td>3.5 Use effective classroom communication</td>
</tr>
<tr>
<td></td>
<td>3.6 Evaluate and improve teaching programs</td>
</tr>
<tr>
<td></td>
<td>3.7 Engage parents/carers in the educative process</td>
</tr>
<tr>
<td>4. Create and maintain supportive and safe learning environments</td>
<td>4.1 Support student participation</td>
</tr>
<tr>
<td></td>
<td>4.2 Manage classroom activities</td>
</tr>
<tr>
<td></td>
<td>4.3 Manage challenging behaviour</td>
</tr>
<tr>
<td></td>
<td>4.4 Manage student safety</td>
</tr>
<tr>
<td></td>
<td>4.5 Use ICT safely, responsible and ethically</td>
</tr>
<tr>
<td>5. Assess, provide feedback and report on student learning</td>
<td>5.1 Assess student learning</td>
</tr>
<tr>
<td></td>
<td>5.2 Provide feedback to students on their learning</td>
</tr>
<tr>
<td></td>
<td>5.3 Make consistent and comparable judgements</td>
</tr>
<tr>
<td></td>
<td>5.4 Interpret student data</td>
</tr>
<tr>
<td></td>
<td>5.5 Report on student achievement</td>
</tr>
</tbody>
</table>
Appendix E: Asia literacy and implementation of the Australian Professional Standards for Teachers (cont.)

The highlighted standards were those demonstrated in and reported as part of the routine practice of teachers who participated in the study.

<table>
<thead>
<tr>
<th>Domain of teaching: Professional engagement</th>
<th>Focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Focus area</td>
</tr>
<tr>
<td>6. Engage in professional learning</td>
<td>6.1 Identify and plan professional learning needs</td>
</tr>
<tr>
<td></td>
<td>6.2 Engage in professional learning and improve practice</td>
</tr>
<tr>
<td></td>
<td>6.3 Engage with colleagues and improve practice</td>
</tr>
<tr>
<td></td>
<td>6.4 Apply professional learning and improve student learning</td>
</tr>
<tr>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
<td>7.1 Meet professional ethics and responsibilities</td>
</tr>
<tr>
<td></td>
<td>7.2 Comply with legislative, administrative and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>7.3 Engage with the parents/carers</td>
</tr>
<tr>
<td></td>
<td>7.4 Engage with professional teaching networks and broader communities</td>
</tr>
</tbody>
</table>
Appendix F: Asia literacy and implementation of the Australian Professional Standard for Principals

The highlighted standards were those demonstrated in and reported as part of the routine practice of principals who participated in the study.

<table>
<thead>
<tr>
<th>School leadership requirements</th>
<th>1. Vision and values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>3. Personal qualities and social and interpersonal skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional practices</th>
<th>1. Leading teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Developing self and others</td>
</tr>
<tr>
<td></td>
<td>3. Leading improvement, innovation and change</td>
</tr>
<tr>
<td></td>
<td>4. Leading the management of the school</td>
</tr>
<tr>
<td></td>
<td>5. Engaging and working with the community</td>
</tr>
</tbody>
</table>
Appendix G: Teacher Asia Literacy Survey (TALS) Eigen values and scree plot

<table>
<thead>
<tr>
<th>Component/Factor</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Initial Eigen Values</th>
<th>% of Variance</th>
<th>Cumulative Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>10.01</td>
<td>34.53</td>
<td>34.53</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1.94</td>
<td>6.70</td>
<td>41.22</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1.42</td>
<td>4.88</td>
<td>46.1</td>
</tr>
</tbody>
</table>

Scree plot for factor analysis of teacher survey items
Appendix H: Principal Asia Literacy Survey (PALS) Eigen values and scree plot

Factor Analysis for the PALS

Initial Eigen values indicated that the first factor explained 36% of the variance. Factor 2 explained 6% or the variance and Factor 3 explained 5%. The fourth, fifth and sixth factors had Eigen values just over one, and each explained 4% of the variance. Solutions for three, four, five and six factors were each examined using Oblimin rotations of the factor-loading matrix.

Eigen values are shown in Table 1. The three-factor solution, which explained 47% of the variance, was preferred because of the ‘leveling off’ of Eigen values on the Scree plot after three factors (the scree plot below, see Figure 20) and an insufficient number of primary loadings and difficulty of interpreting the fourth factor and subsequent factors.

<table>
<thead>
<tr>
<th>Component/Factor</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Eigen Values</td>
</tr>
<tr>
<td>1</td>
<td>10.68</td>
</tr>
<tr>
<td>2</td>
<td>1.86</td>
</tr>
<tr>
<td>3</td>
<td>1.53</td>
</tr>
</tbody>
</table>

Scree plot for factor analysis showing levelling off of Eigen values after Factor 3
References


Auchmuty, J.J. (Chair) (1970). The teaching of Asian languages and cultures. Canberra. AGPS.


References


