

Australia-Asia Education Partnerships

Directions and Opportunities
Discussion Paper for Cisco



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Executive summary

Momentum is growing in support of 'Asia literacy' to be embedded in Australian schooling and Australia-Asia education partnerships are core to how that will be achieved. Partnerships embody a strong sense of purpose, stable relationships and a genuine reciprocity: when located in an intercultural context, these partnerships have a powerful impact.

This paper is an initial review for Cisco to better understand the dynamics and potential of the Australia-Asia school partnerships; the forms they are taking, the state-of-play and the trends that will drive future developments.

Cisco's core belief is the need to transform learning to one that is collaborative, global and universal. School education in the Asia Century requires new knowledge, new ways of learning and, crucially, new engagement with our Asian neighbours. What needs to occur for that to flourish in schools?

Australia-Asia education partnerships are not new. Indeed many successful two way arrangements like sister schools, language scholarships, and student and teacher tours have operated for at least two decades. Increasingly these have been allocated additional funding by governments to build the foundation for a greater awareness of Asia in schools.

But, as Australia has started to witness the rise of the Asia Century and our Asian neighbours interact more closely with Australia's economy and society, a more broadly based aspiration for 'Asia literacy' has developed and schools are the means for this to be achieved.

*In the Asian Century, business as usual is not enough...
This is a vast landscape of change.*

Prime Minister, Julia Gillard, Sept 2011

Recent national policies seek to build Asia into the curriculum at all levels; ensure leaders and teachers are Asia literate; develop and disseminate Asia focussed classroom resources; have sustainable Asian language programs; and build awareness and demand for 'Asia literacy' with parents, students and community. These are demanding requirements.

Earlier partnerships were mostly discretionary and operated at the margins of schools' core activity whereas the new generation of partnerships for 'Asia literacy' are being achieved through approaches that are strategic and coherent; where the intensity of the partnerships and their integration into a whole of school endeavour is sustainable over time.

A snapshot of a new generation partnership school might see international senior students from China enrolled in the school. The principal and teachers regularly have teacher-parent conversations either face to face or through

video-conferencing. Mandarin is taught throughout the school, with resources supplied by The Office of Chinese Language Council International (Hanban), including visiting teachers of Chinese. The school acts as a specialist 'hub' for smaller schools. Local Chinese residents and business people are delighted to join in supporting the language and culture program.

The school is also part of a school cluster, facilitated by their regional leadership, that partner with Indonesian schools. While there are initial reciprocal tours, regular dialogue occurs among teachers and students – video-conferencing, skyping, and wikis. The school's curriculum has broadened – history, literature, language, art and sciences now take Australia's region into account.

A group of the principals together with the Indonesian principals have developed a leadership study exchange supported by universities in both countries. Over time, trainee teachers from both countries will also have a study and work placement exchange. The regional director tracks developments and supports schools to test the return on investment.

These features are evident in a few recent programs and there is sufficient excitement and systemic support to conclude they signal future directions.

What is needed for this pattern of intercultural collaboration and people networks to take hold and be sustainable into the future; what will support the development and growth of 'Asia Mindset' partnerships?

Advice from current participants and stakeholders revolves around taking a holistic and long term approach, and being prepared for the challenges as well as rewards from establishing intercultural partnerships.

Box E1: Modernising partnerships - What participants are saying

Broaden objectives	What works best?
Aim for long-term holistic outcomes; not one-offs.	Aim for sustainability and use tools e.g. a 5 year MOU.
Change in self is a goal; be prepared for profound personal insights	Use a change management approach; debrief and plan; don't only depend on enthusiastic individuals.
Reciprocity – what's in it for both partners?	Design specifically for multiple levels- leaders, teachers, parents, students; homestays build the foundation and mutual respect
Articulate from simplest initiatives (e.g. for awareness) to higher order initiatives (e.g. for intercultural competence).	Focal point - clusters or groups of schools. Don't go it alone.
Seek leverage – tie to policies; what do you take forward?	Build on the strong links to curriculum; build up resources that work.
Cultural understanding / relationship building/ negotiation skills- are crucial but complex objectives.	Link with wider stakeholders-business, consulates, NGOs, and community groups that have similar Australia-Asia aims.

Source: Australia-Asia Partnership stakeholder roundtable, October 25th October, Melbourne

The new generation Australia-Asia education partnerships have a set of common features. The following are essential for sustainable partnerships that deliver 'Asia literacy'.

Effective partnerships require:

- *Leadership at the system and school* – Asia mindset.
- *Whole school or regional strategic planning* – core-business and sustainable.
- *Intercultural relationship building* – establishing conditions for relationships to grow and mature.
- *Reciprocity* – aim for genuine two-way learning at all levels.
- *Contemporary curriculum*– global perspective, inspiring content and shared among schools.
- *21st Century pedagogy* – interactive learning, 24/7, active networks, broadened access.
- *Rigorous testing of return –on –investment;* evaluation and review.

What is the advice from participants on the technology that best supports effective and contemporary partnerships?

Box E 2: Technology advice

Networking tools		
Collaborative tools are essential - especially video, and other synchronous and asynchronous technologies	Get the balance right- start with face-to -face backed up by virtual communication	Recognise the variation and limitations in technology cross-countries
For students, work through student centred technology; minimize teachers as ICT gatekeepers.	Build the technology into the classroom pedagogy – not an extra.	Language learning should be at the cutting edge of tech applications; teachers need support.

Source: Australia-Asia Partnership stakeholder roundtable, October 25th October, Melbourne

Australia-Asia partnerships are essential to meeting the ambitious aspirations set for 'Asia-literacy'. The new direction for partnerships depends on relationship building among partners and well-designed collaborations, with both face -to-face people networks and smart use of technology.

1. Purpose of review

This is an initial scoping review for Cisco of Asia-Australia education partnerships, with a focus on the schools sector, to establish the general state-of-play, the trends that will drive future developments and the potential of these partnerships to be at the centre of strategies for 'Asia literacy'.

Momentum is growing in support of 'Asia literacy' as an objective for schooling and the main policy settings are already in place. This direction has been nominated by the states and territories and the federal government as a priority for 21st Century education and capability in understanding 'Asia and Australia's engagement with Asia' is part of the Australian Curriculum. 'Asia literacy' encompasses background knowledge of Asian countries, language skills and intercultural competence.

Business and parent groups are also urging the acquisition of skills that enable Australians to live and work in Asia and with people from the region.

Many initiatives are being funded by governments, non-government bodies and the business sector to directly link jurisdictions, schools, students, teachers and leaders with countries in the Asian region.

The range of partnerships is highly diverse and Cisco is seeking to better understand the potential for developments in this space. Partnerships embody a strong sense of purpose, stable relationships and reciprocity: located in an intercultural context; these partnerships have powerful impact.

An interest in the directions and opportunities for education partnerships between Australia and our Asian neighbours is consistent with Cisco's engagement with the education sector and with their core belief in the need to transform learning to one that is collaborative, global, and universal.

1.1 Review framework and methodology

The methodology is horizon scanning, analysis of trends, and deliberation by key participants.

- A representative group of partnership programs or approaches has been identified (desk-top and interviews) and analysed according to:
 - intent
 - policy lever and incentives
 - structure and activities
 - issues and trends
- A roundtable and supplementary stakeholder interviews to:
 - verify program descriptions
 - examine 'why are we pursuing partnerships; 'where we are up to; where we want to be; and, what will help us get there?'
- A roundtable of Cisco to examine directions and identify opportunities.

2. Context for review

Australia-Asia education partnerships need to be thought about, in the first instance, in terms of the bigger picture context that calls for closer engagement with Asia. This context has four key aspects.

- National direction for Australia in the 'Asia Century'.
- Policy directives for 'Asia literacy' in schools.
- The reality check: supply questions (teachers and resources) and demand questions (student demand and partner countries wanting or willing to engage).
- Technology solutions for sustainable partnerships.

