At the Heart of Change: Teachers and Studies of Asia

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Doctor of Education Degree

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Dedication

I dedicate this doctorate to my parents, Hazel and Frank Trevaskis (both now deceased), who instilled in me a love of learning and a strong desire to always do my best; to my caring, supportive and understanding wife, Julie; to my dear and ever-encouraging daughters, Emma and Mary Ann; and to the latest member of the clan, my precious granddaughter, Keira.

The memory of Azhar Ilhias Abbas, who first introduced me to the beauty, complexity and depth of Asian societies, cultures and languages, has also been a major factor in sustaining my interest, work and study in Studies of Asia.
Acknowledgements

My sincere thanks are due to my Supervisor, Professor Christine Halse. Not only did she open my eyes to how combining doctoral studies with my professional work could be mutually reinforcing and rewarding, but through her insight and guidance she was able to assist me to focus my areas of interest, clarify the nature and direction of my investigations, and fully appreciate the implications of the data arising from those investigations. Above all, through her ever positive advice and feedback, she was able to keep me on track during those periods when the way forward seemed uncertain.

A great proportion of my doctoral studies arose from my professional contexts relating to the area of Studies of Asia. Accordingly, I offer heartfelt thanks to Professor Colin Brown, then Head of Asian Studies, and John Connell, then Administration Manager of the School of Education, whose unswerving support enabled the Studies of Asia Professional Development Program to be established and endure at Flinders University. I have also greatly appreciated their ongoing personal interest in and encouragement of my doctoral studies. I also highly valued the wisdom and understanding of Professor John Keeves and Professor Jonathon Anderson from the Flinders University Institute of International Education.

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Statement of Authentication

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

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D. F. TREVASKIS

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<td>AEF</td>
<td>Asia Education Foundation</td>
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<tr>
<td>AGQTP</td>
<td>Australian Government Quality Teaching Program</td>
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<td>ALPLP</td>
<td>Asian Languages Professional Learning Project</td>
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<td>ALSTICS</td>
<td>Asian Languages and Studies In-Country Scholarships</td>
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<td>ASC</td>
<td>Asian Studies Council</td>
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<td>ASILE</td>
<td>Australian Society for Indonesian Language Educators</td>
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<td>ASSIFS</td>
<td>Asian Studies in Schools In-Country Fellowships Scheme</td>
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<td>COAG</td>
<td>Council of Australian Governments</td>
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<tr>
<td>DECS</td>
<td>Department of Education &amp; Children’s Services</td>
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<td>DEET</td>
<td>Department of Education, Employment &amp; Training</td>
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<td>DEST</td>
<td>Department of Education, Science &amp; Training</td>
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<td>EdD</td>
<td>Doctor of Education</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<td>FAC</td>
<td>Flinders Asia Centre</td>
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<td>FUIIE</td>
<td>Flinders University Institute of International Education</td>
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<td>HECS</td>
<td>Higher Education Commonwealth Scholarship</td>
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<td>IEJ</td>
<td><em>International Education Journal</em></td>
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<td>LMC</td>
<td>Languages and Multiculturalism Centre</td>
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<td>LOTE</td>
<td>Languages Other Than English</td>
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<tr>
<td>NALSAS</td>
<td>National Asian Languages and Studies for Australian Schools Strategy</td>
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<tr>
<td>NPDP</td>
<td>National Professional Development Program</td>
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<tr>
<td>SACSA</td>
<td>South Australian Curriculum Standards and Assessment Framework</td>
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<td>SOSE</td>
<td>Studies of Society and Environment</td>
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<tr>
<td>SSABSA</td>
<td>Senior Secondary Assessment Board of South Australia</td>
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<tr>
<td>TICFA</td>
<td>Teacher In-Country Fellowships to Asia</td>
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<td>UWS</td>
<td>University of Western Sydney</td>
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Abstract

This Doctor of Education (EdD) focuses on the professional development of primary and secondary school teachers in Studies of Asia Across the Curriculum. Studies of Asia gained currency in Australian schools with the establishment of the Asia Education Foundation (AEF) in the early 1990s and took more extensive hold as a result of the Commonwealth National Asian Languages and Studies in Schools (NALSAS) Strategy from 1996 to 2004.

The EdD comprises two parts. Part A consists of an historical narrative of my personal journey as a state and national leader in Studies of Asia and an account of the impact of that journey on the teaching profession. It also includes three published refereed journal papers that were presented at a state or national conference, and one paper published in the refereed proceedings of a national conference. The contents of Part A focus on documenting, evaluating and critiquing key professional learning programs for teachers, including Asia in-country experiences, such as study tours and exchanges, that were funded by the AEF, NALSAS and schooling jurisdictions. Part A uses a mixed methods approach, following Hoepfl’s (1997) injunction to discover “the meaning events have for the individuals who experience them”. Based on these analyses, Part A argues that teachers are pivotal to bringing about enduring, authentic change in the area of Studies of Asia. At the heart of such change, in line with Shulman’s (1987) concept of pedagogical content knowledge, is quality professional teacher learning that involves both pedagogical expertise and knowledge of Asian societies and cultures. Studies of Asia professional learning programs for teachers also need to accommodate the wide variation of professional and personal interests, needs and motivations amongst teacher participants.

Part B of the portfolio features a substantial body of original curriculum and teaching resources for schools and professional development materials for teachers that I developed either as principal or collaborating writer. This body of work applies the research, scholarship and theoretical arguments about teachers and teacher professional development presented in Part A to the development of practical, educational resources to meet the needs of teachers, school and curriculum leaders in implementing Studies of Asia Across the Curriculum.
INTRODUCTION

My deep interest in the societies, cultures and languages of the Asian region and in teacher development triggered my decision to enrol in the University of Western Sydney (UWS) education doctorate program. Studies of Asia emerged as an educational phenomenon during the 1990s following the establishment of the Asia Education Foundation (AEF), and the launching of the Commonwealth Government’s National Asian Languages and Studies in Australian Schools Strategy (NALSAS). My understanding of Studies of Asia at the time was limited but through my doctoral studies and my work as a State Advisor for the AEF, I became acquainted with a body of literature that broadened my horizons and took me in new directions. This growth initially focused on literature specific to Studies of Asia curricula in schools but subsequently expanded to include teacher professional development, teacher knowledge, identity, and intercultural learning related to Studies of Asia. Through my studies, I also became more familiar with different research methods, including developing a keen interest in qualitative research and teachers’ stories. I have used my new learnings and skills to inform my decision-making about my career and about specific activities associated with my professional work, including the development of curricula, professional development programs, educational programs and resources for Studies of Asia curricula.

NATURE AND EXTENT OF PARTICIPATION IN SPECIFIED EVENTS THROUGHOUT THE CANDIDATURE, INCLUDING SEMINARS, CONFERENCES AND RESEARCH TRAINING

As an off-campus student living in South Australia, my program of research training differed from that of on-campus postgraduate students at the University of Western Sydney. I commenced my doctoral journey by undertaking a course in Research Methods by distance education, which provided me with insights into varying types of research and associated methodologies. This course developed my interest in qualitative research which was to become the primary approach in my research. I complemented this work by participating in a range of research training activities
available to staff members at Flinders University in South Australia, including EndNote and workshops on distance learning.

A major component of my research training occurred through my interaction with my supervisor, Professor Christine Halse who helped counter the challenges of being a distance student by maintaining regular contact by email, telephone and through face-to-face meetings when conferences or work-related meetings brought her to Adelaide. I participated in the intellectual life of the EdD by travelling to UWS to attend the annual Education Research Conference in 2003 and 2004, where I presented a paper and gained valuable feedback from interacting with fellow students, academics and visiting scholars. I also attended the annual Flinders School of Education Research Conference from 2001 - 2006, presenting a paper in 2003 and chairing/moderating sessions in the Cross-Cultural strand from 2004 to 2006. My intellectual engagement was further supplemented by my role as a member of the Board of the Flinders University Institute of International Education (2001 to 2006), and I helped arrange, and participated in, a weekly program of seminars and workshops on a range of education topics, including organising guest speakers. In 2003, I presented a session on distance learning in Studies of Asia at a University-wide ICT conference. Since 2005, I have been a member of the Flinders School of Education International Programs Committee. This work has enabled me to benefit from and contribute to a range of initiatives relating to international education and inter-cultural learning, including helping to plan and deliver short-term cultural programs for visiting groups of tertiary students from Japan and China, and an invited paper at the conference Celebrating Excellence in Scholarship at Adelaide University (2006).

Although I relinquished the role of AEF State Advisor at the end of 1999 to take up a position at Flinders University, to keep abreast of the latest research and professional developments in Studies of Asia I continued to attend AEF National Meetings for State Advisers by invitation until 2006 and, on three occasions, presented sessions based on my current research. I also attended international conferences in Shanghai (2001) and Hanoi (2004) as part of the AEF’s Linking Latitudes series where I was able to share relevant educational ideas, developments, research and practice with local and international educators and scholars. Following each conference, I was co-
leader of field trips to North China and Laos/Thailand respectively that enabled me to up-date my own knowledge and understanding of the cultures in these countries.

In 2003, I was invited to join the organising committee for an international conference by the Australian Society for Indonesian Language Educators (ASILE), to be held at Flinders University. I was responsible for structuring the program, including reviewing papers from Indonesian language educators in Australia, Indonesia and Malaysia. Since 2004, I have been an invited member of the Board of the Flinders Asia Centre, and a Director of the Australia-India Policy Institute. In 2005, I was invited to participate as a consultant/facilitator in a Best Practice Institute: Teaching Southeast Asia at the East-West Center in Hawaii, an experience that involved working with educators from the USA, Cambodia, Indonesia and Thailand. In 2008, I was again invited to the East-West Center, this time to present a paper on Australia’s Involvement in the Pacific War at the Pearl Harbor Workshops to an audience of educators from USA and Japan.

Collectively, my participation in the research training and the academic and professional development opportunities detailed above enabled me to acquire the substantive and analytical knowledge and skills to develop as a researcher and an educator. Like one of Glesne’s (1999, p. 8) students, I came to feel that I had “found a research home” in qualitative research underpinned by an interpretivist paradigm that enabled me to give voice to the people at the heart of a significant educational push to incorporate Studies of Asia across the curriculum – teachers. From this new home, I became increasingly confident in moving between theorizing about pedagogy, program design and evaluation, and applying knowledge of practice to the learning and needs of teachers, particularly in the form of curriculum/teaching resources and teacher professional development programs. This enabled me to strengthen and extend my contributions to academic knowledge and professional practice at state level, national level and international level.
PORTFOLIO PART A: PROJECT/REFEREED PUBLICATIONS

Project: A Narrative of Studies of Asia and the Teaching Profession – Research as Praxis

The narrative project in the EdD had three purposes. First it provided a vehicle to show the intersection between my research and professional work, and affected my own practice and standing and the practice of other teachers, demonstrating the scope, depth and sustained nature of my contributions. Second, the narrative offers a case study of large-scale educational change in Studies of Asia. Third, the narrative demonstrates my reflection on my own practice, in keeping with Glesne’s (1999, p. xiii) advice that “learning to reflect on your behaviour and thoughts, as well as on the phenomenon under study, creates a means for continuously becoming a better researcher.”

The narrative is structured in two parts. In Part 1 of the narrative, I retrace my personal journey in relation to studies of Asia to elucidate the closely intertwined relationship between my research, academic knowledge and professional practice. In Part 2, I demonstrate the impact of this work on the teaching profession, especially in South Australia. Building on directions pursued in my published papers, the narrative utilised the qualitative approach of self-narrative informed by Dhunpath’s (2000, p. 545) insight that narrative enables “the reconstruction and interpretation of subjectively meaningful features and critical episodes of educators’ lives.”

Part 1: Personal Journey

This account commences with a background section, in which I discuss the origins of my own interest in Studies of Asia, as well as the establishment of the AEF and its emphasis on an across-the-curriculum approach to studies of Asia. I also retrace my transition from being a secondary school teacher/coordinator of History, English, Asian Studies, and Asian Languages to becoming the inaugural AEF State Adviser for South Australia.

The background is followed by four chronological sections that correspond to the major eras in Studies of Asia curricula, from early days when the AEF provided the major national impetus for studies of Asia, through the period dominated by the Commonwealth NALSAS strategy, to the most recent period. The four sections also correlate with respective stages of my own career from classroom teacher, to AEF
State Advisor, to DECS Program Manager for Studies of Asia, to my current position as a senior lecturer at Flinders University. The key areas of focus of my roles during the period were Policy Context, Schools Program, Development of Resources, Professional Learning of Teachers, Asia In-Country Experience, and, most recently, New Directions.

The narrative articulates my conviction that a balance of studies of Asian societies and cultures is imperative for all Australian school students and describes my ongoing search during the EdD for the most effective means of achieving that end. Initially I placed a strong emphasis on producing resources that would be of use to teachers and students, because my own observations and AEF consultations revealed that teachers considered a lack of suitable resources to be a major barrier to their ability to incorporate Studies of Asia across the curriculum, particularly for learning areas other than Society and Environment, and for Asian countries other than China, Japan and Indonesia.

As a result of my research and practical experience, I increasingly formed the view that teachers are the key to curriculum success and that this requires effective, sustained teacher professional development. Thus, teacher professional development programs are at the centre of any curriculum change process. As the narrative describes, my efforts therefore shifted from resource development to devising and maintaining a three-pronged professional learning strategy involving a comprehensive structured external professional development program, support for in-school professional development, and Asia in-country experience. At the heart of the professional development strategy was the establishment of a Studies of Asia professional development pathway at Flinders University, in conjunction with the AEF and DECS. This pathway, which is unique across Australia, provides an introductory level program with a tertiary award credit option, a Graduate Certificate in Education (Studies of Asia) and a Master of Education (Studies of Asia), with a choice of face-to-face or distance delivery mode.

**Part 2: Impact on the teaching profession: knowledge and practice**

This part of the narrative describes the impact of my academic research and professional work in the area of Studies of Asia across four principal dimensions: what teachers use; what teachers know; what teachers think; and what teachers do.
The details of the impact are documented in full in the narrative paper and are summarised below.

In 2003, the AEF brought together key Studies of Asia educators in a ‘national summit.’ The subsequent Report of National Summit (Zbar, 2003, p. 3) noted that the “materials to assist schools have been established [so that] the ‘supply’ side of the strategy is fairly well developed”. I played a key role in the remarkable growth in the range and quality of Studies of Asia resources available for use in Australian schools. In line with the finding in the Review of Asian Studies in Australian Schools (Wyatt, Manefield, Carbines, & Robb, 2002, p. viii) that “greater efforts [need] to be made to make teachers aware of curriculum resources that have already been developed,” I have also been actively involved in the development and delivery of train-the-trainer workshops geared to specific resources, and during the past decade, the Flinders University Studies of Asia Professional Development program has run over 40 such workshops (see Table 5).

My work and research have also had considerable impact through the establishment of the Studies of Asia teacher professional development pathway at Flinders University. Each program for this pathway has involved a joint focus on teaching methodology and knowledge of Asian societies and cultures, in keeping with Shulman’s (1987) concept of pedagogical content knowledge. Over 1800 South Australian teachers have now completed the introductory level Including Studies of Asia in Curriculum professional development course (see Table 1), and there have been over 1000 topic enrolments in the Graduate Certificate in Education (Studies of Asia) and Master of Education (Studies of Asia) programs (see Tables 2, 3 and 4), involving teachers from South Australia, interstate, the Asian region and, more recently, on-shore and off-shore international students.

As the narrative reveals, I have also played a key role in planning, promoting, supporting and implementing Asia in-country experience programs for teachers - a form of professional learning that research has demonstrated is particularly effective in motivating Studies of Asia teachers and building their skills and knowledge (Halse, 1999, Trevaskis, 2008). My contributions have included obtaining places for South Australian teachers in the AEF study tour program (see Table 6), and planning and leading/co-leading 11 study tours for South Australian teachers (see Table 7).
addition, I was invited by the AEF to contribute to the writing of a professional development module aimed at enabling in-country participants to reflect on their experience.

Thus, in relation to the four principal dimensions – what teachers use, know, think, and do – my research and professional work have helped shape teachers and teaching of Studies of Asia in South Australian and nationally. Fitzgerald (1997) observed that many Australian teachers were ill-equipped to make Australian their students Asia-literate. A key contribution of my scholarly and professional work has been to help to alter this state of affairs.

**Refereed Publications: Understanding and theorising professional development in teaching Studies of Asia**

In keeping with the focus of the EdD, the four refereed papers presented in the portfolio document four separate studies that examined different Studies of Asia teacher professional development programs (*Including Studies of Asia in Curriculum*, Graduate Certificate/Masters, study tours), or different dimensions of a particular program (*Including Studies of Asia in Curriculum*). Each paper was designed to provide an intersection between relevant research and my professional work. The following discussion outlines the reasons for undertaking each paper, a summary of the literature, research methods, findings and the contribution of each paper to scholarship in the field and my own personal and professional development.

**Paper 1**


This paper reported on a study of the *Including Studies of Asia in Curriculum* professional development program that I coordinated in collaboration with Flinders University and the respective South Australian schooling sectors. Originally developed nationally by the AEF, *Including Studies of Asia in Curriculum* has been the principal professional development vehicle for introducing South Australian teachers to Studies of Asia since 1995. The study was undertaken because there was a lack of empirical data about South Australian teachers who participated in *Including Studies of Asia in Curriculum*, and this information was necessary to adapt
and refine the course for future deliveries, and to inform the development of other teacher professional development programs. The study sought to generate a profile of the 2000 cohort, with particular reference to their demography, existing understandings of Asian societies and cultures, and reasons for undertaking the program.

The study was informed by the literature relating to teacher professional development and Studies of Asia specific literature (for example, Day, 1999; Hargreaves & Fullan, 1992; Halse, 1996a), that was used to develop a data collection instrument called a Participant Profile that consisted of 19 questions. The survey was distributed to the 108 primary school teachers and 80 secondary school teachers who participated in the Including Studies of Asia in Curriculum program in 2000. The findings updated previous data about the profile of SA participants in the Including Studies of Asia in Curriculum program (Halse, 1996a), and contributed to theory by revealing that participants’ motivation to undertake the course was not necessarily consistent with developmental age/stage theories of teachers’ careers (Day, 1999; Goodson, 1992), but supported Bents and Howey’s (1981, p. 31) view that when teachers undertake professional development “they remain individuals” and that teachers find it quite difficult to distinguish between the “real me” and the “teacher me” (Sikes, Measor & Woods (1985, p. 227).

Prior to this study, the literature relating to the Including Studies of Asia in Curriculum program primarily consisted of two national reports, Changing Teachers (Halse, 1996a) and Cultures of Change (Halse, 1996b). This study contributed to this body of literature by adding new insights and dimensions about the profile of participants in South Australia. For example: the 2000 cohort had a higher level of direct in-country experience in Asia than their 1995 counterparts; information specifically relating to secondary participants became available for the first time; and the majority of participants were seeking contemporary, in-depth knowledge of Asian societies, rather than basic pedagogical skills. It should be noted that for this paper and for Paper 3, the International Education Journal (IEJ) was specifically targeted, because of its reputation for quality, and the nature of its target audience, principally scholars and educators interested in international education and
intercultural learning, made it an ideal and appropriate vehicle for ensuring wide dissemination of my research articles relating to Studies of Asia.

The findings from the study were used to inform subsequent deliveries of Including Studies of Asia in Curriculum courses, particularly in relation to content, pedagogy and mode of delivery. For example, the Asia-specific knowledge component of the courses was extended and additional sessions relating to resources and in-country experience were incorporated; an increased number of classroom teachers were used as presenters in core sessions as well as elective workshops; and a Reception to Year 12 version of the course was developed to cater for an increasing number of teachers from combined primary/secondary schools. As a result of the insights from the study, the course was redesigned to target both teachers’ personal and professional levels rather than attempting to overtly promote system needs, and to inform the extension of the Studies of Asia professional development pathway at Flinders University through the development of a Graduate Certificate of Education (Studies of Asia) program and, subsequently a Master of Education (Studies of Asia).

**Paper 2**


The previous paper provided a statistical overview of teachers undertaking the Including Studies of Asia in Curriculum Professional Development Program in 2000, but lacked a personal perspective of the teachers participating in the program. Following Goodson’s (1992, p. 4) advice that to understand “something so intensely personal as teaching it is critical we know about the person the teacher is”, the aims of the second study in the portfolio were to understand the motivations and anticipated outcomes of teachers participating in the Including Studies of Asia in Curriculum in order to inform decisions about future delivery of the program to ensure that the course served teachers’ needs effectively. The study focused on three teachers of different ages and at different stages in their teaching career who participated in the Including Studies of Asia in Curriculum course in 2000. Informed by the literature, I employed an interview approach with questions relating to such
areas as professional development and teacher motivation, teacher knowledge, teacher identity, teacher career development, and understandings of Studies of Asia.

