



Asia Education Foundation

Discussion Paper

Asia Literacy Teacher Education Roundtable

**A Discussion Paper for Teacher Education: Towards an 'Asia Capable'
School Education Workforce**

June 2013

Summary

Teacher education needs to play a pivotal role in developing Asia capable teachers if schools are to develop Asia capable young Australians. This paper focuses on key considerations for the teacher education sector to note and discuss as it plans to address the need for an Asia capable school education workforce.

The paper results from the recently formed Asia Literacy Teacher Education Roundtable, which met for the first time in Melbourne on 5 March 2013. The Roundtable has been co-convened by the Asia Education Foundation (AEF) and Prof Kristina Love, as the Australian Council of Deans of Education (ACDE) representative on the AEF Advisory Board.

The Roundtable initiative was developed in response to new and significant education policy settings around Asia capability. It focuses attention that is long overdue on how teacher education across Australia is meeting, or planning to meet, the new demands for an Asia capable school education workforce, and how teacher education should respond to these new policy requirements.

This paper looks at the need for an Asia capable school education workforce and implications for teacher education. It focuses on the attributes of an Asia literate teacher and school leader, current progress, and key gaps in pre-service, in-service and Asian languages teacher education. It identifies key overarching actions now required of the teacher education sector to respond to the need for an Asia capable school education workforce.

The paper includes key questions for discussion by stakeholders within the teacher education sector, in particular the ACDE Board, state Deans of Education Boards, teacher education faculties, and Asian Studies academics involved in teacher education. Other parties to this discussion are likely to include the Australian Institute for Teaching and School Leadership (AITSL), Australian Curriculum, Assessment and Reporting Authority (ACARA), the Department of Education, Employment and Workplace Relations (DEEWR), state and territory education jurisdictions, and teacher institutes/boards.

Acknowledgements

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The need for an Asia capable Australian education workforce

Asia capability relates to the moral purpose of school education to develop young Australians who are equipped with the knowledge, skills, behaviours and dispositions that assist them to develop quality relationships with the peoples of Asia, both within Australia and internationally. These relationships are integral to how well Australia, as a nation, flourishes in the 21st Century.

The need for Asia literacy emerges at a time when Australia's engagement with Asia in trade, investment, immigration, tourism, education and humanitarian assistance is growing at a faster rate than our engagement with the rest of the world combined for over two decades (Asialink et al., 2012).

Supporting the development of an Asia capable education workforce to achieve Asia literacy for all young Australians requires a clear understanding of what is meant by 'Asia literacy'. The definition below has been adopted for this paper.

[Asia literacy is] the knowledge, skills and understandings of the histories, geographies, literatures, arts, cultures and languages of the diverse countries of the Asian region. It includes both cross-curriculum studies of Asia and Australia's engagement with Asia, and learning Asian languages ... (Asia Education Foundation, 2011)

Asia literacy: school education policy context

Asia literacy has been on the political and education agendas in Australia for over three decades. 25 years ago, Professor Stephen FitzGerald described his vision for Asia literacy in Australia as 'a populace in which knowledge of an Asian language is commonplace and knowledge about Asian customs, economies and societies very widespread' (Fitzgerald, 1988, p. 12).

Since that time, there has been a series of general academic and policy debates about how Australian society should engage with Asia (see, for example, Ingleson, 1989; Beeson & Jayasuriya, 2009; Rizvi, 2012) that have relevance for thinking about and planning for an Asia capable school education workforce. Yet, despite these debates, Australian society is still maturing and evolving in how it sees both itself and the Asia region and, importantly, its relationship with the countries and peoples of its region.

Importantly, the need to develop Asia capable young Australians is now foregrounded in national school education policy, including:

- The *Melbourne Declaration*, which states that all 'Australians need to become "Asia literate", engaging and building strong relationships with Asia' (Ministerial Council for Education, Early Childhood Development and Youth Affairs, 2008, p. 4)
- The Australian Curriculum, which includes the Asia and Australia's engagement with Asia cross-curriculum priority, to be applied across all learning areas; the Intercultural Understanding general capability that all students are required to develop by the time they exit schooling; and curricula for

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six Asian languages, i.e. Chinese (Mandarin), Indonesian, Japanese, Korean, Vietnamese and Hindi (Australian Curriculum, Assessment and Reporting Authority, 2013).