2.1 Australia and Asia: 'a vast landscape of change'

The contemporary context in which partnerships will be developed is the Asian Century – where the locus of world economic growth, population growth and mobility, and dynamic geo-political and social change will centre in Asia. And because of Asia's size, complexity and geographic centrality, these changes will have profound effects on the rest of the world.

As political leaders are signalling, the impacts on Australia are already significant and will be vast. 'The changes touch some of the most central elements of our national policies'¹. And as The Economist² argued, Australia for the first time is closer to the fastest growing and most economically dynamic region of the world than any competitors.

But, the impact of these changes is also somewhat unknown. As the Prime Minister recently explained in a major speech on Australia's relationship with Asia:

In the Asian Century, business as usual is not enough...there isn't a single aspect of government policies and national planning that won't be touched by the great changes to come. Food security and foreign investment, immigration and education, stock market structures and financial regulation, energy policy and environmental standards. This is a vast landscape of change.

To what degree will Australia's new connections with Asian neighbours be as trading partners, investors, business partners, tourism destination, research partners and education partners? Answers are speculative.

¹ Prime Minister, Speech to AsiaLink and Asia Society, 28th September, 2011, Melbourne.

² The Economist, *The Next Golden State*, May 26th 2011

Irrespective of an optimistic or more cautious forecast, core to how we progress will be an urgent examination of our global mindset about Asia and our national skill set to tackle the massive changes ahead.

Our education systems will have the task of responding to this. But, as Michael Wesley Director of the Lowy Institute for International Policy says, there is a danger that the rise of Asia is simply seen in terms of having hit the jackpot.

Rather, the demanding task for education is central if young people are to engage with the new centres of economic and creative gravity and not be limited by monolingualism and monoculturalism. The real question is whether Australia is willing to invest now in our human capital and intellectual infrastructure to allow deeper connection to the emerging centres of global dynamism.

2.2 Asia literacy

The commitments by Australian education authorities to take account of engagement with Asia are accelerating. The National Goals of Schooling, agreed by all ministers in 2008, set 'Asia literacy' as a priority. This has been a significant step in legitimising an Asian focus in the core business of schools.

Australians need to become 'Asia literate' engaging and building strong relationships with Asia³

The *National Statement on Asia Literacy in Australian Schools 2011-2012* identifies the broad knowledge, skills and understandings required by all students to achieve 'Asia literacy' in line with the Asia priority of the Australian curriculum.

The Australian Curriculum has selected 'Asia and Australia's engagement with Asia' as one of three cross curriculum priorities and will focus on students developing an appreciation of the economic, political and cultural interconnections that Australia has with the region. Additional funds have been allocated by the Federal Government to encourage State jurisdictions and schools to generate innovative initiatives to better engage with Asian culture and language.

These statements essentially call for the following:

- *Australian Curriculum* to include Asia more directly
 - in-depth and sustained studies over a broader range that explore themes, topics or issues.
- *Asia literate school leaders*
 - *Highly informed and leading* whole school engagement.

³ The *Melbourne Declaration on Educational Goals for Young Australians*, Ministerial Council on Education, Employment, Training and Youth Affairs, Australia, 2008.

- *Asia literate teachers*
 - changed pre-service teacher education,
 - on-going professional learning that provides teachers with access to new content knowledge for Asia and Australia's engagement with Asia.
- *Asia focused classroom resources*
 - resources to link students and teachers to their peers in Asia,
 - resources to support the cross-curriculum priority of Asia and Australia's engagement with Asia in the Australian Curriculum.
- *Asian language education programs*
 - resources to develop and sustain Asian languages programs.
 - creative solutions to address the complex issues of teacher supply, student demand and quality instruction that have historically impeded delivery of sustainable programs.
- *Increased student, parent and community demand for 'Asia literacy'*
 - Parents are important partners in engaging young Australians with Asia.

Overall, these policy directions since around 2005 have significantly promoted diverse activity, stimulated innovation and increased the resources committed to this area. We have moved beyond considering *if* this should occur to planning how to achieve these outcomes.

2.3 Reality check: questions, ambitions and tensions

What is Asia? While 'Asia literacy' is more less a generic reference to all Asian countries, a more intense focus on Asia necessarily requires greater differentiation. The definition of Asia and specific countries that might be a priority varies. The current differences in motivation and capacity to engage are considerable.

The priority languages announced by the Federal Government are Japanese, Indonesian, Chinese and Korean. Some of these countries have for over two decades offered resources and opportunities for Australian schools to include their languages and cultural programs, especially Japan and Korea but have been disappointed with the apparent decline in interest over the past decade. Some countries have recently proposed very generous partnership opportunities and have expressed high expectations of a new style of relationship with Australian schools e.g. China. And Australia is commencing new generation initiatives focused on boosting and then sustaining mutual cultural understanding and respect with Indonesia, Korea and China. India, on the other hand has also welcomed cultural partnerships but separate from language studies. Other countries are more the focus of aid initiatives and feature mostly in development and volunteering activities e.g. Cambodia and Vietnam.

The geopolitical and cultural realities of Asia are such that a naïve assessment of commonalities, boundaries, national aspirations and expectations of Australia will be an impediment to the development of long standing partnerships and an in depth 'Asia literacy'.

Where are the teachers and students for this endeavour? Teacher shortage is acutely felt in the languages area and low familiarity with Asian content and perspectives is evident in other disciplines – literature, geography, history, art and science, but to a lesser extent than languages. As one principal said, 'we are asking generalist teachers in the next two years to take on the Asia literacy task- this will be hard to achieve'.

Student demand is also low for language specific studies. Only around six per cent of Year 12 students study an Asian language and close to 80 per cent of students studying Mandarin come from Chinese backgrounds. Indonesian and Japanese have dropped dramatically over the past decade.

Teacher supply and student demand in Chinese is the focus of a number of reviews and the government of China in particular is active in offering support to build language capability and student demand but this is not easily achieved for Chinese or other specific language or cultural studies.

BOX 1: Expanding Chinese language: challenges we face

Challenges
Figures from the end of 2007 show that <ul style="list-style-type: none">• fewer than 20 per cent of Australians working in China can speak the language only• only 10 per cent have studied even one China-related subject• at Year 12 nationally, a scant 3 per cent of students take Chinese, more than 90 per cent of whom are Chinese• even in Victoria, where 33 per cent of the country's Chinese learners reside, 94 per cent of those who begin Chinese at school quit before Year 10;• beginners at university drop out at rates close to 75 per cent

Source: Orton, Jane. 2008, *Current State of Chinese Language Learning*, University of Melbourne

Strategies being pursued to counter these impediments include:

- *flexible delivery and pathways*- each school needs to co-operate with others
- *increased teacher supply and support initiatives*- using country partnerships and drawing on locals in e.g. communities, consuls, business associations to add capability to schools
- *stimulus for student demand*- expanding access, making it relevant and exciting, providing role models
- *enabling success*- an urgent need is to support success for 2nd language learners through restructuring the senior language curriculum.

These strategies will hopefully boost take-up in the short to medium term, but longer term solutions will require a commitment by the Higher Education sector- in both broadening undergraduate studies and in the professional courses where teachers are trained. Pre-service education should now be planning how graduates will be equipped to teach so that all Australia's

young people are Asia literate. Similarly, bodies setting qualification and capability standards for Australian teachers should also be including this contemporary dimension in their requirements of 21st Century teachers.

Do we understand our Asian neighbours' expectations? While some countries have long standing commitments to partnerships with Australia, their expectations are not well understood, beyond generic objectives.

