



Asia Education Foundation



Asia-relevant capabilities and the Australian Curriculum

Introduction

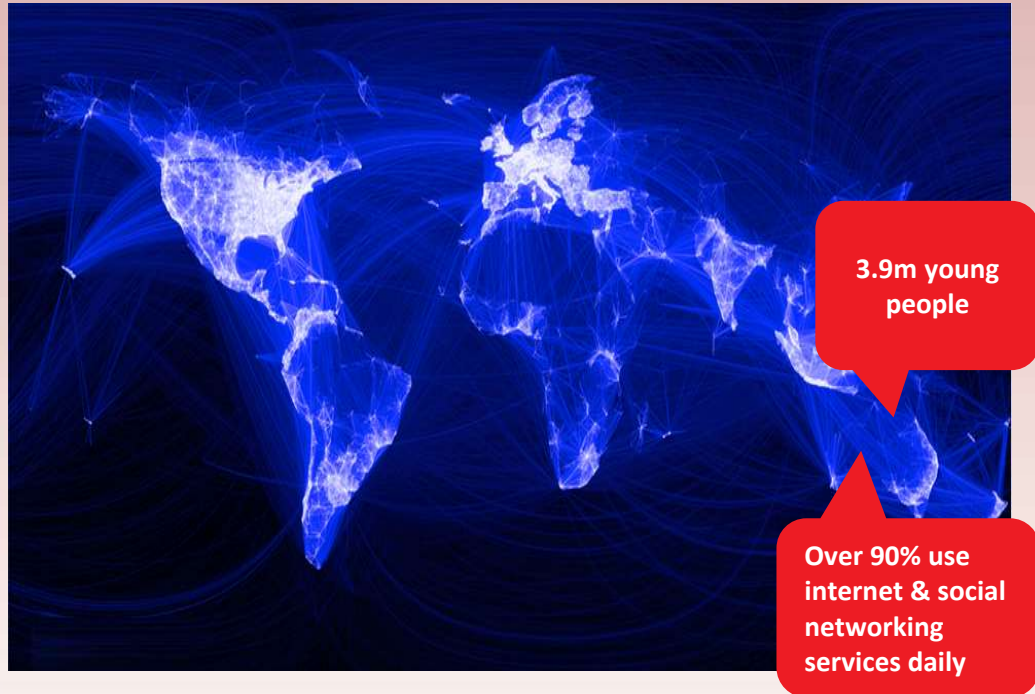
The aim of this workshop is to give you a framework to explore what is meant by Asia-relevant capabilities and how to design curriculum that fosters their development.

This process can be used as a solo journey or as a whole-school professional learning workshop.

Pamela Stewart, Manager, Australian Curriculum Strategy –
p.stewart@asialink.unimelb.edu.au

For resources, information AEF program & latest news on Asia education, visit
www.asiaeducation.edu.au

The World Today



Global integration and international mobility have increased in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

Ref: *The Melbourne Declaration on Educational Goals for Young Australians*, 2008, p. 4.

The wicked problems



The Asian Century

The 21st century has been defined as the Asian century. Asia's rise has profound implications for people everywhere.



