



Asia Education Foundation



WHAT WORKS 5

Schools becoming Asia literate: what works?

NOVEMBER 2013



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What Works 5 focuses on the *Becoming Asia Literate: Grants to Schools* (BALGS) program. The BALGS program aimed to support the development of Asia literacy in schools Australia-wide through the provision of direct-to-schools grants for Asian languages and/or studies of Asia. It had 1,997 applications and distributed more than \$7.2 million to 335 projects and 521 schools—Government, Catholic and Independent—over three rounds of funding between 2009 and 2012. The program was part of the National Asian Languages and Studies in Schools Program (NALSSP), and was managed by AEF on behalf of the Australian Government Department of Education, Employment and Workplace Relations (now Department of Education).

Quantitative data collected from BALGS schools point to significant progress in the following areas of developing Asia literacy in Australian schools (summarised in Table 1 right).

- Teacher capacity
- Demand and sustainability
- Combined languages and studies approach
- Student learning

From a qualitative perspective, the BALGS program enabled schools to develop Asia literacy practice around four key themes. These themes are summarised in Figure 1 below.

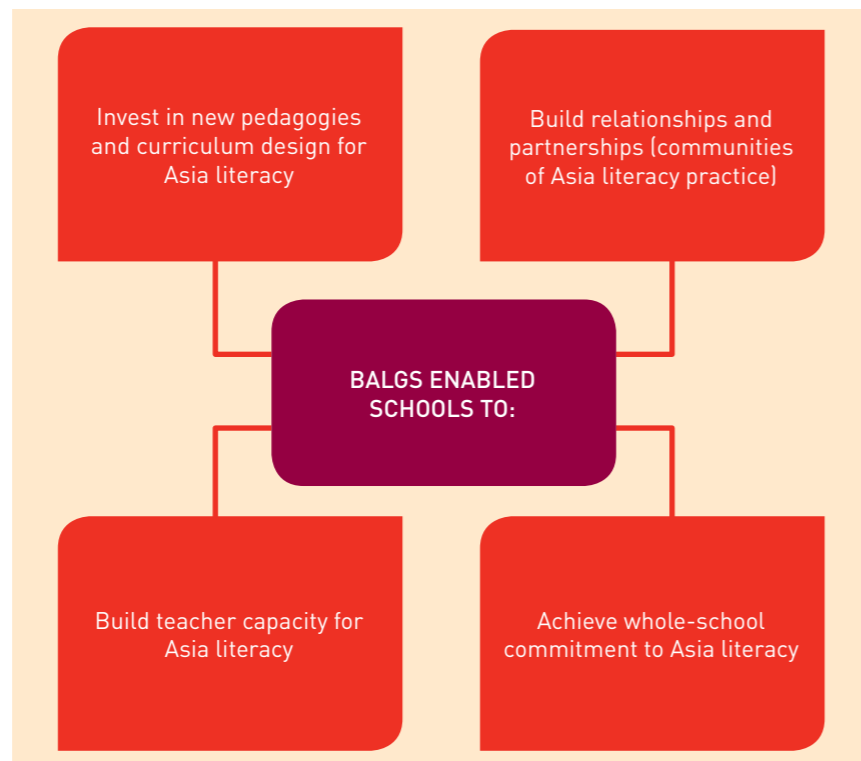


Figure 1: Four key themes of Asia literacy practice in Australian schools enhanced by the BALGS program

BALGS data shows the importance of combined languages and studies approaches to support development of Asia literacy—60% of successful projects used a combined approach, 30% focused on languages, and 10% on studies of Asia.

Teacher capacity	Demand and sustainability
<p>93% of BALGS project leaders reported that their knowledge and understanding of the Asia region has increased.</p> <p>Involvement in BALGS enabled teachers to engage with other AEF projects aimed at teacher professional learning, including BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement), Study Programs to Asia, and Leading 21st Century Schools.</p>	<p>90% of projects had an Asian language focus, which supports the Australian Government’s commitment to improving the take up of foreign languages in Australian Schools to at least 40% of Year 12 students.</p> <p>9% of all Australian schools registered for a BALGS grant, suggesting that a considerable number of Australian schools are in a position, and are willing, to initiate, develop or consolidate curriculum and/or pedagogy for Asia literacy.</p> <p>There is significant amount of interest and commitment to Asia literacy amongst regional, rural and remote schools. Of the 521 BALGS schools, 253 (49%) were of these kinds.</p> <p>90% of project leaders considered their projects sustainable beyond the period of funding.</p> <p>Involvement in BALGS allowed schools to be involved in other AEF initiatives, including Access Asia Schools and Asia Literacy Ambassadors (on top of AEF professional learning offerings).</p>
Combined languages and studies approach	Student learning
<p>BALGS data shows the importance of combined languages and studies approaches to support development of Asia literacy—60% of successful projects used a combined approach, 30% focused on languages, and 10% on studies of Asia.</p>	<p>95% of project leaders indicated there has been an increase in students’ knowledge, skills and understanding about Asia.</p>

Table 1: Key findings based on quantitative data collected from BALGS schools (335 projects) across three rounds of funding (2009-2012)

Each of these four themes uncovered several meta-strategies for change employed by exemplary BALGS schools selected for illustration in *What Works 5*. These meta-strategies are highlighted in Figures 2-5 below.

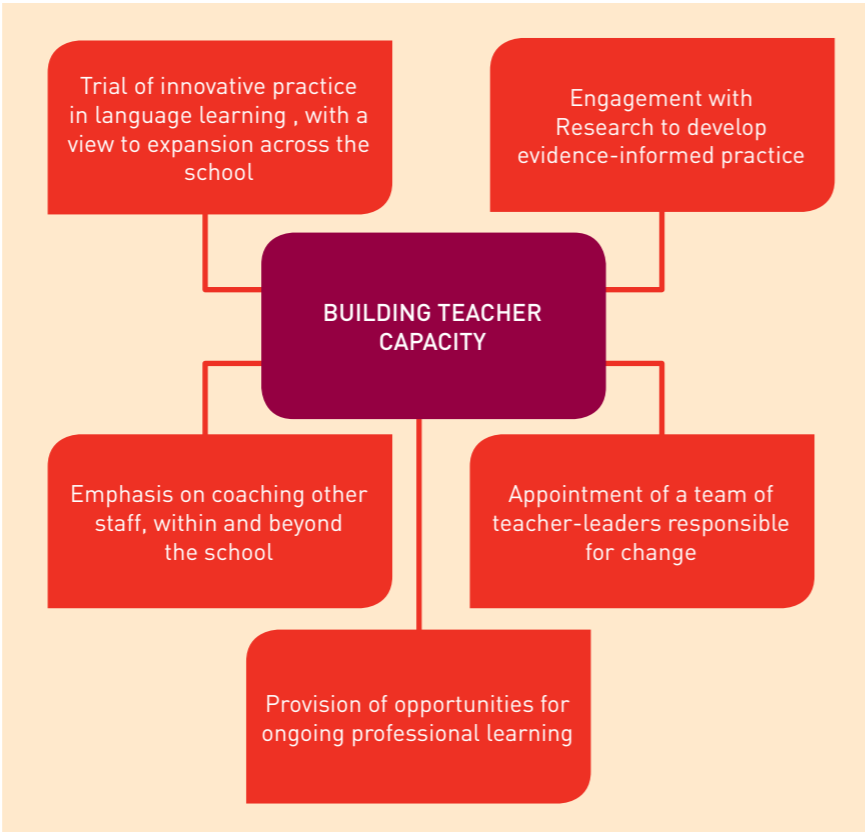


Figure 2: Building teacher capacity — Meta-strategies for change resulting from BALGS

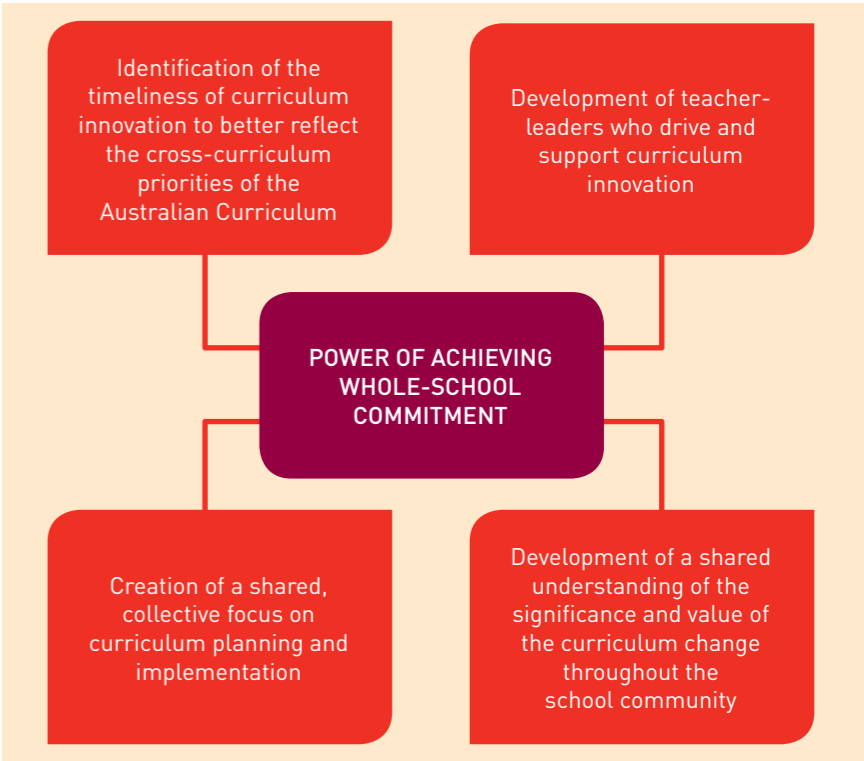


Figure 3: Power of achieving whole-school commitment — Meta-strategies for change resulting from BALGS

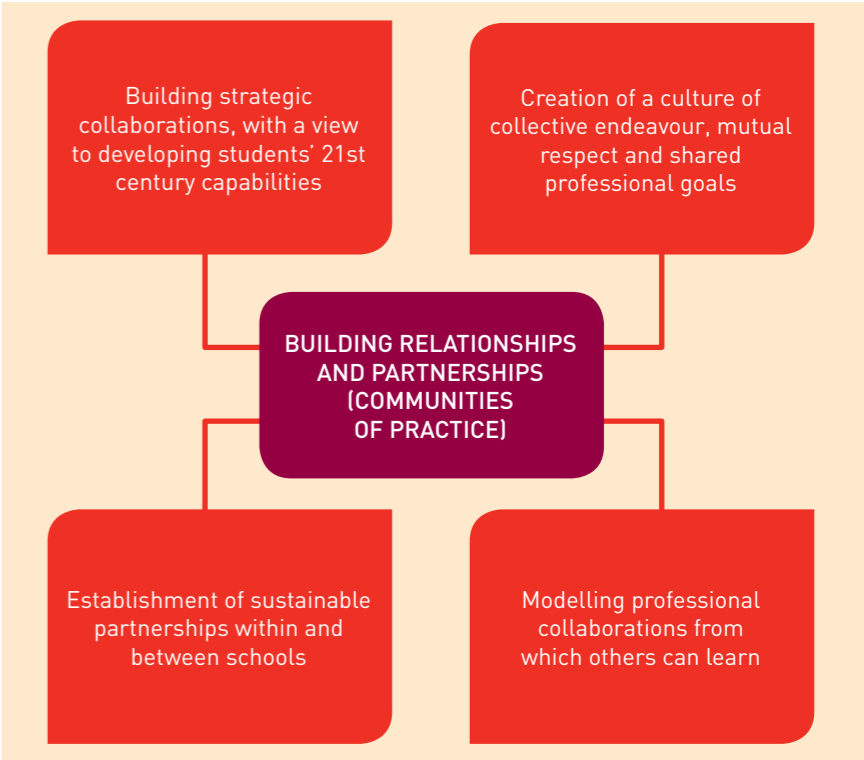


Figure 4: Building relationships and partnerships (communities of practice) — Meta-strategies for change resulting from BALGS

Schools move along the continuum of Asia literacy and intercultural understanding engagement at different rates and in different ways, depending on specific needs and contexts.