Some evidence shows that expectations may be more specific than those sought by Australia. Most countries are seeking to spread their language more widely; build greater awareness and respect for their culture; and expand knowledge of their history and place in Asia. Some are seeking access to Australia's teaching methodologies, particularly around creativity and innovation; and access to Australia's style of education leadership and management. Others would welcome assistance in teacher training more generally. Some seek wider access to English.

Some countries would welcome greater reciprocity – a two-way street, in encouraging more young Australians to study in their countries in Higher Education, particularly in those locations that send many of their young people to study in Australian universities, vocational training institutes and schools. Some countries also want to showcase their achievements to Australian teachers - in special education or mathematics for example.

Alignment of expectations of partnerships cannot be taken for granted. Participants unequivocally agree that the more mutual expectations are explored, the deeper the relationship becomes and the more lasting the outcomes from the partnerships. A carefully crafted Memorandum of Understanding can be a catalyst to take mutual respect to a new level.

BOX 2: Asian countries expectations of Australian education partnerships

Expectations

Countries have a range of expectations of education partnerships and Australians are developing a better understanding of these. For example:

- China is seeking the spread of Chinese language in response to a growing interest and respect for China as a world power. They are also seeking access to successful teaching techniques, particularly for 2nd language learning, teaching methodology and leadership
- Korea seeks for others to have greater familiarity with their culture, language and place as a major economy; they feel Australia's understanding is low.
- Indonesia seeks wider understanding and tolerance of Islam, the growth of Indonesian language and teacher professional development
- Japan is seeking understanding of their language and its spread in other countries, understanding of its culture and role as an economic power
- India is seeking access to techniques for teacher training and models of education provision in atypical settings and promotion of understanding of India's rich cultural heritage. They would like more Australian students to reciprocate and study in India
- Thailand is seeking access to English language training and teacher training.

Source: Interviews

There is though an overriding and strong common interest among all our Asian neighbours and Australia in the design of modern education systems that meet the demands of the 21st Century and the knowledge, skills and attitudes young people and nations will require to prosper and grow. This serves as a strong foundation for mutual and long term engagement in education partnerships.

2.4. Technology solutions for sustainable partnerships

Schools are large consumers of new technology and the innovations that are already evident in schools are being widely applied in creating and sustaining partnerships. Many of the new directions that are evident are built on people networks, collaborative design and open communication by all levels of participants.

The table below shows the range of technologies that are already being brought into the schools and classrooms and these will increasingly be applied in highly tangible ways to further partnerships. Indeed partnerships that do not seek out technology solutions to meet their needs for cross cultural engagement and sound teaching, will most likely find Australia–Asia partnerships become too expensive and too resource intensive to sustain.

BOX 3 New technologies supporting partnerships

Technologies	Description	Category of technology
Wikis, commenting, shared workspaces	Facilitates creation of content/ applications across large, distributed set of participants	Broad collaboration
Blogs, podcasts, video-casts, peer-to-peer	Offers individuals a way to communicate/ share information with broad set of other individuals	Broad communication
Prediction markets, information markets, polling	Harnesses the collective power of the community and generates a collectively derived answer	Collective estimation
Tagging, social bookmarking/ filtering, user tracking, ratings, RSS (really simple syndication)	Adds additional information to primary content to prioritise information or make it more valuable	Metadata creation
Social networking, network mapping	Leverages connections between people to offer new applications	Social graphing

Source: Chui A., Miller A and Roberts R. 2009. 'Six ways to make Web 2.0 work', The McKinsey Quarterly, February.

3. State of play- what schools and partners are doing

A broad array of Australia-Asia education partnerships has been identified and profiles are presented in the Attachment.

A rough estimate is that 15-20 per cent of Australian schools are currently engaged in some aspect of 'Asia literacy' through partnerships, with aspirations to significantly increase that proportion in the near term. Some programs have been operating for over twenty years while the newer generation have been introduced only in the past few years. The latter are seen as more prospective in terms of 'Asia –literacy' objectives and are the focus of the later discussion of desirable future directions.

The following table summarises the suite of partnership programs described in detail in the attachment. It is estimated that these descriptions cover the array of Australia-Asia partnerships program types currently operating.

BOX 4: Key Australia-Asia education partnership programs: mixing the old and `new

Teacher education visitation program - investigative tours specifically for curriculum design in studies of Asia; NSW in particular but other jurisdictions as well.	Asia literacy ambassadors – national access to business and community role models for advocacy of the case to students and parents for 'Asia literacy'; stimulus to develop coherent programs.
Collaborative international ventures to expand language teaching –NSW regional example, National Asian Languages and Studies in schools support for partnerships: teacher training, resources, and on-line international access.	Leading 21st century schools – support for Australian principals to develop awareness and capability to lead Asian literacy; and tools to adopt a strategic approach in a change management framework.
Longer-term international teacher exchanges –for individuals. Language and culture, various Australian and international sources of funds; some reciprocal.	Sister-schools –all jurisdictions; often tied into wider city or regional compact, can range from individual school in ceremonial activities to being part of more integrated and coherent approach to 'Asia literacy'; MOUs are useful tools.
Short term 'awareness' study tours for teachers and students – all jurisdictions, group visits; often act as catalyst for on-going programs.	International Student Programs – all states and schools provide for international students, mainly Asian to enrol, particularly in senior years; can be locus for a more international mindset in a school.
Language Assistant Programs – Assistants to Teachers of Japanese, Indonesian and Chinese for Australian language classrooms; multiple programs variously funded.	Language acquisition programs for teachers – in-country scholarships for individuals studying specific languages – all jurisdictions and multiple languages.
Internationalising Education - whole of school or whole of region focus on 'Asia literacy'; in context with school strategy, leadership, teacher capacity and curriculum- strategic.	Confucius Institutes and Classrooms, HANBAN China – Open to all jurisdictions to apply for high quality Chinese supplied teaching resources, including visiting teachers of Chinese.
BRIDGE Programs Australia- Indonesia; Australia- Korea; and Australia- China –Australia - wide multi-level sustainable partnerships, program for language and cultural exchange , multiple objectives, funded by government and non-government sources; a future model.	

Source: Review, desk-top research and interviews

The programs as they operate are not easily sorted into categories. Programs, particularly the most recent, have a mix of objectives and features and combine a number of target areas and participants; some are for teachers, some for students and others for systemic participants such as principals or administrations – and this continues to evolve.

They are typically focused on one or a tailored mix of some of the following six areas.

- *Language learning* – for students and teachers
- *Cultural competence*– for students and teachers
- *Global citizenship outlook* – for students and teachers
- *Asian studies and Asian discipline content* – for students and teachers
- *Leadership for 'Asia Literacy'* – for principals and systems
- *Teacher professional learning for Asia literacy* – for teachers, principals and systems

And, these may be for the individual, classroom level, school level, regional level or state or national levels. The focus might be weighted to relationship building, or the skills of collaborative learning or it might be knowledge acquisition. This spirit of innovation followed by evaluation is the key to sorting out what mix of activities will deliver on the objectives and will endure.

3.1 Key characteristics of programs

The new generation of partnerships for 'Asia literacy' are being achieved through approaches that are strategic, coherent and sustainable; and where the intensity of the partnerships and their integration into a whole of school endeavour is sustainable over time. These characteristics are evident in a few very recent programs but there is sufficient excitement and growth of systemic support for these initiatives to conclude they signal future directions.