The findings challenged Guskey’s (2002, p. 382) contention that teachers are only interested in professional development that provides them with “concrete and practical ideas” about pedagogy. Rather, the prime interest of teachers in this study was to enhance and extend their limited knowledge of Asian societies and cultures. This finding supported Oosterheert and Vermunt’s (2003) argument that teachers see knowledge as a core component of teaching, and that teachers will actively seek out new knowledge for its own sake and to improve their own teaching. The findings reinforced Halse’s (1996b) conclusion in relation to teachers nationally that prior positive Asia-related experiences influenced teachers’ decisions to undertake Studies of Asia professional development – especially visits to the Asian region. All participants in this study saw the Including Studies of Asia in Curriculum course as concordant with their views of their own career journeys, supporting Butt, Raymond, McCue and Yamagishi’s (1992) finding that there is a close intersection between teachers’ life history and their professional thought and action. The inextricable link between the ‘personal’ and ‘professional’ dimension confirmed that teachers “invest their personal identities in their work, erasing boundaries between their personal and professional lives” (Zembylas, 2003, p. 216).

The findings from this study were used to build more explicit synergies between the design of the Including Studies of Asia in Curriculum course and the teachers’ motivations for participating in professional development courses, with a particular emphasis on teachers’ individual needs, rather than the curriculum imperatives or system requirements of the education bureaucracy.
**Paper 3**


This paper was a response to the new pedagogical and professional environment of Studies of Asia that pertained in South Australia after the establishment of a three-tiered professional development pathway at Flinders University for Studies of Asia teachers, in line with findings from Papers 1 and 2. The pathway comprised an introductory level (*Including Studies of Asia in Curriculum* Professional Development Course); an advanced level (Graduate Certificate in Education (Studies of Asia)); and a mastery level (Master of Education (Studies of Asia)). The focus of this paper was clarified by a meeting with Carl James at the 2003 UWS Education Research Conference. After reading James’ work “Achieving desire: narrative of a black male teacher” (James, 2002), I became even more interested in research involving teachers’ life stories. It seemed a natural progression from my previous study to undertake a comprehensive, in-depth study of an individual teacher who had completed the full Studies of Asia professional development pathway, and to investigate how personal and professional dimensions interact to shape how teachers think, what they value, and why they actively engage with particular professional learning programs.

The participant in this study was “Beth”, a female primary teacher with extensive teaching experience but little prior formal background in studies of Asia - typical of many participants in the Studies of Asia professional development pathway. Data collection involved a written response to a questionnaire designed to obtain background information about Beth’s early life and her current personal and professional contexts, and an in-depth, face-to-face interview structured around three themes: the nature of teaching; professional development; and cross-cultural understanding. Drawing on James’ (2002) approach to teacher biography, both personal and professional responses to the questions were sought. Beth’s recorded responses were transcribed and analysed, informed by the literature.

Beth’s story verified Raymond, Butt and Townsend’s (1992, p. 150) argument that “pre-training experiences” strongly influence a teacher’s identity, and this was
evident in Beth’s location of her interest in Asian societies and cultures to her childhood, but also through her feelings of alienation and inadequacy, resulting from a troubled childhood living in poverty and deprivation, which found expression in Beth’s efforts to formulate a personal and professional identity involved a constant search for security and esteem. Day (1999, p. 61) argues that teachers’ careers may progress through a number of phases, including “consolidation [and] emancipation”, “serenity”, and “contraction of professional activity and interest” phases. However, Beth’s story varied considerably from this approach. The later stage of her career has been most strongly affected by what Denzin (1989, p.13) describes as a critical “turning point”, when she decided to undertake an initial professional development course in Studies of Asia. Her subsequent pursuit of Studies of Asia at postgraduate level arose from the importance she placed on showing that she was intellectually capable of high level academic achievement, and bolsters Nolder’s (1992) assertion that critical incidents in late career can lead to accelerated development.

Despite Beth’s Anglo-Australian background, her story revealed a number of departures from the stereotype of mainstream Australian culture and identity, lending support to Alba and Nee’s (2003) assertion that mainstream culture is flexible rather than fixed. Beth’s ongoing interest in Asian cultures provided an example that is also in accord with Halse’s (1996b, p. 19 ) analysis that people’s interest in other cultures can arise from genuine “compassion and empathy” and that an individual’s values and “ways of seeing the world” are continually evolving (Hamston, 2000 p. 66). Through her story, Beth described how her life journey had led her to an extensive involvement in a Studies of Asia professional development pathway, in the process demonstrating that narrative inquiry provides a valuable mechanism for interconnecting a person’s past and present and their personal and professional selves (Beattie, 1995).

In terms of applied impact, the findings of this study were used to design learning experiences for the Studies of Asia professional development program at Flinders University, to advise students about assignment choices, and to counsel prospective and continuing students. This did not involve generalizing from Beth’s experiences but recognised that every teacher is unique and that it is important to appreciate their
background, perspectives, motivations and aspirations; in short, to place the teacher at the centre of the professional development process.

**Paper 4**


Since its inception, the Flinders Studies of Asia Professional Development Program has promoted Asia in-country experience as a key component of its overall professional development program for Studies of Asia teachers. While many teachers have undertaken short-term study tours or longer-term exchanges offered by organizations such as the AEF and schooling jurisdictions, only a few studies have examined the effects of Asia in-country experience on teachers and their professional work (for example, Halse, 1999). Accordingly, it was strategic to address Asia in-country experience in this EdD.

The aims of the fourth study in the EdD were to ascertain teachers’ perceptions of the impact upon them of an Asia in-country experience in order to add a further dimension to the existing literature relating to Asia in-country experience, and to inform future development of in-country programs. The study used a case design based on a sample size of five practising teachers. This method was selected because it enabled participants’ voices to be heard and provided a means for obtaining rich description of experiences and learning associated with this form of teacher professional development. The data consisted of an open-ended, qualitative survey based on questions devised from an analysis of the literature, and a narrative account written by participants about their in-country experiences, and was analysed thematically.

The findings added to the literature on teacher professional development, identity, experiential and cross-cultural learning, and in-country experience. All the participants found their Asia in-country experience was a powerful and highly satisfying form of professional development, echoing analysis that teachers merge their personal and professional identities (Zembylas, 2003), and that self-initiated experiential learning has great impact and is enhanced by a “powerful sensory learning environment” (Oosterheert and Vermunt, 2003, p. 168). The data
illuminated that different forms of culture shock hinder cross-cultural understanding. Oberg (1954) argued that culture shock emanates from feelings of loneliness, frustration and apprehension, but this study found that confusion also contributed to culture shock, and arose from difficulties in reconciling contradictions within respective Asian societies. Although participants indicated some reverse culture shock after returning to Australia from their short-term visits, it did not take the form of personal relationship problems that Desforges (2000) had observed. Participants felt that their experiences had led them to be much more reflective about Australian culture and the Asian cultures they had visited, lending support to Havel’s (1994, p. 4) finding that in-country experience can ignite a process of “self-transcendence”.

By addressing the absence of empirical research based on actual travellers’ perceptions, the paper provided a counter balance to “top down interpretation” of in-country visits (Desforges, 2000, p. 5). The paper also reinforced many of the findings of Halse’s Encountering Cultures (1999) about in-country experience but added further insights, including the importance of a structured reflection process following an Asia in-country experience.

The findings of this research added to the resources available to designers, implementers and evaluators of Asia in country experiences for educators, and provided a basis for my discussions with Department of Education & Children’s Services (DECS) and AEF personnel about the nature, purpose, and experiential learning element of study tours. By demonstrating the positive outcomes of in-country study for teachers, students and school systems, the paper has also helped counter questions about the value of Asia in-country experience sometimes raised by elements of education bureaucracies and school communities, and has proved to be a valuable reference point when responding to an increasing number of teachers requesting assistance in planning their own study tours to the Asian region. It has also been used to inform development and refinement of learning experiences and assessment tasks for the postgraduate distance delivery module “Utilising Asia In-Country Experience” offered by Flinders University.
PORTFOLIO PART B: CURRICULUM AND TEACHING RESOURCES/
TEACHER PROFESSIONAL DEVELOPMENT MATERIALS

Part B comprises a substantial body of Studies of Asia materials that I have contributed to developing over a sustained period. A full discussion about the development of these materials is presented in the Narrative. The materials have been grouped as “Curriculum and Teaching Resources” and “Teacher Professional Development Materials”, although there is some natural overlap between the categories. By and large, the Curriculum and Teaching Resources were developed at a time when my principal professional and research areas of focus were on attempting to ensure that Studies of Asia teachers of Reception to Year 10, in keeping with AEF/NALSAS priorities, had access to an increased range of quality, up-to-date teaching resources and curriculum documents, while the Teacher Professional Development Materials reflect my professional and research focus on teacher professional learning.

As explained in the Narrative, my roles in developing materials included sole writer, contributing writer, consultant, reviewer, project manager, trialler and refiner, often in combination. My involvement in such an extensive and diverse range of projects is a reflection of the recognised expertise that I was able to bring to bear, including in-depth knowledge of a wide range of aspects of Asian societies, cultures and literatures, and an understanding of their applications in classroom contexts; curriculum development skills; knowledge of effective pedagogical strategies for including Asian content within particular learning areas and across the curriculum; conceptualisation and writing skills; project management skills; and, increasingly, knowledge and implications of current, relevant research.

The majority of the materials were produced under the auspices of the AEF and/or NALSAS and published by Curriculum Corporation in the Access Asia series, with some produced in conjunction with DECS or commercial publishers. The materials were all subjected to a critical peer review process prior to publication and all publishers are reputable and highly regarded for the quality of their products, with effective procedures for marketing and distribution. Individually and collectively, the materials have had a substantial impact on the ways in which Studies of Asia Across the Curriculum are conceptualised and taught in Australian schools. A detailed explication of this impact is presented in the Narrative.
CONCLUSION

This EdD portfolio represents both a product, in terms of the outcomes of my research and professional practice, and a process that reflects my development as a researcher, as a practitioner, and as an education leader over an extended period. The portfolio reflects a seamless merging of my research and professional work to understand and build the capacity of those entrusted with the street level carriage of Studies of Asia programs in schools - teachers. The portfolio reveals that there was no sudden epiphany or transformation as a result of commencing my doctoral studies. Rather, the combination of scholarship and research became a major component that provided the theoretical, conceptual and empirical basis for my academic and professional work. Figure 1 illustrates how the various elements of the overall process interacted.

The outcomes arising from the research contribute to the body of knowledge specifically concerned with Studies of Asia, and related fields such as teacher professional learning, teacher identity, educational change, and inter-cultural learning. Dhunpath (2000, p. 550) made the point that “we have to begin listening more systematically to teachers”, rather than “accepting uncritically perspectives of...
those administering the system”. My research sought to give greater voice to Studies of Asia teachers and to provide a clearer picture of who teaches Studies of Asia in Australian schools and what they are seeking. Through my professional work, complemented and informed by my doctoral research, I have been instrumental in developing and implementing a wide range of curriculum and teaching resources and professional learning programs to meet Studies of Asia teachers’ needs and empower them to approach their important task with increased confidence, enthusiasm, knowledge and pedagogical skills. The resources and professional learning programs included in this portfolio constitute a substantive body of scholarship that reflects a holistic theorisation of studies of Asia as a key component in the scholarly and pedagogical development and practice of teachers. Although it is beyond the scope of this doctorate, it needs to be recognized that the impact of this research, scholarship and professional work has extended beyond teachers who have directly engaged with the Studies of Asia program to include the colleagues, school leaders, systems, local communities and students with whom they have shared their professional learning.
PART A

1. Project: A Narrative of Studies of Asia and the Teaching Profession – Research as Praxis
A Narrative of Studies of Asia and the Teaching Profession – Research as Praxis

I adopted an autobiographical narrative approach for this paper as a means of applying “analytical and conceptual lenses” (Milner, 2007, p. 584) to my personal engagement with studies of Asia, and elucidating the effects of that engagement on the Australian teaching profession, particularly in South Australia. Oberg and Wilson (2002) describe autobiographical narrative as “a story composed out of the memory of my real life experiences” (p. 3). Such stories juxtapose an individual’s “landscape of action” and “landscape of consciousness” (Bruner, 1986, p. 14), highlighting, within a temporal and spatial framework, achievements, decisions and the underlying reasons for those decisions, as well as the causal links between events (Sikes, 2007). Narrative accounts also have the advantage of being “data stories” and “research stories” at the same time (Sikes, 2007). Accordingly, Part 1 of the following discussion provides a chronological overview of my personal journey in the area of studies of Asia, with particular emphasis on the body of curriculum, teaching, and professional learning resources that were developed. Part 2 synthesises and evaluates the contribution of that body of work to teacher knowledge of studies of Asia, and its impact on the work that teachers do.

PART 1: A PERSONAL JOURNEY

Background

In 1993, I had a major decision to make. For more than 25 years I had been a secondary school teacher/coordinator in South Australian schools, commencing as a teacher of History, and English. Over the years, as a result of a number of visits to the Asian region, and further study, I had increasingly come to specialize in Asian Studies, and Indonesian language. My recognized expertise in the area had led to a short-term secondment to the Senior Secondary Assessment Board of South Australia (SSABSA) as course writer for Stage 1 Modern History, and a subsequent appointment as Chief Assessor, Stage 2 Modern History (Asia). I was also a committee member of the Indonesian Teachers Association of SA. As a result of these experiences, I had to determine whether my future lay in continuing to teach
school students, or in taking up an advisory position in the Department of Education and Children’s Services (DECS) to work with teachers to assist them to teach studies of Asia. Ultimately, I chose to focus on the area of teacher development, largely because I felt that this was the best way of widely disseminating my ideas on the value of studies of Asia for Australian school students.

Prior to 1993 there were peaks and troughs in the push for Asian languages in schools – especially Japanese and Indonesian – but even in the peaks such courses reached very few students. Similarly, although Asia-specific subjects such as Asian History, and Asian Studies enjoyed a level of popularity from time to time, it was increasingly difficult for such subjects to maintain a presence in an increasingly crowded curriculum, and overall student numbers were in decline. At that time, Studies of Asia as an across-the-curriculum concept – the idea of including a balance of aspects of Asian societies and cultures across all learning areas – was in its infancy. My energies had been focused principally on my own school, although I did have a vision for extending studies of Asia throughout the South Australian public school sector. The idea of a national thrust to expand studies of Asia was beyond my horizon.

In the late 1980s, the Asian Studies Council (ASC) was established. A federally-funded body, it aimed “to raise Australians’ awareness of Asian languages and studies, and to provide a focus for education needs in Asian Studies at all levels” (Department of Immigration and Citizenship, 1989). Over its life span, from 1987 to 1992, the ASC promoted a number of initiatives, including providing curriculum texts for Chinese, Japanese, and Indonesian language, reports, such as the Ingleson Report (Ingleson, 1989), and a National Conference on Asian Studies in Schools in Melbourne in 1990. Although the ASC had little direct engagement in schools, its existence and work had a profound influence on me and my career. I was on the ASC mailing list and received copies of many papers and reports, thus becoming familiar with a succession of studies about knowledge of Asia in Australia. These reinforced my own sense of the importance of Studies of Asia derived from personal experience, but also opened my eyes to the fact that national action to incorporate Asia-related studies in Australian curricula was both desirable and possible. For example, the paper *A National Strategy for the Study of Asia in Australia* (Asian
Studies Council, 1988), highlighted widespread ignorance of Asian societies and cultures in the Australian community, and proposed that a solution was to include studies of the Asian region across the curriculum in schools. Echoing these findings, the Garnaut Report, *Australia and the Northeast Asian Ascendancy*, (Garnaut, 1989), found that popular knowledge of Asian societies and cultures in Australia tended to be superficial and stereotyped, and that schools should therefore implement curricula to counter the situation. For me, the most powerful impact of all came through Stephen Fitzgerald’s (1990) elucidation of the concept of ‘Asia-literacy’. He argued that Australia needed to move from an Anglo-centric to an Australia-centric education that takes cognizance of the increasing importance of political, economic, and cultural links between Australia and the Asian region, and that, accordingly, Australian students needed to be “well-informed”, and become “confident regional citizens”, who would be “at ease in Asia” (p. 22).

Towards the end of 1992, a new organization, the Asia Education Foundation (AEF) was established. The AEF was a Commonwealth funded consortium involving the Asialink Centre of the University of Melbourne, and Curriculum Corporation (the publishing arm of the collective state/territory Departments of Education). The principal focus of the AEF was the promotion of studies of Asia in Australian primary and secondary schools. It sought to achieve its mission through an across-the-curriculum approach, whereby all teachers, whatever their teaching specialty, would be encouraged and supported to include aspects of Asian societies and cultures in their curricula. I was attracted to this approach from the outset as a mechanism for maximising the numbers of students exposed to studies of Asia during their schooling. By way of an organizational framework, the AEF instituted a Curriculum and Materials Development Program, a Magnet Schools Program, and a Partnerships Program. To ensure that its reach extended nationally, the AEF adopted a model whereby it would work collaboratively with the schooling jurisdictions in each state and territory. The relationship between the AEF and the respective jurisdictions was determined by a formal agreement, to be renewed annually. Each state and territory was to appoint an adviser, who would be responsible for implementing AEF programs in their state/territory. Under the terms of the agreement, the AEF initially provided funding to cover the salary of an adviser
appointed on a 0.5 basis. The State Adviser was required to submit a report to the AEF annually.

In early 1993, when I heard that representatives of the AEF would be coming to Adelaide to discuss, with senior DECS personnel, the possibility of South Australia joining the program, I contacted the then Director of Curriculum to express my support for South Australian participation and she invited me to attend the meeting. As a result of the meeting, DECS agreed to work with the AEF, and in mid-1993 I was offered the role of initial Asia Education Foundation State Advisor for South Australia. And so the decision was made, setting me on a personal and professional pathway that has endured to this day.

Policy Context

It soon became apparent to me that an important part of my new role would involve aligning new ideas and possibilities arising from AEF National Meetings with DECS policies and directions. Accordingly and in order to advance the cause of studies of Asia in South Australia, I pursued strategies aimed at: ensuring that the advisory position was physically located within the most appropriate area of the DECS Curriculum Directorate; raising the status of the advisory position; melding DECS curriculum policy and AEF curriculum policy; and attracting greater funding. I was offered a choice between being located in the Multicultural Unit, housing LOTE, multicultural and ESL curriculum officers, or the Schools and Curriculum Unit, housing curriculum officers representing the respective Learning Areas. I chose the latter because I believed it would be advantageous to have Studies of Asia recognized as a “mainstream” program. In 1994, I successfully mounted a case that the magnitude and importance of the Studies of Asia program justified the Advisor’s position being upgraded to a full time position, with the increased funding required covered from DECS sources.

With the establishment of the AEF, it soon became evident, from discussions with the State Advisors and other representatives of the respective state and territory schooling sectors, that the development of an overarching curriculum document was a prerequisite to facilitating the Australia-wide uptake of studies of Asia across the
As the AEF State Advisor for South Australia, I was an active contributor to the process of constructing, and refining, the document that became known as *Studies of Asia: A Statement for Australian Schools* (Asia Education Foundation, 1995 and 2000). The document provided a framework for teaching and learning about the societies and cultures of Asia, with an educational rationale, curriculum goals, curriculum principles, and a number of curriculum emphases across learning areas designed to support curriculum development, and classroom practice. The advent of this document provided an opportunity to align AEF and DECS policies more closely. I recommended to the Chief Executive that the Studies of Asia Statement be an official DECS policy document and this was approved. I then had leadership responsibility for distributing the document to every South Australian state school, and for delivering a state-wide professional development program to ensure that the document would be used widely and effectively. As a result, policy for the Studies of Asia program established a firm foothold during this period.

**Asia Magnet Schools Program**

A key AEF initiative in the early years was the Magnet Schools Program. Each state and territory was asked to identify 10-12 schools that would agree to incorporate a balance of studies of Asia across the curriculum. Twelve schools were keen to become Magnet Schools, comprising a mix of primary and secondary, metropolitan and country schools, and including one school each from the Catholic and Independent sectors. Each school identified a Coordinator for the program, and I worked with them to institute a regular program of meetings to enable them to exchange ideas and resources and to gain information about the latest developments at national and state level. To assist the process of implementing change in the Magnet Schools, the AEF made available additional funding of $2000 per school. After the initial year, the AEF provided additional funding to enable up to 10 more schools to be brought on board in each state/territory as ‘associate’ Magnet Schools, with a grant of $1000 per school.

All schools in the Magnet Schools Program worked in their own way to incorporate aspects of Asian societies and cultures across the curriculum. Change usually manifested itself within the respective schools in relation to curriculum designs and
structures that aimed at encouraging all teachers to incorporate a balance of Asia-related activities in their teaching and learning programs, with best results occurring in learning areas such as Society and Environment, Arts and English. Magnet Schools also trialed AEF/ Curriculum Corporation materials, as well as developing their own learning sequences and teaching units. To make the achievements of the Magnet Schools more widely known I instituted a bi-monthly South Australian Studies of Asia Newsletter and each magnet school was responsible for producing an issue. I also inaugurated an annual public opening ceremony for Asia in Schools Week (early August) to enable Magnet Schools to showcase cultural and learning activities. In 1994, for example, a major highlight of the event was a contemporary dance performance, combining Western and Indonesian styles, by students from a leading Magnet School, Seaview High School.

The Interim Report of the Evaluation of the Asia Education Foundation (Baumgart and Elliott, 1995) concluded that “overall, the work done in Magnet Schools is impressive” (p. 47). In South Australia, through interaction with formal DECS networks, teacher associations, and their own informal, local networks and teachers, Magnet Schools had worked assiduously to bring awareness of Studies of Asia as an across-the-curriculum concept to other schools and teachers, significantly contributing to building a momentum of enthusiasm in South Australia in schools. Accordingly, by the end of this period, there was a sound basis for further development.