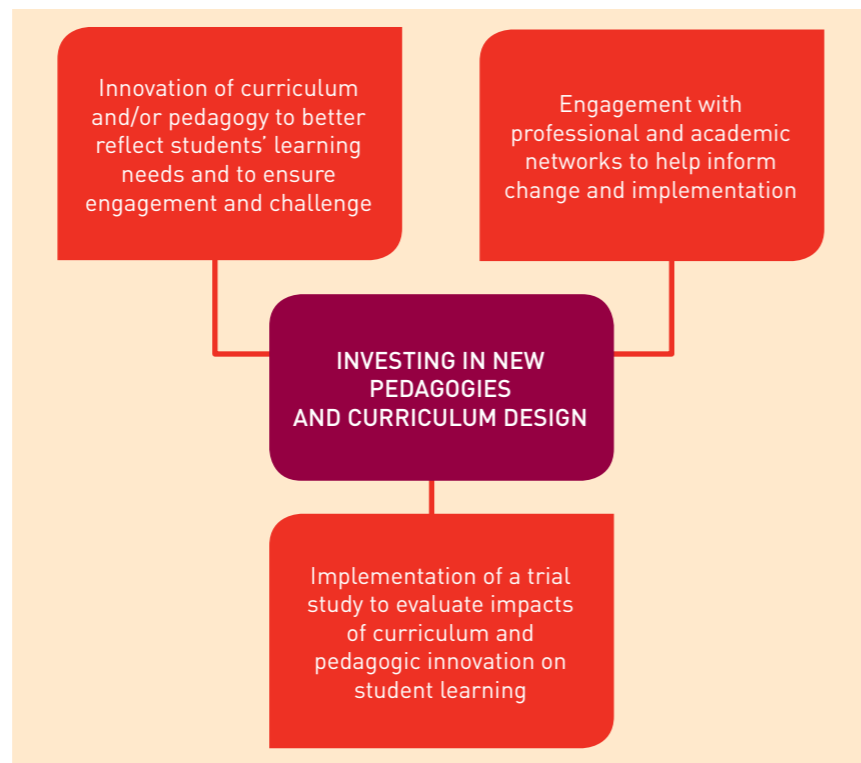


Figure 5: Investing in new pedagogies and curriculum design – Meta-strategies for change resulting from BALGS

These 'lessons learned' need to be seen in the broader context of building Asia literacy in Australian schools. The BALGS program acknowledged that:

- Schools are at different starting points in terms of building Asia literacy, depending on specific needs and contexts.
- Schools move along the continuum of Asia literacy and intercultural understanding engagement at different rates and in different ways, depending on specific needs and contexts.
- School leadership plays a significant role in any implementation of change or innovation for Asia literacy.
- Building whole-of-school community demand for Asia literacy is essential for meaningful and sustainable change.
- Schools select Asia-related projects to suit the needs of their students/school community.
- Schools differ in terms of the locus of change (whole-school; a small number of staff; whole-faculty; across curriculum areas; within one curriculum area).
- Schools have varying levels of understanding and implementing evidence-informed change for Asia literacy.
- Schools are at different points in understanding the Asia and Australia's engagement with Asia cross-curriculum priority and Intercultural understanding general capability as dimensions of the Australian Curriculum.

What Works 5 presents an overview of key learnings and outcomes that have emerged from the *Becoming Asia Literate: Grants to Schools* (BALGS) program, designed to support and extend Asian languages education and studies of Asia in schools across Australia.

> Aim

What Works 5 presents an overview of key learnings and outcomes that have emerged from the *Becoming Asia Literate: Grants to Schools* (BALGS) program, designed to support and extend Asian languages education and studies of Asia in schools across Australia. As an important component of the National Asian Languages and Studies in Schools Program (NALSSP), BALGS provided over \$7.2 million to 335 projects (representing 521 schools) through three funding rounds from 2009 to 2012.

What Works 5 synthesises and builds upon the findings of three previous What Works publications that involved 25 BALGS schools (see Table 2 for the complete list of schools).

- *What Works 1 – Building demand for Asia literacy: What works* (Asia Education Foundation [AEF], 2012)
- *What Works 2 – Leading school change to support the development of Asia-relevant capabilities* (AEF, 2013a)
- *What Works 3 – Achieving intercultural understanding through the teaching of Asia perspectives in the Australian Curriculum: English and History* (AEF, 2013b)

These publications are available in both html and PDF formats at www.asiaeducation.edu.au/whatworks.

WHAT WORKS 1	WHAT WORKS 2	WHAT WORKS 3
NSW		
Campsie Public School (NSW) Illawarra Sports High School (NSW)	Marsden High School (NSW) West Ryde Public School (NSW) Ermington Public School (NSW) Melrose Park Public School (NSW) Coffs Harbour Christian Community School (NSW) Narara Valley High School (NSW) St Catherine's Catholic College (NSW)	Boambee Public School (NSW) St Philip Neri Catholic Primary School (NSW)
VIC		
Mater Dei College (WA) Mount Lawley Senior High School (WA)	Huntingdale Primary School (VIC) Beaumaris Primary School (VIC) Melbourne Grammar School (VIC) Mentone Primary School (VIC)	
QLD		
The Southport School (QLD) Taranganba State School (QLD)		Asquith Girls' High School (QLD)
SA		
		Pedare Christian College (SA) Banksia Park International High School (SA)
WA		
	Margaret River Primary School (WA)	Greenwood Primary School (WA)
ACT		
Lanyon High School (ACT)		

Table 2: BALGS schools involved/analysed in *What Works 1-3*, categorised according to (a) state/territory and (b) What Works project (Note: Marsden High School and West Ryde, Ermington and Melrose Park Public Schools were part of one project/cluster, referred to as the 'Marsden Learning Alliance' in *What Works 2*.)

These 25 BALGS schools were selected for the three *What Works* on the basis of their suitability as illustrations or examples for the respective research projects. Rigorous auditing and short-listing processes were applied (see, for example, AEF, 2013a, 2013b).

Out of these 25 schools, eight illustrations of change and innovation from a combination of primary and secondary schools – across states, sectors and jurisdictions – shed light on how BALGS, as a grants to schools program, has influenced curriculum, pedagogy, resourcing and student learning. The illustrations cluster around four key themes that have emerged from an extensive audit of school-based reports, as well as interviews and narratives of most significant change. These themes are:

- Building teacher capacity
- Power of achieving whole-school commitment
- Building relationships and partnerships (communities of practice)
- Investing in new pedagogies and curriculum design.

In addition to these illustrations, data from the remaining schools has been analysed quantitatively. BALGS grants were intended as seed funding for schools. Successful schools needed to demonstrate, through progress and final reports, that the sustainability of their Asia literacy projects had been planned for and committed to.

> Context

Recent education reform has highlighted the importance of Australian students becoming 'Asia literate', with 'Asia literacy' defined as:

... 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 with a focus on Chinese, Japanese, Indonesian and Korean (AEF, 2011).

What Works 5 acknowledges that 'Asia literacy' is conceptually a contested term. However, academic discussions centred on the concept are beyond the scope of this research, which is essentially on the key learnings and outcomes of the BALGS program. The premise of the BALGS program was schools 'becoming Asia literate', so it is necessary that a definition for 'Asia literacy' be adopted for *What Works 5* that matches both the nature and the objectives of the program.

From the perspectives of teachers and principals, 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). Hence, Asia literacy in a school can range from the work of an individual language teacher to whole-school cross-curriculum approaches.

In the last few years, there increasingly has been a shift from 'Asia literacy' – largely focusing on Asia-related knowledge – to 'Asia-relevant capabilities', which also includes the understandings, skills, behaviours and dispositions required to engage positively with the peoples of the region.

This approach to defining 'Asia literacy' is, however, insufficient for the purposes of *What Works 5*. The chosen definition provides a more workable platform for research involving schools. And, as the Australian Curriculum is further developed and implemented, teachers and principals will be challenged 'to apply a broader, more comprehensive notion of Asia and Asia literacy' (Halse et al., 2013, p. 141).

Asia literacy has been on the political and education agendas in Australia for over three decades. 25 years ago, Professor Stephen FitzGerald (1988) 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' (p. 12). Since then there has been a series of general academic and policy debates about how Australian society should engage with Asia (see, for example, Beeson & Jayasuriya, 2009; Ingleson, 1989; Rizvi, 2012) that are relevant to school education.

In the last few years, there increasingly has been a shift from 'Asia literacy' – largely focusing on Asia-related knowledge – to 'Asia-relevant capabilities', which also includes the understandings, skills, behaviours and dispositions required to engage positively with the peoples of the region. This conceptual shift recognises that knowledge of (parts) of the Asia region alone is insufficient for developing an Asia capable Australia (see Perry & Southwell, 2011). Rather, global competencies such as intercultural understanding must be part of the overall conceptual framework to ensure meaningful and transformative engagement with the Asia region (see Hassim, 2013; Mansilla & Jackson, 2011; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2013).

Key policy documents such as the *Melbourne Declaration* (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA], 2008) underscore the importance of Asia literacy to teaching and learning in the 21st century. This is reflected further in the three dimensions of the Australian Curriculum, which include curricula for six Asian languages (Chinese, Indonesian, Japanese, Korean, Vietnamese and Hindi), the Asia and Australia's engagement with Asia cross-curriculum priority, and the Intercultural understanding a general capability.

Importantly, the *Melbourne Declaration* and the Australian Curriculum reflect almost two decades of efforts by governments, AEF, and Asia literacy champions (teachers, school leaders and academics) to promote Asia literacy as a national priority (see AEF, 2012; Halse, et al., 2013).

90% of BALGS projects had an Asian language focus. Hence, this research is strategic and timely in the wake of the Australian Government's commitment to improving the take up of foreign languages in Australian Schools to at least 40% of Year 12 students.

Within this context educators are asked to consider the following questions when implementing a focus on Asian languages and studies of Asia:

- How can schools develop students' knowledge, skills and understandings of the languages, cultures, histories, geographies, literature and arts of the diverse countries of the Asia region?
- How can schools foster intercultural understanding so that Australian students can interact with others positively and confidently in an increasingly diversified nation, region and world?

90% of BALGS projects had an Asian language focus. Hence, this research is strategic and timely in the wake of the Australian Government's commitment to improving the take up of foreign languages in Australian Schools to at least 40% of Year 12 students. In this context, *The Coalition's Policy for Schools: Students First* (Liberal Party of Australia & The Nationals, 2013) cites examples largely from Asia, namely Chinese, Japanese, Indonesian, Korean and Hindi. Arabic and Vietnamese are also mentioned in the policy document (pp. 12-13). The document also emphasises that 'If Australians are to make their way in the world, we cannot rely on other people speaking our language. Knowing the languages of our key regional partners is vital to unlocking the potential of the Asian century for Australia' (p. 13).

Another focus of BALGS was building teacher capacity and confidence for Asia literacy, which relates to the Government's plan to improve teacher quality and support, in particular ways in which professional development for school leaders can be enhanced (pp. 17-19). Thus, key learnings from BALGS as a large-scale program will inform the development and implementation of new Asia-related projects at both policy and school levels.

> The nature and scope of projects within the BALGS program

The BALGS program aimed to support the development of Asia literacy in schools Australia-wide through the provision of direct-to-schools grants for specific Asia-related projects. It had 1,997 applications and distributed more than \$7.2 million to 335 projects and 521 schools over three rounds of funding between 2009 and 2012.