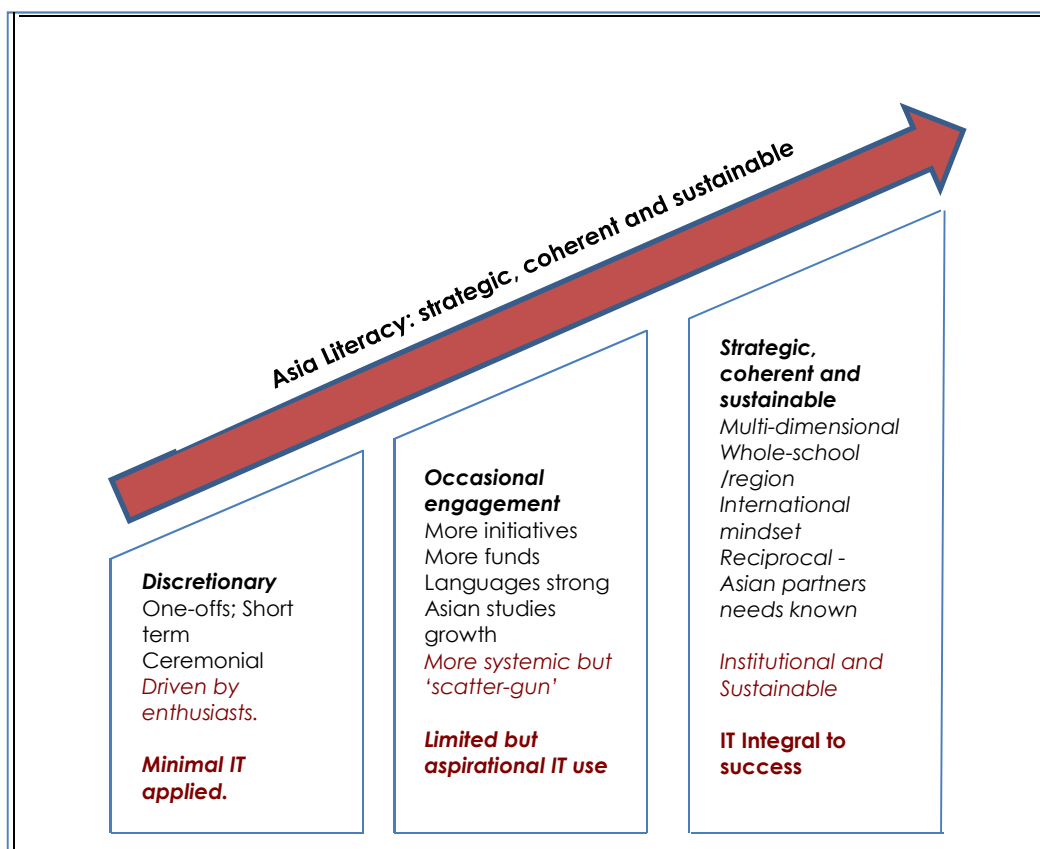
'Asia literacy' aspirations are demanding. The national statements seek to build Asia into the curriculum at all levels; ensure leaders and teachers are Asia literate; develop and disseminate Asia focussed classroom resources; have sustainable Asian language programs; and build awareness and demand for 'Asia literacy' with parents, students and community.

Earlier approaches to partnerships operated at the margins of schools' core activity whereas the new aspirations are for a more strategic and coherent approach and for partnerships to be the centrepiece of 'Asia literacy'. Partnerships are now emerging that are multi-level, range across language, culture and professional areas of interest and are intended to be sustainable over time.

The table below (Box 5) describes three main approaches to partnerships and illustrates the trajectory required for partnerships to meet more ambitious objectives. While these approaches have historical origins, they do operate concurrently in the present. Any activity – such as enrolling international students, can be more a transaction than partnership but alternatively it can

be conducted as a mutually productive partnership involving parents and schools as well as students; a sister-school relationship can be largely ceremonial and occasional or it can be the foundation structure of a two-way enriching dialogue.

BOX 5: Approaches to partnerships: towards coherence and sustainability



Discretionary approach. The development of partnerships has occurred over a twenty year period and the initial activities were discretionary rather than arising from the strategy of a school. These are one-off event based activities, such as sister school relationships that essentially comprise ceremonial activities; short term tours that do not have continuity or follow up; or individual based language scholarships.

These have historically been the core partnership activities and have depended on individual participation and are driven by the enthusiasm of key people. These still operate in many locations and outcomes, while positive for the individuals, are not on the whole adequate in terms of the newer expectations of 'Asia literacy'.

But, these activities still occur in newer generation programs with the key difference that they are integrated into a more coherent whole.

Occasional engagement. More diverse partnerships were underway from around 2000 with multiple initiatives, more funds and a wider systemic

involvement – such as educational leaders and system administrators engaging with neighbouring countries.

Essentially, though these programs were scatter-gun and still outside of core business. Partnership labels could be applied liberally but without the focus and discipline that characterise mature partnerships. Year 10 students may do a successful visit to Malaysia, but it is not integrated well into the curriculum, and it may not occur in subsequent years.

Strategic and coherent approach. Recent changes have been significant as the focus on 'Asia literacy' is being consolidated. Changes are evident in the whole school or region mindset in setting objectives and designing content. These programs show a more mature understanding of complex partnerships and have explicit aspirations for sustainability; they are not one-off events. Partners' expectations are taken into account and mutual satisfaction is tested.

The partnerships are in context with internationalising the education agenda and a more intense Asian focus.

4. New directions and opportunities

The new generation 'Asia literacy' partnerships that are strategic, coherent and sustainable are already in evidence in pockets around Australia, such as:

- regionally led activities such as in NSW and Victoria for groups of schools developing multi-level partnerships with similar groupings of Asian partners
- nationally led activities across language, culture, skills for teachers and students in the Bridge Programs for China, Indonesia and Korea and
- whole school designed programs in non-government schools and government jurisdictions building on their international students and family and community networks.

4.1 New directions

The core features of the partnerships that are heading in the new direction are fully consistent with the aspirations for 'Asia literacy' and contemporary education. They demonstrate the following.

- *Leadership at the system and school* – Asia mindset.
- *Whole school or regional strategic planning* – core-business and sustainable
- *Intercultural relationship building* – establishing conditions for relationships to grow
- *Reciprocity* – aim for genuine two-way learning at all levels
- *Contemporary curriculum and resources* – global perspective, inspiring content from diverse sources; and shared among schools.
- *21st Century pedagogy* – interactive learning, 24/7, active networks, innovative solutions to broaden access.
- *Rigorous testing of return –on – investment*; evaluation and review.

Some Australian and international snapshots of these core features of a strategic and coherent approach to partnerships for 'Asia literacy' are provided below. These are actual instances of school education planning and performance that have an international or Asian mindset.

Leadership: an Asia mindset The Wisconsin Department of Public Instruction has outlined expectations and strategies for achieving global literacy for schools in their jurisdiction. This is an instance of system leadership that spells out what is expected of schools in that district.

BOX 6: System leadership: global literacy strategies for schools in Wisconsin.

System leadership

It is vital that Wisconsin schools give students access to their peers abroad. The Wisconsin Department of Public Instruction recommends that:

- every school has a Sister School abroad and provides a template to match Wisconsin sister schools with schools in partners countries
- promotes programs to bring teachers from abroad so that students can learn from educators of other countries and cultures
- co-sponsors the Japan-Wisconsin Education Connection to bring K-12 teachers from Japan to Wisconsin for 3 months
- co-sponsors Korea-Wisconsin Teachers in Schools to bring teachers from Korea to middle and high schools for one week
- encourages schools to use technologies to connect to classrooms abroad by such outstanding programs as i*EARN, Global Nomads, United Nations Cyber.

Source: Centre for Strategic Education, 2008, *Internationalising Education Phase one, for Department of Education and Early Childhood Development, Victoria, Melbourne*

Whole school or regional planning: not one-off. An example of strategic planning for internationalisation and 'Asia Literacy' at a regional and school level is the following list of factors one partnership project took into account. A strategic approach considers objectives, assembles data and information, identifies options and priorities, and sets up governance and networks to build implementation. And this needs to involve be integrated into whole- school or regional planning – part of the main game and not discretionary.