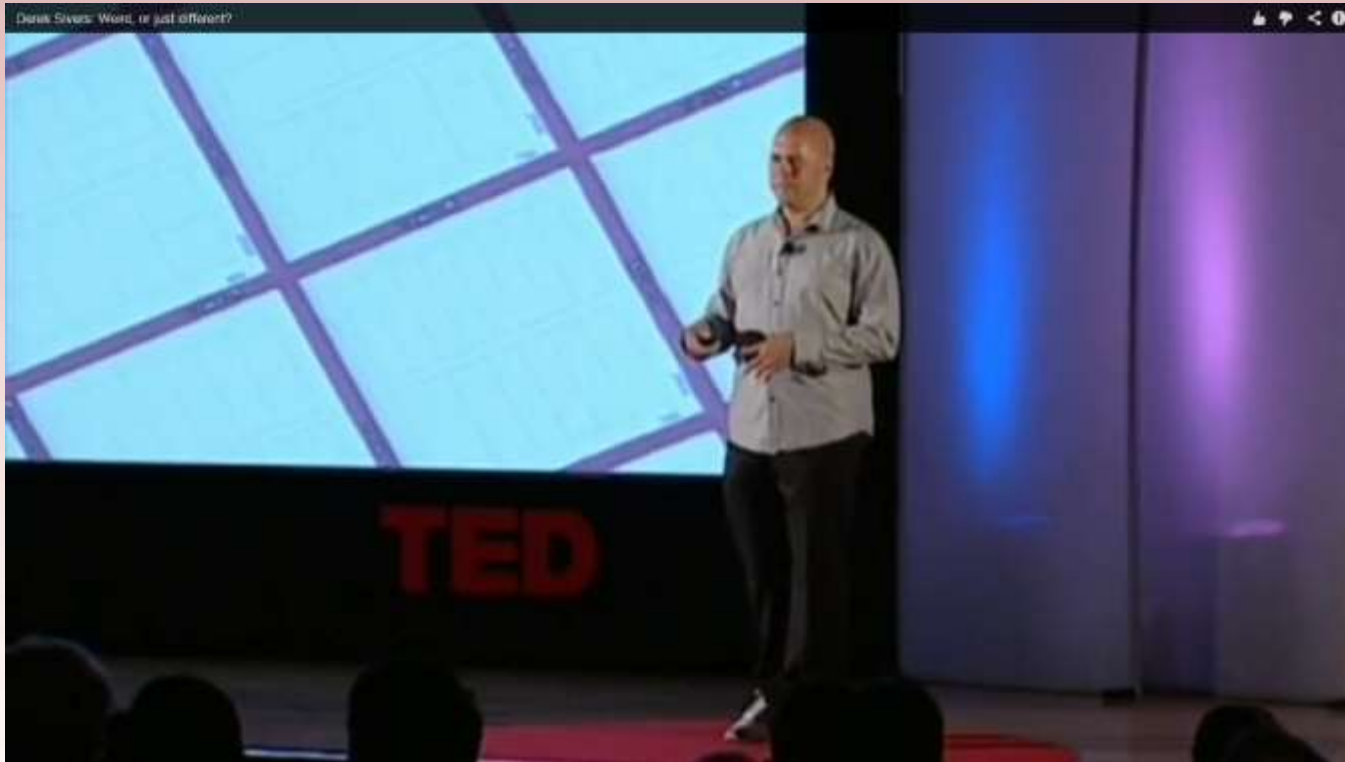
Huang Yan (1999) Chinese Landscapes

A young child with dark hair, wearing a white short-sleeved dress and dark shoes, stands on a large, colorful world map spread out on a tiled floor. The child is pointing their right hand towards a location in Europe. The map shows continents in various shades of green and brown, and oceans in blue. The ceiling above is made of square tiles.

How will the Australian Curriculum will
facilitate 21st century learning?

The real voyage of discovery consists
not only in seeking new landscapes, but in having
new eyes. – adaptation -M. Proust

Perceptions of the world around us



As you are watching this clip, jot down the skills that Derek suggests we should develop to effectively engage and grow in today's world.

Asia-relevant capabilities: adaptability, flexibility, resilience, creative and design thinking and the confidence and readiness to interact with Asia

How can we foster these capabilities?