The program was a key component of the National Asian Languages and Studies in Schools Program (NALSSP) and was managed by AEF on behalf of the Australian Government Department of Education, Employment and Workplace Relations (now Department of Education). BALGS was supported by the Directors General, or their equivalents, in each state and territory education department, through the provision of project officers in Government, Catholic and Independent schools.

In each of the three rounds of funding, an average of 9% of all schools in Australia registered to apply for a BALGS grant, regardless of whether their registration was eventually complete, incomplete, successful or unsuccessful.

Funding was provided to primary and secondary schools across Australia to promote teaching and learning of Asian languages and/or studies of Asia. Focus countries were China, Indonesia, Japan, and Korea. The number of schools that registered for a BALGS grant, including the total number of registrations, is indicated in Table 3 below.

Round	Number of registrations	Number of schools
1 (2009)	997	1247
2 (2010)	455	599
3 (2011)	525	658

Table 3: Overview of BALGS registration statistics for Rounds 1-3 (Note: Some registrations represent clusters of schools, hence the total number of schools for each round is higher than the total number of registrations)

Table 4 below illustrates the interest in the BALGS program shown by schools in Australia across the three rounds of funding.

Application round	Number of schools applying for BALGS grant	Number of schools in Australia	% of schools in Australia
1 (2009)	1247	9529	13.1%
2 (2010)	599	9468	6.3%
3 (2011)	658	9435	7.0%

Table 4: Demand for the BALGS program by schools in Australia—data for total number of schools in Australia obtained from Australian Bureau of Statistics (2009, 2010, 2011)

These are significant statistics — in each of the three rounds of funding, an average of 9% of all schools in Australia registered to apply for a BALGS grant, regardless of whether their registration was eventually complete, incomplete, successful or unsuccessful. This suggests that a considerable number of Australian schools are theoretically in a position to initiate, develop or consolidate curriculum and/or pedagogy for Asia literacy. And, even though there was a monetary incentive in the form of a seed-funding grant — ranging from \$20,000 for individual schools to \$40,000 for school clusters — schools still needed to:

On average, over 12% of registrations were from school clusters. When the focus is shifted to the actual number of schools within school cluster applications, an average of over 30% of schools involved in the BALGS registration process were part of such applications.

- propose a project that was rigorously assessed, scored and ranked by independent assessors in individual states/territories
- follow accountability procedures and guidelines through progress and final reporting, which included self-evaluations and plans for the sustainability of funded projects.

Hence, schools that registered for a BALGS grant needed to possess sufficient professional capital (Fullan & Hargreaves, 2012)—human, social, and decisional—for progressing Asia literacy, coupled with the motivation and willingness to register.

In addition, these statistics reflected the Asia literacy context in Australia prior to the implementation of the Australian Curriculum and its Asia priority in schools. It is likely that the demand for grants similar to BALGS would be greater in the current context.

The number of school cluster registrations also provides a significant statistic, demonstrating the commitment of schools to building communities of practice and the recognition that such communities are important for promoting Asia literacy.

Application round	Number of clusters	Number of registrations	% of total registrations
1 (2009)	108 (358 schools)	997 (1247 schools)	10.8% (28.7%)
2 (2010)	69 (213 schools)	455 (599 schools)	15.2% (35.6%)
3 (2011)	59 (192 schools)	525 (658 schools)	11.2% (29.2%)

Table 5: School cluster registrations vs. total number of registrations for BALGS Rounds 1-3

On average, over 12% of registrations were from school clusters. When the focus is shifted to the actual number of schools within school cluster applications, an average of over 30% of schools involved in the BALGS registration process were part of such applications.

There was a slight disparity between the distribution of BALGS projects across school sectors and the data on the breakdown of schools by sector nationally, with particular reference to the Catholic and Independent sectors. The conclusive reasons for this disparity are unknown, however, due to the lack of relevant data.

Sector	BALGS projects distribution	School distribution (nationally)
Government	70%	71%
Catholic	15%	18%
Independent	15%	11%

Table 6: BALGS projects across school sectors (Rounds 1-3) vs. distribution of schools by sector nationally

As a direct-to-schools grants program, the *modus operandi* of BALGS was enabling teachers to build their professional capacity and confidence to improve student engagement, skills and knowledge around Asia.

Data on the distribution of BALGS projects by area of study shows the importance and emphasis placed by schools on a combined Asian languages and studies of Asia approach to support the development of Asia literacy.

BALGS projects by area of study	Percentage
Asian languages and studies of Asia	60%
Asian languages only	30%
Studies of Asia only	10%

Table 7: BALGS projects by area of study across three rounds of funding

Schools, however, tended to focus on Asian languages in their reporting, with initiatives in curriculum, pedagogy or resources to implement studies of Asia cited in an adjunct manner or not mentioned at all. The language focus made the creation of an evidence base challenging for schools. After a year of project implementation, language teachers found it difficult to describe substantively the progress and/or changes made.

Data on BALGS projects by location show that there is a considerable amount of interest and commitment to Asia literacy amongst regional, rural and remote schools. Of the 521 schools, 253 (49%) were of these kinds.

Location	Number of schools
Capital city	268
Regional	148
Rural	95
Remote	10
Total	521

Table 8: BALGS projects by school location across three rounds of funding

As a direct-to-schools grants program, the *modus operandi* of BALGS was enabling teachers to build their professional capacity and confidence to improve student engagement, skills and knowledge around Asia.

90% of project leaders considered their projects sustainable beyond the period of funding.

Specifically, the grants have:

- provided teachers and school leaders with time release for curriculum planning, with Round 3 schools showing evidence of addressing the Asia and Australia's engagement with Asia cross-curriculum priority within the Australian Curriculum
- enabled teachers and school leaders to have valuable professional learning time especially in pedagogical approaches, which aligns with the research around teacher need and collegiality as key drivers of professional learning rather than accountability (Timperley, 2011)
- provided schools with opportunities to build sister-school relationships and strengthen interactions with native speakers of Asian languages
- developed communities of Asia-engaged schools across Australia, promoting a culture of shared practice to see the opportunities and possibilities in developing Asia literacy
- enabled partnerships to develop, involving schools, academics and other members of their local communities
- increased the use of ICT in Asian language and studies of Asia classrooms, especially iPad apps
- enabled teachers to embed ICT into structured inquiries for learning Asian languages and/or studies of Asia.

In addition, schools also used BALGS grants for in-country visits as well as peer-to-peer networking (in-state and interstate) to share and develop curriculum and/or pedagogic practice. Schools invariably used the BALGS funding in ways that suited the specific needs of their school communities.

Other key statistics to emerge from the BALGS data include:

- 93% of project leaders reported that their knowledge and understanding of the Asia region has increased
- 95% of project leaders indicated there has been an increase in students' knowledge, skills and understanding about Asia
- 90% of project leaders considered their projects sustainable beyond the period of funding
- involvement in BALGS provided opportunities for schools to engage with other AEF projects, including Access Asia Schools, BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement), Asia Literacy Ambassadors, and Leading 21st Century Schools. Generating and gathering data for BALGS.

AEF staff provided feedback to successful schools on the quality of their application, and on-call professional learning support was maintained to steer schools through the process of design, implementation and review.

> Generating and gathering data for BALGS

On application, schools set out how they would build demand for Asia literacy by conducting a needs-analysis and creating a set of objectives and an implementation plan to meet these needs. AEF staff provided feedback to successful schools on the quality of their application, and on-call professional learning support was maintained to steer schools through the process of design, implementation and review.

Schools reported to AEF at intervals—progress reports during the implementation of their project and then a final report upon completion. The final report also required project leaders to explain the evidence they had gathered, reflective of change as a result of the BALGS grant. However, the quality and nature of the evidence provided tended to vary greatly from one project to another. In addition, project leaders completed a self-assessment questionnaire on the nature and degree of the change. All of this data—both from successful and unsuccessful schools across three rounds of funding—is stored in an enterprise class database maintained by Education Services Australia.

The research rigour of *What Works 5* is aided significantly by the data available, not only through the extensive BALGS database but also the additional qualitative data collected from the sample of schools selected for illustration.

> Methodology for selecting schools and collecting data

To illustrate how BALGS has enabled and promoted the teaching and learning of Asian languages and/or the studies of Asia in Australian schools, a systematic process was applied to the selection of schools and the collection, synthesis and analysis of data collected from these schools.

> Research Questions

The 18 BALGS schools selected for illustration in *What Works 2* and *What Works 3* had to answer the following research questions, as relevant to their particular project:

What Works 2

- What was the need for change and how was it identified?
- What were the catalysts for change?
- What was the change, who led it and how did it occur?
- How has the change influenced teaching and learning and/or the school culture?
- What factors influenced the change and how so?
- What initiatives to support the change worked or did not work?
- What could have been done differently?
- How has the sustainability of the change been planned for?
- How does the change reflect the school's initial objectives and indicators of success?

What Works 3

- How are Asia perspectives incorporated into the teaching of English and/or History in your school?
- How is intercultural understanding addressed through the teaching of Asia perspectives in English and/or History classrooms?
- In view of developing students' intercultural understanding, what informed the curricular and/or pedagogic approaches you use to teach Asia perspectives, such as evidence and experience?
- Which approaches work or do not work?
- What could be done differently?

An additional seven BALGS schools involved in *What Works 1* provided data relating specifically to what works in building demand for Asian languages and studies of Asia.

All BALGS schools involved in *What Works 2* and *What Works 3* also had to answer the following questions based on the Most Significant Change (MSC) technique (Davies & Dart, 2005). MSC is useful for illustrations because it attempts to link outcomes to the initial needs identified by schools.

- What was the most significant change for you?
- What was the most significant change for your students?
- What was the most significant change for the school?
- Why was it significant?

> Audit Process – Short-listing schools as potential illustrations

The objective of the audit process was to develop a short-list of over 60 schools that could be used as potential illustrations of leadership, change and improvement on Asia literacy practice. The illustrations needed to demonstrate quality change leadership, innovations in curriculum, pedagogy and resourcing to meet teacher professional and student learning needs, and deep learning around issues of intercultural understanding.

Priority was given to schools that were able to clearly identify the project focus and its significance, clarify the steps taken to enact change and produce evidence to support their claims. Factors such as school sector, jurisdiction and level were also considered.

> Presenting the illustrations and findings

Once the final schools for illustration were selected, data collected from BALGS initial project applications, final project reports, responses to the research questions and MSC stories were analysed and presented against two theoretical frameworks: a framework for leadership and change adapted from Fullan, Cuttress and Kilcher (2005) and Fullan (2006); and a four-step continuum for intercultural education (Contributions, Additive, Transformation and Social Action) adapted from Banks (1999).

In the event of future school grants programs to support Asia literacy, it would be important to have a specific focus to enable more targeted impact, e.g. catalysing demand, building student motivation and engagement, or further supporting 'champion' schools to build on and share their practice.

A number of themes and patterns in the data were identified against these frameworks, which led to the four themes analysed in this *What Works* research.

The illustrations of the various effects of BALGS on supporting and developing Asia literacy in Australian schools should be viewed as a continuum of leadership, change and innovation. Some schools had just initiated their journey into Asian languages or Asia perspectives across the curriculum, whilst others focused on further developing and/or consolidating established practices in Asia literacy.

As a broad-based program, BALGS did offer a high degree of variability amongst schools, both in terms of the nature of individual BALGS projects and the quality of the outcomes. The data does show, however, that it was a sound investment overall. In the event of future school grants programs to support Asia literacy, it would be important to have a specific focus to enable more targeted impact, e.g. catalysing demand, building student motivation and engagement, or further supporting 'champion' schools to build on and share their practice.

> Observations – Making sense of theory through good practice

The illustrations gathered from the selected schools can assist teachers and school leaders to make sense of the relevant educational theory in the following areas.