BOX 7: Getting the whole school engaged as part of a regional plan

Regional plan

Leadership of a regional plan ensured:

- objectives had strong links to policy initiatives at national and state levels- educational, cultural and economic objectives
- the knowledge needed to proceed was developed: expert input needed for understanding of (Asian country) society, language and education system
- the model of governance was designed at regional and central levels and with the Asian country
- school teams rather than individuals were involved - and teams linked with each other
- school teams were composed of a principal and two practising teachers to foster and support change at different levels and for longer term sustainability
- networks for shared inputs and reflection were formed in Australia and with partners for reciprocal professional learning.

Source: Adapted from internal documentation, Eastern Metropolitan Region, Victoria 2011

Intercultural relationship building. The steps needed to move from one-off intercultural encounters to more stable and open partnerships are not well understood. Whether partnerships are institutional or involve small groups the potential misunderstandings and tensions are the same. The aspirations for

sustainable partnerships are expanding but experts remind us that merely intensifying interaction does not guarantee success.

The advice below is drawn from research into approaches to improving intercultural understanding.

BOX 8: Evolving stable intercultural relationships

Intercultural relationships

Relationship building is challenging; and intercultural partnerships have the same if not more vulnerabilities.

Research on relationships notes the need for:

- a strong sense of mission
- a genuine desire on the part of the entire school leadership on both sides to establish and develop a successful and sustained partnership as a scale both can manage
- enough staff to participate and fulfil all roles.

Relationships need the time and structure to develop. They need 'especially favourable conditions' such as:

- equal status – how to even out 'power' and status
- shared subordinate goals – e.g. benefits the whole group and both partners
- intimate rather than superficial or formal contact
- candid treatment of difficulties by both parties – unanticipated differences and stress over a clash of values can arise in intercultural environments.

Source: Orton, Jane, 2011, *Getting the most you can from your schools China trip*, Chinese Teacher Training Centre, Melbourne Graduate School of Education

Reciprocity. The qualities of an enduring partnership centre on establishing mutual understanding, building relationships, and identifying commonalities to guide the activities. Objectives need to establish a genuine two-way relationship but the mindset needs to be firmly established that all parties can gain and learn something new. The example below is carefully designed to be of mutual value and to set up the conditions for an on-going relationship.

BOX 9: Partnership objectives

Objectives

The objectives of the Australia-Indonesia BRIDGE Project were negotiated and agreed by all parties to achieve the following.

- Create and support school-to-school partnerships.
- Improve the intercultural knowledge and skills of all participants.
- Improve the ICT knowledge and skills of all participants.
- Build professional knowledge and skills, including strategies of effective teaching practice, among participant teaching staff.

Provide particular support to developing Basic Education Program schools in Indonesia.

Source: Source: Asia Education foundation <http://www.asiaeducation.edu.au>

BOX 10: 24 Australia-China school partnerships- the Bridge project

Understanding mutual needs

Australian schools were invited to apply to be partnered with a Chinese school as part of the Australia-China BRIDGE Project.

The joint program is the key to building personal relationships, strengthening knowledge and skills, and provides opportunities for in depth planning for ongoing engagement.

Major steps

- Successful Australian schools were matched through common interests with Chinese schools from Shandong Province and Chaoyang District, Beijing.
- Chinese teachers visited Australia to participate in a one week professional learning program plus a two week school visit and homestay program at their partner school.
- The professional learning program addressed the themes of History and Citizenship, Intercultural Understanding and the use of ICT to support online communication and collaboration.
- Australian teachers joined their Chinese partner to also participate in professional learning.
- In December/January 2012, the Australian teachers will participate in a reciprocal program in China to further consolidate their school partnerships.

School- school activity will subsequently be developed from a base of shared familiarity.

Source: Asia Education Foundation: <http://www.asiaeducation.edu.au>

Curriculum and resources. The development of curriculum for 'Asia literacy' is a key task that is being taken up by jurisdictions and schools themselves. One area that continues to be difficult to manage is the language curriculum when there are not only scarce resources but few teachers to deliver the curriculum.

BOX 11: Developing and sharing scarce resources for languages

Language resources

Regions across New South Wales are now implementing innovative strategies to support the building of collaborative ventures between schools and mutually advantageous relationships with provincial governments and institutions in China, Japan, Korea or Indonesia. These strategies are sharply focussed on sustainability and increasing the number of students studying Asian languages.

Hunter Central Coast will develop and implement two 120 hour Stage 6 courses; one in Japanese and one in Chinese (Mandarin). The courses will be accessible and relevant to all students, in particular, students who are studying an Industry Curriculum Framework in Hospitality, Tourism or Retail.

- This strategy will consolidate and extend the teaching and learning of Japanese and Indonesian across the region through the development of

quality teaching and learning materials; a strengthened continuum of learning through stages 3, 4, 5 and 6; increased flexible delivery and pathways using connected classroom technology; and enhanced opportunities for intercultural understanding.

The establishment of three regional Asian language teacher leader positions will support the expansion of delivery of Asian language teaching to schools by identifying existing Chinese (Mandarin) and Japanese language teaching "hub" schools and opportunities for expansion via the use of blended learning technologies and cultural exchange.

Source: <http://www.curriculumsupport.education.nsw.gov.au/nalssp/index.htm>. NSW Department of Education and Communities

21st Century pedagogy. An integral feature of partnerships is that communication occurs between the partners and the new generation of Australia- Asia partnerships are developing innovative and highly accessible approaches to inter country and inter-school networking through social media and other modes of interaction. Some examples are described below.

BOX 12: 21st Century pedagogy

Hawkesdale P12 college: connecting, collaborating and creating.

"As a school, we have connected, communicated and created with students from across the globe. This has been done using blogs, wikis, nings, videoconferencing and online virtual classroom software.

We have participated in many global projects, where my students are teamed up with members from schools in other countries, so they work outside my classroom walls with students where English is a second language. Students love working with students...no matter what continent they are in."

Why did it work?

- Excellent use of ICT that allows connections with students in other countries- students are highly adept at interactive engagement and using a range of technologies
- Student voice- -the excitement is palpable from students engaging with students in other countries- especially the younger students.

<http://www.slideshare.net/murcha/a-glimpse-at-a-21st-century-classroom>

Source: DEECD, Victoria Innovation Showcase 2011

BOX 12: 21st Century pedagogy

Collaboration tools in use

Student-student Indonesia- Australia

64 online collaborative wikispaces have been developed through the Indonesia-Australia Bridge partnerships. The wikis - show the extent of school partnership and the collaborative work students in Indonesia and Australia are undertaking.

These wikis show how new technologies can be used in classroom

http://www.asiaeducation.edu.au/for_teachers/school_linkages/bridgenews/bridge_school_visit.html

Source: Source: Asia Education Foundation <http://www.asiaeducation.edu.au>

BOX 13: 21st Century pedagogy

Multi-level engagement

Teaching so as to connect Australian schools with schools across Asia in the context of the Australian Curriculum

- 'The general capability of intercultural understanding is about making sure students respect and appreciate their own and others' cultures, enabling them to work and communicate with people from our largest neighbour.'
Australian Curriculum

'The Bridge project was an ideal opportunity to involve the school with Indonesia. We wanted to go beyond the walls of the school, beyond our area, and indeed beyond Australia.'

- Irene Beasley is the sole Indonesian teacher at Leongatha Primary School, located in South Gippsland. The rural school in the heart of Victorian dairy country is partnered with SD Pondok Labu 11, in the bustling ten million-strong metropolis of Jakarta
- The two classes connect through Skype, which serves as a rich tool for language learning. 'It enables the children to have authentic, real-time, face-to-face conversation.'

'We try to speak Indonesian our end and they speak English,' she continued.

- Irene reflected on the genuine engagement fostered between her students and their counterparts in Jakarta.