**Development of Resources**

In the early 1990s, there was a paucity of studies of Asia resources suitable for Australian school students and teachers, especially at primary and lower secondary level. The few published resources aimed at the school student market generally tended to be of poor quality and poor scholarship. A limited range of Asian countries was represented, and these principally focused on China, Japan, Indonesia, and, to a lesser extent, India. Very little information was available about other countries in the region. Further, the majority of available resources were designed for the Society and Environment learning area, and there were few resources for other learning areas. In my own school, and South Australia more generally, teachers reported that the dearth of resources was an inhibiting factor in regard to their willingness and ability to
incorporate studies of Asia into their teaching programs. Early in its first triennium, the Asia Education Foundation undertook consultations in all states and territories; these involved face-to-face meetings between AEF national staff, state advisors and representative groups of teachers, and as a result this lack of resources was confirmed, and became apparent as a nationwide problem.

For these reasons, as AEF State Adviser for South Australia, I made a conscious decision to focus on the development of effective resources for schools. My priority was twofold. First, to ensure that teachers had access to materials that would enable them to develop understanding of appropriate curriculum contexts for studies of Asia, provide examples of teacher best practice, and expand their knowledge of and enthusiasm for societies and cultures of the Asian region; second, to develop high-quality materials for students. It was not expected that State Advisors actively contribute to the writing of such materials – and most did not - but it was a personal and professional priority that shaped the nature of my work and research in studies of Asia. My research in this area has centred on locating and synthesising appropriate social and cultural content that I then developed into practical examples as to how that content could be incorporated in teaching and learning programs. At this time, such information was difficult to procure, often widely dispersed, and needed considerable research in libraries and private collections. My approach was in keeping with Baumgart and Elliott’s (1995) observation that “studies of Asia require reconsideration of classroom approaches to teaching and learning … as well as new content and materials” (p. 4).

The following highlights key publications during this phase of my professional work:

**A Curriculum Resource for Teaching about Korea**

The inaugural AEF delegation to the Korea Foundation’s Korean Studies Workshop for overseas educators, the Australian participants, of whom I was one, made a collective decision to undertake a project to produce a resource on Korea for Australian teachers (P–10). At that time, even though South Korea was one of Australia’s major trading partners, it was seldom studied in Australian schools, and there was an almost total lack of resource material to guide teachers on how to include studies of Korea in their teaching and learning programs. With AEF funding support, this project resulted in the publication of *A Korean Journey* (Fraser, 1994).
Each participant in the workshop was asked to conceive an idea for, and then write, a chapter. My contribution, entitled “Korea Dharma: Buddhism in Korea”, focused on the historical development of Buddhism in Korea, and featured descriptions of the role of significant individuals, and sites, in facilitating the rise and spread of Buddhism. Multiple copies of this resource were distributed via state advisor networks in each state and territory to Magnet Schools, and other interested schools.

Society and Environment Texts for South Australia
In the early 1990s South Australia introduced a new 8-10 Society and Environment curriculum, incorporating elements of history, geography, legal studies, religion studies, politics, economics, and social studies. There were no texts written specifically for the new curriculum, and, in common with most Australian curriculum documents of the time, references to Asia were few, and limited in scope. The absence of Asia-related examples in curriculum documents, and student texts, provided a further disincentive for teachers to include studies of Asia in their programs. When I was approached by a representative from Macmillan Education Australia to produce one text for junior secondary students and another for middle secondary students, I saw an opportunity to promote the inclusion of Asia-related content in the texts. The result was the following publications: Society and Environment Key Questions, Book 1 (Bott, Trevaskis, and Gad, 1994), and Society and Environment Key Questions, Book 2 (Bott, Trevaskis, Gad, Clark, and Averis, 1995). The learning materials for each text were organized in an innovative format for the time because they were grouped around a number of “key questions” relating to Needs and Resources; People and Power; Rights and Responsibilities; Significant Social Forces; Heritage; Communication; Belief Systems; and Political Systems.

My contributions were to provide Asia-related case studies/profiles; examples include Power in Ancient China; Women in Han China; The Farming Revolution in Asia; and The Borobudur for Book 1 (Bott, Trevaskis, and Gad, 1994), and Buddhism; The Majapahit Empire; Hong-wu – the Founder of the Ming Dynasty; and Classical China and the ‘barbarians’ for Book 2 (Bott, Trevaskis, Gad, Clark, and Averis, 1995). The texts were adopted for use in a number of schools, and demonstrated to Society and Environment teachers that it was both possible, and desirable, to include Asia-related elements in their programs.
**Access Asia Teaching and Learning Units Publications**

Given the shortage of high quality Asia-specific commercial and school based resources, the AEF decided in 1995 on a strategy to commence production of a series of publications under the banner “Access Asia”. Given the strong feedback from teachers concerning the need for specific examples of Asia-related units of work that I and the other State Advisors had received, the AEF’s priority was to produce collections of exemplar units of work that would both encourage and assist them to incorporate aspects of Asian societies and cultures in their own teaching and learning programs. Accordingly, the following year saw the publication of *Access Asia Primary Teaching and Learning Units* (Asia Education Foundation, 1996a), and *Access Asia Secondary Teaching and Learning Units* (Asia Education Foundation, 1996b).

I was a reviewer of the primary resource, which involved reading drafts of the materials and providing written responses and suggestions. I contributed to the writing of the secondary resource, and produced a unit entitled *People and Power*, based on a comparative study of the political systems of South and North Korea. This unit was particularly innovative for its time, because it incorporated and encouraged the use of material available from the Internet. These two resources were disseminated widely across Australia by State Advisors within their respective networks, and, according to feedback obtained by advisors and the AEF, were for many teachers the spark that ignited their own decision to incorporate more Asia-related materials in their programs.

**Professional Learning of Teachers**

The AEF Partnerships Program encompassed a range of aspects, including efforts to forge strategic partnerships between the AEF and other organizations, especially where those partnerships could attract additional funding to the AEF’s core grant (approximately $1 million per annum). It was clear from the outset, given the time and resources available to them, that by and large it would be unproductive for State Advisors to attempt to fund raise in their own states. The essence of the Partnerships Program, however, lay in professional learning, an area where State Advisors were encouraged to bring their expertise to bear – an exhortation I took strongly to heart.

In the early stages, the type of professional learning that I arranged tended to be localized and small scale because of limited resources; for example, half-day
meetings for Magnet School coordinators, or visiting schools to work with small groups of teachers. I also made a strong effort to encourage teachers to apply for grants available through various AEF initiatives, such as Key Development Projects, and Myer Awards. As a number of teachers had expressed a desire for up-to-date knowledge about countries from the Asian region, I negotiated with Flinders University to deliver a Contemporary Asia Seminar Series.

**Including Studies of Asia in Curriculum Professional Development Program.**

The seminar approach, however, seemed insufficient, so, from the very earliest national meetings of the AEF, I advocated the fundamental importance of developing a substantial and coherent professional development course for teachers in the area of Studies of Asia. I further argued that any such course should result in tangible recognition of the effort put in by those undertaking it – especially through enabling teachers to build towards postgraduate qualifications. A number of other AEF State Advisors and key AEF National Office personnel supported this position, with the result that a prototype program was delivered by the University of Tasmania in 1994. I attended that program as an observer and was able to offer a range of suggestions as to how the program might be further developed, particularly in regard to the desirability of incorporating a core and elective approach. Following the Tasmanian delivery, the AEF was successful in obtaining a National Professional Development Program (NPDP) grant that enabled the production of course materials and delivery of the program in all states and territories, except Queensland.

A pilot delivery for the professional development program, now known as ‘Including Studies of Asia in the Curriculum’, occurred at the University of Western Sydney (Nepean Campus) in early 1995. I was present as an observer and contributed to the subsequent discussions and decision making on the program design, which ultimately consisted of two intensive courses featuring both core sessions and elective workshops, with a process of networking occurring between the two courses. As a part of the NPDP project, the AEF decided to produce an extensive manual for the program (Asia Education Foundation, 1997) which would be of use both to participants, and to potential deliverers. A key element of the manual was the inclusion of a number of ‘Exemplar Workshops’, aimed at providing insights into how studies of Asia might be incorporated in and across the various learning areas of
the curriculum. I was commissioned to write two of the Exemplar Workshops (Trevaskis 1997a, 1997b).

**Establishment and Development of *Including Studies of Asia in Curriculum* Professional Development Program in South Australia**

As the AEF State Advisor, it was my responsibility to try to ensure that a South Australian delivery of ‘Including Studies of Asia in the Curriculum’ occurred. My first task was to initiate, and see through, the necessary policy decisions which would enable the participation of teachers from the respective schooling sectors in such a program. Once this was achieved (mid-1995), the next task was to put in place appropriate structures, and a resource base, for the delivery of the program.

Flinders University had a highly regarded Asian Studies Department and I approached Professor Colin Brown, then Head of Department, about the possibility of Flinders University becoming involved in the delivery of the program. Following his agreement, I was able to establish a delivery consortium, comprising the Department of Education and Children’s Services, Flinders University, the Catholic Education Office, the Independent Schools Board (now the Association of Independent Schools), and the University of Adelaide, in collaboration with the AEF. Each partner made a contribution of the provision of either funding, presenters, facilities, and/or administrative time. The South Australian program was named *Including Studies of Asia in Curriculum* and the initial delivery was through the School of Education at Flinders University. In conjunction with Colin Brown, I arranged, and briefed, the presenters who formed the delivery team, and in conjunction with John Connell, Administration Manager of the School of Education, publicised the program, and made the necessary administrative arrangements.

**Initial Delivery**

The first South Australian delivery commenced at Flinders University with Phase 1 (Intensive Course A), of three days’ duration, from 16 August 1995 to 18 August 1995. In keeping with the national focus on primary level for the program at this stage, 65 primary teachers attended, drawn from all three schooling sectors. A networking phase followed Phase 1, and in it the group was subdivided into teams which met twice out of school hours in selected school locations. The initial delivery concluded with Phase 3 (Intensive Course B), of two days’ duration, from 17
November 1995 to 18 November 1995. In addition to being the overall coordinator of the program, my own involvement included presenting a number of core and workshop sessions, facilitating team meetings, and administering, collating, and analysing evaluation of the program.

**Development of Accreditation Option**

Participants could complete *Including Studies of Asia in Curriculum* as a professional development activity but, in keeping with my belief that teachers should be able to leverage their major professional development towards a tertiary award, one of the initial issues was how to achieve an accreditation option. After consultation with Flinders University, a submission was made to the Education Higher Degrees Committee in 1995. As a result, approval was granted for participants to qualify for academic credit towards the generic Graduate Certificate in Education at Flinders.

**Asia In-Country Experience Program**

At the same time there were few opportunities for teachers of Asian cultural and social studies to gain supported and structured Asia in-country experience, except at their own expense. The AEF was strongly committed from its inception to the notion of providing studies of Asia teachers with first-hand experience of Asian societies and cultures. Based on my own experience and observations, this was a position with which I wholeheartedly concurred. I was also concerned to ensure that such opportunities should go to people directly involved in relevant teaching and curriculum development, rather than be handed out as ‘rewards’ to people in high positions.

The AEF gained funding from the Department of Education, Employment and Trade (DEET) to establish two in-country programs, consisting of the Asian Studies in Schools Incentive Fellowship Scheme (ASSIFS), and the Asian Languages and Studies Teaching In-Country Scholarships (ALSTICS) program. I encouraged South Australian Magnet School teachers, and departmental curriculum learning area advisors, to apply for these scholarships. As a result, South Australia gained more than 20 percent of the total number of national scholarships. The value of Asia in-country experience was emphasized in the Baumgart and Elliott Interim Report (1995, p.67), as follows:
There is no substitute for first-hand experiences of Asian cultures and countries by teachers in providing them with the confidence they need to incorporate studies of Asia into existing curricula.

Reflecting on this period, a considerable amount was achieved: the partnership between DECS and the AEF was strong and healthy; Studies of Asia was entrenched on the DECS curriculum policy agenda; an increased number of useful resources was available to teachers; a small but active schools program was in place; a major professional development program had been initiated; and a precedent had been set for non-languages teachers to undertake Asia in-country experience. Nonetheless, I was all too aware that, as Hooper (1995) had noted in relation to the national scene, achievements to date were only “the first steps” (p. 77).


**Policy Context**

The biggest constraints on further expansion of the Studies of Asia program, nationally and in South Australia, were limited funding and personnel. It was evident that expecting an injection of funds from the State government was a pipe dream, and that the core funding to the AEF was not likely to increase. However, the Council of Australian Governments (COAG) had commissioned its Working Group on Asian Languages and Cultures to prepare a report. The Working Group, chaired by Kevin Rudd, presented its report, *Asian Languages and Australia's Economic Future* (Rudd, 1994), at the COAG meeting in Hobart on 25 February 1994 and it was endorsed by the Prime Minister, Premiers and Chief Ministers. As a result, a National Asian Languages and Studies in Australian Schools (NALSAS) Strategy was established as a cooperative initiative of the Commonwealth, State, and Territory Governments. The NALSAS Strategy aimed to assist government, and non-government, schools to improve participation and proficiency levels in language learning in four targeted Asian languages – Japanese, Modern Standard Chinese, Indonesian and Korean, and to support “Asian studies”. Substantial Commonwealth funding was provided, with the bulk (95%) of funds distributed to states and territories, and the remainder set aside for collaborative national projects. As an indication of long-term commitment to a major change of this nature, the funding was to be maintained until 2006.
At first it was not clear what was meant by “Asian Studies” or what share of the funding such studies should receive. Furthermore, the resolution did not lie in the hands of a single body because there were now multiple players, including the NALSAS Taskforce, the AEF, and the schooling sectors in each state and territory. The AEF successfully convinced the NALSAS Taskforce that because of the work that had already been done, the most appropriate way to interpret “Asian studies” was to adopt the “studies of Asia across the curriculum” approach. The AEF also concentrated on developing projects that would attract a share of the funding set aside for collaborative national projects.

For my own part, unless I could tap a share of the NALSAS funding allocated to DECS, there was no way the South Australian Studies of Asia program could expand, and it would most likely stagnate and eventually disappear. The NALSAS funding for DECS, however, came in as a bulk amount and was under the budgetary control of the Superintendent of the Languages and Multicultural Unit (LMC) and, at this stage, was directed entirely to Asian languages programs. Pursuing my strategy of raising the status of the Studies of Asia advisory position, I had succeeded in having the position upgraded to a Level 3 Curriculum Officer from the beginning of 1996, which gave me a greater voice in curriculum policy decision making and I mounted a strong argument that a share of the NALSAS funding should be directed to the Studies of Asia program. This position was supported by my Superintendent, the Director of Curriculum, and the State Advisory Committee I had established that included representatives from the three schooling sectors, and the tertiary sector. The funding allocated to Studies of Asia was a small percentage of the overall funding DECS received from NALSAS, but significantly more than the program had received previously and was sufficient to expand the various components of the Studies of Asia program. Given that the bulk of the funding now came from non-AEF sources, it also meant a more cooperative, collaborative relationship between the AEF and schooling sectors.

At the same time, the LMC Superintendent was keen to bring the SA program under his direct control. I was concerned to preserve the separate identity of the program, but in 1998, the program was moved to the LMC and allocated a budget of around
$500 000. I was promoted to Manager and headed a team of three Studies of Asia curriculum officers.

**Studies of Japan in Australian Schools**

By 1997, the NALSAS strategy was firmly in place and was beginning to have an impact across Australia. What was not at all clear, however, was what students in schools were actually learning about Asian societies and cultures, and where and how within Australian school curricula that learning was occurring. The Japanese language adviser for South Australia and I were obtained a grant from the Japan Foundation to develop a snapshot of the extent and type of learning about Japanese society and culture occurring in Australian schools, both within Japanese language programs and other areas of the curriculum. The principal research instrument used was a written survey. The survey was administered in all States and territories except Tasmania and involved a total of 840 respondents across Years 5-12 from 110 schools. Japanese school students in Tokyo, Himeji and Okayama were also interviewed to obtain insights into what they felt Australian students should learn about Japan. I collated and analysed the data, identified a number of recommendations, and wrote the English language version of the report, which my colleague then translated into Japanese. Following the study, the report was published as *Studies of Japan in Australian Schools* (Haga & Trevaskis, 1997). Multiple copies of the report were distributed to all participating education sectors and schools, as well as the Japan Foundation and the Asia Education Foundation. I was subsequently invited to deliver a presentation about the findings and implications of the report at an Access Asia teachers’ conference, ‘Asia in Profile’, in Perth in late 1999, and also at a Japanese Language Teachers’ Association conference in Adelaide in June 2001.

The study found that studies of social and cultural topics featured “to some extent in the majority of Japanese language programs” but a “limited range of topics” (p. 37) tended to recur across all years levels; for example, food, festivals, and daily life. In many cases, the focus within these topics tended to be on traditional rather than contemporary aspects. In other learning areas, there was “considerable variation as to the amount of learning about Japanese society and culture being undertaken”, with some students appearing “to have studied almost nothing” (p. 37). The same narrow
range of topics seemed to feature, especially at primary level, although some variation was evident at middle secondary level. The study also identified a number of challenges in terms of resources and curriculum development, such as: the desirability of producing “a selection of accessible, attractive resources on topics not currently widely studied,” especially Japanese history, Japanese environment, contemporary issues, and Japanese literature (p. 41); delivering “a range of scope and sequence frameworks, offering examples for schools of pathways to enable students to progressively build and broaden their knowledge of aspects of Japanese society and culture” (p. 39); and producing resources aimed at “enabling inter-related studies to occur… between Japanese language studies and other learning areas” (p. 42).

Another key finding was the strong emphasis attached by students of Japanese language and Japanese society and culture to the teacher as a key resource, which certainly had implications for my own increasing sense of the critical importance of teacher professional development.

It is difficult to quantify the impact of the study specifically in relation to Japanese language as no follow-up study was ever made. In a broader sense, however, by calling attention to the approaches to culture in languages programs, and other learning areas, the study informed decisions made in relation to the development of a range of subsequent Asia-related resources, including Access Asia materials focusing on history, such as *Exploring North-east Asia* (Allen & Holt, 1999), environment, contemporary issues, such as *Voices and Values* (Gilligan, 1998), and literature, such as *Impressions: texts from Asia for the lower secondary English classroom* (Bott, et al, 1998a); as well as a scope and sequence document, the *Studies of Asia Curriculum Support Document* (Asia Education Foundation, 1999), which has eventually been supplanted by scope and sequence documents for particular learning areas, including English, Society and Environment and Arts.

**Access Asia Schools Program**

For consistency across the School Program and the Curriculum Development Program, the AEF and the State Advisors decided to rename the Magnet Schools Program the Access Asia Schools program. I adopted this terminology for South Australia and then set about devising and establishing a structure for the program to maximize the involvement of South Australian schools. From the outset, I instituted a requirement that entry to the program was by application and schools could only be
a member if at least one staff member had completed the Including Studies of Asia in the Curriculum professional development. This requirement proved to be a particularly effective strategy in building numbers and ensuring commitment. The program was a three-tiered one, as follows:

**Tier 1 – Access Asia Focus Schools**

Focus Schools were intended to be exemplar schools for studies of Asia, in terms of their curricula, teaching and learning programs, use of Access Asia resources, physical learning environment, and Asia-related initiatives. They were also expected to work with other schools to share their knowledge and experience. Each school was provided with an annual grant of $5000.

**Tier 2 – Access Asia Network Schools**

Network Schools were expected to form clusters with other local schools that would work collaboratively to strengthen and extend the place of studies of Asia in the respective schools. For each network there was a Network Hub School where a Network Coordinator was located. Each network received $10 000 annually.

**Tier 3 – Access Asia Commencement Schools**

Commencement Schools were new to studies of Asia, and undertook to work towards incorporating aspects of Asian societies and cultures across relevant areas of their curricula. Schools in this category received funding to support two teachers to attend the Including Studies of Asia in the Curriculum professional development program, and once that had occurred, their place in the program was ratified. When ready, they could subsequently apply to become Network Schools.

With the increased resources at my disposal, I was able implement strategies to raise the profile and impact of Asia in Schools Week (celebrated annually in August). In 1996, the opening ceremony was held in a public space for the first time, at the Adelaide Central Market. Following the success of the initial ceremony, I was able to arrange for the secondment of an event manager in subsequent years and Access Asia schools competed vigorously to have students selected to participate in and attend the ceremony. The ceremony attracted positive media attention, thereby bringing the Studies of Asia program in schools to the notice of the wider community. All Access Asia schools were encouraged to arrange their own in-school program during Asia in Schools Week. To ensure that the program was integrated into the teaching and learning program, rather than a celebration of exotica, I made available small grants from the Studies of Asia budget. To obtain grants, schools had to demonstrate the
educational value of their proposed program. By 1999, there were 5 Focus Schools, 7 Networks each comprising 10-12 Network Schools, and approximately 70 Commencement Schools – around 150 schools in all. The Schools program had come a long way from the 20 Magnet/Associate Schools in 1995.

Development of Resources

While the AEF’s definition of ‘across the curriculum’ included all learning areas, it was recognised from the outset that certain learning areas lent themselves more readily to the incorporation of studies of Asia. Thus, the Society and Environment learning area was the focus of much initial resources development. It soon became clear that other learning areas had considerable potential, particularly the Arts and English learning areas, and these received greater attention through NALSAS.