1. Change leadership and the key role of teacher-leaders

The BALGS program afforded schools opportunities to institute change or renewal. Sometimes this change was driven by the strong vision of the principal, as in the case of Huntingdale Primary School (VIC) and the Marsden Learning Alliance (NSW). In all schools, however, leadership for change was driven by teacher-leaders (Harris, 2005), who assumed responsibility for a variety of programs and initiatives to support Asia literacy.

In some schools, such as Huntingdale and Margaret River Primary School (WA), these teacher-leaders worked in teams to establish momentum for systematic, whole-school change. In others, such as Illawarra Sports High School (NSW) and Overnewton Anglican Community College (VIC), individual teacher-leaders inspired colleagues to innovate on curriculum and pedagogy within a faculty or across a number of year levels.

The leadership initiatives arising out of the BALGS illustrations reflect the shifts in schools that have resulted in an expansion of leadership tasks. It is a reality of contemporary schooling that teacher-leaders assume much responsibility for change and renewal, and often this is in the domain of curriculum leadership (Dawson, 2011; Harris, 2005). In the illustrated schools, teacher-leaders played a central role in designing, implementing, evaluating and reporting on the outcomes of their BALGS-funded projects.

At Huntingdale, Margaret River and Marsden, these teacher-leaders were tasked by their principals to facilitate change for Asia literacy beyond the scope of the BALGS funding.

The advantage in having teachers assume the main leadership role for BALGS was that they offered a good understanding of learner and staff professional learning needs, as well as 'what works' (or could work) in curriculum design, effective pedagogy and the use of resources. Nevertheless, to be effective, such teacher-leaders required a school culture that valued knowledge creation and encouraged trusting and respectful professional relationships to be formed (Harris, 2008). Importantly, these teacher-leaders were dependent upon the legitimisation of their leadership role by the principal and other members of the school executive (Dawson, 2011).

This important feature of BALGS needs to be recognised and valued, as it mirrors international trends in school leadership for change and improvement (see Harris, 2005). The foundation for sustainable change is established through the interrelationship between the school executive and teacher-leaders (Hargreaves, 2007) so that the role of the teacher-leader forms part of a larger focus on learning and learners (see AEF, 2012; Fullan, 2006; Gilbert, 2011).

What does this mean for building Asia literacy?

BALGS allowed leaders to consider how best to build Asia literacy in their schools. The direct grants to schools meant that leaders could shape the project in ways that suited the needs of their students. For example, they could use the grant monies to commence a professional dialogue around Asia perspectives in the curriculum, build on and extend existing programs in language learning, or establish relationships with a partner school in the Asia region.

Schools that maximised opportunities for change provided through BALGS were those that had a long-term view of Asia literacy whilst also addressing the immediate learning needs of students or staff. These schools established a 'community of practice' (Lave & Wenger, 1991) and were motivated by the moral imperative of preparing their students for the diverse globalised world they inhabit now and will inhabit in the future (MCEECDYA, 2008).

Further, schools that appeared to be more successful in building a sustainable focus on Asia literacy were those where the school executive and teacher-leaders worked from a moral purpose (Fullan, 2006) to build Asia literacy across the school, and to share this sense of direction with colleagues, students and the wider community.

The teacher of Chinese at Melbourne Grammar School (VIC) co-ordinated a cluster of Chinese language teachers across schools to work with academics and other professionals who have designed the Australian Curriculum: Chinese.

2. Capacity building and forging new relationships

Several schools specifically used the BALGS funding to build the capacity of their teachers and teacher-leaders. At Margaret River, for example, the aim was for all teachers, across the curriculum, to embed Asia perspectives in their planning and teaching. To ensure this systemic change was successful, the principal appointed the Indonesian teacher to lead a steering committee, comprising the principal, assistant principal and all Level 3 teachers (who assume responsibility for co-ordination of year levels or specialist teaching areas).

The principal of Huntingdale appointed a mid-level group of teacher-leaders—classroom teachers of English literacy and Japanese language teachers—to work from an international evidence base in order to design a bi-literacy approach to teaching English and Japanese, and to mentor colleagues across the school to use this approach. The teacher of Chinese at Melbourne Grammar School (VIC) co-ordinated a cluster of Chinese language teachers across schools to work with academics and other professionals who have designed the Australian Curriculum: Chinese. The aim of this project was for teachers to update their knowledge of current curriculum as well as their capacity to teach Chinese, including the use of a gesture-based approach.

Marsden designed a collaborative project to strengthen the delivery of Asian languages in their community of schools and to build a language-learning continuum from primary to secondary school. The sharing of language teachers across the four schools has evolved into a sustainable professional partnership.

These approaches to capacity and relationship building encouraged teacher agency, in that teachers were given opportunities to lead and collaborate with colleagues (Harris, 2005) and to work as instructional leaders. BALGS also enabled lateral capacity building, whereby teachers activated personal and professional networks and formed strategic alliances (Hargreaves & Fink, 2006). In this way, schools learnt from each other and were strengthened by common purpose, structures, resources and roles (Fullan, 2005).

The strategic thinking and organisation required for establishing strong communities of practice, in accordance with a long-term vision for Asia literacy, contrasts markedly with 'Presentism', or short-term thinking and planning, inappropriate for sustainable innovation and change (Albright, Clement, & Holmes, 2012).

What does this mean for building Asia literacy?

Building teacher capacity for Asia literacy can take many forms: commitment to leadership for change and improvement; teacher engagement with evidence-informed practice; involvement in professional dialogue and the exchange of ideas; and an understanding of the broader moral purpose driving teaching and learning in the 21st century.

AEF has made a strong commitment over two decades to build the capacity of teachers to develop Asia literacy in Australian schools (Halse, et al., 2013). Notwithstanding substantial effort and achievement, rich conversations about the 'why' and 'how' of Asia literacy are as important now as they ever were. Providing teachers with access to models of effective practice, research findings and resources that support student learning has been made possible through large-scale projects such as BALGS.

In the present context of the Australian Curriculum and AITSL Professional Standards, this support for capacity building is essential. Teachers need to be encouraged to move beyond 'safe' curriculum choices and pedagogy to position Asia literacy within the active learning, higher-order thinking, and problem-solving central to 21st-century learning (MCEECDYA, 2008).

AEF has encouraged the building of professional relationships for the last two decades (see AEF, 2011). These relationships have evolved through the affordances of technology and extend beyond Australia into different countries of the Asia region. They have allowed schools to learn from one another and will prove useful as these schools seek to evolve their curriculum and pedagogy to support deep and meaningful Asia literacy for students.

3. Creative curriculum and pedagogy

All schools featured in this report initiated BALGS projects involving some form of creative curriculum and/or pedagogy, highlighting the important role that BALGS has played to refresh pedagogy and enable curriculum renewal.

In most of these featured schools, the focus on change and renewal arose out of a shared understanding that Asia-related capabilities are 21st-century capabilities. These schools recognised the importance to student learning of curriculum re-design, new forms of pedagogy, and the opportunities for collaborative learning partnerships provided through digital technologies. They made concerted efforts to engage with the Australian Curriculum and the important place that Asia and Australia's engagement with Asia cross-curriculum priority occupies within it. Some schools, such as Margaret River, Illawarra and Lansdowne Crescent, initiated projects that featured authentic student engagement via Web 2.0 technologies with students in Indonesia.

Importantly, almost half of the illustrated schools revitalised their curriculum or pedagogy with reference to evidence-informed practice. For Melbourne Grammar, Mt Waverley and Huntingdale, the use of well-researched models of language and literacy learning was key to the changes implemented in classrooms.

School	Creative approach
Huntingdale Primary School (VIC)	Development and implementation of a bi-literacy program in English and Japanese, modelled on best practice approaches to teaching literacy
Illawarra Sports High School (NSW)	Integration of ICT tools and devices into a Studies of Asia elective and Indonesian language focused on developing students as autonomous researchers
Lansdowne Crescent Primary School (TAS)	Creation of bi-lingual interpretations (English and Indonesian) of the biodiversity of an urban nature reserve, combining Indonesian language study with Science
Margaret River Primary School (WA)	Whole-school focus on incorporating Asia perspectives across the curriculum, and inclusion of the Asia priority in curriculum planners
Marsden Learning Alliance (NSW)	Development of a language-learning continuum to assist transition from primary to secondary school in Chinese, Japanese and Korean
Melbourne Grammar School (VIC)	Use of evidence-informed practice to devise a comprehensive curriculum map for Chinese language, reflective of the Australian Curriculum
Mount Waverley Secondary College (VIC)	Trial study/module of the Content and Language Integrated Learning (CLIL) method in teaching Japanese through History, focusing on the Renaissance
Overnewton Anglican Community College (VIC)	Focus on curriculum renewal to incorporate Asia perspectives and a transformative approach to intercultural understanding in English and History

Table 9: Creative approaches to curriculum and pedagogy by BALGS schools illustrated in *What Works 5*

A strong culture of working with research, evidence and feedback already exists in Australian schools, and it is both timely and necessary that this culture be intrinsic in all large-scale and broad-based Asia literacy initiatives.

What does this mean for building Asia literacy?

The nature and scope of Asia literacy in schools is undergoing a process of transformation. The inclusion of the Asia priority as a dimension of the Australian Curriculum has motivated some schools to begin a process of review to ensure that their curriculum and pedagogy align with this priority. For others, the aim has been to deepen students' knowledge of Asian languages and/or studies of Asia and to innovate on current approaches.

Some of the illustrated schools have provided strong evidence of the impact of curriculum and pedagogic renewal on student learning. A strong culture of working with research, evidence and feedback already exists in Australian schools, and it is both timely and necessary that this culture be intrinsic in all large-scale and broad-based Asia literacy initiatives. Leaders and teachers who work within a professional culture of inquiry need to ask, 'is this change working for students? Is there something that will work even better?' (Gilbert, 2011, p. 6).

4. Intercultural understanding

Some of the illustrated schools highlight how the BALGS funding was used to develop students' intercultural understanding. Three schools—Lansdowne Crescent, Mt Waverley, and Huntingdale—focused on strengthening their students' intercultural communicative competence through creative curriculum and pedagogy.

At Lansdowne Crescent, a whole-school Science focus on biodiversity led to important collaborations between classroom teachers and the Indonesian language teacher. To provide students with an authentic context, purpose and audience for learning Indonesian, the teacher supported students to create bi-lingual interpretations of the flora and fauna of the local nature reserve. These were translated into QR codes for visitors to the site and then sent, via Web 2.0 technologies, to students in the Indonesian partner school. Biodiversity data from Indonesia was then returned in the form of bi-lingual interpretations to the Lansdowne Crescent students for reading, discussion and analysis.

At Mt Waverley, students extended their learning of Japanese through a History unit on The Renaissance. This integrated approach to language learning provided instruction in Japanese, whilst also developing students' historical knowledge and skills. Further, this approach allowed students to make connections between the cultures of the European Renaissance and those of traditional and contemporary Japan.

At Huntingdale, the Japanese bi-lingual program was extended through emphasis on bi-literacy competencies. Classroom and Japanese teachers now use the same literacy practices to teach reading, writing and speaking, enhancing the transfer of benefits between English literacy and Japanese literacy.

Many schools attest to sustainable change and innovation, and enduring partnerships. Many have variously described the BALGS as a 'gift', an 'incredible beginning' and a 'great opportunity'.

Within a Studies of Asia focus, intercultural understanding at Overnewton was addressed through the analysis of Asian texts—fiction, non-fiction and visual—in both English and History. These texts contained themes of identity and difference, and students analysed the similarities and differences between people of diverse cultural backgrounds to develop perspective, respect and empathy.

What does this mean for Asia literacy?

A heightened focus on intercultural understanding moves Asia literacy into a different conceptual space, from learning 'about' to 'from' and 'with' Asian cultures, traditions, peoples and histories (Hassim, 2013). Intercultural understanding aims to shift people's views of diversity and difference beyond tolerance and co-existence, to a developing and sustainable way of living together in multicultural societies. This is achieved through understanding, respect and dialogue between different cultural groups (UNESCO, 2006). The schools described above were ready to embrace intercultural understanding with transformational learning and social action in mind. These schools viewed society as diverse and multi-faceted, and emphasised the hybrid identities of self and others (see Rizvi, 2012).

