From the President
In 2013 we are welcoming an incoming executive and congratulating past members of the executive for their longstanding contributions. In particular I thank Christine Halse, as immediate Past President for her highly effective leadership during 2011-12; the 2012 Conference Committee led by Jan Wright and the University of Sydney team for a highly successful APERA-AARE conference, held in conjunction with WERA; Peter Goodyear who has led the Research Development portfolio and Martin Mills for his outstanding contribution to the engagement of the SIGs activities, especially during the annual conference [Read More].

SIG News
New SIG Co-ordinator, Sue Saltmarsh, provides important information related to annual funding submission of review papers for Australian Educational Researcher and registration of new and continuing SIGs. Two new SIGs have also been proposed: “Educational Philosophy and Theory” and “Mathematics and Science Education”. Register your interest before the 31st March. [Read More].

EduResearch Matters
EduResearch Matters is a new AARE initiative aiming to give voice to educational researchers. Contributions are welcome from all members of the educational research community. (Read More)

Recently Awarded Theses
Chad Morrison, University of South Australia. “I've got my degree & teacher registration but where do I get my professional identity?” (Read More)

Postgraduate Profile
Pauline Rogers, Monash University, “Exploring the effect/impact of a triad model of teacher professional learning in a primary mathematics environment”. (Read More).

The Asia Education Foundation supports the Australia in the Asian Century White Paper
The White Paper sets out an ambitious roadmap to ensure we achieve Australians with an Asia capable skill set and mindset by 2025 (Read more) by Asia Education Foundation’s Executive Director, Kathe Kirby.

AARE 2012 Award Recipients
Several awards are presented at the AARE Conference each year; In Sydney last December the following awards were made... (Read More)

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter. Closing date for next newsletter: 1st May 2013
Send to: Lisa.Papatraianou@unisa.edu.au

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PAST ISSUES

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From the President

In 2013 we are welcoming an incoming executive and congratulating past members of the executive for their longstanding contributions. In particular I thank Christine Halse, as immediate Past President for her highly effective leadership during 2011-12; the 2012 Conference Committee led by Jan Wright and the University of Sydney team for a highly successful APERA-AARE conference, held in conjunction with WERA; Peter Goodyear who has led the Research Development portfolio and Martin Mills for his outstanding contribution to the engagement of the SIGs activities, especially during the annual conference.

We have an outstanding group of people on the Executive and in other associate roles. The high level of collaboration and good will that exists across the association is remarkable. At the Sydney conference Jan Wright received the AARE Distinguished Fellow Award for her active participation and significant contribution to growing, developing and shaping the work of AARE. Over recent years Jan’s vision for the association and the annual conference has been central to the renewal of AARE as an organisation.

Incoming as ARDEN and Research Development Co-ordinator is Roger Slee from Victoria University. Annette Woods (QUT) and Robyn Henderson (USQ) are elected Ordinary Members; Kim Pappaluc (UBallarat) is the Postgraduate student member; and Liz Mackinlay (UQ) has appointed to an Ordinary Member casual vacancy for 2013. Sue Saltmarsh (ACU) remains on the executive and is the incoming SIG convenor. Sue was central to the negotiations and hospitality for APERA and WERA delegates and events during the 2012 conference.

The AARE Secretariat remains in Canberra. Nearby in the newly relocated work space for our Executive Officer Joan Warhurst, is the Australian Council of Deans of Education (ACDE) office. Our joint AARE – ACDE links are central to our future activities and input into policy decisions that affect education researchers. None of us need be reminded that we are in an election year. To ensure that the profile and the state of play for education researchers in Australia is effectively communicated and key questions such as National Priority Setting in Educational Research are examined from a range of stakeholder perspectives, we will need to build a strategy that is responsive.

The Strategic Capacity Building (SCB) for Australian Educational Research project; a joint initiative sponsored by The Australian Association for Research in Education (AARE), The Australian Council of Deans of Education (ACDE), The Higher Education Research and Development Society of Australasia (HERDSA), The Australian Vocational Education and Training Research Association (AVETRA) and The Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) reports are in draft form and were discussed at the recent two day Executive meeting.

The recommendations from these reports will form an important part of our strategic direction in the short term and future years. Our thanks are extended to Peter Goodyear for his close development and monitoring of the aims of each of the five Task Force groups. Grounding our future work through robust evidence is of course vital.