From the mid-1990s, DECS in South Australia pursued a deliberate policy of withdrawing from direct publishing in favour of ‘outsourcing’ publishing to commercial enterprises, and working collaboratively with Curriculum Corporation. As a Curriculum Officer it became more difficult for me to continue to participate directly in resource development because it was not a core part of my work. Nevertheless, I seized opportunities as they arose because of the importance I placed on increasing the quantity and quality of Asia-related resources available to teachers. During this phase of my professional work, I contributed to the development of the following highlights key publications.

**Texts: The Heart of the English Curriculum Series**

In order to promote the uptake of studies of Asia by English teachers, I negotiated the inclusion of a relevant section in a teacher resource being developed by the DECS English Curriculum Officer in South Australia (Trevaskis, 1997c). A major outcome of this initiative was increased awareness by English teachers of the range and suitability of Asia-related texts for the English curriculum. This article continues to be used as a starting point for discussion in Literatures from Asia courses conducted for teachers by Flinders University.

**Texts from the Asian Region Series**

Under the NALSAS Strategy, the focus on the three learning areas of Society and Environment, Arts and English was made more explicit, and significant funding was
provided for the production of resources relating to those learning areas. I was responsible for initiating and bringing together a consortium of curriculum writers and consultants that successfully tendered for the production of a series of three anthologies of written and visual texts designed to foster student and teacher awareness of the richness and diversity of Asian literatures, resulting in the following publications:


My role in this project was a pivotal one, in that I was principally responsible for the identifying and sourcing potentially suitable texts across the genre of novels, short stories, poetry, myths, legends, memoirs, and reports, together with the selection and recommendation of specific extracts for inclusion in the works. The project was significant because of the scope and diversity of the examples of Asian literatures assembled, and the quality of the publications themselves. The texts have continued to generate much interest among English teachers Australia wide and this has been reflected in the strong sales figures recorded by Curriculum Corporation.

**Adopt, Adapt, Share Series**

A major exception to the reduction in DECS’ production of resources occurred when the Curriculum Directorate was made aware of a strong demand among principals and teachers for resource materials that were ‘teacher friendly’, clearly related to the South Australian curriculum context, and readily able to be used in classrooms. Accordingly, all curriculum officers were invited to contribute towards the production of a series of teaching units which came to be known collectively as the ‘Adopt, Adapt, Share’ series. As a result of my leadership, the Studies of Asia team contributed four units in the series, relating to the three learning areas of English, Arts and Society and Environment:

Part A: Project


I had a managerial, consultative and editing role in the development and production of the first three resources, and a major writing role in the fourth resource, *Island of Sumba: Shadows of the heavenly world*. This unit arose from a study tour I arranged for South Australian participants following the AEF *Linking Latitudes I* Conference in Bali in 1997. The purpose of the unit was two-fold: i) to demonstrate how a study of Sumban society could address the Society and Environment, and Arts, learning areas, as well as the socio-cultural component of the Indonesian LOTE learning area; and ii) to encourage teachers to look at areas of Indonesia beyond the usual areas of focus, Bali and Java. The units were distributed to all South Australian schools, and were widely used, particularly among the increasing numbers of South Australian schools joining the Access Asia Schools Program. Many requests for copies also came from schools in other states and territories.

**A Curriculum Support Document for Studies of Asia**

While *Studies of Asia: A Statement for Australian Schools* (Asia Education Foundation, 1995) provided an accessible and useful compilation of overarching principles and powerful statements, it was never the intention of this document to include specific examples of how studies of Asia might be incorporated in particular learning areas. As interest in Studies of Asia grew, and the number of schools involved nationally in the Access Asia Schools Program increased, it became apparent that teachers were seeking a document that would provide a wide range of specific and practical ideas to guide the selection of content for Studies of Asia programs in schools. As a result, the NALSAS Taskforce approved a project to be managed by the Asia Education Foundation for the development of a document which came to be known as the *Studies of Asia Curriculum Support Document* (Asia Education Foundation, 1999). In keeping with the NALSAS focus, the document concentrated on the three learning areas of Society and the Environment, Arts and English. I, and members of my South Australian Studies of Asia team, were actively involved in the development of this resource - we arranged state-wide consultations...
in South Australia, and provided much of the content, as well as providing, and collating, input into the overall structure and layout of the document. The document was widely distributed and utilised across Australia in all states and territories except New South Wales.

**Other Access Asia Publications**

As well as my direct involvement in the development of the resources outlined above, I also provided input into a considerable number of other Access Asia publications. I was part of the consultation and/or review groups formed for various development projects, in particular *Sharing Fruit* (Manh, 1998), *Exploring North-East Asia* (Allen & Holt, 1999), *Voices and Values* (Gilligan, 1998) and *Indonesia Kaleidoscope* (Agostino & Kiting, 1999).

**Professional Learning of Teachers**

Like other areas of the South Australian Studies of Asia program, the area of professional learning saw substantial gains during this period. In large part this was due to the increased levels of funding available, but it was also due to careful planning and a strong determination to provide teachers with high quality professional learning opportunities.

**Including Studies of Asia in Curriculum Professional Development Program**

Given the success, both nationally and locally, of the program for primary school teachers, the AEF decided to develop additional workshop materials suitable for lower – mid secondary level teachers. On my recommendation, in addition to maintaining the primary course, the South Australian delivery consortium decided to develop and offer an *Including Studies of Asia in Curriculum* course specifically for secondary teachers. The first delivery of the secondary course occurred in May/August 1996, and the response was very positive, with 65 secondary participants. In contrast to other states and territories, both a primary and a secondary course continued to be held each year since 1996. The major factors contributing to the remarkable on-going success of the program related to the adaptation of the initial model to suit local circumstances pertaining in South Australia. Specifically, these were as follows:

- A strong nexus was established and maintained between the *Including Studies of Asia in Curriculum* program and the Access Asia Schools program;
• The program sustained a heavy emphasis on ensuring cross-sectoral participation. Rather than pulling in different directions in relation to professional development delivery, the State, Catholic and Independent sectors channeled their resources (including their NALSAS funding) and energies into effectively maintaining *Including Studies of Asia in Curriculum* as the professional development ‘flagship’.

• The initial delivery model involved three schooldays and two Saturdays. When it became apparent that this structure was straining sector/school resources, the program were repackaged (1998) to be delivered on two schooldays and two Saturdays – a model which has been maintained until the present.

• Some of the core curriculum-related sessions in the original national model were rather general in scope, so they were adapted or replaced by sessions with explicit application to South Australian curricula and subsequently the South Australian Curriculum Standards and Assessment Framework (SACSA).

• The tasks participants were asked to pursue in the interim between the two intensive phases, and report on at the Team meetings conducted during that period, were refined, and more clearly delineated, as follows:
  - promoting school awareness/support
  - conducting/updating a school curriculum audit of studies of Asia
  - preparing/teaching a new unit of work incorporating studies of Asia
  - individual/school future planning

• In order to be inclusive, as increasing numbers of country teachers became involved in the courses, I introduced teleconferences as alternatives for those unable to attend the team meetings. This strategy worked well, and was much appreciated by the participants concerned.

### Graduate Certificate in Education (Studies of Asia)

A number of factors led to the development of a specific Studies of Asia graduate certificate at Flinders University. First, demand from *Including Studies of Asia in Curriculum* participants for advanced level professional development in studies of Asia. Second, a low level of demand for the generic Graduate Certificate in Education (fewer than 10% of participants from 1995-1998 exercised the option of completing the accreditation assignment). Third, the advent of the Studies of Asia Professional Development Modules (Asia Education Foundation/NALSAS, 2002)
which provided the ideal vehicle for a Studies of Asia specific postgraduate award. The Studies of Asia Professional Development Modules arose from an observation in the *National Evaluation of the Second Triennium* of the AEF (Baumgart and Halse, 1999), that “there is a growing cadre of teachers who both need and desire more advanced professional development” (p. 58).

The Studies of Asia Professional Development Modules initially involved eight modules: two general ones, two relating to Society and Environment, two relating to The Arts, and two relating to the English learning area. The purposes of the modules were to increase teachers’ knowledge, and to improve pedagogy. At my instigation, a South Australian consortium, the Asia Education Consortium, was formed, and successfully tendered to write face-to-face delivery versions of the Society and Environment modules (Trevaskis and Wilson, 2002) and the Arts modules (Grafton, 2002). My own role involved being the principal writer of the Society and Environment modules, and providing consultancy input into the Arts modules.

A pilot delivery of the two general modules, Teaching Asia 1, and Teaching Asia 2, occurred at the University of Western Sydney in July/September 1999. I was invited to participate as a guest presenter and subsequently obtained a grant to conduct a trial of the Society and Environment, and Arts, modules at Flinders University in October 1999, under the umbrella of the newly established Graduate Certificate in Education (Studies of Asia).

I devised the innovative concept of running the Society and Environment, and Arts, modules simultaneously, to enable shared core sessions and make the best use of the presenters available, as well as reinforcing the cross curricular applications of studies of Asia. The program used multiple deliverers, including State and National Studies of Asia officers, university lecturers from both Education and Asian Studies faculties, school-based teachers, and curriculum officers, private consultants, performers, artists, and people of Asian background. In addition to planning and managing the program, I delivered a number of sessions, in the Pre-modern Asian Societies and Cultures module, and the Contemporary Issues and Values module.
**Train-the-Trainer Program**

While a major outcome of Studies of Asia was an increase in the range of resources available to teachers, the challenge was to ensure that teachers used the resources effectively. Thus, a key element of the Studies of Asia Program in South Australia was to provide professional development aimed at increasing the uptake of targeted resources in schools. The train-the-trainer program involved inviting key educators in the Studies of Asia field to participate in professional development activities designed to familiarize them with specific *Access Asia* resources, with the expectation that they, in turn, would conduct similar training activities within their own schools and constituencies. Two state-wide train-the-trainer initiatives were conducted, involving trialling the delivery of workshops developed in collaboration with the AEF. The first workshop, “Teaching about Vietnam” (Lewis, 1998) related to the resource *Vietnam: Young People, Old Country* (Lewis, 1997), and the second workshop “Accessing India” (Asia Education Foundation, 1998), related to *Into India* (National Centre for South Asian Studies, 1998). I was principal organizer of the State-wide sessions, as well as being a member of the presentation team.

**Asia In-Country Experience Program**

DEET funding for the ASSIFS and ALSTICS in-country programs ceased in 1995. As AEF State Adviser, I was a key contributor to the formulation of an AEF national policy to develop a comprehensive new in-country experience program, Teacher In-Country Fellowships to Asia (TICFA), and an instrumental figure in implementing the policy. For example, I worked closely with the ACT State Adviser in researching, planning, and establishing a study tour to Indonesia. From 1995 to 2000, I was responsible for the selection of South Australian applicants for TICFA study tours, and for developing and delivering, in conjunction with the AEF National Office, a program of pre-departure preparation and post return consolidation and application to classroom contexts.

Following the success of a ‘trial’ in Indonesia in 1997, at my instigation the South Australian Studies of Asia program made a decision to continue to support AEF study tours but also to augment them with a program of South Australian study tours, targeting particular learning areas. The first such study tour, focusing on the Society and Environment, and Arts, learning areas, occurred in 1999, when I led a group of South Australian teachers on a three week visit to India.

Policy Context

Dramatic changes occurred in the way in which the Studies of Asia Program operated in South Australia during this period. On one hand, the objectives of the program were clearly defined, but on the other hand, the resources to achieve those objectives were increasingly under threat. The Federal Liberal Government’s lack of commitment to maintaining the NALSAS Strategy lay at the heart of the dilemma. Originally, in line with the recommendations of the COAG Report (Rudd, 1994), NALSAS funding was to have been of 10 years’ duration; that is until the end of 2006. It was, however, becoming more and more apparent that the funding would cease at the end of 2002. At the same time, DECS was experiencing budget pressures that would affect staff numbers in the Curriculum Division. Nationally, teacher professional development was recognised as an area of major importance. As Baumgart, Halse and Buchanan (1998) had observed, “professional development of teachers has been a critical component in the success to date of introducing studies of Asia into Australian schools”. Under my leadership, from 1999, teacher professional development in South Australia was identified as the highest ranking priority for Studies of Asia by a state-wide Asia Education State Advisory Committee representing all school sectors. The question was, how could this priority be sustained in the new funding environment?

Ironically, the financial pressures occurred at a time where the State Government began outsourcing services. In response, I devised a proposal for outsourcing all major Studies of Asia professional development under a contractual agreement that included my secondment to Flinders University. The proposal was supported and approved by the Languages and Multiculturalism Superintendent, the DECS Executive Director of Curriculum, the Dean of Education and the Head of Asian Studies at Flinders University and included costs for the delivery of two Including Studies of Asia in the Curriculum courses, a number of Graduate Certificate participants, a contribution to the South Australian Asia In-Country Experience program, as well as my salary. Initially for one year, effective from early 2000, the contract was subsequently extended until the end of 2003.
The Studies of Asia program had been, in effect, split into two parts. The Curriculum Officer based in DECS took over the role of AEF State Advisor, and was primarily responsible for the Access Asia Schools Program. My area of responsibility was now all major teacher professional development. The Asia In-Country Experience program became a shared responsibility. Although the Schools Program was no longer part of my role, I was able to maintain collaborative links by involving Network Coordinators, and other key personnel in the delivery of the various professional development courses at Flinders. Regrettably, extensive direct involvement in the development of resources was no longer possible for me but I was heartened by Recommendation 3b of the National Evaluation of the Second (AEF) Triennium (Baumgart and Halse, 1999) that “although new materials should continue to be developed … a major emphasis should be on the promotion of existing materials” (p. 23). My new role provided plenty of opportunities to do that and I continued to provide feedback and advice in relation to some more recent Access Asia publications, including Environments Asia Pacific (Poultney, 2003), Australia Kaleidoscope (Hamston and Murdoch, 2004), The Really Big Food Project (Barnard and Cho, 2004), and Inspirations: Art Ideas for Primary and Middle Years (MacArthur, 2004).

### Professional Learning of Teachers

The principal aim of establishing a professional development program at Flinders University was to enable teachers to have access to comprehensive, high quality, rewarding professional learning opportunities. My research (Trevaskis, 2000) confirmed that the majority of teachers enrolling in the Including Studies of Asia in Curriculum course had very limited or narrow knowledge of Asian societies and cultures. Few had any formal Asia-related qualifications. On the other hand, the majority of teachers had many years of experience as successful practising teachers. Drawing on these insights and the national study of Baumgart, Halse and Buchanan (1998) that recommended “a balance between content and pedagogy” (p. 32), I established a dual focus for studies of Asia professional development in South Australia. First, improving the scope, nature and depth of knowledge, and second, enhancing teacher pedagogical skills through the provision of ideas, examples and guidelines, rather than base level training.
Informed by literature relating to effective teacher professional development (Association of Independent Schools of Queensland, 2006; Day, 1999; Guskey, 2002; Harvey, 2003), I identified a number of criteria that would enable the dual focus to be translated into a best practice model appropriate to the South Australian context. The model involved the provision of substantial, high quality, state-wide programs that would:

- provide a pathway from introductory to advanced level
- be accessible for participants in terms of cost, timings, and delivery mode
- provide options for formal accreditation
- empower participants both to incorporate studies of Asia in their teaching and learning programs, and to become providers of professional development in their own local/school contexts
- be open to all schooling sectors (based on experience to date, I considered this to be important)

Taking into account these criteria, the structure of the Studies of Asia Professional Development Program that I established at Flinders University during this period was as follows:

- Introductory Level: *Including Studies of Asia in Curriculum Professional Development Program*
- Advanced Level: *Graduate Certificate in Education (Studies of Asia)*
- Mastery Level: *Master of Education (Studies of Asia)*
- *Asia In-Country Experience Program*
- *Train-the Trainer Program*

*Including Studies of Asia in Curriculum*

There was continuing adherence during this period to a deliberate policy of ongoing reinvigoration, in response to both formal evaluation and informal observation. By way of example:

- The primary course began to attract a number of junior primary teachers who expressed a desire for workshops specifically geared to junior primary students. Accordingly, such options were been built into the program.
- Other participants who were keen to learn more about the Asia In-Country Experience program suggested that it would be beneficial to hear from former
study tour participants. This led to the inclusion of panel sessions in both primary and secondary courses since 2000, sessions that were identified as a highlight by many participants.

- Another powerful initiative was the utilisation of former Including Studies of Asia in the Curriculum course participants as core/workshop presenters in subsequent courses. This strategy ensured that the presentation teams remained enthusiastic, informed, and ‘in touch’ with current school contexts.

- Although it was certainly gratifying to see a vigorous demand for places in the respective courses from schools that had previously sent participants, it was also recognised that it was vital to continue to attract teachers from new schools, particularly in the country. Hence, for the three year period from 2000-2002 applicants from such schools were given priority.

Participant numbers remained strong throughout the period, particularly from the primary sector (see Table 1). To add greater flexibility, the secondary course was broadened to an R-12 course from 2002. A new challenge presented itself in 2004, when, as a result of the reduction in the overall budget for the Studies of Asia Professional Development Program, a user pays model had to be introduced for Including Studies of Asia in Curriculum. For DECS participants, this was partially offset by a grant equivalent to around 45% of the course fee, but for non-government participants full fees applied. While participant numbers were healthy for 2004, the longer-term impact remained to be seen.

**Graduate Certificate in Education (Studies of Asia)**

Following the success of the initial delivery, deliveries of the SOSE and Arts modules were conducted at Flinders University in July 2000, July 2001, and July 2002, during which time the delivery model was further refined. Being on campus enabled me to liaise even more closely with the Asian Studies Department, and the involvement and support of Asian Studies staff was a strong contributing factor to the ongoing success of the program. To provide participants with additional options, I made a decision to also deliver the English modules, and assembled a delivery team in cooperation with the Centre for Research into New Literatures in English, and the English Department at Flinders University. The materials for all the modules were
published in folder and CD format as *Studies of Asia Professional Development Modules* (Asia Education Foundation/NALSAS, 2002).

**Master of Education (Studies of Asia)**

The first cohort of participants graduating from the Graduate Certificate in Education (Studies of Asia) program had a combination of the general introductory Including Studies of Asia in Curriculum course, and a specialisation in a particular learning area (for example, Society and Environment, Arts, or English). Many of these participants had derived such satisfaction from the Graduate Certificate that they were looking for opportunities to extend their Studies of Asia knowledge even further. In response, I led the modification of the Flinders University coursework Master of Education framework at Flinders University to include a Studies of Asia strand, enabling participants to specialise in this area (see course information brochure, p.260). Academic credit was granted to students who had successfully completed the Graduate Certificate in Education (Studies of Asia), and students studied four Studies of Asia subjects (known as ‘topics’ at Flinders University) to complete the Master of Education (Studies of Asia).

This new study pathway proved to be particularly popular. Teachers who had completed the Graduate Certificate in Education (Studies of Asia) were attracted because they were able to undertake topics that would give them a genuinely across-the-curriculum basis of understanding of studies of Asia (The Arts, Society and Environment, and English learning areas), and reported that completing a Masters was achievable because they could build towards it a step at a time. The first graduates under this program (three participants), received their awards in December 2002, and they were followed by greater numbers in the following years. By 2003, there were 30 Studies of Asia students in the Master of Education program and this group constituted 75% of the total Master of Education cohort at Flinders at that time.

**Distance Delivery**

In 1999 and 2000, face-to-face delivery of the Studies of Asia Professional Development Modules occurred in New South Wales, South Australia, Western Australia, Victoria, the ACT, and Tasmania at universities in capital cities. In order to provide options for those who found it difficult to access face-to-face courses,
and/or those who preferred a more independent learning approach, the NALSAS Taskforce commissioned the writing of distance versions of the eight Studies of Asia Professional Development Modules. The AEF was given carriage of the project, and Flinders University and the University of Tasmania were selected to develop four modules respectively. Flinders University developed a Society and Environment Module (Contemporary Issues and Values), two Arts modules (Sources and Contexts, and Traditions and Tensions), and an English Module (Literatures from Asia). I assembled a writing team, managed the project, and wrote substantial sections of the SOSE Module. Trial deliveries of the SOSE Module and one of the Arts Modules occurred in 2000, followed by all four modules in 2001, and thereafter. Enrolment in the distance modules was boosted by NALSAS scholarship grants, managed by the AEF and which covered the fees for 20 topic enrolments for each institution. With a grant from Flinders University and the AEF, I developed an electronic version (CD/online) of one of the Arts Modules as an alternative to the print materials version for those students who preferred it. For an outline of the four distance courses developed at this time by Flinders University, see extracts from the respective Topic Information booklets (Trevaskis, 2009a, b,c, d).

**Train-the-Trainer**

During this period, numerous train-the-trainer sessions were conducted at Flinders University for key educators in the Studies of Asia field (see Table 5) to acquaint participants with the contents and applications of recently released *Access Asia* resources. The sessions took the form of either discrete workshops, or workshops built into the *Including Studies of Asia in Curriculum* Professional Development program. Examples included the ‘A Thai Journey workshop’ (Kiernan, 2000), the ‘Asia EdNet workshop’ (Ainsworth, 2000), and the ‘Snapshots of Asia workshop’ (Millard, Gilligan, & Cloonan, 1998). My role involved organizing and managing the sessions as well as being a member of the presentation team.