However, these learning emphases on intercultural communicative competence and intercultural understanding present the next frontier for a number of BALGS schools. Those schools that have made only initial steps towards embedding Asia perspectives within the curriculum tended to be more comfortable with developing discrete 'cultural projects.' In addition, there was a notable absence of projects that addressed specifically the issues and impacts of social, racial, or religious diversity, traditionally seen as being challenging or controversial. This suggests that schools need support to tackle some of the more complex dimensions of intercultural understanding as a 21st-century capability, and that teacher professional learning and exposure to models of good practice are essential.

This comprehensive analysis of BALGS data suggests that the majority of schools met their project objectives. Many schools attest to sustainable change and innovation, and enduring partnerships. Many have variously described the BALGS as a 'gift', an 'incredible beginning' and a 'great opportunity,' and all of them recognise the value of the funding in helping them meet the goals for Asia literacy outlined in policy and curriculum documents.

Investing in the meso-level of leadership has built and will continue to build our organisational capacity to deliver high quality, sustainable language/literacy and intercultural understanding programs ...

Monica Scully, Principal and BALGS Project Leader

> Huntingdale Primary School, VIC

Investing in the meso-level of leadership has built and will continue to build our organisational capacity to deliver high quality, sustainable language/literacy and intercultural understanding programs ... (Monica Scully, Principal and BALGS Project Leader)

Building the capacity of teachers is an investment in the 'professional capital' of staff (Fullan & Hargreaves, 2012) and one that revives teachers and the quality of teaching in a school. This form of investment requires teachers to be highly committed and professionally developed. In working together on shared goals, teachers not only maximise their own professional improvement, but also that of their colleagues (Hattie, 2009).

The focus of the BALGS project at Huntingdale Primary School was to build the capacity of teachers to lead and effect curriculum and pedagogic change. In an interview, Monica Scully, the Principal and BALGS Project Leader of Huntingdale, described the project as:

- identifying high quality teaching and learning practices to harness the transfer between languages;
- looking at applying the same rigour and accountability to Japanese literacy as with English literacy.

Authentic texts such as picture books, non-fiction books and novels were to be accessed by students in both languages, thus strengthening their use of language in context.

Huntingdale has had a Japanese bi-lingual program in place for over 10 years. Students learn Japanese for five hours per week and Japanese teachers work alongside classroom teachers. The school also uses the CLIL (Content and Language Integrated Learning) (Maljers et al., 2002) method whereby students learn curriculum content such as Science in Japanese.

The development of a genuine bi-literacy program—as an extension of the bi-lingual program—began with a review of international research to determine what constitutes best practice in bi-literacy teaching. Monica travelled overseas to look at established bi-lingual schools in search of optimum models, but she observed:

I found that there was no such thing as the ideal bi-lingual school model because school systems develop from the socio-political contexts of countries and their beliefs and values about language and literacy ... so we really needed to reflect ourselves.

With this finding in mind, the school embarked on more research, which enabled them to consolidate their previous understanding that the greatest benefit of learning more than one language is the transfer of benefits from one language to the other. This review of further research, however, did not uncover a consistent pedagogic approach to support this transfer process in terms of bi-literacy (see Cummins, 2012).

This organisational approach to building the capacity of all staff reflects the school's aim to address language learning as a capability for the 21st century.

This gap in bi-literacy practice led Monica and her staff to the large corpus of evidence-informed practice in English literacy, which sparked a conscious decision to select a group of mid-level teacher-leaders (Harris, 2005)—both classroom literacy and Japanese language teachers—to undertake ongoing professional learning on literacy strategies for use in both English and Japanese classrooms (Foundation to Year 4). The long-term goal for this team was to coach other staff in applying a consistent approach to literacy teaching and learning in the two languages.

According to Monica, the classroom and Japanese language teachers selected for this leadership role were responsible for building 'a theoretical background of the literacy/language acquisition process that will then (form) deeper, richer collegiate conversations and guide pedagogy practices at a whole school level'. This process entailed:

- Participation in a professional learning program on literacy practice, conducted over the period of one year at a leading education institute.
- Targeted research, including school visits, to distill literacy strategies common to English and Japanese and those specific to each language.
- Design of a coherent approach—within and across Japanese and English—to teaching reading, integrated with students' oral language and writing.
- Implementation of a coaching and professional learning program, through which the teacher-leaders worked closely with peers to ensure the implementation of a coherent approach to literacy in English and Japanese.

This organisational approach to building the capacity of all staff reflects the school's aim to address language learning as a capability for the 21st century. According to Monica, the staff 'began with the end in mind', with a vision for how students would be using language and literacy as adults.

The teacher-leaders (Harris, 2005) selected as bi-literacy coaches fit the profile of mid-career teachers (more than 8 years teaching) who are the important locus of capacity building in schools (Fullan & Hargreaves, 2012). 'Peer driven change should be about pulling people into exciting changes and sometimes also pushing and nudging them beyond what they perceive as their limits, for their own and their students' benefit' (Fullan & Hargreaves, 2012, p. 33).

This form of distributed leadership reinforces teacher agency and enables a number of people to shape the vision of the school (Hargreaves & Fink, 2006; Harris, 2005). It is also a sustainable form of leadership, allowing staff to learn from one another.

Feedback from the teacher-leaders at Huntingdale attest to the powerful effects of the combined literacy approach across the two languages:

We see them [the students] engaging more holistically in what they are doing ... and there are students we have seen who don't have any Japanese background, yet they are clear about what they have to do in the Japanese classroom because of the way we are teaching ... the approach we are using is the same. (Manon van Pagee, Prep teacher, English literacy coach/mentor)

It used to be that our teaching was under the LOTE approach ... [students] read the Hiragana on the worksheet or flash cards, but now they read authentic materials. (Naomi Mori-Hanazono, Japanese language teacher)

I can see the students are more engaged in using the strategies (e.g. making predictions). They are more confident and they just use the strategy very naturally in the classroom. (Keiko Harada, Japanese language teacher)

The bi-literacy approach has resulted in a move from traditional LOTE methodology—often taught with de-contextualised focus on grammar and vocabulary—to trans-language, or the movement of conceptual understanding across languages. To embed this pedagogic shift within the whole school, a number of structural, policy and procedural changes have been established.

The holistic model for change resonates with Fullan and Hargreaves' (2012) emphasis on professional capital. They argue that professional capital has three components: 1) human capital (the qualities of individual teacher-leaders); 2) social capital (groups working collegially to improve outcomes); and 3) decisional capital (where decisions are made in complex situations, over time, and in relation to different problems and cases).

For Huntingdale, the human capital of the teacher-leaders was evidenced in their willingness to assume new leadership roles, to enthusiastically engage in robust professional learning, and to share their knowledge, as social capital, with their colleagues. In terms of decisional capital, the bi-literacy approach, in addition to the CLIL method, has featured in the school's strategic plan for 2013–2016.

The principles of literacy practice at Huntingdale have been documented, detailing the school's beliefs and values around bilingual, plurilingual and multilingual teaching and learning. To enhance the social capital of other schools, the frameworks used at Huntingdale for curriculum planning and assessment are shared widely with teachers, schools and networks, both locally and interstate.

For students like Skye, the opportunity to learn two languages at Huntingdale presents 'an opportunity of a lifetime'. For Monica, as leader of the school, the bi-literacy program affords 'deep intercultural understanding [which] is the greatest benefit of learning language'.

According to Margaret Fuary, Head of LOTE and BALGS project leader, the curriculum map was designed by teachers in collaboration with a network of peers based at independent and government schools.

> Melbourne Grammar School, VIC

[The BALGS allowed us to hold] four regular concentrated group working sessions [an average of one week per workshop] spread out over a year, [and] enabled staff to have adequate time to discuss and create [a high quality, continuous and sequential] Chinese curriculum ... Our curriculum met our criteria for success and was 'our' product—the result of intense collaboration between experienced native and non-native teachers from both private and state schools. (Margaret Fuary, Head of LOTE and BALGS Project Leader)

An important platform for building teacher capacity is knowledge mobilisation (Levin, 2010). This involves teachers working from the research and evidence base in their field or discipline, with the aim of improving curriculum, pedagogy and student learning outcomes. Knowledge mobilisation involves the willingness of practitioners to find well-communicated research, to connect research to the tasks and challenges facing them, and to create effective ways to share and use this work within the school and across professional communities (Levin, 2010). Practitioners therefore need to be confident to analyse the research and decide how to apply the knowledge they have gained to their contexts (Cordingly, 2008).

The team of Chinese language teachers at Melbourne Grammar School (P-6) was involved in this process of knowledge mobilisation. They were motivated to institute curriculum and pedagogic change to develop a curriculum map for Chinese language that:

- is continuous and sequential
- includes flexible forms of delivery
- details learning across the modes of speaking, listening, reading and writing
- features the use of gesture as an aid for young learners of language
- engages learners and increases their confidence to use Chinese formally and informally
- incorporates enriched content and the use of ICTs and Web 2.0 technologies
- provides opportunities for contact with Chinese language speakers.

According to Margaret Fuary, Head of LOTE and BALGS project leader, the curriculum map was designed by teachers in collaboration with a network of peers based at independent and government schools. It details specific language and intercultural skills, and assessment tools and standards—linked to a developmental continuum—aligned with AusVELS and the Australian Curriculum: Chinese. The map draws on an Accelerative Integrated Method (AIM), which involves the use of gestures to teach vocabulary within the context of stories and plays, and the integration of ICTs to scaffold language learning.

To develop their curriculum map, the teachers were keen to align with research on 'what works' in Chinese language teaching and to incorporate evidence-informed practice into their plans. Through consultation with academics and discipline-based experts, the team worked with their new knowledge to clarify, reflect on and address their needs. Margaret reported that this contact with experts was 'much appreciated as it is indeed rare for teachers to have such an opportunity to engage in this way with leading academics'. In reflecting on the most significant change to arise from the BALGS project, Margaret said:

[I have developed] great confidence in my teaching practice. My practice is now based on the best possible resources and pedagogies that we, as an experienced group of innovative and experienced teachers, had gathered and sorted into a sequential and comprehensive curriculum.

The long-term aim of this group of teacher-leaders is to share the curriculum map across a broad range of professional networks, with the aim to transform Chinese language teaching at the primary school level.

Knowledge mobilisation is thus central to developing an institutional culture that locates, shares and uses the growing evidence-base in Asian languages curriculum and pedagogy. As Levin (2010) asserts: 'It is not a huge stretch to see the discussion of research, including the limits of current knowledge, as an essential feature of all professional development' (p. 313).

Further, teacher leadership also involves teachers working as instructional leaders, helping to create communities of practice (Lave & Wenger, 1991). In the instance of Melbourne Grammar, the community of teacher-leaders also contributed to 'knowledge creation' (Nonaka & Takeuchi, 1995, cited in Harris, 2008, p. 219), which is about beliefs, commitment, action and meaning. To be successful, however, teacher-leaders require a school culture that values knowledge creation and encourages trusting and respectful professional relationships (Harris, 2008).

Meta-strategies for change

This theme draws together perspectives on how BALGS has enabled teacher capacity for Asia literacy to be developed within and across schools. Both Huntingdale and Melbourne Grammar are illustrative of those schools that have used BALGS funding to build the capacity of their teacher-leaders to effect change in curriculum and pedagogy. The approaches taken by BALGS schools are reflective of several meta-strategies for change, which are illustrated in Figure 6 on the following page.