- The Australian Professional Standards for Teachers (Australian Institute of Teaching and School Leadership, 2012a) and Australian Professional Standard for Principals (AITSL, 2012b), which include the ability to respond to students' cultural diversity (for example, Standard 1: Knowing students and how they learn, 1.3).

AITSL has also commissioned a report on 'Asia Literacy and the Australian Teaching Workforce' (Halse et al. 2013). Key findings of the report include:

- identification of what constitutes the attributes of an Asia literate teacher and school leader
- identification of what motivates teachers and school leaders to engage with Asia literacy; and
- the critical role of teacher education in achieving Asia literacy.

The release of the Australian Government's *Australia in the Asian Century White Paper* (in October 2012) further reinforced the importance of Australians developing Asia-relevant capabilities through their schooling. The White Paper's objectives include that:

1. Every Australian student will have significant exposure to studies of Asia across the curriculum
2. All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling. (Australian Government, 2012, p. 170)

These objectives have been included in the new National Plan for School Improvement announced by Prime Minister Julia Gillard on 14 April 2013:

Every student will have more opportunities to engage with our region, including its languages and cultures.

- Schools will provide access to quality Asian language learning, with four priority languages: Chinese (Mandarin), Hindi, Indonesian and Japanese.
- By 2025 every student will have access to learning one of these languages from their first day of school.
- Schools will incorporate studies of Asia across the curriculum. This means students will leave school with the cultural knowledge and skills necessary to be active in the region. (Australian Government, 2013a)

Importantly, the establishment of the Asia Literacy Teacher Education Roundtable has been highlighted in the White Paper Implementation Plan as key progress to date for the school education objectives specified under 'Building capacities' (Australian Government, 2013b).

Further to the White Paper Implementation Plan, the 2013-14 May Federal Budget made provisions for a number of initiatives to progress Asia literacy in schools, two of which relate to pre-service and in-service teacher education.

Despite these significant policy settings – as well as two major national strategies for Asian languages and studies in schools (NALSAS, 1995-2002, and NALSSP, 2009-2012) and the leading work over two decades of the Asia Education Foundation (AEF) and a small number of visionary Asia literacy champions in teacher education – there has been little systematic focus on identifying and discussing how teacher education across Australia needs to meet the new policy demands for an Asia literate school education workforce.

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Australia's Asia capability depends on an Asia capable school education workforce

The need for an Asia capable school education workforce is clear: if there is a need to develop Asia capable young Australians, then there is a need for Asia capable teachers to teach them. However, most of the Asia literacy funding and initiatives to date have not been directed at the teacher education sector.

AEF has articulated the requirements to meet this need in its *National Statement on Asia Literacy in Australian Schools 2011-12*:

Asia literate school leaders – Asia literacy is most successful when the whole school is engaged. This often requires a cultural change, a shift in attitudes and a readiness to learn new skills in cultural understanding. To achieve high quality teaching and learning programs that achieve Asia literacy, school leaders require access to professional learning, networks and programs that provide knowledge, tools and resources to best enable schools to achieve Asia literacy for all their students.

Asia literate teachers – Pre-service teacher education has a critical role in ensuring that new teachers in all learning areas and levels of schooling are equipped to take part in the delivery of Asia literacy. Ongoing training and professional learning that provides teachers with access to new content knowledge related to Asia and Australia's engagement with Asia is also needed to equip teachers to implement the Australian Curriculum. (AEF, 2011, p. 3)

If these proposed approaches are successful, Australian schooling will contribute to the shaping of Asia capable Australians of the future.

Furthermore, significant work has been undertaken in the area of Asia capabilities in the Australian workforce. Asialink at The University of Melbourne has worked with peak industry bodies and business leaders to develop the 'Asia Capable Workforce Strategy Report'. Included in these strategies is the requirement to, 'More effectively educate Australia's future workforce for the Asian Century'. This strategy suggests that:

- Businesses must work with education providers to provide internship and work experience opportunities for domestic and international students in Asia-focused businesses
 - Businesses should give a high priority to informing education and training institutions of current and emerging requirements for Asia capabilities
 - Universities, TAFEs and schools must incorporate Asia-relevant content across disciplines and curricula
 - Government must support the evolution of school, university and TAFE curricula towards Asia capability through funding and policy.
- (Asialink, 2012)

Asia literacy now has strong foundations, with education policy in place to support the development of Asia-relevant capabilities for all young Australians through their schooling. There is bipartisan support for its role and importance, and it is a national agenda that is set to develop as the Asian Century unfolds.