Intercultural understanding

- Open mindedness
- Observing
- Perspectives/creative thinking/analytical thinking
- Respectful interaction/ICT
- Effective communication/ICT

Knowledge and understandings of the countries of Asia and its peoples

- Geography
- History
- Media
- Everyday living
- Arts
- Literature
- Values and beliefs
- Language proficiency

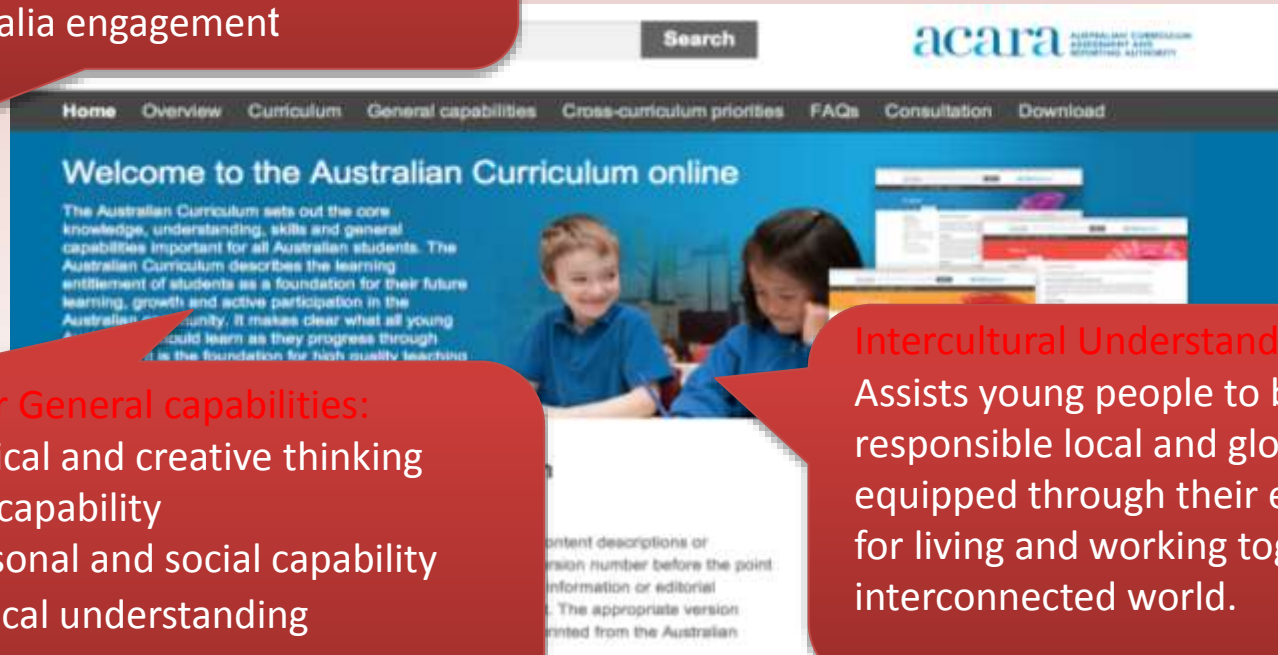


Asia Education Foundation

How the Australian Curriculum: Supports Asia-relevant capabilities

Australia Asia Engagement

- Asia and its diversity
- Achievements and contributions of the peoples of Asia
- Asia-Australia engagement



Other General capabilities:

- Critical and creative thinking
- ICT capability
- Personal and social capability
- Ethical understanding

Intercultural Understanding

Assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

Australian Curriculum

When designing teaching and learning sequences to develop Asia-relevant capabilities remember that:

- Asia and Australia's engagement with Asia cross-curriculum priority and the general capabilities, with a particular focus on Intercultural understanding , Critical and creative thinking, ICT capability, Personal and social capability and Ethical understanding should not be seen as separate content areas
- The priorities are designed to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world.
- The capabilities are designed to encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.
- **Classroom curriculum design should reflect these synergies.**

Also consider that...

- Asia is the most diverse continent/region; no such thing as an 'Asian perspective'; cultural hybrids and interculturality.
- The Asia priority is essentially content based – ICU and the general capabilities takes it into the 21st century.
- ICT and connecting to the Region will shift learning about to learning with and from one another.
- Asia-relevant capabilities essentially involve universal capabilities for the 21st century (cf. General capabilities), contextualised within the Asia region (cf. Asia priority).
- Inquiry-based learning will facilitate the development of Asia-relevant capabilities.