Implications

BALGS afforded teachers the opportunity to engage in the intellectual endeavour of curriculum and pedagogic change for developing Asia literacy. They were given time to develop new knowledge about 'what works' in Asian languages education and studies of Asia, to apply this knowledge in classrooms, and to use observed results to coach colleagues in applying a coherent approach to teaching. The teacher-leaders rose to the challenges presented to them because of their recognised potential to mobilise new knowledge, to support each other in the process of change, and to lead change across the school.

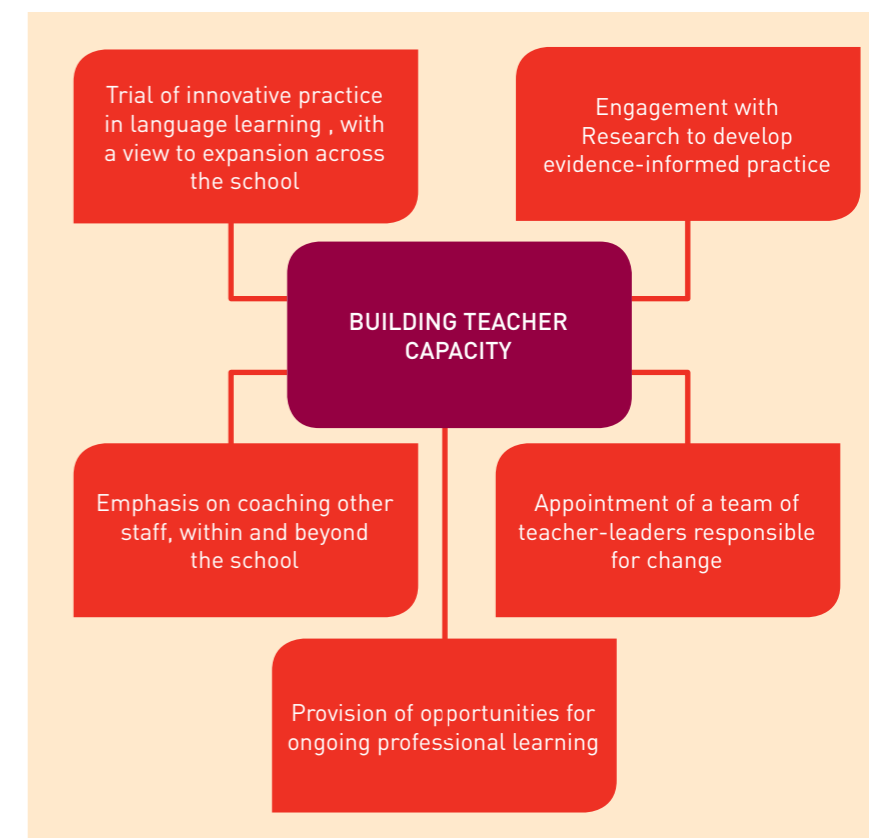


Figure 6 Building teacher capacity — Meta-strategies for change resulting from BALGS

My role in the school has changed from being the Languages teacher, usually working in isolation, to assisting and mentoring teachers to effectively plan Asia-focused inquiry topics. Rather than studies of Asia being conducted in the Indonesian language room, Asia Literacy is now taught in each classroom.

> Margaret River Primary School, WA

Our whole school leadership is distributed across what we call our Level 3 Cell Leaders and they drive a lot of our programs ... From an administrative point of view [an Asia perspective] is in all of our planning documents [Operational and Strategic] ... and it flows through to the whole school. (Sinan Kerimofski, Principal)

Distributed leadership is reflective of schools in the 21st century (Harris, 2005). The growth and change in organisational structures of schools have resulted in an expansion of leadership tasks. A reality of contemporary schooling is that teacher-leaders are required to assume much responsibility for change and renewal in the curriculum leadership domain (Dawson, 2011; Harris, 2005).

Among the many characteristics required of curriculum leaders is a sense of direction that is linked to a sense of achievement, and a moral purpose linked to a focus on learning and learners (Gilbert, 2011). This sense of direction and moral purpose is strengthened through the establishment of a professional learning community (Harris, 2008). Established around principles of co-constructed change, values and vision, professional learning communities are integral to developing and sustaining successful education practice in schools (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

The focus of the BALGS project at Margaret River Primary School was to include Asia literacy across the curriculum. The aim was for the school to recognise the significance of Asia perspectives to 21st century teaching and learning, to link these to existing programs in the school, such as Indonesian language and the Kitchen Garden, and to assist teachers to plan inquiry-based learning units of work based on the Asia and Australia's engagement with Asia cross-curriculum priority within the Australian Curriculum.

Janice Dunlop, BALGS Project Leader and Indonesian teacher, explained that the leaders in the school had observed teachers were focusing on Asia through fragmented topics that did not go to the heart of the Asia priority. By modifying curriculum-planning documents to include the cross-curriculum priorities of the Australian Curriculum, Janice described the most significant change for the school as being:

... a visual presence everywhere within our school, and a buzz amongst teachers when they are planning their Asia-focused inquiry topics ... My role in the school has changed from being the Languages teacher, usually working in isolation, to assisting and mentoring teachers to effectively plan Asia-focused inquiry topics. Rather than studies of Asia being conducted in the Indonesian language room, Asia Literacy is now taught in each classroom from prep to Year 7; integrated, cross-curricular and in line with the new [Australian] Curriculum topics ...

To achieve this systematic change, Janice formed the 'Engage Asia Committee', where she worked alongside the Principal, Assistant Principal, other Cell leaders, and LOTE and specialist teachers to discuss how they would implement a strategic focus on Asia–Australia engagement across the whole school. The results of this collective endeavour include:

- The re-design and wholesale implementation of planning documents for inquiry-based learning units of work, inclusive of the cross-curriculum priorities with a particular emphasis on the Asia priority.
- The design of a scope and sequence to ensure that units of work with an Asia focus are developed and taught over a two-year cycle.
- The allocation of time to teachers for collaborative planning on Asia-related units of inquiry.
- The integration of appropriate Web 2.0 tools and devices such as Smartboards and iPads to provide students with access to rich and authentic resources.
- Professional learning around the cross-curriculum priorities and general capabilities of the Australian Curriculum.
- Integration of a focus on Asia, where appropriate, in specialist curriculum areas such as the Visual Arts.
- An audit of the Asia-related expertise in existence amongst parents, staff and the wider community.
- The active involvement of parents in sharing their stories and personal experiences for units of work such as 'Building of a Nation', which highlights Australia's engagement with Asia.

For Janice, one of the highlights of the BALGS project was the support she and other teacher-leaders received from staff, and the whole-school awareness of the significance of Asia literacy to students' learning.

The plan for sustainable change at Margaret River contrasts markedly with what is referred to as 'Presentism', or short-term thinking and acting that undermines innovation in education (Albright et al., 2012). Sustainable leadership has a steadfast focus on long-term outcomes (Hargreaves, 2007), as evident in changes to policy and implementation at Margaret River. It reviews, respects, protects, preserves and renews all that is deemed as valuable in the past 'to build a better future' (Hargreaves, 2007, p. 225).

Further, the changes at Margaret River reflect a culture of continuous improvement, underpinned by the engagement of people's moral purposes (Fullan, 2005). In describing his moral purpose, the Principal, Sinan Kerimofski, articulated:

... if we're not engaging our students now and making them understand cultures, traditions, customs—and feel really comfortable with that and accepting that—then they will struggle ... We talk about lifelong learners at primary school and that's what we're doing. That's what I feel we're doing.

Melissa Albers, BALGS Project leader and Studies of Asia and Inquiry Coordinator, reported that her colleagues recognised their students required knowledge, skills and a broad cultural awareness to operate in an increasingly globalised world, and that they wished to address these needs through the curriculum.

> Overnewton Anglican Community College, VIC

The most significant change for our school is that Asian perspectives is now an area that teachers have to include in all planning documents and in weekly planning sessions. We have included this in terms of how it will appear in the classroom via English ... or inquiry sessions. (Melissa Albers, BALGS Project leader, Studies of Asia and Inquiry Coordinator)

Asia literacy encompasses more than learning about cultures and languages. It is fundamentally about 'interpreting and negotiating the possibilities of intercultural relations' (Rizvi, 2012, p. 77). The lived experience of teachers suggests that they work with the complexities of cultures in their schools (Rizvi, 2012). The challenge, however, is to support them to incorporate this complexity into their curriculum and classroom teaching (Leeman & Ledoux, 2003).

The BALGS project at Overnewton Anglican Community College was designed to enable students to develop intercultural and global perspectives through a range of learning activities, particularly in English literacy and History. A transformative approach to intercultural understanding requires teachers to substantially reform the curriculum, engage in challenging professional learning, and include in their repertoire of resources those which provide perspectives from various, ethnic, racial and religious groups (see Banks, 2004). This approach encourages students to view common concepts, issues, themes and problems from diverse cultural perspectives.

Melissa Albers, BALGS Project leader and Studies of Asia and Inquiry Coordinator, reported that her colleagues recognised their students required knowledge, skills and a broad cultural awareness to operate in an increasingly globalised world, and that they wished to address these needs through the curriculum.

To enable students to develop the critical thinking skills and empathy central to intercultural understanding (Leeman & Ledoux, 2003; Searle, 1998), Melissa, as teacher-leader, supported her colleagues to plan collaboratively units of work with a strong focus on text analysis. This focus on engagement with a range of texts assists students to appreciate multiple ways of seeing and understanding, to develop empathy for various points of view, and to learn how to manage difference (Hamston, 2012). Likewise, experiences 'gained vicariously through texts (in the English classroom) enable students to travel to Asia, back in time, to other cultures, other worldviews and experiences/perspectives' (p. 21). Melissa outlined the approach taken by the staff:

We realised that providing students with a range of literature from other countries, nationalities and cultures enabled our students to reflect on different values and beliefs which assisted in the development of their own values and beliefs. It also enabled the students to appreciate and value their own cultural heritage and the heritages of other cultures.

In terms of History, staff accessed resources located on the Asia Education Foundation website that have been designed to support students' inquiry learning. This search for suitable resources was an important starting point for incorporating Asia perspectives into the curriculum and fostering intercultural understanding. Melissa explained that:

... the Asia Education Foundation's resource 'Asia Content in the Australian Curriculum' identifies the cross-curriculum priority of Asia and Australia's engagement with Asia. This was an invaluable tool for us in assisting with including an Asian perspective in our inquiry units with a History focus from Prep to Year 4. It listed explicit reference to Asian content in the Australian Curriculum, which assisted us in planning meaningful and comprehensive units in line with current initiatives.

A History classroom that promotes intercultural understanding is one where teachers incorporate resources that reveal a range of race, ethnic, class, religion and gender perspectives (Kidney-Cummins, 2004).

The decision by Overnewton staff to approach the integration of Asia perspectives in English and History, consistent with the Australian Curriculum, is illustrative of the collegial learning cultures and collaborative decision-making strategies identified as central to a change process (Anderson & Cawsey, 2008). When teachers are given time to meet, plan and discuss issues, they develop collegial trust and support for implementing curricular and pedagogic change (Harris, 2005). Further, collegial models of leadership increase engagement of staff in key decisions involving curriculum, teaching and learning (Harris, 2005).

Gilbert (2011), in a comprehensive review of the literature on teacher professional learning, cites various models that act as a guide to curriculum leaders facilitating curriculum change. Among these are prompts such as: Why innovate? From where do we access expert knowledge? And how do we ensure engaging and stimulating programs for learning? The teachers at Overnewton recognised the importance of Asia literacy, they revitalised their English literacy and History curricula to work towards this, and sought a rich array of resources to engage their students in issues of intercultural understanding.

In reflecting on the outcomes of the BALGS project, Melissa reported that significant change was evident in the students' capacity to compare and contrast cultural beliefs and practices; to discuss historical and contemporary issues; and to name notable figures of Asian heritage that have contributed to Australian society. Significant change was also noted in the engagement of teachers and the wider school community.