A forward step to having the right policy and curriculum environment for Asia literacy is ensuring that teachers and school leaders are equipped to make it a reality. This requires, among other things, that:

- Future teachers need a pre-service education that provides them with the skills – knowledge, understandings, tools, and dispositions – to engage with Asia in their teaching.
- Practising teachers require ongoing development of these skills – through professional learning and postgraduate education courses – to ensure that their teaching remains relevant to the rapidly evolving region that is Asia.

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How current teacher education courses need to evolve, and what new courses need to be developed, are fundamental issues for teacher educators.

Key considerations include:

- What is the base standard of Asia capability required from all new pre-service graduates?
- How should Asia capability be addressed in the development, accreditation and delivery of teacher education courses?
- What specialisation options for Asia literacy/capability are necessary in education faculties, and how should these be delivered through pre-service and in-service programs?

These considerations are built upon the premise that a base requirement of Asia capability is required for *all* teachers because Asia features as a cross-curriculum priority and Intercultural understanding is specified as a general capability in the Australian Curriculum. Further (more advanced) options are then necessary for those who wish to be leaders in Asia literacy and teachers of Asian languages.

Implications for teacher education

Recent Australia-wide research (Halse et al., 2013) has afforded insight into some of the implications for teacher education of the need to develop an Asia capable school education workforce. Titled ‘Asia Literacy and the Australian Teaching Workforce’, the DEEWR-funded report was conducted for AITSL by AEF and led by a team of Deakin University researchers headed by Professor Christine Halse. The study collected responses from 1,471 teachers and 481 principals, making it the largest survey to date of Asia literacy in schools.

Building an Asia capable school education workforce involves ensuring that the Australian Professional Standards for Teachers and Australian Professional Standard for Principals support high-quality studies of Asia. In doing so, Asia literacy will cease to become an optional add-on (AEF, 2012) with the intention that the Professional Standards ‘provide the frameworks for determining and nurturing the features and capacities of an Asia literate teaching workforce’ (Halse, et al., 2013, p. 2).

Aligning Asia literate professional practice and theory – curriculum, assessment, pedagogy, professional learning and resource development – with the Professional Standards is a necessary foundational step towards building an Asia capable school education workforce (Halse et al., 2013). This gives the teacher education sector a clearer idea of what it might require to develop Asia capable teachers and school leaders.

The findings of the Halse et al. (2013) report also underscore the indispensable role that teacher education needs to play in building Asia capable teachers and school leaders. 60% of teachers surveyed stated that they had completed their undergraduate studies without addressing teaching and learning about Asia. Of the remaining 40%, only about half of them majored in studies of Asia and/or Asian languages.

Attributes of Asia literate teachers and school leaders

The attributes of Asia literate teachers and school leaders identified by Halse et al. (2013) act as a desired outcome that can be used to catalyse discussion and action around the holistic solutions required of teacher education in order to meet the demand for an Asia capable school education workforce. These attributes align with the Australian Professional Standards for Teachers and Australian Professional Standard for Principals.

An Asia literate teacher	An Asia literate school leader
<ol style="list-style-type: none"> 1. Possesses expert knowledge of content, assessment strategies and pedagogy for teaching Asia related curriculum 2. Demonstrates familiarity with a wide range of Asia related teaching resources 3. Actively builds intercultural understanding 4. Frequently, purposefully and seamlessly integrates Asia into the curriculum 5. Uses ICT to connect their students with students in Asia 6. Leads Asia related learning within and beyond the school 	<ol style="list-style-type: none"> 1. Builds connections with local and international Asian communities 2. Facilitates Asia related teaching and learning 3. Demonstrates knowledge of the content and pedagogy required for high quality teaching and learning about Asia 4. Provides inspirational leadership that supports staff to improve outcomes in the languages and studies of Asia

Table 1: Attributes of Asia literate teachers and school leaders (from Halse et al., 2013, p. 3)

From the perspectives of teachers and school leaders, Asia literacy is often defined in terms of what is currently pragmatic in their schools based on their expertise and/or interest (Halse et al., 2013). Currently,

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‘Asia literacy’ in a school can range from the work of an individual language teacher to whole-school cross-curriculum approaches.