Creating curriculum using the Asia priority: Organising Ideas and how they link to the learning areas

Code	Organising idea	Main Carriers
Asia and its diversity		
OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, culture, belief systems and religions.	English, history, geography, languages
OI.2	Interactions between diverse environments and human activity shape the countries of Asia and its region and have influence globally.	Science, languages geography, technologies
Achievements and contributions of the peoples of Asia		
OI.3	The achievements of the peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour, and their participation is fundamental to the well being and progress of the world	History, mathematics, geography, business, economics, technologies, health and physical education
OI.4	The arts and literature of Asia have significant influence on the aesthetic and creative pursuits of people and societies in Australia, the region and globally.	English, the arts ,history, languages
Asia-Australia engagement		
OI.5	For Australians to be good regional and global citizens we need to understand, learn from, and engage and communicate with our Asian neighbours.	History, geography, technologies, languages, civics and citizenship
OI.6	Australia is located in the Asia region and our histories from ancient times to the present are linked.	Geography, history, business, economics, languages, business
OI.7	Australians have played and are playing important roles in major events and developments in the Asia region.	Geography, civics and citizenship, history, languages
OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.	Languages, history, civics and citizenship, the arts, economics, business, science, technologies

Asia Education Foundation website: www.asiaeducation.edu.au

Asia Education Foundation (AEF) enables educators to develop Asia literate young Australians. We support teachers, principals, education leaders and school communities to implement the Australian Curriculum cross-curriculum priority of *Asia and Australia's engagement with Asia*.
Learn more about what AEF can offer you and your school:



Asia content sample maps

See where Asia content is embedded in the Australian Curriculum for English, History, Mathematics, Science and Geography.



Resource spotlight: India

AEF's digest on where to find teaching materials, external links and embedded resources on India.



BRIDGE School Partnerships

Registrations now open to Australian schools to develop school partnerships in Indonesia and Korea.



2013 AEF National Conference highlights

View video highlights of the Conference including vox pops of daily roundups with delegates.

Engaging students in contemporary issues



What Works series



Study Programs



School Business Partnerships



In the media

- 2013 opportunities for teachers: report
» The Conversation
- 13 Aug 2013 Aussie curriculum shifts focus towards Asia
» SBS: World News
- 13 Aug 2013 Language a 'window' into Asian culture
» The Australian
- 15 Aug 2013 Asian-literate maybe, fluent in Asian unlikely
» ABC Radio: RN Drive
- 13 Aug 2013 Asialink Arts Residencies Program has four options
» Arts Hub

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What Works Series



What Works 1: Building demand for Asia literacy

Access the full publication on Building Demand for Asia Literacy: *What Works*, a literature review and twenty-six illustrations which reflect building demand for Asian languages and studies of Asia.



What Works 2: Leading school change to support the development of Asia-relevant capabilities

Access the full publication and illustrations of three schools/clusters that have been motivated by a 'moral imperative' to develop students' Asia-relevant capabilities.



What Works 3: Achieving intercultural understanding through the teaching of Asia perspectives in the Australian Curriculum: English and History

Access the full research publication and illustrations of schools that have sought to develop students' intercultural understanding through Asia perspectives in English and History.



What Works 4: Using ICT in schools to support the development of Asia-relevant capabilities

Access the full research publication and illustrations of how teachers in Australian schools are using ICT to develop students' Asia-relevant capabilities through Asian languages, studies of Asia, and intercultural understanding.

