

ASIA LITERATE SCHOOLS – A GUIDE TO RECOGNITION

An **Asia Literate school** can be summarised as: -

The school community acknowledges the importance of including studies of Asia (SOA) in the school curriculum and has a policy for ensuring students will leave school being able to: • Understand Asia • Have informed attitudes about Asian peoples and countries • Know about contemporary and traditional Asia • Connect Asia and Australia • Communicate with people from Asia[^] (As outlined in the National Statement for Engaging Young Australians with Asia in Australian Schools)

POLICY and LEADERSHIP

	BEGINNING	DEVELOPING	ESTABLISHED
Leadership	School leadership is aware of the SOA.	School leadership values SOA, raises awareness in the school community and is beginning to plan for its implementation.	There is a leadership strategy in place to implement, monitor and review inclusion of studies of Asia.
Policy priority	Discussion has occurred within the school community and leadership team about strategies for including studies of Asia in the curriculum	The school leadership has endorsed inclusion of SOA in the curriculum and begun to write an implementation strategy.	School policy acknowledges SOA will be sequential and integrated with other education priorities (eg Global Education, Values, Civics, Multicultural Education, Sustainable Schools).
Professional learning	Staff may undertake professional learning and some do SOA professional learning in their own time.	Staff are actively encouraged to access school financed SOA professional learning.	Staff professional learning activities are built into school development days. SOA professional learning is required of staff.
Ethos	School is aware of the need to embrace diversity.	School embraces diversity with positive attitudes and values.	School embraces diversity with positive attitudes and values. These are stated in the ethos/vision/plan of the school.

TEACHER CAPACITY

	BEGINNING	DEVELOPING	ESTABLISHED
Professional Development	Teachers' knowledge of Asia and related teaching resources is based on their personal experience and interests.	Individual teachers have developed expertise in SOA and knowledge of related teaching resources through occasional professional development.	Staff expertise in SOA and knowledge of related teaching resources is supported by a planned whole school approach to professional development.
Confidence levels	Some staff are aware of the five emphases [^] as outlined in the national statement.	Some staff confident to address the five emphases [^] as outlined in the national statement.	Most teachers confident to address the five emphases [^] as outlined in the national statement.
Staff expertise and external recognition	Staff are embedding SOA into their curriculum but are still needing outside support to make it a sustainable and ongoing part of the school's curriculum.	Individual staff members are recognised as effective teachers in the area of SOA. Staff may work collaboratively making use of strengths within the group to develop effective learning and teaching strategies to support the implementation of SOA	The school may be recognised by other schools as being an exemplary SOA school. Staff work within Curriculum networks and across schools to help develop strategies and tailor the curriculum to a school's needs to support the sustainable inclusion of SOA.

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CURRICULUM IMPLEMENTATION			
	BEGINNING	DEVELOPING	ESTABLISHED
Implementation Plan	Audit curriculum, resources and staff to identify baseline data and identify areas for improvement.	School action plan being developed by an interested group of educators using the National Statement as a guide.	There is a school action plan to embed the SOA with increasing depth and breadth across the curriculum and learning years.
Curriculum leadership	Individual teachers or a small group working to promote the SOA in the school.	SOA co-ordinator is appointed and working with some members of the school community.	SOA co-ordinator is appointed and working with the whole school.
Content inclusion	Individual teachers are beginning to include content about Asia in the learning areas.	Curriculum committees have identified where SOA will be included in a range of subject and learning areas including which countries and aspects of Asia will be included across the curriculum.	A coordinated curriculum strategy ensures SOA is sequential and inter-related reflecting the integrated scope & sequence of SOA across the learning areas and year levels.
Language	Some words and phrases of Asian languages are included in learning programs.	Opportunity to learn an Asian language.	Learning an Asian language is valued and developed sequentially across the school.
Sister school	Occasional interaction with a school in an Asian country based on an individual teacher's own connections.	Planned interaction with a sister school occurs with one or more learning areas or year levels.	A sustained sister school relationship which is supported by an MOU includes sharing of curriculum projects and may include student and teacher exchanges.
Review and evaluation	Individual teachers informally review, reflect and evaluate the SOA and plan for improvement.	Individuals and groups of teachers reflect and review the SOA programs and plan for improvement.	The school routinely reflects, reviews and evaluates SOA programs and resets goals for continuous improvement.
STUDENT OUTCOMES			
	BEGINNING	DEVELOPING	ESTABLISHED
Knowledge and understandings	Student learning typically includes discovery, understanding and applying knowledge about Studies of Asia often through activities related to food, flags, festivals and folktales.	Student learning typically includes some analytical and evaluative activities in Studies of Asia which enable them to begin the development of positive attitudes, skills and intercultural understanding about Asia.	Student learning involves deep and rich learning tasks and intercultural understandings which coherently develop in depth and breadth as students progress across the school years
Values and attitudes	Students are beginning to engage with Asia.	Students have positive attitudes and values towards Asian people, events, issues and lifestyles.	Students are Asia engaged and have the opportunity to know, understand and be able to demonstrate the five emphases [^] .
Student centred learning	Students are directed in their SOA themed tasks. Some/limited resources are provided.	Students are given opportunities to investigate themes in the SOA. A wide variety of contemporary resources can be accessed to enable deep rich learning.	Students are proactive in choosing SOA themed investigations within units of work and are able to access a wide variety of contemporary resources to enable deep rich learning.