This pragmatic approach to defining ‘Asia literacy’, due to its diversity and variability, cannot be used as a reliable starting point for the teacher education sector. Rather, the definition used in this paper – to be fine-tuned further as the Australian Curriculum (and its Asia priority) continues to unfold – provides a more workable platform.

Halse et al. (2013) also make a similar observation. Collectively, the Asia priority, Intercultural understanding capability and Asian languages in the Australian Curriculum ‘challenges teachers and principals and schools to apply a broader, more comprehensive notion of Asia and Asia literacy’ (Halse et al., 2013, p. 141). Meeting this challenge requires a multi-faceted approach, of which investment of skills, time and resources in teacher education is paramount.

Current progress

This section focuses on progress to date of programs within teacher education that have aimed to progress Asia literacy. Other types of initiatives that have been designed to support the development of Asia capable teachers and school leaders include, for example:

- *1994-present* – AEF engaged many teacher educators to write and review AEF curriculum resources; participate in AEF national forums; and contribute to Asia literacy professional learning
- *2001* – AEF conducted a NALSAS study, ‘Scan of Studies of Asia Activities in Pre-Service Primary and Secondary Teacher Education’, which showed that Asia literacy was not a priority in teacher education at that time
- *2001-2002* – through NALSAS funding, AEF supplied the suite of Access Asia curriculum resources to all teacher education faculties combined with a one-day program to introduce the resources to teacher educators
- *2002-present* – Australian Council of Deans of Education (ACDE) represented on AEF Advisory Board
- *2008-2011* – NALSSP Collaborative Partnership Program engaged a range of teacher educators in collaborating with education systems and organisations in projects to progress Asia literacy
- *2012-2013* – AEF collaborated with DEEWR, AITSL and Deakin University to produce the ‘Asia Literacy and the Australian Teaching Workforce’ report.

The following tables, classified according to 1) pre-service, 2) in-service and 3) Asian languages, capture a sense of Asia literacy initiatives in teacher education program delivery that have been identified through the first Asia Literacy Teacher Education Roundtable meeting in March 2013. The lists are not comprehensive of all action and are drawn from teacher educators who are known champions of Asia literacy and who attended the Roundtable. They do, however, provide a sense of the kind of initiatives undertaken over the last two decades towards the development of an Asia capable school education workforce, and the partnerships that have been generated as a result.

For practical reasons, the tables do not include the plethora of keynotes, workshops, seminars, short presentations etc. delivered by a range of experts over the last two decades as a form of professional learning (often for AEF and Access Asia programs).

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Pre-service

Years	Description	Partners and funding
1994-2002	<i>AEF Access Asia State/Territory Advisors</i> Worked with education faculties to deliver one-off sessions on Asia literacy to pre-service teachers annually – targeting the humanities, Society and Environment, Arts and English.	Education faculties across Australia AEF, through DEEWR
1994-	<i>Inclusion of Asia-related themes/texts in English/literacy and Humanities courses</i> Guest lectures/seminars as part of pre-service teacher education	AEF & University of Melbourne
2002-2012	<i>Lectures as part of pre-service teacher education</i> Bachelor of Education and Graduate Diploma in Education (including History and Geography) Asia literacy in social education: 1-hour lecture and 2-hour workshop. Emphasis on infusing Asia literacy in SOSE (Years 8-10), Senior Ancient History, Modern History and Geography syllabuses (Queensland Studies Authority) In 2012: 2-hour lecture and 2-hour workshop to primary and secondary (UG and PG) cohorts. Emphasis on the Asia priority and Intercultural understanding as part of the Australian Curriculum Policy and practice for Asia literacy (2006-2012): 1-hour lecture and 2-hour workshop. Students given the option to select Studies of Asia to embed in a curriculum unit for assessment in 2 parts (a rationale and a curriculum application)	Queensland University of Technology (QUT)
2011-2013	<i>Promoting remote international school experiences</i> <ul style="list-style-type: none"> • 2011 in Borneo (low SES group); 2013 in Beijing (IB 3-program school) • ICICIS connected to Indonesia 	Murdoch University DEEWR funded – short term mobility
2012-2013	<i>Elective pre-service teacher education subject</i> 'An Introduction to Studies of Asia across the Curriculum'; limited uptake in 2012, but increased uptake for 2013	Flinders University
2013	<i>Pre-service Study Tour of Malaysia</i> 14-day study tour for 3 rd year pre-service secondary teachers studying History Curriculum and Teaching English as an Additional Language.	IPGKIK, IPGM, QUT DIISRETE funding – Study Overseas Short-term Mobility Program (STMP)
2013	<i>Orientation week lectures for new pre-service teachers</i> Emphasis on the Asia priority and Intercultural understanding as part of the Australian Curriculum – Bachelor of Education and Graduate Diploma in Education	QUT
2013	<i>Studies of Asia embedded in core primary English curriculum</i> Based on Australian Curriculum general capabilities and cross-curriculum priorities	Murdoch University
2013	<i>In-country placements of pre-service teachers</i> Pilot program in Kuala Lumpur, similar to AEF Australia-Asia BRIDGE program, focused on teacher education; pre-service teachers placed for 3 weeks at 8 schools in KL; the program will run again in June-July 2013 and meets AITSL and VIT guidelines; aimed to build peer learning, identity and professional capacity, as well as understanding of culture, politics, and society in an Asian context.	Monash University in collaboration with 5 Victorian universities and 3 universities in KL Supported by Australia-Malaysia Institute