What Works 2: Leading school change to support the development of Asia-relevant capabilities

http://www.asiaeducation.edu.au/margaret_river_ps_what_works2.html

Margaret River Primary School

[Executive Summary](#) | [Introduction](#) | [Methodology](#) | [Illustrations](#) | [References](#) | [Full report](#) (PDF 1.6 MB)

The leadership and change focus at Margaret River Primary School is **Whole School Focus on Asia Literacy: Investing in leadership, curriculum and pedagogy.**

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

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



<http://youtu.be/fBEgvlfxhOM>

Click next to play

What Works 3: Achieving intercultural understanding through the teaching of the Asia perspectives in the Australian Curriculum: English and History

http://www.asiaeducation.edu.au/policy_and_research/what_works_series/what_works_3/what_works_3_landing_page.html

Contributions	Additive	Transformation	Social Action
Teachers incorporate relevant content from different cultures into their teaching, e.g. by selecting books and activities that celebrate holidays, heroes, and special events from various cultures. Culturally diverse books and issues are not generally a feature of the curriculum. Students' cultural literacy depends largely on their teachers' interests in intercultural understanding.	Teachers use resources by and about people from diverse cultures to add multicultural content, concepts, themes and perspectives to the curriculum. But because the basic structure of the curriculum has not been altered to promote critical and creative thinking about cultural differences, this approach, though knowledge building, does not necessarily transform thinking.	The structure of the curriculum is designed to encourage students to view common concepts, issues, themes, and problems from diverse cultural perspectives. This type of instruction involves critical thinking and the acknowledgment of diversity as a basic premise. It allows students to appreciate multiple ways of seeing and understanding, develop empathy for various points of view, and learn how to manage difference in the process.	This approach combines the transformation approach with learning activities that advocate social change. Teachers help students not only to understand and question social issues, but to also do something important to address them. For example, after studying a unit about immigration, students could write opinion pieces to newspaper editors, letters to government officials etc.



Catalytic (first-steps)

Transformative

Action-oriented

Intercultural education framework for Asia capability. Adapted from Banks (1999).

Making the transition: an example

Students will study natural disasters in Asia as part of Geography and Science. Let's focus on the tsunami disaster that occurred in 2004.

- An Asia priority perspective would objectify the tsunami looking at why they occur, statistics, aid, the who, what, when, where and how...
- Intercultural understanding allows us to take this further to develop perspective, empathy, respect and reflection
- The Acehnese, for example, saw the event in a different light, which has since contributed to the peace process
- The Australian government initially allocated minimal financial support but as a result of overwhelming social action on the part of the Australian people, substantially increased capital support

Creating curriculum that supports the development of Asia-relevant capabilities

Learning area:

Year level:

Content description:

Contributions	Additive	Transformation	Social Action

Examples of teaching and learning sequences: English

The Arrival



'Somewhere in my past and yours, there is likely to be a suitcase with foreign stamps.' These images by Shaun Tan explore the pain of departure and loss; the memories of loved ones; hope and yearning for a sweeter life; the courage of the migrant – the 'new arrival'.

Tags: Aesthetics (4), Courage (6), Immigration (8), Otherness (8)

Resource type: Art (7)

Image acknowledgement: John Hay/ Lonely Planet Images. **Licensed until 1 July 2015.**