Meta-strategies for change

This theme draws together perspectives on how BALGS has enabled whole-school leadership of curriculum and pedagogic change for Asia literacy. Both Margaret River and Overnewton highlight several meta-strategies for change, as illustrated in Figure 7 on the following page.

Implications

BALGS provided an ideal opportunity for schools to reflect on how, and the extent to which, they were addressing the cross-curriculum priorities outlined in the Australian Curriculum. This implies that if schools were approaching Asia literacy in a fragmented way, or had not yet included a focus on Asia perspectives in their curriculum, they were denying students the entitlement to learn about Asia and Australia's engagement with Asia. Thus, the question 'why innovate?' was answered partially by a grants to schools project designed to address students' Asia literacy. The issue of 'how to innovate?' was left to individual schools to tackle, with a small number of schools opting for large-scale, systematic change.



Figure 7: Power of achieving whole-school commitment — Meta-strategies for change resulting from BALGS

In the new age of education, what we do as a collective is more powerful than us sitting alone as islands ...

Denise Lofts, Principal, Marsden High School

> Marsden Learning Alliance, NSW

In the new age of education, what we do as a collective is more powerful than us sitting alone as islands ... so therefore as a school community and as a community of schools, we can actually service [the students] in our area, and if we want to build great 21st-century students then we need to do that. (Denise Lofts, Principal, Marsden High School)

The establishment of personal and professional networks and strategic alliances helps build sustainable change within and across schools (Hargreaves & Fink, 2006). These professional relationships build the 'social capital' of a school and the wider network of schools (Fullan & Hargreaves, 2012). Such networks and alliances have been the cornerstone of national initiatives to build Asia literacy in Australian schools since the mid-1990s (AEF, 2012).

The Marsden Learning Alliance is a pre-existing coalition of four schools, three primary schools (West Ryde, Ermington and Melrose Public schools) and one secondary school (Marsden High School), led by the Principal of Marsden, Denise Lofts. The long-term goal of the Alliance is to develop partnership programs that improve the delivery of quality education for Asia literacy to the community of students.

The focus of the BALGS project was to build a language-learning continuum for students from each of the primary schools who make the transition to Marsden High School, and to provide differentiated instruction in Year 7 for those students who have prior experience of learning Asian languages.

To achieve this aim, two teachers from Marsden, Tina Mo and Gillian Lee, taught Chinese, Japanese and Korean at each of the primary schools, providing students with a taster of the Asian languages that will be offered to them at the high school. These tastings were delivered through the use of Web 2.0 technologies and on site at the three primary schools, for the period of one term for each language. An 'Asia literate' wiki space was also created as a resource for teachers.

To support high school teachers who had no previous experience of teaching younger students, a range of suitable resources was made available and collaborative meetings were held with language teachers in the primary school. The teachers exchanged assessments of students' language learning and shared pedagogic approaches to language teaching. In reflecting on her experience of teaching Korean to primary students for the first time, Gillian Lee observed that the primary students 'are really open-minded and it is easy to teach them ...'.

In addition to the language learning exchange, students from all four schools participated in cultural experiences, such as a visit to the Nan Tien Buddhist Temple in Wollongong. Cultural exchanges involving teachers and students took place between Marsden High School and its partner school in South Korea.

In considering the effects of the BALGS project, Kim Lloyd-Jones, Principal of West Ryde Primary School, spoke of the efforts of Denise Lofts to lead the Alliance:

It was very well thought out and from Denise's perspective, having a passion for Asian language, she put a lot of time into [working] with her staff. So I think it was delivered very well, the children got a lot out of it, and from the perspective of [being exposed to Japanese and Korean], it was a great opportunity to see something and experience something different.

When networks and partnerships such as the Marsden Learning Alliance last long enough, they have a great potential to develop into ongoing learning communities—the mutual trust and respect developed replaces a sense of knowledge being merely transmitted from one institution to another (Lieberman & Grolnick, 1996, cited in Gilbert, 2011). Trust results in a shift in professional 'culture' and, ultimately, student learning (Harris, 2005).

The professional alliance of the Marsden community of schools is reflective of the lateral capacity building that results from schools learning from one another, strengthened by common purpose, structures, resources and roles (Fullan, 2005). Their model of strategic collaboration has been created from a shared reform agenda to drive enduring change (Fullan, 2005).

The success of the Marsden Learning Alliance has the potential to be extended to many other areas of professional collaboration. The partner schools have entered into negotiations to broaden the Asian language-learning program that will continue to be delivered on site in the primary schools, and to identify funding to support this. Marsden High School has also developed international partnerships with schools in China. In this sense, these professional partnerships are both sustaining and sustainable, as noted by Sharon Symons, BALGS Project Leader:

I think the success has largely been due to the fact that the primary schools were so willing to work with us ... we also had two very competent teachers that we were able to send out ... that were really open to teaching in the primary schools ... we can just build on the model we've got, so the [BALGS funding] has been a real gift to us.

For Denise Lofts, the real test of the success of the collaboration is in its impact on student learning. For example, she notes how students in both the current and incoming Year 7 class have a really good base understanding of the target language, and have greater potential for language acquisition.

This benchmark for success is evident in the reflection provided by Neil, a student from West Ryde Primary School. His broad exposure to Asian languages and cultures has resulted in an ongoing commitment to language learning:

The intent of the project was to integrate a science focus on biodiversity with the cross-curriculum priorities of the Australian Curriculum, including Asia and Australia's Engagement with Asia. The project was designed with three other schools, Sandy Bay Infant School, Tarooma High School and Mt Nelson Primary School.

I'm learning Chinese and Japanese. I think it's pretty important to learn more languages because it might help you get a job and it will help you to communicate with other people ... I think [at high school] I would try to keep on improving my Chinese and Japanese.

> Lansdowne Crescent Primary School, TAS

A really strong motivator for the project has been the partnerships that we've developed ... (Jenny Dudgeon, BALGS Project Leader BALGS)

You can sort of be a bit marginalised—and particularly as an itinerant when you go to different schools—and this was a fantastic way of working with other teachers in partnerships. (Ingrid Colman, Indonesian language teacher)

Building respectful and collegial partnerships within and between schools is fundamental to professional growth and improved opportunities for student learning (Harris, 2005). However, active trust between colleagues is not unconditional; rather, it is a 'contingent and negotiated feature of professional or social engagement with others' (Sachs, 2000, p. 81).

In pursuing stronger relationships, some professionals, such as the teachers at Lansdowne Crescent, seek new ways of working together and overturn perceived roles and histories (Harris, 2008; Sachs, 2000). The BALGS project at the school illustrates the endeavour of staff to seek new forms of collaboration, with the aim of providing students with deep and connected learning.

The intent of the project was to integrate a science focus on biodiversity with the cross-curriculum priorities of the Australian Curriculum, including Asia and Australia's Engagement with Asia. The project was designed with three other schools, Sandy Bay Infant School, Tarooma High School and Mt Nelson Primary School, using the throughlines of biodiversity and Indonesian language.

For Lansdowne Crescent, the focus was for students in Year 6 to study, with the assistance of science experts, the natural environment of the Knocklofty Reserve, situated close to the school. Their learning about biodiversity was then transformed into bi-lingual interpretations, converted by students at Tarooma High School into Quick Response codes, and then posted at various positions along the Reserve. These bi-lingual interpretations were then provided via Web 2.0 technologies to students in their sister school in Surabaya. The Indonesian teacher, Ingrid Colman, elaborated upon this process:

We had to look at how to go from the English to the Indonesian in a way that the students could use their own Indonesian words for it. So we realised it was just about trying to capture the essence of the information and putting it in simpler terms, which was really quite fantastic because it meant that they had to really understand what they were talking about to put it into the key bits of information ...

Ingrid also described the benefits of the project as engaging students in authentic language use, with heightened sensitivity to audience.

Lansdowne Crescent is a recognised Sustainability school, with a strong focus on the explicit teaching of Science from Prep to Year 6. The integration of Science teaching with Indonesian was a deliberate one. The Principal of the school, Monique Carter, explained: 'One of our main goals is to have students leave our school with really embedded 21st century skills'. For Ingrid, the opportunity to work in collaboration with classroom teachers extended to her presenting at a Science teachers' conference. She explained the impact of this collaboration on students:

... it was fantastic and the kids sort of picked up on that as well because they saw Indonesian being embedded and being supported by all the other teachers, and so it was a win-win for all of us.

This bi-lingual approach to Science learning exemplifies how 'trust, obligation and solidarity work together in complementary ways' (Sachs, 2000, p. 81), leading to new ways of working together. The expertise of the Indonesian teacher and the valuable contribution she was able to make to an investigation into bio-diversity was recognised by her colleagues, resulting in mutual respect and shared passion to improve students' learning outcomes.

The cross-cultural partnership between Lansdowne Crescent and its partner school in Surabaya, Indonesian, further enabled teachers and students to develop their Asia-related capabilities and capacity to engage in global dialogue (UNESCO, 2006). A team of staff from Lansdowne Crescent is planning to visit the school in Surabaya to develop and sustain the professional communication and understanding around being more Asia aware.

Meta-strategies for change

This theme draws together perspectives on how BALGS has enabled schools to establish professional relationships and partnerships (within Australia and with schools in the Asia region) to build and extend students' Asia literacy. These relationships and partnerships are the beginnings of new communities of practice. Both the Marsden Learning Alliance and Lansdowne Crescent Primary School illustrate several meta-strategies for change, as illustrated in Figure 8 on the following page.

Implications

BALGS provided teachers with opportunities to think and act creatively and innovatively. These opportunities enabled the development of professional collaborations that inverted some of the perceptions that exist within and between schools about the roles and responsibilities ascribed to teachers. Having secondary teachers work in primary schools to establish a language learning continuum addresses what research has identified as the problematic nature of language transition between primary and secondary schools (see, for example, de Kretser & Spence-Brown, 2010). Designing a curriculum initiative that consciously integrates content learning in Science with Indonesian language is reflective of creative and authentic language use (see Cross, 2012).

A significant outcome of these innovative collaborations for all of the teachers involved is professional reward, mutual respect and personal nourishment.

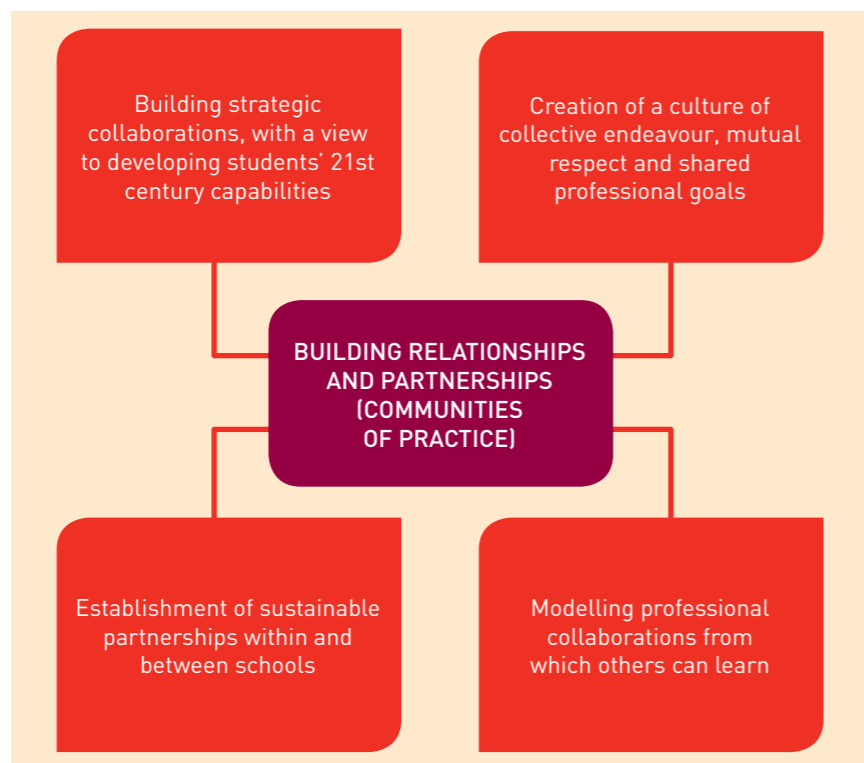


Figure 8: Building relationships and partnerships (communities of practice) — Meta-strategies for change resulting from BALGS

The five-week module *Let's CLIL the Renaissance!* was designed to provide Year 8 students with the option of studying *The Renaissance in Japanese*. Students used their target language with authentic materials and a real-world topic that opened them up to a range of cultural beliefs and viewpoints.