Table 2: Current progress of Asia literacy in pre-service teacher education

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In-service

Years	Description	Partners and funding
1994-1996	<i>Including Studies of Asia in the Primary Curriculum</i> 5-day professional learning developed by University of Tasmania and AEF; delivered in each state/territory by 1-2 university partners over 3 years. Evaluation by Prof Christine Halse included baseline data on teacher knowledge. First time in most universities that teacher educators came together with Asian Studies academics.	AEF and University of Tasmania, in partnership with 14 universities and state/territory education jurisdictions Funded by National Teacher Professional Development Program (DEEWR)
1996-1998	<i>Including Studies of Asia in the Secondary Curriculum</i> Primary program re-developed to include secondary teachers. Delivered in each state and territory. South Australia made major commitment as part of NALSAS strategy – every Access Asia school sent a team to the course at Flinders University.	AEF in partnership with University of Canberra, Murdoch University, University of Melbourne, University of Western Sydney, University of Tasmania, Charles Darwin University, QUT, Flinders University, and state/territory jurisdictions Funded by National Teacher Professional Development Program (DEEWR); some states used NALSAS funds
1996-2004	<i>Including Studies of Asia in the Curriculum</i> Separate courses continued to be run for primary and secondary	Flinders University Funding included AEF, DECD, Catholic Education SA, AISSA and individual schools and participants.
2005-	<i>Including Studies of Asia in the Curriculum</i> Since 2005, a single R-12 course has been conducted each year. Participants who successfully complete the course can apply for credit towards the Studies of Asia Postgraduate program. Over 2000 SA teachers have completed this course.	Same as previous
1996-2002	<i>Teaching Asia: a Graduate Certificate program</i> 10 modules developed for intensive face-to-face program (Teaching Asia x 2; English x 2; SOSE x 2; Arts x 2; in-country Experience x 2) Modules could be adapted for local delivery; teachers could choose full or partial accreditation, or just undertake as professional development. Delivered in every state and territory; 2000 teachers completed a Graduate Certificate in Teaching Asia.	AEF, University of Tasmania, Flinders University, ANU, University of Queensland Funded by NALSAS (DEEWR)
2000-	<i>Teaching Asia: a Masters & Distance program</i> NALSAS funded development and pilot of a distance version of the Graduate Certificate in Teaching Asia course and opportunity to articulate this into a Masters degree from Flinders University (intensive and/or via distance). Around 660 teachers have gained a Masters in Teaching Asia. Program continues to be offered by Flinders. In collaboration with DEECD and CEO Melbourne, Flinders University delivered intensive courses in Melbourne for Victorian educators from 2010-2013. Introduced 'Field Study: Asia' as a study topic in 2012, enabling students to gain direct credit for Asia in-country experience	Flinders University, AEF, systems and jurisdictions Funded by NALSAS (DEEWR) Collaboration with Tourism Malaysia for 'Field Study: Asia'
2004-2007	<i>Studies of Asia: New Pedagogies</i> 12-credit point unit for Masters by coursework students. Cut due to enrolment numbers dropping below 20 in 2007.	QUT
2011-	<i>Graduate Certificate in Teaching Asia</i> Worked with NSW DEC to graduate 60 teachers (and a further 20 in 2013) in the Asian Studies course. Course counted as one year of a Masters in Asia-Pacific Studies at ANU	ANU and DEC (NSW) Funded by NALSSP
2012-	<i>Professional development in Indonesian, Mandarin, Japanese and Korean languages</i> One-day courses in Canberra on improving professional standards of language teachers	ANU and DET (ACT) Funded by NALSSP
2013	<i>Professional development on Teaching Asia</i> One-day course to build content on Asian studies in the classroom; registered by the NSW Teacher's Institute.	ANU, DEC (NSW) and NSW Teacher's Institute