FUSE Learning Resource ID: MMY4RY

TLF ID: M008710

Resource

About the resource

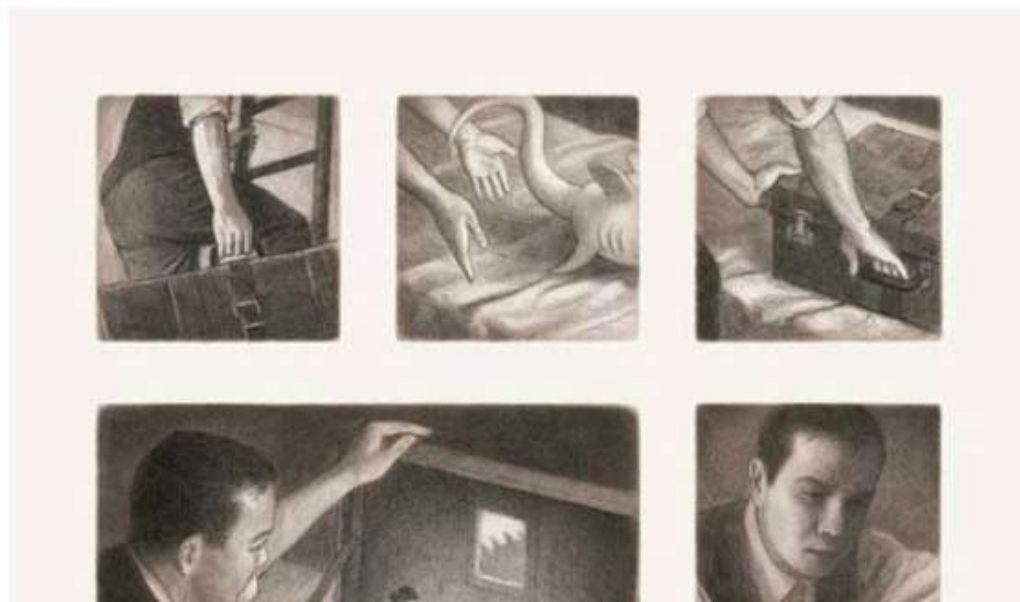
Historical context

Sociopolitical context

Geographical context

Curriculum links & References

The Arrival



download student activities

- Word-compatible RTF document (239kb)
- PDF file (54kb)

About the author and illustrator

Shaun Tan is an internationally renowned Australian author and illustrator. He grew up with his family in suburban Perth. Shaun describes the isolation that comes with living in 'a freshly minted northern suburb that was quite devoid of any clear cultural identity or history' ([www.shauntan.net/books/the-arrival.html - arrival_comments](http://www.shauntan.net/books/the-arrival.html-arrival_comments)).

As a teenager, Shaun began drawing and painting images for science fiction and horror stories in magazines. At university, he studied Fine Arts and English Literature. Since this time he has become well known for his illustrations in books such as *The Rabbits*, *The Red Tree* and *The Lost Thing*. Shaun has other creative talents: he has worked as a theatre designer and as a concept artist for the films *Horton Hears a Who* and *WALL-E*, and is currently directing a short film. His most recently published book is *Tales from Outer Suburbia*.

The Arts: New media arts – cultural crossovers

Teacher notes

Teacher notes include activity suggestions, alignment to the Australian Curriculum, and useful websites.

Learning activities

Activity 1: New media art



Students investigate what is meant by new media art and look at some of the key artists and examples of new media artworks from Australia and the Asia region.

Activity 2: Creating a gallery



Students investigate the work of a range of artists from Asia and Australia, including Asialink residency recipients Kush Badhwar and Bahbak Hashemi-Nezhad, and develop a small virtual gallery of the artists and their artworks.

Activity 3: Creating new media artwork



Students create a new group media artwork that responds to their community or an environment within their community.

Geography: Special places

Teacher notes

Teacher notes include activity suggestions, alignment to the Australian Curriculum and useful websites.

Learning activities

Activity 1: The countries of Asia



Students use maps to identify and describe some of the countries found in the Asia region.

Activity 2: Special places



Students identify places that are special to them and explore examples of special places in China, Japan, India and Indonesia.

Activity 3: Why are some places special?



Students examine different beliefs as a possible reason for why some places are considered to be special.

Online modules: History – Chinese in the goldfields

Year 5: Alignment to the Australian Curriculum



Chinese migrants and the gold rush

Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

Key inquiry question: What were the significant events and who were the significant people that shaped Australian colonies?

Click here to access the learning sequences: [Look to Learn](#) [Knowledge Building](#)



Attitudes towards Chinese migrants

Students examine the Chinese who migrated to colonial Australia during the nineteenth century searching for gold and the attitudes towards them at this time.

Key inquiry question: What were the significant events and who were the significant people that shaped Australian colonies?

Click here to access the learning sequences: [Look to Learn](#) [Knowledge Building](#)

Year 6: Alignment to the Australian Curriculum



Harvest of Endurance Scroll

Students learn about the way of life of Chinese people who migrated to Australia and their contributions to Australia's economic and social development. They examine the Harvest of Endurance scroll that depicts the vast visual history of the Chinese experience in Australia.