I had a pivotal role nationally as well as at state level in regard to one train-the-trainer program in particular. In order to promote awareness and facilitate uptake of the *Studies of Asia Curriculum Support Document* (Asia Education Foundation, 1999), the AEF was commissioned, under the NALSAS strategy, to develop a dual-purpose workshop. At one level, the workshop was to be aimed at those responsible for training presenters in each state and territory, and at another level, at supporting
those presenters to deliver workshops in their own professional contexts. I was selected by the AEF as the principal writer for the project. The materials were published as *Studies of Asia Curriculum Support Document: Train-the-Trainer and Professional Development Workshops* (Trevaskis & Ainsworth, 2001).

The workshop contained an introductory session, a background and focus session, and a session familiarising participants with the Curriculum Support Document. In addition, there were two sessions providing insights into how to plan for breadth, depth, and sequence in the Studies of Asia curriculum. The workshop was delivered in train-the-trainer mode in each state and territory, and then subsequently in professional development mode in a variety of schools, networks, and sectors contexts. In South Australia, I conducted the train the trainer delivery, held at Flinders University in November 2001.

**Asia In-Country Experience Program**

A comprehensive review of AEF study tours was conducted by Christine Halse, culminating in the document *Encountering Cultures* (Halse, 1999). The study strongly endorsed the value of Asia in-country experience for teachers. Based on this research and the success of an earlier ‘trial’ in Indonesia, at my instigation, the South Australian Studies of Asia program made a decision to continue to support AEF study tours and to extend the program of South Australian study tours for particular learning areas. After my relocation to Flinders University, Asia in-country experience became a shared responsibility of the DECS Studies of Asia officer and myself. From 2000 to 2004, I led, or co-led, study tours to Malaysia, Burma, Thailand, Vietnam, Cambodia, Japan, China, and Laos. Although South Australian involvement in the AEF study tour program was no longer my direct responsibility, I continued to promote the tours during professional development courses, and I remained on the State selection panel for AEF study tours.

I had a strong conviction that in-country experience should be able to provide accreditation options, as with other forms of professional development. The AEF agreed and secured a grant from NALSAS to develop two Asia In-Country Experience modules to add to the existing suite of Studies of Asia Professional Development Modules. Flinders University and the University of Tasmania collaborated with the AEF to write face-to-face and distance versions for these two
modules (Trevaskis, et al., 2002). My specific role was as project manager and principal writer of the module entitled Utilising Asia In-Country Experience, designed for teachers who had returned from in country experience. The initial face-to-face delivery of the module occurred at Flinders University in 2002 as a part of the graduate certificate/masters program, with the distance version offered for the first time in 2003. Since that time, this module has proved to be a popular one and it has provided many South Australian teachers, and teachers from other states and territories, with the opportunity to reflect on their Asia in-country experiences. For an outline of the in-country distance course developed by Flinders University, see extracts from the Topic Information booklets (Trevaskis, 2009e).

By the end of 2004, the Studies of Asia Professional Development Program was firmly established, and had achieved its objectives. Indeed, by adding a masters component to the pathway, the program had exceeded initial expectations. A national Evaluation Research Project, encompassing the various Studies of Asia Graduate Certificate courses that had been offered in Australian universities, including the Flinders course, found that participants “invariably pointed to the quality and worth of the program content and materials, and the impact it had on their own thinking and practice” (Zbar, 2002, p. 6). Furthermore, in the Review of Studies of Asia in Australian Schools (Wyatt, Manefield, Carbines & Robb, 2002), the outsourcing of professional development to Flinders University was described as “an effective use of resources in that jurisdiction, largely because of the experience of the people involved,” and also as an “innovative solution” (p. 39).


**Policy Context**

My Studies of Asia journey could well have ended at the end of 2004, when the NALSAS Strategy ceased. Despite copious praise for the achievements of the Studies of Asia Professional Development program at Flinders, DECS was unable to provide the funding required to maintain it. However, impressed by the number of postgraduate students the program had been able to attract, the Dean of Education, supported by the Executive Dean of the Faculty of Education, Humanities, Law and Theology, was offered me a contract as a part-time Senior Lecturer position at the beginning of 2005 and I embarked on a new role as an academic.
Locating the Studies of Asia programs within a university mean significant changes. Full postgraduate fees now applied to the Graduate Certificate and Masters course, and there was a question mark around the future of the introductory level Including Studies of Asia in Curriculum Professional Development course, as well as my involvement in Asia In-Country Experience and resource development. Notwithstanding these challenges, my new situation provided new opportunities. It enabled me to become more closely involved in a range of university programs that could be strategically linked to the Studies of Asia Professional Development Program. I increased my participation in the activities of the Flinders University Institute of International Education (FUIIE) and became a Board Member of the Institute from 2005-2006. I was also appointed to the Board of the Flinders Asia Centre (FAC), a position I still hold, and in 2006 I became a member of the School of Education International Committee. I was also able to undertake some consultancy work for the AEF. Thus, as well as retaining the core elements of the professional development program, I was able to embark on some new directions.

**Professional Learning of Teachers**

*Including Studies of Asia in Curriculum*

In order to preserve the integrity of the Studies of Asia Professional Development pathway, I succeeded in convincing the university that the *Including Studies of Asia in Curriculum* Professional Development course was the major “breeding ground” for the postgraduate courses and should be continued on a cost-recovery basis. The course has been conducted each year since 2005 and has remained financially viable, despite a small decline in numbers due to a range of factors, such as the fee paying environment, the cost of teacher relief for schools, and shifting DECS priorities.

**Accreditation Option**

While overall numbers undertaking the course may have fallen (See Table 1), the percentage of participants opting to seek credit for the course has risen. In 2007, for example, 56% of participants sought credit, as opposed to an average of around 20% in previous years. Thus, as intended, the course continues to play a valuable role in attracting students into the Studies of Asia postgraduate courses available at Flinders.
**Postgraduate Program**
From 1999 to 2003, one of the attractions of the Graduate Certificate and Masters programs was undoubtedly a level of sponsorship provided, either by school sectors, or under the NALSAS scholarship scheme. From 2006, Flinders University provided “Commonwealth supported” fee levels and this resulted in a dramatic upswing in enrolments in 2007 and 2008. Other factors that contributed to the on-going success of the post-graduate programs included a concerted marketing campaign by Flinders University, with advertisements in national newspapers and journals, increased enrolments of interstate/off-shore participants; and an increase in the number of students opting for direct entry into the Masters program. Opening up the Master of Education (Studies of Asia) topics to AusAID and privately funded international students has provided further impetus.

From 2003 onwards enrolments in the Master of Education (Studies of Asia) have exceeded enrolments in the Graduate Certificate in Education (Studies of Asia). Although only two face-to-face modules were offered in 2005, four modules have been offered in this mode each year since 2006, and five modules have been offered each semester in distance mode. The demand for the distance option has remained steady, attracting not just rural and interstate students but also students from international schools in East Asia and Southeast Asia.

**New Directions**

**Pre-Service Teacher Education Strategy**
From its earliest days, one of the principal aims of the AEF was to promote the incorporation of studies of Asia in pre-service teacher education programmes. In 2000, the AEF was commissioned under the NALSAS strategy to undertake ‘a scan of studies of Asia activities in pre-service primary and secondary teacher education’. The scan revealed little evidence of studies of Asia in pre-service teacher education programmes across Australia. The Australian Government contracted the AEF to develop a targeted pre-service teacher education strategy in order to improve the situation. At the heart of the strategy lay the development of a professional development workshop aimed at promoting awareness among teacher educators of the desirability and practicality on including studies of Asia in pre-service teacher education programmes. I was approached by the AEF to plan and write the
workshop. The materials were published as *Studies of Asia Professional Development Workshop for Teacher Educators* (Asia Education Foundation, 2004b).

The workshop comprised three activities. First, an introduction to Studies of Asia; second an overview of the resources and services available to support studies of Asia; and third an opportunity to explore a range of ways by which studies of Asia might be included in pre-service teacher education programmes. Funding was also made available to provide each participating institution with a pack of curriculum materials and resources, including *Snapshots of Asia* (Asia Education Foundation, 2004), *Voices and Values* (Gilligan, 1998), *Reflections, Impressions and Dimensions* (Bott, et al), and *Voices and Visions* CDs (Asia Education Foundation, 2001, 2002, 2003, 2004a). Workshops were delivered in each state and territory by AEF State Advisors or Studies of Asia tertiary educators. In South Australia, I delivered the workshop at Flinders University, as well as at the University of Adelaide.

While there remains a long way to go if Studies of Asia is to become widely embedded in pre-service teacher education programs in Australia, the strategy generated greater awareness of the scope, and quality, of a range of resources available for teacher educators to use, and led to increased knowledge and understanding of studies of Asia as an across the curriculum perspective among teacher educators. The workshop had been delivered to a total of 215 teacher educators from 33 universities across Australia by the end of 2004, and 40 sets of resources had been distributed to universities (Asia Education Foundation, 2004c).

**Developing Inter-Cultural Understanding Program**

In 2004, the AEF undertook an Asian Languages Professional Learning Project (ALPLP). A major outcome of the project was the development of two manuals supporting the importance of language teaching in school curriculum and discussing new ways of approaching culture within language teaching. Through the Australian Government Quality Teacher Program, the AEF procured funding to build a broader program from this platform: the Developing Intercultural Understanding Program to develop primary, and secondary, teachers’ knowledge of the importance of intercultural understanding in school curriculum, particularly in the English,
Part A: Project

Languages, SOSE, and Arts learning areas. I worked as a consultant for this project with responsibility for three main tasks.

1. **To identify synergies between the Asian Languages Professional Learning Project and a developing intercultural understanding program.**
   
   I was able to highlight the potential usefulness of a number of key ideas contained in the ALPLP materials, such as presenting culture as dynamic and multifaceted; encouraging learners to reflect on their own culture(s); and providing opportunities for learners to bridge cultures. I emphasised the need for an across the curriculum intercultural learning project to take cognizance of a wider range of scholarly work than the largely language focused reference materials of the ALPLP, and caution against any attempt to try to depict into cultural learning as some kind of ‘new ideology’ couched in jargon and abstraction.

2. **To undertake a literature search to determine the nature and extent of academic reference material relating to intercultural learning.**
   
   On the basis of the literature search to prepare a selected reference list, and a paper synthesising the major ideas and thrusts of references, in order to provide a platform and sense of direction to the writing team selected to write the train the trainer professional learning program.

   This work illustrated that definitions of intercultural learning vary widely and that there is no single accepted usage. It also provided evidence from the literature about effectively structuring intercultural learning and measuring and evaluating the outcomes of intercultural learning.

3. **To review drafts of the Developing Intercultural Understanding Program materials.**

   In my review of the draft materials, I was able to point out the need to make more demonstrable links between the program content, and the program aims, and to make a range of suggestions as to how layout of the materials might be improved and further developed, with a view to increasing participant enjoyment and increasing intellectual engagement, for example, through discussion of particular models of culture.

   Accordingly, my input and advice are strongly reflected in the major outcome of the project, a train the trainer professional learning program manual, *Developing Intercultural Understanding: an Introduction for Teachers* (Asia Education Foundation, 2005). The document was distributed to all schooling jurisdictions across Australia and is also available online from the AEF website. Following the
distribution of the document, train-the-trainer workshops were conducted in most States and territories from 2005 to 2007.

**International Outreach: Partnership with AsiaPacificEd Program at the East-West Center (Hawaii)**

From 2005, my contribution to the teaching profession has taken a further international dimension. In 2004, I was contacted by the Director of the AsiaPacificEd program at the East-West Centre in Honolulu, Namji Steinemann, regarding possible synergies between our respective programs. The AsiaPacificEd program, like Flinders, conducts major professional development programs for teachers, including an Asia in-country experience program, with participants drawn from schools and education jurisdictions across the United States of America. As a result of discussions, agreement was reached that Flinders would offer credit to participants in AsiaPacificEd programs towards the Flinders Graduate Certificate of Education (Studies of Asia). In July 2005, I was invited to attend one of the AsiaPacificEd programs, the Teaching South East Asia Institute, at the East-West Center to familiarise participants with the new credit arrangements. As a result of the partnership, a number of participants have taken up the credit offer in 2005, 2006 and 2007, with some also subsequently enrolling in the Graduate Certificate of Education (Studies of Asia). The first USA participant to complete the pathway graduated in December 2007. As a further extension of the partnership, I was invited to present a paper on “Australia’s Involvement in the Pacific War” at the Pearl Harbor Workshops being conducted at the East-West Center in July/August 2008.
PART 2: IMPACT OF THE JOURNEY ON THE TEACHING PROFESSION

Ma ka hana ka ‘ike
[Hawaiian saying, ‘In the work is the knowledge’] (Bourne, 2008)

My academic research, and professional work and leadership, over more than a decade of involvement in the Studies of Asia area have collectively led to a unique and considerable impact on the teaching profession. This impact has manifested itself in four principal dimensions:

- What Teachers Use: the range and quality of curriculum and resources.
- What Teachers Know: the scope, nature and depth of teacher knowledge.
- What Teachers Think: teacher attitudes and values.
- What Teachers Do: teacher pedagogical skills.

These dimensions resonate closely with the three components that Fullan (1991) identified as being at stake in major change implementation; namely, the use of new materials, the use of new teacher approaches and the alteration of beliefs.

What Teachers Use

Initially, my contribution to the development of new resources involved writing or co-writing a number of Asia-related materials, as described in Part 1 of this narrative. Apart from the impact they had at the time of publication, many of these resources have had an on-going impact. For example:

- I was a key contributor to the initial development (1995) and subsequent revision (2000) of Studies of Asia: A Statement for Australian Schools (Asia Education Foundation, 1995 and 2000). Sections of the Statement, especially the ‘Learning Emphases’ section, continue to provide the basis for a variety of courses offered by the Flinders University Studies of Asia Professional Development Program and have also underpinned the more recently published Engaging Young Australians with Asia in Australian Schools (Asia Education Foundation, 2006a).
- A Korean Journey (Fraser, 1994) continues to be issued as an exemplar text to all Australian educators selected by the Asia Education Foundation to undertake programs in South Korea.
- Selected sections of the Society and Environment Key Questions texts (Bott, et al, 1994 and 1995) continue to be used as reference material in the Studies of Asia Professional Development Module ‘Pre-modern Asian Societies and Cultures’
offered at Flinders University within the Studies of Asia Graduate Certificate and Masters programs.

- Sections from the *Texts from the Asian Region* series (Bott et al, 1998a, b and c) remain in use as reference material in the Studies of Asia Professional Development Modules ‘Literatures from Asia’ and ‘Contemporary Asian Literature’ offered at Flinders University within the Studies of Asia Graduate Certificate and Masters programs.

- The *Island of Sumba* “Adopt, Adapt, Share” unit (Trevaskis and Grafton, 1998) formed the basis of a workshop delivered from 2000 to the present as a part of the Pre-modern Asian Societies and Cultures Professional Development Module within the Flinders University Studies of Asia Graduate Certificate and Masters programs.

- In South Australia, a copy of the *Studies of Asia Curriculum Support Document* (Asia Education Foundation, 1999) was provided to each participant undertaking the Including Studies of Asia in the Curriculum professional development program at Flinders University from 2000 to 2003. The document continues to be available on the AEF website.

Building on the platform established through the success of the initial *Access Asia* titles, the AEF with Curriculum Corporation has continued to publish titles in the series. Consequently, there is now a substantially greater depth and range of resources available to Australian teachers and students.

My role in conducting text-specific train-the-trainer workshops, and incorporating relevant sessions into all professional development and postgraduate programs has been substantial and consistent with the advice in the *Review of Studies of Asia in Australian Schools* (Wyatt, et al, 2002) that “greater efforts [need to] be made to make teachers aware of curriculum resources that have already been developed” (p. viii). Table 5 provides details of the workshops for which I was responsible from 1997 to 2007.

Accordingly, I have been at the forefront of a growth in the range, and quality, of resources available for use in Australian schools and their take up in primary, and secondary education across the nation. As a result, teachers, and students, now have access to resources which:
• illustrate and encourage incorporation of studies of Asia in a number of learning areas, especially Society and the Environment, the Arts, and English;
• foster, and exemplify, across the curriculum approaches;
• are compatible with *Studies of Asia: A Statement for Australian Schools* (Asia Education Foundation, 2000), *Engaging Young Australians with Asia* (Asia Education Foundation, 2006), and local curriculum documents;
• are specifically geared to the needs of particular levels of schooling, from lower primary to senior secondary;
• employ, and encourage, the use of a range of media;
• relate to a wide range of countries from across the Asian region, beyond the former ‘big three’ of China, Japan and Indonesia;
• foster the development of inquiry skills and critical literacy; and
• have a strong emphasis on challenging stereotypes, and on providing contemporary depictions of Asian societies and cultures.

As a result, the *Report of National Summit* (Zbar, 2003) noted that the “materials to assist schools have been established [so that] the ‘supply’ side of the strategy is fairly well developed” (p. 11).

**What Teachers Know, Think, and Do**

As demonstrated below, my work and research have intersected to significantly impact on teacher knowledge, attitudes, and pedagogical skills, particularly through teacher professional development. This is in keeping with my firm belief that change of a substantial nature in schools can only be achieved, and sustained, if teachers have the requisite knowledge, understandings, skills, and motivation to see it through. In his keynote address at the 2007 AGQTP National Forum "Teachers Making a Difference", Professor Denis Goodrum was emphatic on this point, remarking that “teachers are the key to educational change”. As, undeniably, the incorporation of studies of Asia across the curriculum does require substantial change in schools, teacher professional development has been, and remains, a critical component of the process.

As described in Part 1 of this narrative, I have been responsible over a period of many years for developing, managing, and delivering numerous professional learning courses for Studies of Asia educators, including, in particular, establishing a
comprehensive professional learning program ranging from introductory level to masters level. In terms of numbers of courses and participation levels alone, the impact is demonstrable (see Tables 1-7). Although the numbers are significant, the impact has not just been about numbers, but on factors such as:

- ensuring that programs offered provide both variety and quality.
- recognising and catering for a range of teacher interests, backgrounds and skills.
- providing a choice of access points and levels of professional learning.
- appealing to teachers as individuals, personally and professionally.
- offering programs that provide rewards to teachers, in terms of both satisfaction and qualifications.
- sustaining programs for a long time, because an educational change of this nature demands and deserves long-term commitment.

While the impact has been strongest in South Australia, it has extended well beyond that, principally via the medium of distance education, to all Australian states and territories, and to the Asia-Pacific region. Even more so than in the case of resources, it has been my research that has informed, galvanised, guided, and underpinned my professional activities in this area.

**Including Studies of Asia in Curriculum Professional Development Program**

Ongoing adaptation, and reinvigoration, of this program over time have enabled it to continue to provide a high quality professional learning experience for Studies of Asia teachers, including classroom practitioners, school leaders, and curriculum advisors, for well over a decade. Whereas in other states and territories this key program ceased to exist by 1998 after two or three deliveries, in South Australia the program is now in its fifteenth year (see Table 1), despite changes in funding arrangements over the years. It is a rare professional development program that enjoys this level of success and longevity.
Table 1. *Including Studies of Asia in Curriculum* Professional Development Program – Delivery and Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Target Audience</th>
<th>Course Participants</th>
<th>Year Total</th>
<th>Progress Total</th>
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<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>1996</td>
<td>Primary</td>
<td>75</td>
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<td>Secondary</td>
<td>65</td>
<td>140</td>
<td>205</td>
</tr>
<tr>
<td>1997</td>
<td>Primary</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>70</td>
<td>155</td>
<td>360</td>
</tr>
<tr>
<td>1998</td>
<td>Primary</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>70</td>
<td>170</td>
<td>530</td>
</tr>
<tr>
<td>1999</td>
<td>Primary</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>97</td>
<td>207</td>
<td>737</td>
</tr>
<tr>
<td>2000</td>
<td>Primary</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>80</td>
<td>188</td>
<td>925</td>
</tr>
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<td>2001</td>
<td>Primary</td>
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<tr>
<td></td>
<td>Secondary</td>
<td>75</td>
<td>196</td>
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<td>2002</td>
<td>Primary</td>
<td>116</td>
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<td></td>
<td>Secondary/R - 12</td>
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<tr>
<td>2009</td>
<td>R - 12</td>
<td>47</td>
<td>47</td>
<td>1862</td>
</tr>
</tbody>
</table>

**TOTAL** 24 courses 1862 participants
Graduate Certificate and Masters Program

Flinders University remains the only university in Australia to offer the Studies of Asia Professional Development Modules, in either face-to-face, or distance, mode. Although a few universities offered the Graduate Certificate for a short time, none have offered a dedicated Studies of Asia Masters program. Since 2005, Masters level enrolments have far exceeded Graduate Certificate enrolments (see Tables 2 and 3), a testament to the worth of this initiative. While, the majority of the participants have been from South Australia, there has also been a considerable number of interstate participants from New South Wales, Western Australia, Victoria and Queensland, as well as overseas participants based in International and local schools in the Asia-Pacific region, who have completed the course in distance mode. In the last two years there has also been an increase in the number of Flinders International students involved in the program.

Participants represent all three schooling sectors, with a blend of primary and secondary teachers from metropolitan and country schools. The cohort is a mix of those holding leadership positions in schools, curriculum advisory personnel, Access Asia network coordinators, classroom teachers, and, in the case of some of the International students, tertiary educators. As a result of this program, as apparent from Tables 2, 3 and 4 below, there is now a substantial number of teachers...
operating in the Studies of Asia field across Australia and beyond, who have obtained a formal postgraduate qualification in the area, and their expertise is strongly benefiting the sectors, and schools, to which they belong.