'We've moved from being an isolated school to being part of the wider global community and that's really important for the 21st century.'

Source: Asia Education foundation <http://www.asiaeducation.edu.au>

Testing return-on-investment. A strategic approach to Australia- Asia partnerships will regularly test that the expected outcomes are being achieved and that the investment in time and resources is paying off in greater 'Asia literacy'.

Below is an example of an evaluative framework developed in Victoria to assist schools assess their success in internationalising the curriculum? This region applied the rubric to a series of partnership activities with schools in China.

BOX 14: An evaluation framework

Evaluation		
<p><i>The Study Tour Program represents a significant investment so it required an innovative model to maximise the likelihood of long term impact and return on investment.</i></p>		
<p>DEECD's Asia Literate Schools Guide rubric was used to assess the state of 'Asia literacy' in the schools four months after the study tour.</p>		
<p>The rubric is divided into the following four domains (each with sub- characteristics) :</p> <ul style="list-style-type: none"> • Policy and leadership • Teacher capacity • Curriculum implementation • Student outcomes 		
<p>Each domain is assessed according to the following three levels</p>		
Developing	Established	Enhanced

Source: Adapted from internal documentation, Eastern Metropolitan Region, Victoria 2011

4.2 Opportunities: partnerships as the centre-piece of Asia literacy

The new directions for Australia-Asia partnerships go beyond discretionary or on-off events, and they go further than simply a new curriculum unit or a new activity.

The new directions for schools, systems and their Asian partners need to be centred on deep knowledge and skills focussed on Asia, or 'Asia literacy'; they are central to overall strategy, integrated into school life and they are planned to be coherent. These partnerships are the centre-piece of 'Asia literacy'.

What is needed for this pattern of intercultural collaboration and people networks to take hold and be sustainable into the future; what will support the development and growth of 'Asia Mindset' partnerships?

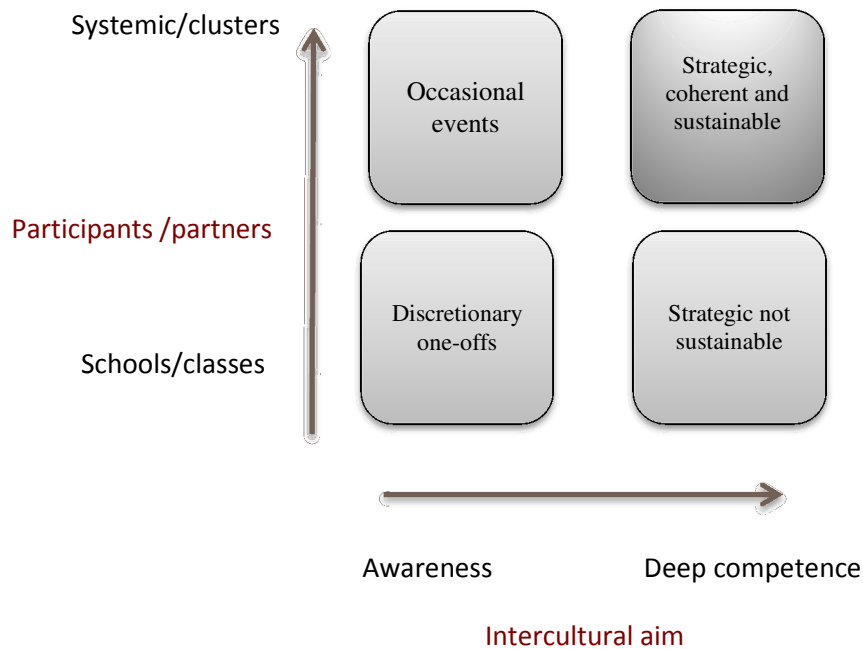
The model below is an illustration of the choices at play in deciding the intention and scale of participation in partnerships. An entry point might be to have a modest objective to build intercultural awareness between two schools and to conduct one or two discretionary activities to try it out.

Another step might be to team up in a cluster for a series of occasional events and exchanges. But if the intention is to build strategic partnerships that are well integrated into the life of a school, the best approach is not only

to form a cluster but also to build on-going activities for a deeper intercultural exchange. This will be an exchange among teachers on the one hand and students on the other. It might also involve regional leadership.

A school alone might be able to do this, but the likelihood is activities will be short run, whereas operating in a cluster provides for sharing of resources, building up scale where it counts and for reflection and evaluation.

Where do you want to start; where do you want to progress to?



Advice from current participants and stakeholders revolves around taking a holistic and long term approach, and being prepared for the challenges as well as rewards from establishing intercultural partnerships.

At all stages and at all levels of the partnership, exercising the technology options is crucial to the quality and breadth of exchange among partners: collaboration and networking, communication, data creation, enquiry and prediction.

As a school, we have connected, communicated and created with students from across the globe. This has been done using blogs, wikis, nings, videoconferencing and on-line virtual classroom software... my students love working with other students... no matter what continent they are in.

Principal, rural P-12 College, Victoria

The Box below summarises current participant and stakeholder input on modernising Australia-Asia partnerships.

BOX 15: Modernising programs: What are participants saying?

Broaden objectives	What works best?	Advice on technology
Aim for long-term, not one-offs.	Aim for sustainability- e.g. a 5 year MOU.	Get the balance right- start with face-to -face backed up by virtual communication
Change in self is a goal; be prepared for profound personal insights.	Use a change management approach; debrief and plan; don't only depend on enthusiastic individuals	For students, work through student centred technology; minimize teachers as ICT gatekeepers.
Reciprocity – what's in it for both partners?	Design specifically for multiple levels- leaders, teachers, parents, students; homestays build a foundation and mutual respect.	Recognise the variation and limitations in technology cross-countries
Articulate from simplest objectives (awareness) to higher order (understanding).	Focal point- clusters or groups of schools. Don't go it alone. .	Build the technology into the classroom pedagogy – not an extra.
Seek leverage – tie to policies; what do you take forward?	Build on the strong links to curriculum; build up resources that work.	Language learning should be at the cutting edge of tech applications; teachers need support.
Cultural understanding / relationship building/ negotiation skills- are crucial objectives.	Links with wider stakeholders- business, consulates, NGOs, community groups that have similar Australia-Asia aims.	Collaborative tools are essential - especially video, and other synchronous and asynchronous technologies

Source: Australia-Asia Partnership stakeholder roundtable October 25th October, Melbourne

Australia-Asia partnerships are essential to meeting the ambitious aspirations of 'Asia-literacy'. The new direction depends on relationship building among partners and well-designed collaborations, with both people networks and smart use of technology.

Attachment 1: Program Profiles

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>TEACHER EDUCATION VISITATION PROGRAMS: FOR STUDIES OF ASIA-NSW example.</p> <p>NSW component of National Asian Languages and Studies in Schools Program. Similar program in other jurisdictions</p>	<p>Build teacher confidence, commitment and cultural understanding for teachers.</p> <ul style="list-style-type: none"> • In-country experience in China, Indonesia Japan or Korea. 	<p>Federal and NSW Governments co-fund each trip.</p> <ul style="list-style-type: none"> • Individual pays \$1800 towards cost; • travel is during holidays; • spouses do not accompany. 	<p>Tailored programs for cohorts of around 15-20 teachers to visit each country for around 10 days in structured programs in 2010-2012.</p> <ul style="list-style-type: none"> • Builds on teaching areas and syllabuses. • Requirement to develop resources for wider use. 	<ul style="list-style-type: none"> • Tied to teachers' professional subject fields. • Expectation of resource output as well as personal benefits. • Uptake can be sporadic; might need to be located in wider context of whole of school approach to give it greater relevance
<p>ASIA LITERACY AMBASSADORS-National</p> <p>Works on building demand in schools for Asia literacy, particularly language study.</p>	<p>Partnerships built between businesses & schools to stimulate demand particularly for Asia language take-up through showing its application to world of work.</p> <p>Modelled on the prior national initiative for 'Scientists in schools'</p>	<p>An additional resource is offered to schools by Asian Education Foundation.</p> <ul style="list-style-type: none"> • Draws on skilled professionals with direct Asian experience. • They are matched to secondary schools throughout Australia. 	<p>Typical program for a school includes:</p> <ul style="list-style-type: none"> • a 6-8 month period of engagement with the issues raised; and • around 3 sessions with ambassador that stimulates further planning and actions. • Interactions take various forms – visits, talks, links with countries made. 	<ul style="list-style-type: none"> • Has generated around 300 partnerships. • Builds on existing in-kind resources. • Ties business into schools' objectives. • Works best when schools are adopting a holistic approach to 'internationalising'. • Has worked 'both ways'- ambassadors also gain insights through the partnerships.