Key inquiry questions: Who were the people who came to Australia? Why did they come? and What contribution did the Chinese make to Australian society?

Click here to access the learning sequences:

[Look to Learn](#) [Knowledge Building](#) [Webquest Challenge](#)

Online modules: Mathematics



Year 1: Counting games

Students practise whole numbers up to 100 and play a Korean counting game.



Year 1: Show me your money

Students explore Australian and Asian currencies and ways to 'make' amounts of equal value.



Year 2: Always, sometimes, never

Students investigate chance events through games and contexts from the Asian region.



Year 2: Calendar capers

Students become familiar calendars and their structure, format, inherent patterns and uses.



Year 5: Measurement – past and present

Students examine familiar metric units of length, area, volume/capacity, mass and temperature.



Year 6: Prisms and pyramids

Students investigate three-dimensional shapes and construct geometrical models.



Year 7: Countries of birth

Students research countries of birth create graphs to display their findings



Year 9: Data representation and interpretation

Students construct and interpret climate



Year 10: Population mathematics

Students investigate population clocks and compare life expectancy in Australia

Science: Science as a Human Endeavour

Craig Proctor's Indonesia Activity Blogsite

A website to provide information about my research activities in Indonesia but also about Indonesian life, language and culture.

[Home](#) [About](#)

Kunjungan ke Padang

May 3, 2013 | [Leave a comment](#)

The second place for our sampling of tunas was in Padang, the Capital City of West Sumatra (sometimes spelt "Sumatera") - see map.



Recent Posts

- [Kunjungan ke Padang](#)
- [Kunjungan ke Prigi](#)
- [Trip Indonesia pada Bulan April dan Mei 2013](#)
- [First post](#)

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- [April 2013](#)

<http://craigproctorindoblog.wordpress.com/>

Australia-Asia Bridge School Partnerships: China, Indonesia, Korea and Thailand

Asia skills: Australian stories

Australia-Asia BRIDGE School Partnerships

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Sister School Guide - China

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BALGS Grants to Schools

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Australia-Asia BRIDGE School Partnerships

China



36 partnerships

Indonesia



96 partnerships

Korea



24 partnerships

Thailand



8 partnerships

Applications for Australian schools to join the **2014 Australia-Indonesia BRIDGE Project** and **2014 Australia-Korea BRIDGE Project** are now open.

The Australia-Asia BRIDGE School Partnerships Project (Building Relationships through Intercultural Dialogue and Growing Engagement) provides Australian teachers and students with the opportunity to engage with their peers in Asia through:

- face-to-face 'establishment visit' of a teacher from Asia travelling to Australia and spending time in an Australian school community. These visits are then reciprocated
- use of Information and Communications Technologies (ICT) to support a range of online interactions between partner schools led by teachers and students.

Australia in the Asian Century White Paper, School Education



#bridgeproject



Karin Weustenfeld
@KWeustenfeld

1h

Students filmed for @AsiaEducation #BRIDGEProject working on their @GoAnimate about our sister school in #Thailand. pic.twitter.com/ICW37ufp42
[Show Photo](#)



Cat
@CateyJo05

30 Aug

Oh really traffic? You are lame that's for sure.
#bridgeproject



Asia Education Fndn
@AsiaEducation

29 Aug

Interested in a school partnership with #Indonesia or #Korea? Applications for AEF's #BRIDGEProject now open bridge.edu.au


[Tweet #bridgeproject](#)

Bridge programs: Jindalee State School, Queensland and Daejong Moksan Elementary School, Korea

Asia-relevant capabilities – Learning about life in Korea using ICT, ICU, Critical and Creative thinking, Personal and social capabilities

- Sharing daily lives of students through Flat Travellers.
- Supporting student visits - Korean students visited Australia.
- Utilizing a wide variety of digital content to support collaboration – Wikispaces, knowledge hunts, videos.





