



# Illustration of practice

## Huntingdale Primary School and Narara Valley High School

### What do the schools tell us?

---

The Asia literacy projects at Huntingdale Primary School and Narara Valley High School were designed to build the capacity of teachers to lead and effect curriculum and pedagogic change.

Monica Scully – Principal and Becoming Asia Literate: Grants to Schools (BALGS) Project Leader at Huntingdale – was firm in her belief that the school needed to create a set of teacher-leaders, responsible for researching and implementing a coherent approach to literacy across the English and Japanese programs at the school:

---

*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 ... The focus of the professional development process has been to first build 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.*

– Monica Scully, Principal and Project Leader, Final Report BALGS

---

New knowledge gained by the teacher-leaders about models of bi-literacy was shared across the school via a mentoring program and designated professional learning sessions.

Team planning between the English and Japanese teachers strengthened the explicit teaching of literacy in both languages, and the purchase of authentic literary and non-fiction texts in Japanese reinforced bi-literacy education as transformative practice. See the videos of the bi-literacy education program at [Huntingdale Primary School](#).

Bernie Howett, the Head Teacher of Teaching and Learning and BALGS Project Leader at Narara Valley, described the school's capacity building in terms of teachers' collective understanding of Asia literacy and empowering them with new resources, including ICT tools and devices, to support the teaching of Asian history.

---

*Probably the most significant change was a sense of moving the school forward in its understanding and acceptance of the relevance of Asian history in 21st century Australia. It was actually teaching new material and seeing the impact it was having on students that I found really significant ... being able to create the new programs in an open and democratic manner ensured that change would be collective.*

– Bernie Howett, Head Teacher, Teaching and Learning, BALGS Project Leader, Most Significant Change Story

---

Mobilising a focus on Asia literacy has involved teachers examining '[Asia and Australia's Engagement with Asia](#)' as a cross-curriculum priority in the Australian Curriculum, and using this new knowledge to re-develop a Humanities program that includes a clear and detailed focus on China and Japan.

The introduction of web 2.0 technologies into the Humanities program has further enhanced curriculum planning and student learning. An example of the impact of this curriculum and pedagogical shift is where teachers have used interactive whiteboards to engage students with contemporary Chinese culture and to access authentic texts such as the China Daily newspaper.

Activities such as these have helped teachers expose students to alternative historical narratives and challenge dominant Eurocentric perspectives.