In 2013, following the constitutional change at our 2012 Annual General Meeting, Nicole Mockler will lead a new Communications standing committee that will bring our publishing and communication activities under one umbrella. Nicole has also developed our social media profile and the Twitter hashtag has proved to be a lively forum. About 700 tweets on the #AAREAPERA2012 were recorded from mid-November to mid-December. YouTube videos of selected keynote speakers from the 2012 conference have been posted as open access resources on the AARE website.
Preparations are already well in hand for the conferences in Adelaide (2013) and Brisbane (2014). Julie White, the incoming conference convenor in conjunction with local committees are developing programs which will feature all the affordances of well sited conference locations and a focus on building relationships between AARE and education researchers from a range of countries.

Following through the recommendation of the SCB reports, important elements of our 2013-2014 platforms are understanding and managing the threats and possibilities for open source publishing, the impact of major reports such as the Gonski Review, our place within other global research networks and a continuing commitment to review publication formats and extend member benefits.

I am very confident that, given the quality of the Executive membership, and the ongoing service from Associate members and the membership, during my term as President, collaboratively, we will improve the public recognition of national education research priorities and achievements.

Julianne Moss
1 March 2013
SIG News

New SIG Coordinator
In December 2012, Sue Saltmarsh accepted the role of SIG Coordinator, following Martin Mills’ decision to step down after 5 years of service to AARE in this role. The collegial support Martin has provided for AARE’s many members of active and vibrant SIGs is a wonderful legacy that is very much appreciated by all. Thank you, Martin!

Sue comes to this role in her second year as a member of the AARE Executive Committee, where she served as International Liaison in 2012. Sue is Associate Professor of Educational Studies at the Australian Catholic University in Strathfield. She is currently the Executive Director of the Asia Pacific Education Research Association, and the International Advisor to the Centre for Childhood Research and Innovation at the Hong Kong Institute of Education. She is founding co-editor of the journal Global Studies of Childhood, and Reviews Editor of the Australian Educational Researcher. Queries about SIG-related matters can be sent to Sue at sigs@aare.edu.au

SIG Funding
Funds available to SIGs have been increased significantly this year. Annual funding available to all SIGs has been increased to $800. Annual funding can be used for a number of purposes, in order to support SIG participation and the work of SIGs within the AARE community. Applications for annual funding should be submitted by 30 June.

AARE also offers grants of $3000 (two available per annum) and $5000 (two available per annum) available to SIGs on a competitive basis. Competitive grants are primarily intended to support SIGs in contributing to the scholarly research capacity of their members. Competitive grants can be used for a range of purposes – hosting an international speaker to present in the SIG strand at the annual AARE conference, holding workshops, seminars or master classes for members of the relevant SIG, or hosting a scholarly event such a small conference or symposium.

Following recent discussions by members of the AARE Executive, a decision has been made to offer all competitive grants in a single round each year. The due date for competitive grant applications is 30 June. Funds awarded are to be expended and a final report provided to AARE by 30 June the following year. All SIGs are eligible to apply for competitive grants.

Application forms and additional information about all SIG funding can be found online at http://www1.aare.edu.au/pages/page112.asp

Review Essays for AER
SIG members are especially encouraged to consider submitting extended review essays to the Australian Educational Researcher. AER welcomes submission of extended review essays of 3000-4000 words on any educational topic of relevance to the journal’s readership. Review essays should provide critically engaged, scholarly discussion of 2-3 recently published books, including commentary on their substantive, theoretical and/or methodological contributions to the field, and their educational, professional and/or political implications. Reviews of research monographs and scholarly edited collections comprising predominantly newly published material will be considered.

Please note that neither textbooks, re-releases of previously published books, nor revised editions of previously published edited collections are considered suitable for review at this time. Review essays submitted to AER are subject to the same blind peer review process used for journal articles, and as such are counted as C1 publications for the purposes of ERA.

Intending authors should contact the Reviews Editor in the first instance in order to discuss titles
for review, and to make requests for review copies. Authors are requested to complete their review essays within 12 months of receipt of titles, and may keep their copies of books reviewed. Submissions from new scholars and early career academics are particularly encouraged. Contact Sue Saltmarsh, Reviews Editor, with any queries: sue.saltmarsh@acu.edu.au

**Information on SIG web pages**
The format of SIG pages on the AARE website varies considerably, and we are in the process of updating and streamlining the information provided. Shortly SIG Convenors will be contacted with a request to provide updated information using a template that will be provided. SIG Convenors are encouraged to liaise with members to ensure that their SIG page reflects the most current membership, aims and activities of the SIG. This will enable us to provide greater consistency of information to current and potential SIG members, and will facilitate regular updates to the SIG web pages.