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>COLLABORATIVE INTERNATIONAL VENTURES TO SUPPORT EXPANSION OF ASIAN LANGUAGE TEACHING- NSW Regional example</p> <p>Tackles obstacles to Asian language learning – access and quality. Other jurisdictions adopting similar strategies.</p>	<p>Goal is to stimulate innovation in sustainable language strategies.</p> <ul style="list-style-type: none"> Innovate to increase number of Asian language learners. Build innovative collaborations between, regions and provincial governments and institutions. Stimulate technology applications Focus: China, Japan, Korea or Indonesia. 	<p>Grants to Regions for them to lead in establishing regional wide innovations to support expansion of language teaching.</p>	<p>Regions are encouraged to establish their own plans so goals and partnerships differ. For example:</p> <ul style="list-style-type: none"> Hub schools – other connect in to access teachers and resources. Flexible delivery across region: connected classroom technology Professional learning through video conferencing between schools and partners institutions in countries. Focus on language in VET context - retail, tourism, hospitality. 	<p>Innovations to get best from scarce resources.</p> <ul style="list-style-type: none"> Builds on existing international partnerships / city-city sister relationships. Explicitly tackles issues of scale and broadening access to resources to expand language learning. Innovative use of technology central to success and extends impact of prior physical exchanges of teachers or students.
<p>LEADERS FOR 21st CENTURY SCHOOLS-national</p> <p>A leadership training and support initiative to equip principals with an Asia strategy.</p>	<p>Support principals and school leaders to identify and develop starting points for Asia literate curriculum change</p>	<p>Initial funds by the federal government and collegial networks led by AEF and principals associations.</p> <p>Funding has now concluded but networks will continue.</p>	<p>Access to high quality Asia literate resources</p> <ul style="list-style-type: none"> Access to business networks Materials for curriculum audits and skills assessment Collegial networks Access to Asian countries of interest and facilitation of networks 	<p>An important foundation activity to build strategic school based approaches that will endure. Evaluations showed principals valued</p> <ul style="list-style-type: none"> Support for action planning Tools for audits and curriculum planning Access to networks

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>LONGER/MEDIUM TERM INTERNATIONAL TEACHERS' EXCHANGES – Various sources of funds</p> <p>Various initiatives target individuals for cultural visits, exchanges, or study or a combination- can be for longer periods e.g. a year or more; or part of a year.</p>	<p>Some longstanding initiatives:</p> <ul style="list-style-type: none"> • Focus on individuals expanding capability through in-depth experience. • Has built on sister - state/city relationships and links by cultural institutions. <p>New approach- Australian Endeavour Awards).</p> <ul style="list-style-type: none"> • View of best professional learning and how outcomes might be applied. • Supports Australian and reciprocal international applicants. 	<p>Merit based scholarships for individuals:</p> <ul style="list-style-type: none"> • By Australian agencies. • And Asian bodies - India- since 1998- a two way exchange; Japan Exchange and Teaching Program from 1987, Korea, China, and Indonesia. • Funding varies. • Typical funding for an education department – provides salary and airfare; host provides accommodation (e.g. Qld, SA). • Some reciprocal- Australian Endeavour Awards provides for Australian and international applicants. 	<p>China and Japan have traditionally been most popular – now expanding to more countries.</p> <ul style="list-style-type: none"> • Some 12 month exchanges – committed to language learning. • Others structured as fellowships in language, arts, science (e.g. NSW). • Access to volunteering and retain employment status (e.g. WA). • Fellowships/ exchanges offered by Asian countries – numerous. • Australian government Endeavour Awards have an education sector component- language and cultural learning. 	<ul style="list-style-type: none"> • Small in number but well established. • Language exchange opportunities well known. • Reciprocal initiatives highly valued by Asian partners and should be supported to grow further. • As focus and opportunities expand, bodies such as AEF perform a valuable communication role. • Possibly diminishing funds. • Challenge is to enable systemic learning as well as benefits for individuals.
<p>SISTER-SCHOOLS</p> <p>Agreements between schools that can range from largely ceremonial relations to active relationship building and regular exchange.</p>	<p>An early form of education partnership.</p> <ul style="list-style-type: none"> • Often initiated politically at state or provincial level • Minimal or no funds 	<p>As partnerships have grown, many sister school arrangements have also matured.</p> <ul style="list-style-type: none"> • Opportunity for MOUs on mutual needs and commitments • Integrated with activities • Focus of relationships • Can focus 	<p>The sister school is a traditional and understandable concept.</p> <ul style="list-style-type: none"> • Can be a centre-piece of the new generation partnerships • But on its own, there is limited longer term gain. 	

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>SHORT TERM STUDY TOURS</p> <ul style="list-style-type: none"> • TEACHERS • STUDENTS <p>All jurisdictions and non-government schools</p> <p>Group based visits to countries for teachers and students.</p>	<ul style="list-style-type: none"> • Teacher tours to acquire content and perspectives for curriculum design, promote cultural understanding and language acquisition. • Most seek inter-country or inter-school partnership opportunities • Student tours similar focus on language acquisition and/or cultural awareness and intercultural competence 	<p>Teacher and student tours are occasional and discretionary</p> <ul style="list-style-type: none"> • Supported and encouraged by recent Asia policy directions. • Determined by resource availability and ease of organisation/ logistics. • At last one jurisdiction(Victoria) instituted a 'student mobility' initiative for locations where parents might not have the funds for such initiatives 	<p>Examples for teachers include:</p> <ul style="list-style-type: none"> • Access Asia Study Tours and Exchanges (AEF). • Korean Studies Workshop Program (Korea Foundation). <p>Schools tours :</p> <ul style="list-style-type: none"> • An established feature of many non-government secondary schools' curriculum. • A recent occurrence in government schools; in some locations now funded by community and business. 	<ul style="list-style-type: none"> • Most education sectors appear to have diminishing funds in this area- more self or community funded initiatives • Most short-term teachers programs on offer through education sectors are managed by the Asia Education Foundation (AEF). • Evaluations show around 1/3 participants subsequently apply experience to their teaching in a significant way. • Major advancements occurring in some government regions –see later item Internationalising Education
<p>INTERNATIONAL STUDENT PROGRAMS- All jurisdictions and non-government schools</p> <p>International students, mostly Asian, enrolling in Australian schools.</p>	<p>Supplement the student cohort of schools through enrolling international students.</p>	<p>Meet the demand from Asian countries for school places for International students;</p> <ul style="list-style-type: none"> • Fee paying students – amounts vary in non-government v. government. • Senior secondary • Predominantly Chinese • Pathways built for entrance to Higher Education in Australia 	<p>Schools, non-government or government systems, must be registered providers.</p> <ul style="list-style-type: none"> • As an example, 14% of Vic schools have international students • Average 25-35 students per school. • Majority of schools' admin pursue relationships with parents e.g. annual visits to China 	<ul style="list-style-type: none"> • Partnerships between Australian schools and families and schools develop as a result of the international student market. • Schools have a greater responsibility for their international students (than do universities) and opportunities to develop relationships are continually being sort.