Table 3: Current progress of Asia literacy in in-service teacher education

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Asian languages

Years	Description	Partners and funding
1992	<i>Languages teacher retraining program</i> Retraining 20 teachers to become language teachers as part of a memorandum of understanding between Griffith University and the Department of Education Queensland (Languages and Cultures Unit). Staff seconded from the Department for 12 months.	Griffith University Department of Education Queensland
Ongoing	<i>Masters of Education (Languages Education Specialisation)</i> 4 specialist courses available online to teachers of languages, including Asian languages. <ul style="list-style-type: none"> • Assessing Language Learning • Language learning in context of diversity • The Languages curriculum • Understanding Language and Culture There is also provision for research methods and thesis.	University of South Australia
2003-2015	<i>Endeavour Languages Education Teacher Fellowships</i> Fellowships available for pre-service languages education students studying to teach Chinese, Japanese, Indonesian and Korean languages in Australian universities.	AEF (2003-2008) AusTraining (2009-20015) DEEWR funded
2006-2007	<i>Intercultural language teaching and learning project (ILTLP)</i> Professional learning program designed to introduce teachers to an intercultural orientation to language learning – includes teacher education materials, online workshops, discussion papers and teacher case studies. See http://www.iltlp.unisa.edu.au/	University of South Australia, AEF, AFMLTA DEEWR funded
2006-2008	<i>Professional Standards Project</i> 10 modules on various aspects of pedagogy, based on the professional standards for teachers of languages (including Asian languages); 4 modules focused on assessment of student learning. Resources used in pre-service and in-service teacher education. See http://www.pspl.unisa.edu.au . Participation can lead to recognition in teacher education awards.	University of South Australia, AFMLTA DEEWR funded
2007-2009	<i>Guide to the teaching, learning and assessing of languages</i> This project developed a guide for teaching and learning languages (including Asian languages); used in many teacher education programs (pre-service and in-service) Australia wide; case study materials available in a range of languages. See http://www.tlg.unisa.edu.au/	University of South Australia
2011-2012	<i>Mentoring and Reflecting: Languages educators and professional standards (including Asian languages)</i> Includes standards for lead teachers of languages, as well as two professional learning modules to develop the skills and understandings of lead teachers. This material can be used in in-service courses. See http://moreleaps.afmlta.asn.au/	AFMLTA, MLTAs of all states/territories, University of South Australia DEEWR funded (NALSSP)
2011-	<i>Chinese Teacher Training Centre</i> Established to provide professional learning and resources to teachers of Chinese	DEECD, Hanban, University of Melbourne, ANU DEEWR (NALSSP) funding

Table 4: Current progress of Asia literacy in Asian languages (teacher) education

Based on this summary of progress, some important ingredients for high impact and sustainable programs include:

- Involvement of multiple institutional partners (e.g. universities)
- Support from schools, education systems and jurisdictions
- Authoritative funding source, e.g. DEEWR national programs
- Development of quality resources
- Accredited outcomes for participants, e.g. a qualification
- Overseas learning experiences
- Research/evaluation is in-built

Overall, there has been significantly more commitment in the last 20 years to developing in-service initiatives and ensuring their success and sustainability. Pre-service initiatives, however, require urgent attention and lack some of the key features of their in-service counterparts. In addition, there is a need to

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explore possibilities for more collaboration and integration between studies of Asia and Asian languages in teacher education programs.