Asia

Early Primary
Foundation - Year 3

Upper Primary
Years 4 - 6

Secondary
Years 7 - 10

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18 items for Asia

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Choose your year(s)

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☐ Year 6 (1)

■ Secondary


☐ Year 7 (3)
☐ Year 8 (1)
☐ Year 9 (2)



Mysteries of Angkor

Source: *Foreign Correspondent* | 13 May 2008

Did you know that around 800 years ago the world's biggest city was in Cambodia? From the 10th century, Angkor was the capital of the Khmer Empire, which ruled a huge part of South... [Read more>](#)





Sukarno's collaboration with Japan during WW II


Source: *Four Corners* | 07 September 1966


Imagine that, in order to preserve your freedom, you had to fight alongside your enemy. During World War II, Indonesian nationalists - led by Sukarno - collaborated with Japanese... [Read more>](#)

Show 6 results ▾ of 18 | [Show all](#)

Video: 5 mins 48 secs 

Learning area: [History](#)
 Secondary: Year 8

Video: 59 secs 

Learning area: [History](#)
 Secondary: Year 10

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Primary English Teachers Association Australia

<http://www.petaa.edu.au/resources/literature-singles>



PETAA
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Literature singles

Australian curriculum based units of work with a focus on contemporary children's literature.

Hover over links to units to see the targeted education level. Titles without links are for forthcoming units.

[Login or become a PETAA member](#) for access to units.

[Become a member](#)


Early childhood



[Come Down, Cat!](#)

- [It's Bedtime, William!](#)
- [Look See, Look at Me!](#)
- [Maudi and Bear](#)
- [No Bears \(sample\)](#)
- [Noni the Pony](#)
- [Rudie Nudie](#)
- [That's Not a Daffodil](#)
- [The Deep End](#)
- [The Last Viking](#)
- [The Runaway Hug](#)
- [The Tall Man and the Twelve Babies](#)

Younger readers




- [Brotherband: The Outcasts](#)
- [Bungawitta](#)
- [Duck for a Day](#)
- [Henry Hoeb Hobson](#)

Picture books



- [A Bus Called Heaven](#)
- [Family Forest](#)
- [For All Creatures](#)
- [Hamlet](#)



Welcome

About Kirsty
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Kirsty's Books
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Curriculum Support

India Dark (Australia and UK)
The Lilliputians (India)
Winner – NSW Premier's History Award – Young People's History Prize 2011

BASED ON A TRUE STORY

- The How and Why of India Dark
- What the critics wrote
- Links

Daisy opened her mouth and lies flew out. Her face so pink and white, her lips so plump and sweet, her lies so vile. I had to cover my ears. I shut my eyes, wanting to block out the courtroom, to neither see nor hear the evil; but Tilly grabbed my arm and twisted the skin on my wrist in a Chinese burn. 'Poesy Swift,' she whispered, her breath hot against my neck, 'open your eyes and take that look off your face. We will never get home if you ruin everything.'

MADRAS 1910: Poesy and Tilly are caught in a scandal that will change their lives forever. Singing and dancing across a hundred stages as members of a troupe of Australian child performers, they travel by steam train into the heart of India. But as one disaster follows another, money runs short and tempers fray. What must the girls do to protect themselves and how many lives will be ruined if they try to break free?

India Dark is a story of things kept secret, of conflicting wills and desires, set against the heat dust of a lost Empire.



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Learn, teach and collaborate
using digital resources to support
the Australian Curriculum



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Language Learning Space

Boost Chinese language learning and teaching using the Language Learning Space. Engaging student challenges, access to tutors, media-rich resources and a range of professional learning tools provide a great head start to language learning.



New to Scootle?

- » Scootle News Issue 2 2013
- » Software Analyser
- » FAQs
- » Guide to resource types
- » Scootle user guide
- » Administrator user guide
- » School manager guide

What others are using

- 1 L768 Fish market
- 2 M009597 Build-a-fish
- 3 L8306 Pirate treasure hunt:

New digital curriculum resources



A journey of discovery with new eyes: Asia – relevant capabilities



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