> Mount Waverley Secondary College, VIC

It is great to be challenging the students and trying something new. CLIL [Content and Language Integrated Learning] can be hard work; 'fail to plan' does equate to planning to fail. I am learning again, not just about teaching, but the language and the content.
(Nick Creed, BALGS Project leader, Japanese Language teacher)

Pedagogies for the 21st century connect students with prior knowledge, identities and contexts outside of the classroom, and with multiple ways of knowing and cultural perspectives (Stevens, 2011). Schools have an urgent task to 'cultivate in students the ability to see themselves as members of a heterogeneous nation ... and a still more heterogeneous world, and to understand something of the history and character of the diverse groups that inhabit it' (Nussbaum, 2010, cited in Stevens, 2011).

The BALGS project at Mount Waverley Secondary College aimed to trial a module of learning based on the Content and Language Integrated Learning (CLIL) method (Maljers, et al., 2002). Through CLIL, language is taught in an integrated way with disciplinary content, giving students the opportunity to increase their language learning and their intercultural communicative competence.

The five-week module *Let's CLIL the Renaissance!* was designed to provide Year 8 students with the option of studying *The Renaissance in Japanese*. Students used their target language with authentic materials and a real-world topic that opened them up to a range of cultural beliefs and viewpoints (Dalton-Puffer, 2011).

The BALGS Project Leader and teacher of Japanese, Nick Creed, reported that he was inspired to trial a CLIL module with his students because of his desire to add 'authenticity to student learning' and capitalise on what he observed as the students' strong interest in language learning beyond 'core grammatical and vocabulary' activities. Thus, he designed the module with a view to:

- promote creative and critical thinking about the Renaissance from a non-European perspective in order to transform student thinking
- develop students' higher-order historical inquiry skills
- develop students' intercultural competencies, largely through bi-lingual language use and bridging the gaps between historical worldviews and paradigms
- develop students' Japanese language abilities
- add authenticity to student learning (via language immersion).

Other catalysts for the trial included the interest already shown by the school to utilise CLIL as a new form of curriculum design; Mt Waverley had, for example, previously collaborated with other schools in the Innovative Language Provision In Clusters (ILPIC) project. In addition, Nick had been trained in CLIL through the University of Melbourne (Professional Certificate in Education – CLIL).

Specifically, the module invited students to explore significant developments and/or cultural achievements during the Renaissance, and their development within contemporary Japan. Nick described this focus:

Starting with the very definition of the Renaissance, it is interesting to look at a society 'reborn', connecting the people and places of the late Medieval Period in Europe to many of the concepts and knowledge we use in everyday life. The ideas of studying, experimenting, creating and sharing with the world is one that resonated with me ... Through their study of the Renaissance in Japanese, hopefully the students will go through each of those phases themselves.

It was also important that best practice pedagogy for teaching History was referenced in the design of the unit to ensure that the key objectives of Historical studies were also met, as Nick elaborated:

Synthesis and analysis, as well as continuity and change, are prime areas of study in History. For the CLIL unit to be successful students must be able to not just describe the lower-order processing skills, such as what occurred; they must also be applying higher-order skills about why ... with an appropriate 'tool-kit' of skills they will be able to take the facts, concepts, and text-type skills and apply them meaningfully.

Further, the CLIL module was planned with a strong intercultural understanding focus in mind. Students analysed modern applications of Renaissance discoveries and inventions, for example, Japanese woodblock prints compared to the Printing Press of Europe, and the very notable similarities between the pre-Renaissance feudal systems of Japan and England. Students also compared the use of culturally appropriate conventions when using spoken and written scripts.

This space for the simultaneous development of language fluency and historical knowledge resonates with Cross' (2012) metaphor of CLIL as a 'sandpit.' Here, language is not viewed as an object of study; rather, a tool subtly worked into content-based tasks. As a form of curriculum design, CLIL allows students to be creative in using the language they are learning and to extend and deepen their language knowledge without formal instruction (Dalton-Puffer, 2011).

This transformative approach to language and intercultural understanding (see Banks, 2004) was not without its challenges for both teacher and students. Achieving a balance between content and language learning was informed by student feedback at the completion of each lesson. Evaluation data on the effectiveness of the trial was obtained through students' self-assessments. The data indicated that students identified considerable improvements in their knowledge and understanding of History and Japanese.

The most significant change for teachers was the confidence to use Web 2.0 tools in teaching the Asian Studies Enrichment Program. It has been a total change in mindset. We have moved away from teacher-centric lessons to more student-centric classes

(Jennifer Jurman, BALGS Project Leader, Indonesian language teacher)

Key impacts include:

- On average, CLIL student results on a standardised English test in History that required analysis and interpretation were higher than the results of students in mainstream classes.
- CLIL student perceptions of their Japanese and History competencies both increased over the duration of the course, from a mean competence ranking of 7.2 (out of 10) to 8.2 by the end of the unit.
- CLIL student perceptions of their Historical ability increased from a mean of 7.7 at the beginning of the unit to 8.2 at the end.
- Students began the unit with the main language of discourse being English; by the last lesson only Japanese was being spoken in the class.
- All students articulated that their language confidence and communication skills had improved over the course of the unit.

The willingness of the school to support an innovative method that integrated language learning with content learning is reflective of Nussbaum's call for a 21st-century education that views diversity as a given (see Rizvi, 2006, 2012). Students learnt at the same time a language through which to communicate cross-culturally and Historical content relevant to understanding both the past and the present, and how different worldviews have shaped cultures and identities.

> Illawarra Sports High School, NSW

The most significant change for teachers was the confidence to use Web 2.0 tools in teaching the Asian Studies Enrichment Program. It has been a total change in mindset. We have moved away from teacher-centric lessons to more student-centric classes (Jennifer Jurman, BALGS Project Leader, Indonesian language teacher)

One perspective on 21st-century pedagogies is that education must contain two strands: it must be humanising in that it improves learners' personal and social competence as active, global citizens; and, it must be socialising in that it must enhance 'the learners' communal and global consciousness and foster responsible citizenship' (Whitby, 2007, p. 2).

Digital pedagogies afford students opportunities to engage with new information and with others. These opportunities can be seen as purposeful activities, whereby students use ICT to build knowledge, represent understanding, and collaborate and communicate in community with others (Fisher, Denning, Higgins, & Loveless, 2012).

The BALGS project at Illawarra Sports High School involved a paradigm shift for teaching the studies of Asia. Jennifer Jurman, BALGS Project Leader, reported on the rapid transformation at Illawarra:

[The school] has come a long way considering that in 2011 no Asian languages were offered to students. In 2012, the study of Bahasa Indonesia became mandatory for all Year 8 students. In 2013, the Asian Studies Enrichment Program is being implemented for Year 7 students. This is significant and progressive for our school. Indonesian and Asian Studies are our most popular subjects as students are engaged in the use of ICT in lessons.

According to Jennifer, central to these changes was teachers' recognition of the potential of ICT to change the way that students learn and to bring 'the world into their classrooms'.

Focusing first on its Indonesian language program, the school utilised a combination of ICT tools, including iPads, Smartboard lessons, and collaborative learning tools, to engage with its BRIDGE partner school in Indonesia. In its Asian Studies Enrichment Program, the school placed emphasis on students as researchers, with a strong focus on independent investigation within the context of cross-curricular research topics. Jennifer described the impacts of embedding ICT in the curriculum:

We are teaching the students how to research for themselves and to question information. The students are now organising the information and presenting it to the class, demonstrating logical thinking ... there is less focus on the teacher presenting content.

Another important motivator for teachers at Illawarra is the need to develop students' intercultural understanding. The use of ICT is allowing student to work collaboratively, to use animation and digital storytelling to communicate with students in their partner school in Indonesia. Students are encouraged to research the interrelationship between societies and cultures and to relate their understanding to their own social and cultural identities.

This integration of content knowledge, pedagogy and technology is at the heart of effective teaching with digital technologies (Mishra & Koehler, 2006). Embedding ICT in curriculum design changes the way teachers teach and how students learn. This view is supported by Fullan (2007) who describes the implementation of change in schools as using new materials, engaging in new behaviours and practices, and incorporating new beliefs.

Meta-strategies for change

This theme draws together perspectives on how BALGS has enabled schools to invest in new pedagogies and curriculum re-design in order to develop students' Asia literacy. Schools such as Mt Waverley Secondary College and Illawarra Sports High School demonstrate the productive learning outcomes that can result from such an investment. The approaches taken by both schools are reflective of several meta-strategies for change, as illustrated in Figure 9 on the following page.

Implications

Teachers need time and the opportunity to observe and reflect on innovative practices, to assess the impacts on student learning and to consider next steps. BALGS provided teachers with this time and opportunity. Consequently, they were able to reflect on how best to engage students with Asia-related content and capabilities, to develop intercultural understanding and communicative competence, and to help build the critical thinking and research skills that help form a deep knowledge base. Moreover, BALGS helped build momentum for change as well as the enthusiasm and energy of both teachers and students that grow out of creative and purposeful activities.

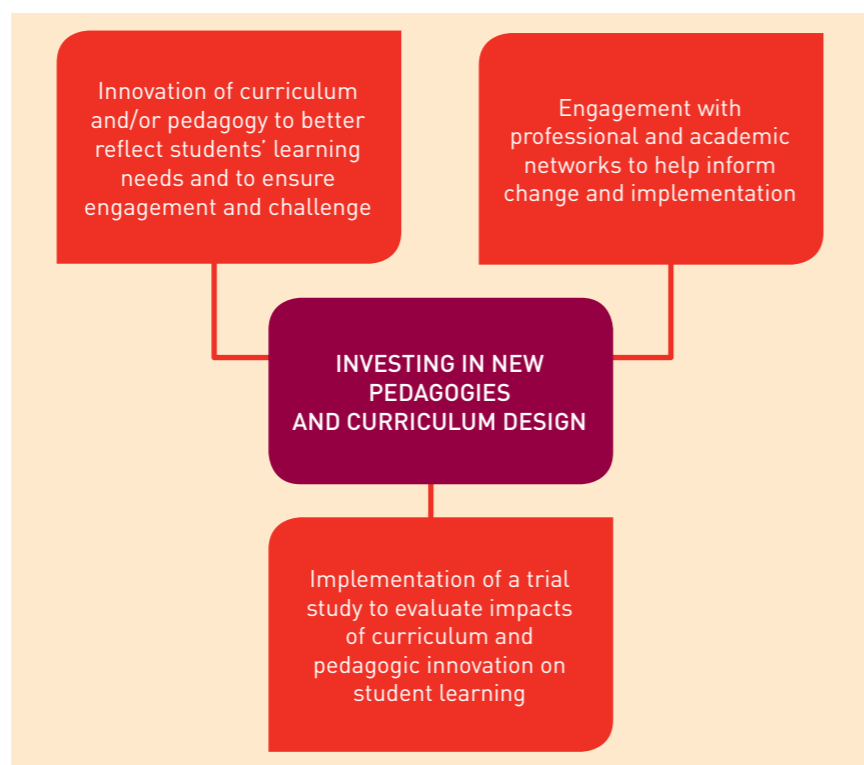


Figure 9: Investing in new pedagogies and curriculum design — Meta-strategies for change resulting from BALGS

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