Table 2. Graduate Certificate in Education (Studies of Asia) - Topic Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Face-To-Face</th>
<th>Distance</th>
<th>Total</th>
</tr>
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</tr>
<tr>
<td>2000</td>
<td>89</td>
<td>16</td>
<td>105</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>342</strong></td>
<td><strong>148</strong></td>
<td><strong>490</strong></td>
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</tbody>
</table>

Table 3. Master of Education (Studies of Asia) - Topic Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Face-To-Face Students</th>
<th>Distance Students</th>
<th>Total Students</th>
</tr>
</thead>
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<td>55</td>
</tr>
<tr>
<td>2003</td>
<td>18</td>
<td>36</td>
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<td>2004</td>
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<td>2006</td>
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<tr>
<td>2007</td>
<td>66</td>
<td>52</td>
<td>118</td>
</tr>
<tr>
<td>2008</td>
<td>76</td>
<td>38</td>
<td>114</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
<td><strong>248</strong></td>
<td><strong>530</strong></td>
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</table>

Table 4. Total Postgraduate Studies of Asia Topic Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Face-To-Face</th>
<th>Distance</th>
<th>Total</th>
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<tr>
<td>2000</td>
<td>97</td>
<td>16</td>
<td>113</td>
</tr>
<tr>
<td>2001</td>
<td>71</td>
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<td>83</td>
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<td>132</td>
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<tr>
<td>2003</td>
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<td>56</td>
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<td>2004</td>
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<td>2006</td>
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<td>32</td>
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<td>2007</td>
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</tr>
<tr>
<td>2008</td>
<td>81</td>
<td>41</td>
<td>122</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>624</strong></td>
<td><strong>396</strong></td>
<td><strong>1020</strong></td>
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</table>
Train-the-Trainer Program

While this program is closely related to the ‘What Teachers Use’ dimension, it also has strong links to the ‘What Teachers Know/Think/Do’ dimension. All workshops
in this category, in addition to familiarizing participants with new resources, have
been designed in such a way as to:

- extend participants’ existing knowledge of Asian societies and cultures.
- create awareness of a range of differing value systems.
- enable participants to develop strategies for effective implementation in teaching
and learning programs.

While deliveries of earlier sessions depended to a large extent on external funding
from AEF/NALSAS sources, since the drying up of such funding, a tactical shift,
involving the integration of sessions into other professional learning courses, has
enabled the program to be sustained. As can be seen from Table 5, significant
numbers of participants have accessed these workshops.

### Table 5. Studies of Asia Train-the-Trainer Workshops – South Australia

<table>
<thead>
<tr>
<th>Resource</th>
<th>Date</th>
<th>Venue</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Into India</td>
<td>Oct 1998</td>
<td>Aust.-India Assoc. Community Hall/Shankar’s Restaurant</td>
<td>33</td>
</tr>
<tr>
<td>Asia EdNet</td>
<td>8 deliveries from July 2000 - July 2005</td>
<td>Flinders University</td>
<td>96</td>
</tr>
<tr>
<td>A Thai Journey</td>
<td>Oct 2000</td>
<td>Flinders University/Thai Flowers Restaurant</td>
<td>26</td>
</tr>
<tr>
<td>Snapshots of Asia</td>
<td>15 deliveries from Mar 2000 - Jun 2007</td>
<td>Flinders University</td>
<td>180</td>
</tr>
<tr>
<td>NALSAS Studies of Asia Curriculum Support Document</td>
<td>Nov 2001</td>
<td>Flinders University</td>
<td>21</td>
</tr>
<tr>
<td>Texts from the Asian Region</td>
<td>6 deliveries from May 2000 - Aug 2003</td>
<td>Flinders University</td>
<td>75</td>
</tr>
<tr>
<td>(Impressions; Reflections; and Dimensions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voices and Visions: Indonesia</td>
<td>Sep 2002</td>
<td>Flinders University</td>
<td>26</td>
</tr>
<tr>
<td>Mekong River Basin</td>
<td>4 deliveries from May 2000 - Aug 2003</td>
<td>Flinders University</td>
<td>60</td>
</tr>
<tr>
<td>Really Big Beliefs Book</td>
<td>Apr 2006</td>
<td>Flinders University</td>
<td>18</td>
</tr>
<tr>
<td>Go Korea</td>
<td>2 deliveries from Jun 2006 - Jun 2007</td>
<td>Flinders University</td>
<td>25</td>
</tr>
<tr>
<td>APEC: Strengthening Our Community</td>
<td>Jun 2007</td>
<td>Flinders University</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL** | 606
Part A: Project

My deep commitment to providing teachers with first-hand experience of Asian societies and cultures has its roots in my own prior experiences in Malaysia, Indonesia, Japan and Korea. Halse’s (1999) study of teachers who had undertaken study tours to the Asian region further reinforced the value of in-country experience. During my career I have sought to “lead from the front” and devoted considerable thought, and energy, into designing appropriate itineraries encompassing a range of Asian countries. As a result, during the period that I was AEF State Advisor, South Australia was strongly represented in the AEF study tour program (see Table 6), and the DECS study tours were well-subscribed (see Table 7).

Table 6. AEF Asia In-Country Experience Program 1993 – 2000: South Australian Participants

<table>
<thead>
<tr>
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<td>1</td>
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<td></td>
<td></td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
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<tr>
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<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Laos</td>
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<td>1*</td>
<td>1*</td>
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<td>2*</td>
<td></td>
<td></td>
<td>10</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>S. Korea</td>
<td>2*</td>
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<td>3</td>
<td>4</td>
<td>3</td>
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<td>4</td>
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<td>2</td>
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<td>1</td>
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<td>18</td>
<td>13</td>
<td>10</td>
<td>117</td>
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</tbody>
</table>

* indicates where participants visited 2 or more countries

Table 7. South Australian Asia In-Country Experience Program 1997 – 2004: Participants

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<td></td>
<td></td>
<td>20</td>
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<td></td>
<td>20</td>
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<tr>
<td>Laos</td>
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<td></td>
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<td>*25</td>
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<td>253</td>
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</tbody>
</table>

* indicates where participants visited 2 or more countries

Through the Utilising Asia In-Country Experience module that I was instrumental in developing, I have worked closely with participants to assist them in reflecting on their in-country experiences, experiences, and to develop classroom programs drawing on these experiences. As my research paper (Trevaskis, in print) examining teachers’ reflections on their Asia in-country experience demonstrates, through such experience teachers extend their knowledge, have their stereotypes challenged, and
gather authentic resources. In-country experience also leads to the formation of valuable ongoing relationships, and is a strong motivating factor in encouraging teachers to include aspects of studies of Asia in their own teaching and learning programs.

CONCLUSION

Thus, in terms of the four principal dimensions – what teachers use, know, think, and do – my research and professional work have intersected to have a significant impact on teachers, and teaching, in relation to Studies of Asia. Of course, there are many others who have made strong contributions in this area, including AEF National Office staff, AEF State Advisors, curriculum developers, school leaders, and, above all, dedicated, enthusiastic, hard-working teachers in schools. Where my contributions have been atypical is in terms of their scope, depth, and sustained nature over an extended period and a changing funding and educational environment for Studies of Asia. Over a decade ago, Fitzgerald (1997) lamented that many teachers were ill-equipped to undertake the task of making Australian students Asia-literate. The key contribution of my scholarly and professional work has been to change this state of affairs.
PART A

2. Refereed Publications: Understanding and theorizing professional development in teaching Studies of Asia
The Including Studies of Asia in Curriculum Professional Development Program: Who’s doing it and why?

Doug Trevaskis

Flinders University, School of Education doug.trevaskis@flinders.edu.au

This paper aims to provide a general overview of the cohort of teachers who undertook a major professional development program Including Studies of Asia in Curriculum in South Australia in 2000. As the program was the principal vehicle for introducing South Australian teachers to Studies of Asia, ensuring its ongoing relevance was critical. The only source of data about the program itself was an earlier national evaluation based on the 1995 deliveries of the primary version in most states and territories. What was needed, therefore, was an up-to-date picture, based specifically on the contexts and needs of South Australian teachers.

Accordingly, participants were invited to complete a ‘Participant Profile’. This study examines participants’ responses, including their motivations in undertaking the program. Based on the responses, the course was able to be adapted for subsequent delivery, and advanced training courses were developed in line with the needs of the target group.

Studies of Asia, professional development, teacher motivation, curriculum in South Australia

INTRODUCTION: KNOW YOUR ELEPHANT

In a study examining the use of image and metaphor by teachers and teacher leaders in relation to professional development, a number of respondents drew on the image of an elephant (Groundwater-Smith, 1998). On the one hand, a teacher conceived the professional development product as an elephant, explaining that ‘... you don’t know exactly what it will do when you get hold of it. You hope it will be a good experience and will yield positive results, but you can’t be certain’. On the other hand, a professional development provider saw the elephant as a metaphor for professional development participants, suggesting that “moving teachers is like trying to shift an elephant with one hand. You touch the tough outer skin, it makes a small dent, but basically the elephant only moves when it wants to!”. In terms of ensuring engaging and productive professional development, the underlying message was to know your elephant in all its forms.

This paper focuses on a substantial professional development program, Including Studies of Asia in Curriculum and the teachers who undertook the program in 2000. Echoing the metaphor of the elephant, the study examined what lay beneath the ‘outer skin’ of the teachers who participated in the program, what had made them decide to ‘move’ and participate in the program and what they thought they were ‘getting hold of’ in participating.
LITERATURE REVIEW

Ismat (1996) sees the implementation of more effective professional development as involving a struggle against a situation where decisions are usually made by state, district and building administrators. Accordingly, a central consideration is what teachers consider important for engaging and valuable professional development. In looking at what staff developers need to know, take into account and do in order to provide effective professional development, Killion and Harrison (1997) stress that an appreciation of the individual participant element is critical and that professional development cannot be effective without the cooperation and goodwill of teachers. Bents and Howey (1981, p.31) also make this point very clearly; “individuals are members of an organisation, yet, they remain individuals ... what is happening to the individual specifically and collectively must be taken into account”. They identify a range of needs and interests that participants are likely to bring to professional development, such as the quest for knowledge, desire for new experiences, new skills and understandings to apply to their classrooms, personal goals, and the need for recognition and confirmation. It therefore seemed important to seek information from Including Studies of Asia in Curriculum participants, which would enable the individual element to become apparent.

The general professional development literature provides some insights into particular types of information it would be useful to obtain. Bents and Howey, for example, raise the concept of adult development as a continuous process and examine developmental age theories and developmental stage theories about how adult development occurs. They argue that adult development levels have implications for participants’ motivation to undertake particular kinds of professional development and their receptivity to such programs, summing up with “staff development programs must be responsive not only in the context of curriculum issues or teaching approaches, but also in terms of the personal and professional development of the teacher”. Goodson (1993) suggests that so-called, ‘critical incidents’, involving either planned or unanticipated events in a teacher’s life and career, can also influence teachers’ decision making and practice.

Sikes, Measor and Woods (1985) identify career phases, paralleling in many ways the adult age development theories, as well as reiterating the importance of critical incidents. In Teacher Careers, Sikes, Measor and Woods differentiate between ‘bureaucratic’ notions of career, progressing in an orderly way through a succession of jobs of increasing prestige, and an ‘individual’ viewpoint, a so-called moving perspective, in which people see and interpret their lives and the things that happen to them. In either case, the view is subjective and involves a picture over time. In considering their careers, individuals may have an altruistic outlook, an instrumentalist one, or some combination of the two. The implications for professional development are that “as a result of meeting new circumstances, certain interests may be reformulated, certain aspects of the self changed ... and ... new directions envisaged”.

In compiling a list of elements considered by teachers to be integral to effective professional development, the American Federation of Teachers (2002) highlights the need for an emphasis on deepening and broadening both knowledge and pedagogy. Natalicio, Hereford and Martin (1973), identify other factors likely to have a bearing on teachers’ decisions to undertake particular professional development programs. These include teachers’ openness to new experience, their attitudes to change and their perceptions of themselves as both resources and modellers of learning, all of which are connected to teachers’ perceptions of what it is to be a teacher. In terms of teacher motivation, Ellis (1984) suggests that teachers are “primarily motivated by intrinsic rewards”, such as a sense of accomplishment and opportunity for learning, rather than by extrinsic factors, such as monetary reward.
In terms of literature specifically pertaining to the *Including Studies of Asia in Curriculum* professional development program, *Changing Teachers: Including Studies of Asia in Primary Curriculum* (Halse, 1996) reports on a national evaluation of the eight primary courses delivered across Australia in 1995-96 (one in each state and territory). The national evaluation had a much wider focus than this study, in that it collectively looked at what occurred during the courses and the effects on the teacher participants as a result of undertaking the courses. However, there were a number of areas that invited comparison or further investigation. Among other aspects, the evaluation included a section that provided a range of insights into the nature of the teacher cohort undertaking the program.

The teachers participating in the 1995-96 course are portrayed as learners on the one hand, but the importance of the “knowledge and understandings, skills, attitudes, values and beliefs” they bring to the course is also recognised (Halse, 1996, p.5). A number of questions in the pre-course questionnaire aimed at establishing what that knowledge and understanding and those skills, values and beliefs might be. As Halse (1996, p.6) points out, however, the likelihood of any given teacher embracing a new experience or practice is dependent on “the perceived benefits compared with the effort and potential risks involved”, on their motivation level, in other words.

Given the particular focus of the evaluation, only one question touched on what it was that motivated participants to take part in the course in the first place, and the responses to that question are not developed in the report. The question of motivation to undertake the course was addressed more fully in the subsequent qualitative study *Cultures of Change: teachers’ stories of implementing studies of Asia* (Halse, 1996). Through case studies of seven teachers, it drew on the literature relating to teachers as people to elicit both the personal and professional reasons that motivated participants to undertake the *Including Studies of Asia in Curriculum* course. From the teachers’ stories, one interesting thread which emerged consistently and which seemed well worthwhile to pursue, was that many of them had previously had favourable personal experience with Asian cultures and societies at various points in their lives and the resonances of such encounters were central in shaping their decision to participate in the course (Halse, 1996, p.22).

**BACKGROUND TO THE STUDY**

The *Including Studies of Asia in Curriculum* program was developed initially under the auspices of the Asia Education Foundation. Its explicit aim was to encourage and support practising teachers to incorporate studies of Asia into their teaching and learning programs. The program was delivered for the first time in South Australia in August 1995, with 65 primary school teachers participating. Trial deliveries of the program had already occurred in Tasmania and New South Wales in late 1994, early 1995 and, in late 1995, early 1996, in addition to South Australia, subsequent deliveries occurred in Queensland, Australian Capital Territory, Victoria, Western Australia and the Northern Territory. These deliveries were the focus of the national evaluation referred to above. In early 1996 a program for secondary teachers was developed, and a version of that program was first delivered in South Australia later that year. As delivered in South Australia, both the primary and secondary programs commenced with a three-day intensive course, followed by two in-school meetings and then a final two-day intensive course. The intensive courses comprised a blend of core sessions and elective workshops. By the end of 1999, the *Including Studies of Asia in Curriculum* course designed for primary teachers had been delivered in South Australia on five occasions, involving 435 participants, while the course designed for secondary teachers had been delivered on four occasions, involving 302 participants.

My own interest in the *Including Studies of Asia in Curriculum* program stemmed from my role at that time as the Asia Education Foundation State Advisor for South Australia. I was involved in
the national development of the program, participated in the trial deliveries in Tasmania and New South Wales and coordinated the initial and subsequent deliveries of the program in South Australia. At the beginning of 2000, the delivery of all major Studies of Asia professional development in South Australia was entrusted to Flinders University under a formal agreement with the Department of Education and Children’s Services and I was appointed to Flinders University as Manager of the new program, including responsibility for the ongoing delivery of *Including Studies of Asia in Curriculum*.

Having been responsible in my former advisory role for the development, delivery and evaluation of a wide range of professional development programs, large scale and small scale, I had become increasingly convinced that, as the 1989 OECD Report averred, “teachers are at the heart of the educational process” (cited in Day, 1999, p.2) and that, accordingly, any successful educational change hinged strongly upon the opportunities available to teachers to acquire the motivation, skills and knowledge to implement that change. Likewise, I was becoming increasingly intrigued by the individual teacher dimension of professional development, especially in relation to some of the literature relating to teachers’ lives and careers, such as Goodson (1992) and Day (1999). Thus, the *Including Studies of Asia in Curriculum* program was of interest as a particular entity, and also in regard to its relationship to teacher professional development in a broader sense.

However, the only hard data available about who it was that was undertaking the program remained the 1996 study. It seemed timely, therefore, to conduct a study to determine whether various findings of that research, based on a national context and limited to primary teachers only, remained applicable some five years later to a specifically South Australian context, comprising both primary and secondary teachers. It also provided an opportunity to investigate some dimensions raised in the general professional development literature but not forming part of the earlier study.

**OVERVIEW OF THE CURRENT STUDY**

The study was intended to provide information in regard to aligning future delivery of this particular program to the client group, an issue that was particularly relevant given the South Australian context at the time. Whereas in most other states and territories the *Including Studies of Asia in Curriculum* program had ceased to be delivered after only one or two years, in South Australia the program had established a strong track record and this momentum needed to be maintained, especially in the light of the decision to outsource all major Studies of Asia professional development in the state to Flinders University.

The study was also intended to provide more general insights into the attitudes and expectations of teachers in regard to professional development and their own careers. Such understanding was particularly relevant at the time, as the Department for Education and Children’s Services had introduced a requirement that all teachers in government schools must complete 37.5 hours of professional development in their own time during each year. One implication of this requirement was that an increasing number of teachers without a specific prior interest in studies of Asia could be seeking professional development opportunities that offered both a quality experience and a substantial number of professional development hours. The study also had the potential to be of assistance in devising other studies of Asia related courses and pathways for teachers who had completed the *Including Studies of Asia in Curriculum* program, in keeping with recommendations for advanced courses and the like made in *Changing Teachers* (Halse, 1996).

The focus of the study was on the cohort of teachers who undertook the primary and secondary *Including Studies of Asia in Curriculum* professional development courses conducted in South...
Part A: Publications

Australia in 2000. For the primary course there were 108 participants and for the secondary course there were 80 participants.

The principal instrument used for acquiring data was a 'Participant Profile', seeking brief written responses answers to the following questions.

1. What was the general profile of the participants, in terms of gender and age?

2. What was the general profile of participants’ teaching background, in terms of length of service, sector, type of school, qualifications and perceived specialisations?

3. What was participants’ prior knowledge of Asian societies and cultures, and how was it acquired, including: pre-service and in-service studies, in-country experience, the main sources of their perceptions of Asia and Asian peoples, and their main contacts in Australia with people of Asian background?

4. What was the current level of inclusion of Asia-related elements in participants’ own teaching and learning programs?

5. How did the participants become aware of the Inclusive Studies of Asia in Curriculum course?

6. Why did the participants decide to undertake the course?

As a basis for comparison between national and South Australia specific contexts and to see whether changes were apparent over the five-year intervening period, Questions 1 to 4 were similar in many respects to those covered in the section ‘Who are the Participants’ in the 1996 national report. However, elements of Questions 1 and 2 such as those relating to participants’ age and length of teaching service were also included as a basis for considering the possible relevance of developmental age and career phase concepts (Bents and Howey, 1981, Sikes, Measor and Woods, 1985). Questions 3 and 4 aimed to establish the levels of existing relevant knowledge and pedagogical skills which participants brought to the program and were incorporated in recognition of the importance attributed to these elements in professional development related literature such as Professional Development Guidelines (American Federation of Teachers, 2002). While the information obtained was largely of a qualitative nature, some of the questions sought personal insights, in line with Killion and Harrison’s (1996) emphasis on taking cognisance of the individual participant element. This particularly applied to the question asking participants to explain their reasons for undertaking the course, whereby ideas about teacher motivation such as those of Ellis (1984) could be considered.

The request for information for the ‘Profile’ was issued to participants when they registered on the first day of their respective courses and they were asked to complete it later that morning. Of the 188 teachers who undertook the courses, 164 (87%) completed and submitted a ‘Profile’. Participant responses were collated and entered into an Excel spreadsheet, and SPSS (Version 10) was used to examine the data. Responses to some questions were further distilled into categories.

THE STUDY

In this section, the results of the study are examined and explanations for the patterns are suggested, together with possible implications for the design and delivery of the course in South Australia given the profile of the South Australian participants.

As Table 1 indicates, while the overall gender distribution was identical to that of the 1995 national cohort, there was an even higher ratio of females to males in the primary teacher group. For the secondary group, the predominance of females was still considerable, although less
pronounced. In terms of age, although the percentages of participants in the 21 to 30 year and 41 to 50 year age groups are almost identical, in the 2000 cohort there were significantly fewer in the 31 to 40 year age group and significantly more in the 51 to 60 year age group. Overall, the teacher cohort undertaking the course in South Australia in 2000 was actually an older one than the 1995 national cohort. This situation was particularly in evidence in relation to the secondary component, where the average age of participants was about three years above the average age for the primary participants. These findings are consistent with the report *Australia's Teachers: Australia's Future* (DEST, 2003) where the continuing trend to an increasingly aging teaching force is confirmed and South Australia is identified as having the highest percentage of teachers aged 45 years or over. In the short term, at least, the implications for future Studies of Asia professional development programs in South Australia are that additional research into appropriate ways of attuning program subject matter, activities and delivery to suit the particular age and gender profile of the participant group would be beneficial.