**Reminder – is your AARE membership current?**
SIG convenors are encouraged to check that their membership is current, and to remind SIG members to ensure that their membership is up-to-date. AARE policy is that SIG members and SIG convenors will be active members of AARE.

**Registration of Continuing SIGs**
Previously the SIG proforma has been completed each year by SIG convenors and returned to the AARE SIG Coordinator by the last Friday in March. In the interest of streamlining dates, the AARE Executive has agreed to move the date for submission of SIG proformas to coincide with the date for membership renewals, 30 June. This will now also be the date by which applications for registration of new SIGs is due.

**Registration of new SIGs**
The process for proposing new SIGs involves several steps, and a new web page Formation of New SIGs is currently under development in order to make the process more clear. Initial queries about new SIG proposals should be directed to the SIG Coordinator at sigs@aare.edu.au

AARE members interested in proposing a new SIG should first ensure that the focus of their intended SIG does not replicate that of any existing SIGs. Confusion can also be avoided by checking that the acronym of the proposed SIG is not the same as existing SIG acronyms.

Those proposing a new SIG may wish to canvas interest in joining from amongst their existing networks. A reminder that SIGs must include at least 15 active members of AARE. Those proposing a new SIG are also encouraged to develop a 100-150 word overview and submit to the SIG Coordinator for circulation via the AARE newsletter and website.

Once sufficient numbers (15 minimum) of AARE members have indicated willingness to join, a full proposal should be submitted by 30 June.

**New SIGs proposed for 2013**
Two new SIGs have been proposed for 2013. AARE members who are interested in joining these SIGs are encouraged to contact the designated convenors as soon as possible in order to register willingness to join.

**Philosophy of Education SIG**
A new Philosophy of Education SIG is being proposed by John Quay (Melbourne) and Steven Stolz (La Trobe), with international advisors Peter Roberts (University of Canterbury) and Michael Peters (University of Waikato).

A new SIG has been proposed entitled "Educational Philosophy and Theory" and the convenors would like to hear from current AARE members who would be willing to join this SIG.
The aim of this SIG is to support scholarly work in educational philosophy and theory. Participation in debates over matters of policy and practice will also be encouraged. Researchers from a wide range of theoretical traditions will be welcomed. The EPAT SIG will be established in discussion with the Philosophy of Education Society of Australasia (PESA) to support the development of a community of scholars within AARE with interests in this area. The intention is to provide a program of individual papers and symposia at AARE conferences, as well as an email discussion list for communication between conferences.

Convenors: John Quay - University of Melbourne (jquay@unimelb.edu.au), Steven Stolz – La Trobe University (s.stolz@latrobe.edu.au)

Advisors: Peter Roberts – University of Canterbury, Michael Peters – University of Waikato

Mathematics & Science Education SIG
A new Mathematics & Science Education SIG is being proposed by Chris Hurst (Curtin).

A new SIG has been proposed entitled Mathematics and Science Education. Current AARE members who would be willing to join this SIG are invited to contact the convenor to register their interest. The convenor should be notified of your interest by 31 May in order to be included in the application for formation of a new SIG.

The aim of this SIG is to provide another venue for publication of research into Mathematics Education and Science Education. Both of these areas are currently served by the MERGA and ASERA conferences held during July and it would be beneficial to have a forum for research into these areas at another time and AARE would provide this. Mathematics and Science Education are prominent in contemporary government planning and funding and it makes sense to afford researchers in these areas a broad based research forum like AARE at which to present their work.

Convenor: Chris Hurst (C.Hurst@curtin.edu.au)

Suggestions – Please Keep Them Coming!
Do you or your fellow SIG members have an idea that you think would facilitate the work of SIGs, or build on your existing network within the research community? If so, please send your suggestions to sigs@aare.edu.au. Several suggestions have already been received this year regarding ways to improve the visibility of SIGs, build SIG networks, and enhance the conference experience for SIG members. These have been discussed at the March meeting of the AARE Executive, and we are now in the process of investigating their feasibility. We hope to report on progress in the next issue of the newsletter!