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>LANGUAGE ASSISTANT PROGRAMS – ASSISTANTS TO TEACHERS OF JAPANESE, INDONESIAN AND CHINESE</p> <p>Language teacher assistants available for positions for a year in Australian schools</p>	<p>Teachers or trainee teachers supplied by China, Japan and Indonesia to spend a year in Australian schools serving as assistants to language teachers.</p> <ul style="list-style-type: none"> • Goal for Australia is to enhance the teaching of languages • Goal for supplying countries can vary-main objective is to spread familiarity with their language and culture • Secondary goal can be to enhance the assistants' teaching 	<p>Teaching support supplied by countries for Australian schools, usually for a year.</p> <ul style="list-style-type: none"> • Embassies or cultural organisations manage - direct to non-government schools or through state departments. • Cost to schools: \$10,000 to \$30,000. • School compete for a placement, on capability and aspirations for their language curriculum. 	<ul style="list-style-type: none"> • Numbers and conditions vary around the country (e.g. 22 Chinese assistants in Victoria; 1 in NSW). The total from each country might be up to 25. • Pay/ allowance and accommodation differ among different groups and jurisdictions. • They are not to teach alone in class rooms. • Outcomes vary depending on the capacity of the school to conduct an innovative and coherent language and culture program. 	<p>Assistants require a special programs Visa, which states they are under 31 years of age, the stay is for 12 months, and they must not work or study.</p> <ul style="list-style-type: none"> • The embargo on study and length of stay may be an inhibitor to using this group build a Asian language teacher cohort • Potential is considerable - programs could grow if Australian schools support the assistants well • language curriculum can be greatly enhanced through teaching innovations drawing on assistants' skills and contacts.
<p>LANGUAGE ACQUISITION FOR TEACHERS</p> <p>Scholarship programs for teachers to study language in depth in the respective countries</p>	<p>Short term or intensive language study in-country to enhance teachers' capabilities</p>	<p>Funds and in-kind resources</p> <ul style="list-style-type: none"> • Historically funded by Australia • Some countries increasingly offer support 	<p>Courses range from</p> <ul style="list-style-type: none"> • 3 week e.g. Endeavour Language Fellowships to • 6-12 month Darmasiswa Language Course, Dept of education, Indonesia 	<p>These are traditionally offered to individuals on merit; leave is facilitated from employers</p> <p>They are few in number and have been against the background of reducing language study especially in Indonesian and Japanese.</p>

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>INTERNATIONALISING EDUCATION: WHOLE OF SCHOOL/ REGIONAL FOCUS - in pockets in most jurisdictions</p> <p>Regional co-ordination and/or whole school focus on Asia literacy- seen in</p> <ul style="list-style-type: none"> • policy and strategy, • leadership, • teacher capacity, • curriculum, and • student outcomes. 	<p>Goal is to provide all students with</p> <ul style="list-style-type: none"> • skills, knowledge and understandings to operate in a globally competitive workforce, and • contribute as active global citizens. • Involve whole school and connect schools in a locality in the endeavour. 	<p>Policy direction, stimulus funds, innovation driver.</p> <ul style="list-style-type: none"> • Build momentum and capacity through principals in the first instance- make it systemic rather than rely on the drive of individuals , • Link to national and state policy initiatives and regional strategic directions. 	<p>Asia-Aust. partnerships are multi-level that connect principals, teachers and students with purposeful activity over a period of time.</p> <p>e.g. Eastern Metropolitan Region (EMR) Victoria.</p> <ul style="list-style-type: none"> • 30 principals and teachers from 10 schools paired with sister schools in Suzhou, China through 10 day tour and return tour to consolidate partnerships. • Activity for Australia includes shared teaching practice, language learning, cultural awareness, and student-student communication. • Chinese partners were seeking access to: 2nd language learning methodologies, classroom management, homes school co-operation etc. 	<ul style="list-style-type: none"> • Conceptually comprehensive and educationally based. • Seeking greater return-on-investment: beyond one-off experiences. • On-going has costs though- face-to-face expensive c/f electronic communication. • Greater intensity requires greater focus on what partners are seeking: why would they seek to be involved?

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
<p>CONFUCIOUS INSTITUTES AND CLASSROOMS, HANBAN CHINA</p> <p>An infrastructure, funded from Beijing, to spread Chinese language learning and greater cultural awareness of China.</p>	<p>Provide resources to countries to meet the rapidly growing demand for Chinese language learning. Offers partnership spin-off activities.</p>	<p>Financial incentives and partnership opportunities</p> <ul style="list-style-type: none"> For classrooms, schools can apply to Hanban for fit-out funds resources, including computer hardware, and a teacher of Chinese. Resources will expand. 	<ul style="list-style-type: none"> Around 9 Confucius Institutes in Australia-located in Higher Education institutions, and schools can contract with them for activities. Smaller number of Confucius classrooms for schools but expected to expand Serve as focal points for other exchanges and partnership activities. 	<ul style="list-style-type: none"> A well-resourced and strongly driven set of initiatives by a Chinese government body set up explicitly to spread Chinese language learning from Beijing. Schools aspire to integrate these resources with others (e.g. Sister Schools) to consolidate Chinese language learning and cultural awareness.
<p>BRIDGE Program Australia- Indonesia</p> <ul style="list-style-type: none"> Started 2008 Extended 2011 for 5 years with \$3.5m Funded AusAid, and Myer Foundation Managed by AEF and Australia - Indonesia Institute 	<p>Fostering school-school partnerships to build stronger people to people and between schools links in Australia and Indonesia.</p> <ul style="list-style-type: none"> Teacher and student mutual understanding. Greater sharing of knowledge Improved language acquisition. 	<p>Externally provided funds on application, plus resources and guidelines for schools in both countries to establish and sustain partnerships and linkages.</p>	<p>Focus is physical exchange, professional learning (ICT, cross-cultural, language) and online engagement. In particular, School-school partnerships where:</p> <ul style="list-style-type: none"> Indonesian teachers visit Australia. Learning languages and using IT across countries are key. Hardware provided for core Indonesian schools. Resources available for longer term engagement. 	<p>Since 2008, 93 schools and 185 teachers have been directly engaged plus a further 1000 teachers and 90,000 Indonesian students and 30,000 Australian students.</p> <p>Some successes are:</p> <ul style="list-style-type: none"> Development of 20 on-line collaborative training activities. 47 'wikispaces'.

PROGRAM	PURPOSE	LEVER	STRUCTURE AND ACTIVITIES	COMMENT
BRIDGE Program Australia-Korea, <ul style="list-style-type: none"> Supported by the Australian Government through the Australia-Korea Foundation. The Asia Education Foundation manages the project. 	As above	As above	As above. Commenced 2009 <ul style="list-style-type: none"> 2009 8 schools from each country formed partnerships 2011, 8 Qld teachers travelled to Korea for 12 day prof. learning, homestay and school visit. Korean teachers made return visit to Queensland. 	On-going engagement a key feature. <ul style="list-style-type: none"> Wikis - conversations among students: popular culture, environment, food, school life, etc.
BRIDGE Program Australia- China 2011-12 <ul style="list-style-type: none"> 24 school partnerships between Australia and China. 	As above.	Funds for : <ul style="list-style-type: none"> blended learning model of face-to-face and online collaboration, deeper language and intercultural understanding of China amongst participating teachers and students. 	2011 with 24 partnerships Reciprocal teacher professional learning in each country so as to: <ul style="list-style-type: none"> share cultures; strengthen language skills and programs; share pedagogy; web 2.00 learning; and form on-line teacher and student networks. 	Different character to other models – initially teacher to teacher exchanges; strong language focus.