What is required now?

Research has shown that the overwhelming majority of teachers and school leaders see,

the key benefits of teaching and learning about Asia as building students’ intercultural understanding, to create ‘a more tolerant and successful Australia’, and their competence as ‘globally smart citizens’ with the capacities to function effectively and successfully in a global world. (Halse et al., 2013, p. 4)

Importantly, teachers and school leaders tend to not see economic rationalisations as primary reasons for engaging with Asia (Halse et al., 2013).

Any future developments within the teacher education sector towards an Asia capable school education workforce will also need to reference the capacities required for teachers and school leaders to develop the Asia-relevant capabilities of students. These capacities are summarised in the table below.

Teachers	School leaders
<ul style="list-style-type: none"> • Experience of Asia from work, study, travel, or family connections 	<ul style="list-style-type: none"> • Personal or professional experiences in Asia
<ul style="list-style-type: none"> • Substantial, ongoing tertiary study and/or professional learning 	<ul style="list-style-type: none"> • Tertiary study and/or professional learning
<ul style="list-style-type: none"> • School connections to the countries of Asia 	<ul style="list-style-type: none"> • School connections to the countries of Asia
<ul style="list-style-type: none"> • Support from their school and school system 	<ul style="list-style-type: none"> • Provides support for Asia related teaching and learning
<ul style="list-style-type: none"> • School teaches an Asian language 	<ul style="list-style-type: none"> • School teaches an Asian language

Table 5: Capacities required for teachers and school leaders to develop the Asia-relevant capabilities of students (from Halse et al., 2013, pp. 3-4)

This table also shows that the capacities interrelate and corroborate, which has implications for the design of pre-service and in-service teacher education courses and programs. Further to these capacities, six out of the eight key recommendations from the Halse et al. (2013) report relate directly to the overarching actions required of the teacher education sector in Asia literacy. These actions have been classified below according to 1) pre-service, 2) in-service and 3) Asian languages. Any crossovers have been accounted for.

Pre-service	In-service	Asian languages
All teachers and principals be supported and assisted in developing a sound working knowledge of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals to assist in developing their Asia literacy career paths.		
	All professional learning for the teaching workforce include training in the best practice use of ICT for learning about and connecting with Asia.	
Provision be made for teachers and principals [including those in training] to have direct experience of Asia through exchange, travel and study programs.		
	Professional learning that caters to all stages of the career continuum be made available to principals and teachers, including support for advanced tertiary study.	
	Professional learning in intercultural understanding be provided to all teachers and principals, particularly with regard to the implementation of general capability in intercultural understanding through the Asia priority.	
Asia relevant content knowledge and skills be included in initial teacher education, to equip all beginning teachers with a strong basis for implementing the Asia priority in the Australian Curriculum.		

Table 6: Overarching actions required of the teacher education sector to achieve an Asia capable school education workforce

Key discussion questions

Given the current policy and education context of the Asian Century, Asia capability can no longer be seen as an add-on that sits on the periphery of teacher education.

The main issues raised in this paper lead to several key questions for discussion among teacher educators and through ACDE networks. These questions are intended to prompt conversations and are not meant to focus in on organisational processes, impediments and requirements at this stage.

1. How might teacher education (pre-service and in-service) respond to the need to support all teachers and school leaders to develop a sound working knowledge of the AITSL Standards as they pertain to Asia capability?
2. How might teacher education (pre-service and in-service) facilitate equitable access to direct experiences of Asia (e.g. through exchange, travel and study programs) for teachers and school leaders, to deepen knowledge and understanding of the Asia and Australia's engagement with Asia cross-curriculum priority?
3. How might teacher education contribute to the professional learning of all teachers and school leaders in intercultural understanding?
4. How might pre-service teacher education courses address Asia-relevant content knowledge and skills in order to equip all beginning teachers with the capacity to implement the Asia and Australia's engagement with Asia cross-curriculum priority?
5. How might postgraduate teacher education courses address Asia-relevant content knowledge and skills in order to support the development of Asia literacy leaders in schools throughout Australia?
6. What partnerships/strategic alliances can the teacher education sector as a whole make to develop an Asia capable school education workforce?

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