Important dates

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Recently Awarded Theses

Chad Morrison

**Thesis Title:** I've got my degree and registration but where do I get my professional identity?

**Institution:** University of South Australia

**Supervisors:** Professor Bruce Johnson and Associate Professor Rosie LeCornu

**Award:** PhD awarded 11 December 2012

**Abstract:** The purpose of this year-long qualitative study was to explore teacher professional identity formation. The beliefs, perceptions and subjective responses of fourteen early career teachers were sought through a longitudinal schedule of interviews and observations during 2010. The teaching contexts of these participants included metropolitan and rural schools from South Australia’s two largest education systems.

The participants’ pathways into teaching were varied. Some were school-leavers who progressed directly from school to university preparation programs and then into professional practice. Some school-leavers completed undergraduate programs in other disciplines and then completed post-graduate teacher qualifications. Other participants entered teaching later in life following a major shift in career direction. These personal histories and individual experiences formed the background for identity formation once in the profession.

This research consolidates understandings about the dynamic, discontinuous and multi-faceted nature of teacher professional identity. At this early career phase, the participants’ beliefs about themselves and the profession were malleable and highly responsive to external influences. Their concepts of themselves as teachers incorporated the beliefs, values, motivations and aspirations that they carried into teaching however experiences within the profession subsequently shaped those factors. The emerging identities were refined, consolidated and challenged in numerous ways and reflected a dialogic and dynamic construct.

The contexts and colleagues of early career teachers made significant contributions to how these identities developed. Environmental factors, professional discourses and professional networks shaped the evolving beliefs and identity formation with diverse consequences.

The people that surrounded these early career teachers were subsequently important in shaping those emerging identities. Where leaders provided clear structures, processes and resources for the early career teachers to participate in the professional life of their school, emergent teacher professional identities prospered. These identities appeared to be robust, success-orientated, and reflective of the expectations and assumptions held of early career teachers. Moreover, these identities were continually and collaboratively constructed through on-going input from leadership and colleagues. Conversely, where problematic contexts and indifferent staff surrounded early career teachers, they found their professional identities floundering. These teachers’ beliefs about themselves became tenuous and distressed and understandings about their place within the profession seemed uncertain and limited to issues of survival. Both the conducive and detrimental factors encountered by the participants were internalised and the resultant growth became part of the story that emerged and contributed to their aspirations and beliefs about a future self.

Implications of this study therefore exist for early career teachers and the profession alike. The opportunity to contribute meaningfully to early career teacher identity formation is a resource to be harnessed. Despite immense challenge, the desire to teach and the beliefs about oneself as teacher are not easily abandoned. Opportunities exist for the profession to contribute to the identity formation of early career teachers in ways that enhance their early career experiences and development and also their longer-term aspirations. Through recognising the processes of identity formation and its contributions to the development of early career teachers more generally, many of the inherent challenges of career entry may be more readily traversed and the opportunities for growth enhanced.

---

**Call for Contributions**

If you have completed your doctoral thesis within the last 12 months or if you know someone who completed their thesis recently, please email the AARE Early Career Researcher representative, Steven Hodge s.hodge@ballarat.edu.au with the following details:

- Name of candidate
- University of candidate
- Supervisors
- Award and date of conferral
- Thesis title
- Thesis abstract
- Profile picture
Postgraduate Profiles

Pauline Rogers

**Thesis Title:** Exploring the effect/impact of a triad model of teacher professional learning in a primary mathematics environment  
**Institution:** Monash University  
**Supervisors:** Professor Peter Sullivan

There is so much happening in education currently including major changes in curriculum. Teacher education is always an area for exploration as this often drives, or is a result of these changes. The aim of my PhD research is to explore one model of professional learning in one school with a small sample of teachers within this larger more complex environment. The model of exploration is a triad model involving a mathematics educator working with a teacher and their professional partner within the classroom, acting in a coaching role. Major themes relating to the research have been identified as: numeracy and mathematics learning, rural challenges, teacher pedagogical knowledge, teacher mathematical knowledge, teacher change, teachers’ beliefs and the impact of school leadership. These themes are explored in terms of their impact and influence on teacher professional learning. The process of teacher professional learning itself is examined in terms of what it looks like? Why is it important? What appears to work and what does not? And after the professional learning – what next?

Pauline Rogers  
p.rogers@ballarat.edu.au

What’s your story?