### Table 1. General Profile of Participants

<table>
<thead>
<tr>
<th>Profile</th>
<th>2000 SA Cohort %</th>
<th>1995 national cohort %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary - Female</td>
<td>85</td>
<td>NA</td>
</tr>
<tr>
<td>Secondary - Female</td>
<td>74</td>
<td>NA</td>
</tr>
<tr>
<td>All - Female</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Primary - Male</td>
<td>15</td>
<td>NA</td>
</tr>
<tr>
<td>Secondary - Male</td>
<td>26</td>
<td>NA</td>
</tr>
<tr>
<td>All - Male</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>31 - 40 years</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>41 - 50 years</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>51 - 60 years</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Type of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>60</td>
<td>87</td>
</tr>
<tr>
<td>Secondary</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Combined Prim/Sec</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>57</td>
<td>NA</td>
</tr>
<tr>
<td>Catholic</td>
<td>21</td>
<td>NA</td>
</tr>
<tr>
<td>Independent</td>
<td>22</td>
<td>NA</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 5 years</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>31 - 40 years</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Years at Current School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>64</td>
<td>NA</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>21</td>
<td>NA</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>10</td>
<td>NA</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>21+ years</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Teaching Specialisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and Environment</td>
<td>29</td>
<td>NA</td>
</tr>
<tr>
<td>Primary (junior, middle, or upper)</td>
<td>25</td>
<td>NA</td>
</tr>
<tr>
<td>LOTE</td>
<td>19</td>
<td>NA</td>
</tr>
<tr>
<td>English</td>
<td>17</td>
<td>NA</td>
</tr>
<tr>
<td>Arts</td>
<td>10</td>
<td>NA</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>Technology</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>Literacy</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>None</td>
<td>13</td>
<td>NA</td>
</tr>
</tbody>
</table>

Given the fact that the earlier national report was based on courses designed for primary teachers, it was to be expected that there would be a higher representation of secondary teachers in the 2000 cohort. Of interest was the much higher percentage of teachers from combined primary and
secondary schools. This may be attributed to the prevalence in South Australia of Area Schools catering for students from Reception to Year 12 in many country districts, as well as an increasing number of combined primary and secondary schools in the Adelaide metropolitan area. Future Studies of Asia courses therefore need to cater for teachers from such schools.

Figures for sector representation were not available in the national report, so the data from this study provided a reminder of the cross-sectoral appeal of the program and the importance of continuing to try to include participants from all sectors. For this course, through an arranged allocation of funded places, the spread was consistent with the overall size of the respective sectors, raising the question of what was likely to occur in a non-funded environment.

The participants had quite a range of teaching experience, from seven participants who were in their first year of teaching, to two participants who had been teaching for 37 years. While the figures for participants who had been teaching ten years or less were very similar in both studies, as might be anticipated from the age distribution a significantly greater proportion of teachers in the 2000 cohort had been teaching for more than 20 years. Future deliveries of Studies of Asia programs therefore need to take cognisance of the fact that the majority of participants are likely to be very experienced teachers, with the implication that, while some may be coasting or experiencing burn out, many are likely to be confident of their own teaching ability.

A question about length of service in current school was included in this study to provide an indication of continuity. In a South Australian context this was important, as teachers in state schools are forcibly transferred after ten years at a particular school. Around 25 per cent of the respondents were in their first year of teaching at the same school, with 64 per cent having been at their school for from 1 to 5 years. The maximum period any participant had been in their current school was 27 years and that was in a non-government school. Accordingly, these data suggested that professional development programs for Studies of Asia teachers need to provide participants with a range of ideas for implementing Studies of Asia programs in schools, to allow for the fact that in many cases the participants will be coming to terms with operating in new or relatively new school contexts.

Most participants responded to the question about their perceived teaching specialisations in terms of curriculum learning areas, although primary participants were just as likely to indicate a particular level of primary teaching. Around a third of all respondents considered themselves to have a single specialisation, while around half considered that they were specialists in two areas. Primary teachers were the most likely to indicate no particular specialisation. The most common learning areas identified were largely to be expected given the emphasis on those areas in the Commonwealth-funded National Asian Languages and Studies in Australian Schools (NALSAS) strategy. A number of so-called ‘specialisations’ related to across curriculum perspectives (concepts which could apply across a number of learning areas) rather than key learning areas, but there was little commonality here, except for the area of literacy. Only two participants saw themselves as being Asian Studies specialists (that is, teachers whose main area of knowledge and skill was Asian societies and cultures) and they were both in the primary group. This suggested the need for elective workshops to be offered in subsequent courses, catering for the most commonly identified areas of specialisation and illustrating ways in which studies of Asian societies and cultures can be incorporated into those specialisations. Table 2 presents information on academic qualifications for the total group that is also subdivided into primary and secondary sub-groups.

As can be seen from Table 2, a four year pattern was the most common at undergraduate level, although this was much more prevalent among the secondary group, where four year training courses have been the norm for a longer period. Where a degree was held, in the case of primary
respondents, it was almost universally in Education or Teaching, while for the secondary respondents, it was most commonly in Arts, with some in Education and a few in Science. A significant number of respondents, mostly primary, were three year trained only. While around one in five secondary participants had an Honours degree, very few of them had a Masters degree. In the case of primary participants the incidence of Honours or Masters degrees was negligible. Although not indicated in the Table, a range of Graduate Diplomas or Certificates was held across the group, the most common being in TESOL, Counselling, Library Studies and Theology. The fact that many three year trained teachers had not upgraded their initial qualifications and that few teachers had Honours or Masters degrees is likely to reflect the lack of incentives to do so in the South Australian education system. Teachers who obtain higher-level degrees are not rewarded with higher salaries, for example, nor is such a qualification a specific requirement for leadership positions. It may also arise because such degrees in the past have been research rather than coursework degrees, involving a more sustained commitment in terms of time. In terms of establishing a Studies of Asia professional development pathway involving accredited postgraduate courses, an implication of the study was that attention would need to be paid to convincing teachers of the worth of the courses and making the course manageable for them to study.

**Table 2. Academic Qualifications**

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Level</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>3 year trained – Diploma of Teaching only</td>
<td>32</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>4 year trained – B Ed or B Teach</td>
<td>18</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Degree + Diploma</td>
<td>26</td>
<td>62</td>
<td>40</td>
</tr>
<tr>
<td>Honours/Postgraduate Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours degree</td>
<td>5</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Masters degree</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>ASIA-RELATED</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Asia-related content in undergraduate training</td>
<td>Some – 20</td>
<td>Some – 33</td>
<td>Some – 26</td>
</tr>
<tr>
<td>Formal Asia-related study since commencing teaching</td>
<td>None – 80</td>
<td>None – 67</td>
<td>None – 74</td>
</tr>
<tr>
<td>Specific Asia-related qualification</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The term ‘Asia’ may be defined in various ways (Asia Education Foundation, 2000). In the interests of consistency for this study, participants were asked to treat the term in accordance with the definition of Asia provided in Studies of Asia: A Statement for Australian Schools (Curriculum Corporation, 2000, p.7), that is, the area encompassing the regions of North East Asia, South East Asia and South Asia. Asia-related aspects encountered in participants’ undergraduate studies were very limited indeed. Of those who had studied something, it was an aspect of Asian history in about two-thirds of the cases, with the history of China, India and Japan being the most common, in that order. Apart from history, there were a few respondents who had studied an Asian language (about 10% of the total cohort), while a limited number had had some experience in Asian religions or philosophies, Asian arts, or Asian cultural studies. A similarly limited picture emerged in relation to Asia-related study since commencing teaching. Where some such study had been undertaken, it was most commonly an Asian language, frequently Indonesian or Japanese, with a smattering of studies of historical, cultural or religious topics. A few misunderstood the question and referred to their involvement in professional development activities, such as those delivered through the Access Asia schools program. Specific Asia-related undergraduate or postgraduate qualifications were virtually non-existent. In terms of future deliveries of Studies of Asia professional development programs, a strong need is thus apparent in the area of knowledge of Asian societies and cultures.
Formal learning is not the only way of acquiring knowledge, informal learning is equally important (Hara, 2001). Connor (2003, p.26) describes informal learning as a “lifelong process whereby individuals acquire attitudes, values, skills and knowledge from daily experience and the educative influences in his or her environment...”. In order to establish what participants had already learned informally about Asia and Asian peoples, participants were first asked whether they had visited or lived in the Asian region. Given the lack of formal study of Asia it was pleasantly surprising to find that around two thirds of respondents had visited or lived in at least one Asian country, as presented in Table 3. Collectively, over 23 Asian countries had been visited with South East Asian destinations the most common. Participants often stated a particular city or island in these countries rather than the country itself; for example, Bali rather than Indonesia, Bangkok rather than Thailand and Penang rather than Malaysia, indicating a fairly strong tourist orientation to the visits. Japan had not been widely visited, perhaps a reflection of the higher cost of travel there. Five countries had not been visited by anyone in the group, these being, Bangla Desh, Bhutan, Cambodia, Laos and North Korea, possibly due to the perceived difficulties of accessibility and issues of security.

### Table 3. Asia In-Country Experience

<table>
<thead>
<tr>
<th></th>
<th>Primary %</th>
<th>Secondary %</th>
<th>All %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never visited/lived in an Asian country</td>
<td>43</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Visited/lived in at least one Asian country</td>
<td>57</td>
<td>74</td>
<td>64</td>
</tr>
<tr>
<td>Visited/lived in more than one Asian country</td>
<td>42</td>
<td>47</td>
<td>44</td>
</tr>
</tbody>
</table>

Most frequently visited countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Primary</th>
<th>Secondary</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>31</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Indonesia</td>
<td>28</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Malaysia</td>
<td>22</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Thailand</td>
<td>21</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>China</td>
<td>17</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>India</td>
<td>15</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>13</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Japan</td>
<td>0</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Average number of Asian countries visited/lived in 2
Average length of stay per visit 20 days
Average number of days spent in Asia 40 days

Reency of Visits % of Total Visits

<table>
<thead>
<tr>
<th>Reency of Visits</th>
<th>% of Total Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5 years ago</td>
<td>30</td>
</tr>
<tr>
<td>6 – 10 years ago</td>
<td>24</td>
</tr>
<tr>
<td>11 – 20 years ago</td>
<td>28</td>
</tr>
<tr>
<td>21 – 30 years ago</td>
<td>11</td>
</tr>
<tr>
<td>31 + years ago</td>
<td>4</td>
</tr>
<tr>
<td>Unspecified</td>
<td>3</td>
</tr>
</tbody>
</table>

Around 6 per cent of the total group had lived in Asia for long periods, ranging from four years to 49 years. This group was removed from the calculation of average length of stay in Asia to avoid distorting the result. While around a third of visits had occurred within the previous five years, in a large number of cases respondents’ impressions of particular countries were likely to have been dated, as the visits had been made many years ago. Nonetheless, given the value of in-country experience in motivating teachers to know and teach more about societies and cultures of Asia (Halse, 1999), the in-country experience of participants would appear to offer a foundation on which to build in terms of Studies of Asia professional development.

In order to ascertain other insights into the sources from which participants had derived their perceptions of Asia and Asian peoples, participants were asked to choose from a list, the source that they considered to have had the greatest impact on them. Table 4 presents the sources of influence and shows that the most frequently indicated source was ‘Personal experience’, namely,
direct contact with Asian countries and Asian people, followed by 'Television and films', and then 'Magazines and newspapers'. Books did not appear to have a wide influence. It would seem important therefore to provide opportunities for participants in Studies of Asia professional development courses to share and build on their personal experiences as well as to undertake activities developing their skills of critical literacy.

As a further way of identifying participants’ prior informal knowledge of Asian societies and cultures, participants were asked to indicate the nature of their main contacts in Australia with people of Asian background. The strength of the response to the ‘School community’ category reflects the presence of students of Asian background in many schools, while the response to the ‘Visitors and exchange students’ category showed that ‘Sister school’ relations were quite widespread, particularly at secondary level. Around one fifth of participants had main superficial contact, as the ‘General community’ category was a broad one, which could include such locations for social interaction as Asian restaurants and Asian shops. One strategy to help overcome this would be to ensure the inclusion of presenters of Asian background in future professional development delivery teams.

<table>
<thead>
<tr>
<th>Source of Contact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Community</td>
<td>39</td>
</tr>
<tr>
<td>Family and Friends</td>
<td>31</td>
</tr>
<tr>
<td>General Community</td>
<td>17</td>
</tr>
<tr>
<td>Visitors and Exchange Students</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4. Sources of Perceptions and Contact

When asked what aspects of Asia participants were already including in their own teaching and learning programs, 68 per cent of respondents claimed to be including something, while 32 per cent were not yet including anything about Asia whatsoever. Table 5 presents the extent to which participants were already teaching aspects of Asia. When the responses were grouped by learning area, the heaviest concentration was in the SOSE learning area, with a considerable gap to English and The Arts, and a further gap to Health and Physical Education. A number of Asian language teachers also referred to ‘cultural elements’ within their language programs. The range of topics listed was quite disparate, reflecting on the one hand a lack of specific guidelines about the inclusion of Asia-related content in the South Australian curriculum and on the other hand the provision of a specific range of what might best be described as entry level topics and approaches, such as Festivals, Folk Tales, Asian cooking and the ‘study of an Asian country’. The dearth of Asia-related historical and geographical studies at primary level appeared to be an area that could benefit from attention in subsequent Studies of Asia professional development.

In relation to how they found out about the program, a majority of respondents (63%) identified sources within their own school. In about one third of these cases the response was non-specific, but where respondents were specific, the two most common in-school sources were ‘colleagues’ and ‘the principal’. About 20 per cent of the total group identified their professional networks as the source of their information, usually referring to a letter or fax sent to the school and sometimes to the sector newsletter. Apart from these two major sources, participants also referred to professional networks, such as a language teacher association, an Access Asia Schools network or an ESL teacher network, or to personal networks, such as family, friends or previous participants (from another school). The most surprising response came from the teacher who had 'initiated
my own enquiry. The strong implication from this was a continuing need to develop effective strategies for disseminating information about Studies of Asia courses through multiple avenues.

Table 5. Asia-related elements included in teaching program

<table>
<thead>
<tr>
<th></th>
<th>Primary %</th>
<th>Secondary %</th>
<th>All %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Already including something</td>
<td>64</td>
<td>74</td>
<td>68</td>
</tr>
<tr>
<td>Not currently including anything</td>
<td>36</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>By Learning Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and Environment</td>
<td>44</td>
<td>89</td>
<td>68</td>
</tr>
<tr>
<td>English</td>
<td>29</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>The Arts</td>
<td>22</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>LOTE</td>
<td>20</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Health</td>
<td>12</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>By Topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian culture</td>
<td>16</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Study of an Asian country</td>
<td>11</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Folk Tales</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Asian cooking/food</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Festivals</td>
<td>14</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

At first sight, responses to the open-ended question seeking participants' reasons for undertaking the course seemed widely varied. Table 6 presents the participants' reasons for undertaking the course. On further sorting it became apparent that despite different wording, there were similarities between a number of the responses. As can be seen from Table 6, participants' reasons fell into three major categories: professional, personal and what I have termed 'pragmatic'. Within each category a number of sub-categories were able to be distinguished and they have been listed in order of frequency of responses.

Table 6. Participants' reasons for undertaking the course

<table>
<thead>
<tr>
<th></th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional</td>
<td></td>
</tr>
<tr>
<td>1.1 Improve own teaching (either particular learning area or 'integrated')</td>
<td>34</td>
</tr>
<tr>
<td>1.2 Help other teachers</td>
<td></td>
</tr>
<tr>
<td>1.3 Develop own school’s curriculum (introduce a new area or broaden an existing one, such as ‘multiculturalism’)</td>
<td></td>
</tr>
<tr>
<td>1.4 Understand and assist students better (especially students of Asian background, residents or exchange students)</td>
<td></td>
</tr>
<tr>
<td>2. Personal</td>
<td></td>
</tr>
<tr>
<td>2.1 Improve own knowledge (acquire new knowledge or expand existing knowledge)</td>
<td>48</td>
</tr>
<tr>
<td>2.2 Gain an academic qualification in the field</td>
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<td>2.3 Pursue further develop an interest</td>
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<td>2.4 Belief in the importance of studies of Asia for Australian students</td>
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<td>2.5 Family connections</td>
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<td>2.6 Other people’s recommendations made the course sound really worthwhile</td>
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<tr>
<td>3. Pragmatic</td>
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<tr>
<td>3.1 Further own career</td>
<td>18</td>
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<tr>
<td>3.2 Part of school’s commitment in order to obtain a grant</td>
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<tr>
<td>3.3 To build up professional development hours, in line with employer requirements</td>
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<td>3.4 No fees charged</td>
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The strongest area of response occurred in the personal category, especially 2.1 (improve own knowledge). As one respondent put it, he or she participated because “a passion to learn about other cultures”. Professional reasons closely followed the personal ones, with a fairly even split, although 1.1 (improve own teaching) was most consistently expressed in this category. One teacher’s concern to meet the needs of the clientele was evident from the comment that he or she wanted “to understand where our community is at”. Pragmatic reasons were not advanced as frequently and, when they were, it was often in addition to a personal or professional reason. The most frequent response in this category was 3.1 (further own career). Some comments in this area
were forthright, such as a desire to “open new areas of opportunity”, while other comments were more ambiguous, such as, “a persuasive principal”.

**CONCLUSION**

In terms of the existing literature relating to the *Including Studies of Asia in Curriculum* program, this study contributed updated insights as well as a range of new dimensions. These insights and dimensions were able to inform subsequent deliveries of the program and other Studies of Asia professional development programs. Some of the updated insights included an even stronger female to male gender imbalance for the South Australian primary cohort in 2000 when compared to the earlier national primary cohort recorded in *Changing Teachers* (Halse, 1996). The average age of participants was higher and participants had generally been teaching longer. There was a much higher representation from combined primary and secondary schools, reflecting a higher proportion of such schools in South Australia.

Another area where some direct comparison was possible between the 1996 study and this study was in relation to Asia in-country experience. In *Changing Teachers* (Halse, 1996), one of the findings was that only a minority of teachers had visited Asia and therefore, teachers lacked the intimate experience of Asia gained through in-country experience. However, as indicated earlier in this paper, almost two-thirds of participants in the 2000 cohort had visited or lived in at least one Asian country, with over two-fifths having visited more than one country. The average length of stay in each country visited was around three weeks. Collectively, therefore, the 2000 cohort appeared to have a higher level of direct in-country experience in Asia than their 1995 counterparts. In *Cultures of Change* (Halse, 1996, p.14), the importance of prior favourable Asia-related experiences was highlighted as a “strong factor motivating people to undertake the course”. This study reinforced that finding. Sometimes the favourable experience involved visits to Asian countries, sometimes it was family related and sometimes it involved meeting or hosting guests from Asian countries in Australia. But in all cases it was apparent that the experiences had proved to be highly motivating for the participants concerned.

In terms of new dimensions, information specifically relating to secondary participants became available for the first time. While there were some similarities to the primary cohort, the secondary cohort was different in a number of respects. For example, the gender imbalance was not quite as stark, the secondary participants were older on average than the primary participants, and they were more likely to be four-year trained and to consider themselves particular learning area specialists.

Both *Changing Teachers* (Halse, 1996) and *Cultures of Change* (Halse, 1996) stressed the importance of recognising that teachers come to professional development courses as learners on the one hand and bearers of knowledge, skills, attitudes and the like on the other. This study clearly illustrated that in the main participants coming to the 2000 *Including Studies of Asia in Curriculum* program were highly experienced in terms of teaching as a craft. They were not undertaking the program, therefore, to learn how to teach, but rather how to add a further element to their teaching.

What the majority of participants did not bring to the program was up-to-date, in-depth knowledge of Asian societies and cultures, certainly not in any formal sense and often not in a general sense either. While many participants had acquired some degree of knowledge of Asian societies and cultures from personal experience, such as a visit to an Asian country, it was also apparent that in many cases their existing knowledge and perceptions were limited and derived largely from media sources. It was also apparent that in many instances the topics teachers were already including in their teaching and learning programs tended to be entry level, focussing on
exotic or stereotypical elements of the societies and cultures concerned. Participants generally recognised their current limitations in regard to specific knowledge and identified the desire to acquire such knowledge as a primary motive for their decision to participate.

In relation to general literature on professional development, this study also provided some interesting contributions. The view of Bents and Howey (1981, p.57) that “individuals are members of an organisation, yet, they remain individuals” was very evident in the responses made by participants about their reasons for undertaking the course. It was the personal reason of, “improve own knowledge”, which was most commonly advanced, closely followed by the professional reason of, “improve own teaching”, both of these reasons having an individual, rather than an organisational, dimension.

Some of the responses given by participants to the question of motivation to undertake the course appeared to be consistent with developmental age and stage theories and concepts of teacher careers, within the limitations of the data, while others did not. Some participants in the 21 to 30 year age range, for example, were looking to “improve their own teaching”, in line with attributes ascribed to early career teachers, while some teachers in the 41 to 50 year range were more intent on “building up their professional development hours”, which could be interpreted as being consistent with notions of coasting. However, reflecting the somewhat tentative nature of such theories, there was insufficient evidence to draw definitive conclusions.