The AARE community would like to hear your story and share postgraduate students’ research and related experiences through the AARE newsletter and website. Please write your 200 word bio that includes details about yourself, your work and your preferred contact modes. Then email your 200 word bio and a photo of yourself to the Postgraduate Student Member Kim Pappaluca at k.pappaluca@ballarat.edu.au
2012 AARE Awards

Several awards are presented at the AARE Conference each year. In Sydney last December the following awards were made. Congratulations to all those whose work was recognised with an award, and many thanks to the members of the award committees and selection panels.

Award for Doctoral Research in Education:
The AARE 2012 Doctoral Award went to Dr Amy Chapman, for her thesis titled ‘Towards a New Paradigm of Mental Health and Wellbeing in Education’, completed at the University of Newcastle. A special commendation was made to Dr Bronwyn James, for her thesis titled ‘Silences, Voices, Negotiations: Becoming a Postgraduate Research Writer’, completed at the University of Wollongong.

The AARE 2012 Doctoral Award Committee was chaired by Professor Bob Lingard of the University of Queensland and also included Associate Professor Helen Watt, Professor Michael Singh, Professor Jennifer Sumsion, and Dr Joanne Orlando.

Distinguished Fellow Award for Outstanding Service:
Professor Jan Wright of the University of Wollongong was presented with this award for her lengthy service to AARE in various capacities over the years, including as SIG co-ordinator; member of the Executive Committee, President (2007) and Chair of the Conferences Standing Committee (2009 – 12).

Radford Lecture:
Emeritus Professor Alan Reid presented the 2012 Radford Lecture, which was titled ‘Renewing the Public: Public Education and the Role of Research in Education’.

Early Career Researcher Award:
Dr Greg Thompson, Murdoch University, was awarded for his conference paper; ‘The Effects of NAPLAN: Teacher perceptions of the impact of NAPLAN on pedagogy and curriculum’.

The selection panel was chaired by Dr Joel Windle of Monash University (Awards Co-ordinator; AARE Executive) and also included: Drs Phillip Riley, Peter Sullivan and Cathy Doherty.

Postgraduate Student Research Awards:
The winner was Ms Zoe Morris, of Monash University, for her first-authored conference paper, ‘What is popular is not always right - Measuring teacher professional behaviour’.

The selection panel was as for the ECR Award (above), with the addition of Debra Cunningham (AARE Secretary).

ACDE Postgraduate Student/Early Career Researcher Best Poster Award:
The Poster Award was won by Dr Matthew Winslade of Charles Sturt University.

The judging panel consisted of Professor Peter Renshaw (representing ACDE) and Drs Phillip Riley, Peter Sullivan and Cathy Doherty.

Please Note:
Due to an absence of nominations, neither the Award of Honorary Life Membership nor the Betty Watts Indigenous Researcher Award was presented last year.
**Springer AER Best Paper Award:**
The annual award from Springer for the best paper published in the Australian Educational Researcher, as selected by the Editorial team, was made to Dr Lisl Fenwick and Associate Professor Maxine Cooper for their paper ‘Prevailing Pedagogies for Classes in Low SES contexts and the Implications for Standards Based Reform in Australia’, AER, 2012 39(3) 349-61.
“Asia’s rise is changing the world. This is a defining feature of the 21st century – the Asian century,” says the Federal Government’s White Paper on Australia in the Asian Century, released in October 2012.

The rapid rise of Asia means that Australia and the world find themselves in new strategic circumstances in this century. And that has immense implications for our young people. The White Paper sets out an ambitious roadmap to ensure we achieve Australians with an Asia capable skill set and mindset by 2025. And that is not a moment too soon. Five-year-olds who start school in Australia today will enter the workforce in 2025 - just as China and India become the world’s top economies.

School education objectives

The White Paper positions learning about Asia as business as usual in all schools. All children from the start of primary school will have the chance to learn about Asia including its languages, histories, geographies and cultures through the new Australian curriculum. Importantly, their progress will be tracked. We have not had commitment to do that before – to know how our children are progressing is vital to ensure that schools take this curriculum priority seriously.

All Australian schools are to be linked to a school in Asia to support language studies and to forge friendships with young people in China, Indonesia, India, Japan, Korea, Thailand and across the region. All Australian students will have the opportunity to undertake a continuous course of Asian language study from Year 1 to Year 12, with priority on Chinese, Japanese, Indonesian and now Hindi. The inclusion of Hindi as a priority Asian language is new. Currently only a handful of Australian schools teach Hindi and scaling this up will be a challenge.

Improving schools

Most importantly, the White Paper’s school education objectives will be written into the upcoming National Plan for School Improvement. This plan is part of the Federal government’s action on school funding. It means that Asia literacy objectives set out in the White Paper are not an isolated education program. They are integrated into our national plan for improving all schools – required by all schools and all education systems. Asia capability is core, essential and necessary and the plan has funding attached to it to achieve this. The White Paper plan requires all education authorities at all levels, state and federal, to
develop detailed strategies for the study of Asia and Asian languages to become a core part of Australian school education.

**Supporting schools to become Asia literate**

The Asia Education Foundation (AEF) has supported schools across Australia to develop Asia literate young Australians since 1993. AEF is already supporting the school education objectives outlined in the White Paper through a range of programs, resources and projects.

**Australian Curriculum**

To achieve all students studying about Asia the AEF works with teachers, principals, education leaders and school communities to implement the Australian Curriculum cross-curriculum priority of Asia and Australia’s engagement with Asia. As part of its Australian Curriculum strategy, AEF works closely with the Australian Curriculum, Assessment and Reporting Authority (ACARA). It does this through consultations and formal responses to draft papers. It supports teachers by providing sample maps that show explicit reference to Asia content in the Australian Curriculum and over 1000 targeted year-level curriculum resources and 100 exemplars of best Asia literacy practice in schools on the AEF website.

An online Asia Literacy Ambassadors Speakers Bureau provides schools with a choice of 150 Australians who are willing to visit schools and talk about how they have used Asia skills to advance their lives and work. In the past 12 months the AEF has sent 360 Australian teachers and school leaders on study programs to Asia - including to Indonesia, China, India, Korea, Cambodia, Malaysia and Singapore – to learn about Asia and forge school connections.

**School partnerships**

The Australia Asia School BRIDGE program has linked close to 200 Australian schools with schools in Indonesia, China, Korea and Thailand. Schools are using innovative technologies to link their classrooms and students to enable collaborative learning and friendships. Go to the AEF web site and find an online ‘A-Z’ manual for sending students on an overseas learning experience. And coming up is an online manual on how to establish and sustain a school partnership with China.

**What works to build Asia literacy?**

AEF has embarked on a series of practice-based illustrations of what’s working in schools to achieve Asia literacy. The first in the What Works series, published in June 2012, examines successful strategies to build student, parent and community demand for Asian languages and Asian studies.

‘What Works’ 1 focuses on leading change in schools to support the development of Asia relevant capabilities (March 2013). This easy to read report provides illustrations of how principals and teachers throughout Australia have been able to promote school change – through pedagogy, curriculum and classroom practices – to accelerate studies of Asia and Asian languages. ‘What Works’ 2, due April 2013, focuses on integrating Asia into English and History classrooms.

The AEF is known nationally for its conferences and forums providing professional support, networking and knowledge for educators who want to achieve Asia literacy in their schools. The AEF’s 2013 National Conference occurs on 12-14 August with the theme “Equipping Australian schools for the 21st (Asian) century.” The Conference is for education leaders, primary and secondary teachers, teacher educators and teachers in training, parents, policy makers and community leaders.
Need for bipartisan support

This is a federal election year and bi-partisan, long-term, support for a national action plan for Asia literacy is critical. The AEF recommends that such a plan include three strategic interventions:

1. national coordination and collaboration of strategies
2. building up the Asia capability of Australia’s education workforce and
3. increasing the value students, parents and the community place on Asia knowledge and Asian languages.

The school education objectives outlined in the White Paper must surely have bipartisan support. Opposition leader, Tony Abbott, has already called for a massive scale-up of young Australians studying an Asian language.

Experience over two decades demonstrates that there is no short-term fix for Australian schooling to get Asia literacy right. It requires substantial investment from all levels of government and investment in a long-term implementation plan. If we lose this White Paper’s momentum to equip our young people to navigate the Asian century, we will not be equipping our young people – and Australia – for the world today.

Projects and programs:

To find out more about AEF projects and programs, such as the Australian Curriculum strategy; National Conference; Curriculum resources; Australia-Asia BRIDGE School Partnerships; Professional learning; Speakers Bureau; Study programs to Asia; Access Asia Schools; Building demand for Asia literacy; Illustrations of Asia literate Australian schools; Leading 21st Century Schools; and Parents Understanding Asia Literacy, click on the relevant links at the bottom of the AEF homepage [Click Here].

For information on the Federal Governments Australia in the Asian Century White Paper, Executive Summary and AEF submission, [Click Here]