A further area to provide pause for thought related to the issue of teachers’ ability or otherwise to see themselves as individuals on the one hand and professional teachers on the other. In Sikes, McAsor, and Woods (1985, p.227), reference is made to the concept of ‘true identity’ and the question is raised as to whether the ‘real me’ is different from or the same as the ‘teacher me’. Participant responses in this study demonstrated that it would appear to be quite difficult for teachers to distinguish between the two. For as quickly as an observation was made which might be considered personal, another which was clearly professional followed. At the level of actual practice, as a result of this study changes were made relating to both the primary and secondary versions of the Including Studies of Asia in Curriculum course and to the professional development pathway available as a part of the Flinders University Studies of Asia Professional Development Program.

The findings of the study indicated that the nature of the target group was remaining relatively consistent, and that there appeared to be a continuing market for the Including Studies of Asia in Curriculum program. A decision was thus taken to maintain delivery of the program for the foreseeable future. However, in order to meet the needs of the large number of teachers from combined primary and secondary schools, it was decided to rename the ‘Secondary’ course as an ‘R to 12’ course. The main change resulting from this broadening of emphasis was the inclusion of additional elective workshops suitable for both primary and middle school contexts, such as ‘Integrating Japanese Cultural Aspects in a range of Learning Areas’ and ‘Using Picture Books as part of a Literature Program’.

The fact that the vast majority of participants had little to no prior academic background in the societies and cultures of Asia, reaffirmed the suitability of the introductory level thrust of the current course. The emphasis placed by respondents on furthering their knowledge of Asian societies and cultures led to a decision to strengthen the knowledge component of the courses and to remove or revise sessions that had a general curriculum focus rather than a specifically Asia-related focus. This enabled the first two days of intensive Course A to be reduced to a single long day, virtually constituting an Asian societies and cultures immersion process, comprising sessions such as a keynote address by a noted Asian Studies scholar, discussions on ‘Why Study Asia?’ and ‘What is Asia?’, a cultural performance and a guest speaker.
Given the fact that participants appeared to have been attracted to the course largely by a closely interconnected mix of personal and professional reasons it was decided that future delivery of the program and associated marketing would therefore focus on these needs, rather than on more pragmatic aspects or system needs. A key strategy to achieve this was to involve more directly practising teachers in the core sessions as well as the elective workshops. So, for example, a session which had previously focussed on educational change in general and been delivered by an Education Department officer was revamped to deal specifically with Studies of Asia, as an example of change process in schools, and was delivered by a team of experienced Studies of Asia school coordinators. Similarly, it was decided to build on participants’ in-country experience and the enthusiasm generated by such experience through the inclusion of a session entitled ‘Teacher In-Country Experience: Some Reflections’, led by teachers who had previously been on study tours to Asia. An elective workshop ‘Cross-Cultural Understanding’ was also added to the elective workshop offerings.

To enable participants to bring to bear their generally well-developed teaching skills, it was also decided to incorporate additional sessions introducing Asia-related resources and sharing ways of using them effectively in classroom contexts. Thus, a different bookseller was invited to mount a resources display for each day of the intensive courses and a new core session ‘Studies of Asia: Critical Literacy’ was introduced.

The responses to the study also revealed that, while sector level advertising had a place in promoting the program, it was the in-school distribution and interpersonal referral networks, including recommendations of colleagues, which were of particular importance. Accordingly, it was decided to ask all future participants to supply their email addresses so that details of subsequent Studies of Asia professional development programs could be sent to them for their own information and further dissemination.

In terms of a professional development pathway, the lack of formal studies of Asia qualifications by participants on the one hand and their thirst for new knowledge and understandings seemed to augur well for the possibility of attracting clientele into relevant postgraduate programs. A Graduate Certificate of Education (Studies of Asia) program was thus established, offering a selection of professional development modules relating to the Society and Environment, English and Arts learning areas and with a strong emphasis on the acquisition of social and cultural knowledge. It was also decided to investigate the possibility of introducing an additional level, which would enable participants to complete a Master of Education (Studies of Asia). Considering the level of uptake of formal postgraduate courses in studies of Asia in South Australia since 2000, this conclusion has shown to be well founded.

REFERENCES


Commencing a Professional Development Pathway in Studies of Asia:

Three Teachers’ Stories

Doug Trevaskis

Abstract

This paper aims to provide an in-depth picture of three participants who undertook a major professional development program in South Australia in 2000. The program was the Including Studies of Asia in Curriculum Professional Development Program. This program was developed initially by the Asia Education Foundation and then adapted for delivery in most states and territories. The initial delivery in South Australia had occurred in 1995 and since that time two courses had been delivered each year.

A ‘Participant Profile’ administered to all participants undertaking the two courses in 2000 provided some statistics which enabled a general overview of the nature of the cohort to be formed. For example, there was a strong emphasis on the acquisition of individual knowledge as a reason for teachers wanting to undertake the course. To some extent, this seemed to fly in the face of the prevailing attitudes towards professional development by schooling sectors, whereby the emphasis tended to be on promoting system priorities and policies, improving pedagogical skills and raising teacher ‘standards’.

Based on hour length interviews, this paper traces the ‘story’ of each of the three selected participants – Louise, a primary LOTE teacher in her mid-forties operating across three schools, Michele, a primary teacher in her early forties with some general and some LOTE responsibilities, and James, a primary teacher in his early thirties with general classroom duties. The stories provide a salutary reminder that while there can be surface level similarities between teachers in terms of their attitudes and approaches to teaching, their underlying personal values, motivations, experiences and desires impact continually and substantially upon their lives and careers.
Introduction - the Singer not the Song

So often, it seems, the professional development of teachers is seen as just being a conduit to bring about change in student learning. Duke and Corinno (1981), for example describe professional development as being a “basic organisational process”. A mechanistic view of this nature encourages an approach whereby professional development programs can come to be viewed as products – tune the product and everything will be fine. What it fails to recognise is that teachers come to professional development as learners too, and individual ones at that.

Thus, it is just as true of teacher professional development as it is of student learning that only experiences that “involve the learner’s genuine self” will have any long-lasting effect (Rogers, 1969). This point of view is echoed by Goodson (in Hargreaves & Fullan, 1992) when he observes that if we are to understand teacher development we have to understand teachers’ priorities, which involves knowing “more about teachers’ lives”. In trying to understand why participants chose to undertake a major professional development program like Including Studies of Asia in Curriculum, it therefore seemed both desirable and important to find a means that would enable some ‘genuine selves’ to shine through. But how to achieve that? Carter (1993) highlights the value of “teachers’ narratives” in revealing teachers’ values, attitudes and actions. James (2002) points out that such stories are “interpretive and partial accounts” reflecting the perspective of the teller at a given time in their life – just the sort of information professional development planners need to be aware of.

As Goodson (1992) so succinctly puts it “in understanding something so intensely personal as teaching [including teacher professional development] it is critical we know about the person the
teacher is” (p. 4). It was in order to try to put a ‘human face’ to the participants, therefore, that this study, involving interviews encouraging three participants to ‘tell their stories’ was undertaken – in keeping with Goodson’s conviction that “what is needed is a focus that listens above all to the person at whom ‘development’ is aimed” (in Hargreaves & Fullan, 1992).

**Literature Review**

Day (1999) provides a useful overview of professional development and its relationship to teachers. He positions professional development as a fundamental part of the process by which teachers, through demonstrating their own commitment to life-long learning, can inspire a similar outlook in their students (p. 2). He distinguishes, however, between teacher professional development devised from a perspective of “teacher-as-employee” and that devised from a “teacher-as-person” perspective (p. 68). He postulates that professional development which is perceived as placing the needs of the system as the priority is unlikely to be attractive to teachers. Indeed, as Hargreaves and Fullan (1992) indicated, it runs the risk of alienating them, for the very reason that it relegates them to the role of a cypher in a process – and somebody else’s process at that. Professional development is therefore much more likely to be attractive to teachers if they have an active part in choosing to be involved.

As to what it is that teachers seek to gain from professional development, Guskey (2002), drawing on Fuller and Miles (1992), argues that the primary reason teachers undertake professional development is the “hope to gain … specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms” (p. 382). Halse (1996), however,
adopts a broader position, emphasising that teachers undertaking professional development have a range of needs as adult learners, in particular a “desire on the part of the learner to know more” (pp. 7 – 8). But what sort of knowledge, and what is it that makes them receptive to it?

Oosterheert and Vermunt (2003) describe teacher knowledge as “a frame of reference consisting of beliefs, images, and procedural and conceptual knowledge” (p. 158). They see the acquisition of such knowledge as of fundamental importance in enabling teachers to operate effectively and with confidence. They also suggest, however, that “only dramatic contextual changes may force [teachers] to change existing habits and knowledge” and that they will “tend to ignore new information from external sources” (Oosterheert and Vermunt, 2002, p. 165). Day (1999) provides a less narrow view of why teachers may seek and be receptive to new knowledge, relating it to a blend of factors, including teachers’ life histories and their “current phase of development” (p. 2).

The idea that teachers pass through various ‘phases’ or ‘stages’ in their lives and careers and that their attitudes towards professional development will depend on the particular stage they are at occurs quite frequently in professional development related literature. According to developmental age theorists, a person’s chronological age is the principal determinant of how they will think and act at any given point during their lives. Sheehy (in Bents & Howey, 1981), for example, identified six age-related categories. So, someone between age 22 – 29, for example, would be in a period of “provisional adulthood”, while someone between 39 – 43 would be in a period of “mid-life transition” (p. 27). Sikes, Maasar and Woods (1985) draw on approaches of this nature to propose a range of teacher career phase based on age. Thus, a teacher aged 28 – 33 might be starting to become more interested in matters relating to pedagogy
and curriculum innovation, while a teacher between 40 – 50 might be undergoing self-reappraisal and possibly feeling less inclined to take on new challenges. Given the wide spread of ages of participants in the Including Studies of Asia in Curriculum course on the one hand and the heavy concentration in the 40 – 60 age bracket it would be interesting to note the extent to which the responses of the interviewees were consistent with developmental age theory.

Developmental stage theorists, on the other hand, believe that there is a hierarchy of levels of thinking, from the concrete level through to the abstract level, that progressing through the levels is not necessarily linked to age, and that such development continues into adulthood (Bents & Howey, 1981). Career development theorists to some extent skirt the age/conceptual stage models by looking instead at phases correlating with years of teaching experience. Guskey and Huberman (1995), for example, see teachers with 1 – 3 years’ experience as primarily focussing on “survival and discovery”, while teachers with 19 – 30 years experience are in a “serenity and conservatism” phase. Fessler and Christensen add a further dimension, proposing a model linking career cycle, personal environment and organisational environment (in Day, 1999, p. 63). As with developmental age theory, if these theories held true, there would be implications in terms of how professional development programs are structured and pitched.

Zembylas (2003) affirms out the value of narrative research as “an important means for understanding teachers’ culture; that is teachers as knowers of themselves, of their situations, … [and] of subject matter …”. Butt (in Goodson, 1992) reinforces this view by emphasising the importance of understanding “how teachers evolve, develop and change their practical knowledge”, which can only be achieved through knowing the knowledge “in the way that the individual teacher does”.
An interview approach providing an opportunity for selected teachers undertaking the *Including Studies of Asia in Curriculum* course to tell their individual stories thus seemed a productive way of investigating the applicability or otherwise of some of the above theories relating to teachers and professional development. But which individual voices are actually heard when teachers tell their stories? In Sikes, Measor & Woods (1985, p. 227) reference is made to the concept of “true identity” and the question is raised as to whether the ‘real me’ is different from or the same as the ‘teacher me’. James (2002), in his life history account of a young black male teacher, found that there was a close connection between the two, with the teacher constructing his role as a teacher in accordance with his identity. Similarly, in their investigation of two teachers’ lives, Butt, Raymond, McCue and Yamagishi (in Hargreaves & Fullan, 1992) observed a close intersection “between life history and professional thought and action”. The interview approach, therefore, also seemed a useful vehicle for considering the professional development implications of teachers’ ability or otherwise to see themselves as individuals on the one hand and professional teachers on the other.

**Background to the Study**

The *Including Studies of Asia in Curriculum Professional Development Program* aims to encourage and support practising teachers to incorporate Studies of Asia across the curriculum. With support from the Asia Education Foundation, local versions of the program were delivered in all Australian states and territories in 1995 and 1996. A comprehensive national evaluation of
the program was then conducted, culminating in the publication of Changing Teachers: Including Studies of Asia in Primary Curriculum (Halse, C., 1996).

The initial delivery in South Australia occurred in late 1995. At that time, the program was designed for primary teachers only, but in the following year of a version of the program was developed for secondary teachers. As delivered in South Australia, it is a 40 hour program commencing with an initial intensive course of two days and an evening at Flinders University. This is followed by two team meetings of two hours’ duration conducted at various school locations over a three month period. The program concludes with a second two day intensive course. Participants who wish to seek accreditation towards a formal postgraduate award may opt to complete an assessment component.

By the end of 1999, the Including Studies of Asia in Curriculum course designed for primary teachers had been delivered in South Australia on five occasions, involving 435 participants, while the course designed for secondary teachers had been delivered on four occasions, involving 302 participants.

At this juncture, an agreement was reached between the then Department of Education, Training and Employment and Flinders University that, as of 2000, all major Studies of Asia professional development for South Australia would be located at Flinders University. The intention was that a professional development pathway would be established. The Including Studies of Asia in Curriculum course was to be the initial level of the pathway, leading on to an advanced level (Graduate Certificate in Education) and ultimately a mastery level (Master of Education).
As the person responsible for the establishment of the pathway, I recognised the continuing strength of the Including Studies of Asia in Curriculum course as being vital if the other levels were to become viable. It therefore seemed important to acquire up-to-date, state-specific data about the course, especially in relation to the nature of the group undertaking it and what they were looking for. Accordingly, all participants in 2000 were asked to complete a ‘Participant Profile’, which provided some useful data, largely of a quantitative nature, and enabled a general picture to be formed of the teacher cohort undertaking the program. What the data lacked, however, was a personal perspective.

**Overview of the Study**

This study aimed to provide that personal perspective. It sought to provide a clearer snapshot of who was doing the course, why they had decided to do it and what short-term and long-term outcomes they hoped to achieve by doing it. In so doing, better informed decisions would be able to be made about future deliveries to ensure that the course remained attractive to teachers and served their needs effectively.

The study was conducted in early 2000, which coincided with the delivery for that year of the first phase of the version of the Including Studies of Asia in Curriculum course designed for primary teachers.

In order to achieve depth rather than breadth and an individual rather than a collective perspective, the study focussed on three teachers, drawn from the 108 teachers who participated
in that course. The method of selection involved a purposive sample, designed to ensure at least some spread in terms of gender, age range, teaching experience and schooling sector. For example, the data from the Participant Profile had indicated that the ‘typical’ primary participant was female, aged about forty one, working in a school in the government sector, with between ten and twenty years’ overall teaching experience and no formal qualifications in Studies of Asia. So, while one of the teachers selected for this study, Michele, was chosen because she fitted the ‘typical’ participant description quite closely in many respects, the other two were chosen because they varied significantly from the ‘typical’, James being much younger and male and Louise being somewhat older.

The methodology employed for the study was to interview the three teachers concerned. Each interview was approximately 50 minutes in duration. A strong reason for using an interview approach was that it seemed the most effective way of probing some of the responses to the ‘Participant Profile’ survey referred to above, enabling a range of related issues to be more fully explored and then analysed in the light of relevant literature. For example, the ‘Profile’ indicated that the most common reason advanced by participants for undertaking the 2000 Including Studies of Asia in Curriculum program was a personal one, best summarised as wanting to ‘improve their own knowledge’. In addition, there was quite a strong response of a professional nature, relating to a desire to ‘improve their own teaching’.

The purpose of the study was to explore how particular teachers described their motivations. What the type of knowledge were they seeking? What did they mean by ‘improving their teaching’? How applicable or otherwise were ‘age development’ and ‘stage development’ theories relating to teacher careers? To what extent did they distinguish between their
professional and their personal selves? The methodology enabled some “thick description” (Dey, 1993, p.31) to be obtained, which would truly enable the ‘voices’ of participants to be heard. Through the data collected, synergies between subsequent course design and participants’ motivations would be facilitated.

Although the interviewees were offered the choice of being interviewed at their own work locations, they all chose to be interviewed in my office in the School of Education at Flinders University, appearing to consider that it would enable them to be more relaxed and open. With their permission, the interviews were taped. The taped interviews were then transcribed and subsequently analysed. To preserve their privacy, the names of the individuals have been changed for this study and no reference has been made to their particular schools.

Each interview followed a similar pattern, although there was flexibility to pursue a range of directions depending on the responses of the interviewees. The interviews commenced with the teachers being asked to confirm and expand upon some of the responses they had made to the ‘Profile’, in terms of their teaching experience, current teaching context and their professional qualifications and knowledge background, both in general and in relation to Studies of Asia.

The interviewees were also asked what led to their decision to enter the program, as a way of gauging whether system needs or individual needs had the greater influence. After that, they were invited to talk about themselves as a person, including their past and current life contexts and experiences, as well as their short-term and long-term goals in life, before being asked what benefits they saw for themselves personally in undertaking the course. Next, they were asked to talk about themselves as teachers, including their reasons for becoming teachers and their views
on teaching as a profession. They were also asked to reflect on the stage they thought they were currently at in their careers and where they saw those careers heading, before being asked what professional benefits they expected to derive from doing the course.

The Study

Louise

Louise, a primary teacher in her late forties, had been teaching in the state sector for about 25 years. She had experienced some breaks of service for family-related reasons, followed by periods of contract work and, more recently, a mid-career change to language teaching (Indonesian). At the time of the study she was operating across three separate primary schools. Her teaching qualification was a Diploma of Teaching (Primary) and her undergraduate studies had included some Indonesian language as well as elements of Asian history. Since then she had undertaken further studies of Indonesian language.

In the mid-nineties, Louise visited Indonesia (Bali and Java) for three weeks, a visit she described as “just a family holiday”, but also as a “teacher heaven” because of the availability of authentic resources she could use in her teaching. Her contact with people of Asian background in Australia was limited, occurring mainly in the form of exchange students and her university lecturers. Apart from the in-country visit, she tended to derive most of her information and perceptions of Asia and Asian people from television and the print media. When asked how she rated her Asia-related knowledge prior to undertaking the course, Louise responded,
“I would say really very low because it’s such a vast area”,
going on to remark that, rather, she had “a general interest and awareness”. As to her level of
inclusion of Asia-related content in her existing teaching and learning program, she considered
that she included ‘a lot’, referring to the cultural elements within her Indonesian language
program.

When asked why she had decided to do the course, Louise replied that “my reason for doing it
was professional” and “I just thought that it would enhance what I was doing”. She then went
on to explain that she considered it was very important for language students to acquire “a whole
lot of background concepts” and that she thought that the course would improve her ability to
assist her students to develop such concepts. It became apparent that what she meant by this was
that the course would extend her knowledge of Asian societies and cultures and that she would
then be able to draw on her existing pedagogical skills to implement selected aspects of her new
knowledge.

When questioned about the direction she might be heading at a personal level, Louise tended to
keep coming back to family and teaching related considerations, rather than individual ones.

“Personally, personally ... I haven’t really thought about it. Umm ...” ...

“I haven’t thought about ten years’ time because it is really about today and tomorrow at
this stage.” ...

“I think realistically I will stay in the classroom, although you never know what turns
up.”
When pressed as to whether she saw anything specifically for herself in doing the course, Louise did respond that she had heard,

"From other people that had done it that it was a great course and they've enjoyed it. I thought aha! I'm going to get something out of this enjoyment-wise as well."

But then she went on to reiterate,

"Me personally, I think I was really coming into this as to how it would enhance my teaching and the impact I could have."

James

James was also a primary school teacher, but was in his early thirties and worked in a non-government sector. Like many beginning teachers in recent times, his early appointments were contract placements, before he eventually gained a permanent position. He had taught for about twelve years in all and was in his first year at his current school, where he had general classroom duties at the middle primary level. Apart from case studies within some geography courses, his undergraduate studies, comprising a Bachelor of Education and a Diploma of Teaching, contained very little in the way of Asia-specific content. James had not undertaken any formal Asia-related study, or other study, since commencing teaching, a situation which was in keeping with 'career phase' ideas that for the first few years of their career, teachers' main concerns are centred around managing classrooms and adapting to the 'teacher role' (Sikes, Measor & Woods, 1985).

While he may have had little in the way of formal knowledge about Asia, James had visited Sri Lanka, India and Indonesia in his late teens, spending a few weeks in each country. More
recently he had participated in a sector-sponsored study tour to Vietnam. Clearly, these in-
country experiences had had a strong impact on him, as evidenced by his remark that,

"I like to travel, I like to see different things in the world. I like to experience them first-
hand."

Within Australia, he had experienced reasonably extensive contact with people of Asian
background through his work context, particularly with children from Vietnamese families. In
relation to the primary sources of his perceptions of Asia and Asian people, James indicated that
while he derived some of these perceptions from books it was his personal experience which had
most strongly influenced him.

Regarding the level of his Asia-related knowledge and inclusion of Asia related aspects in his
teaching and learning program, he felt that it was, "very good in comparison to what a few other
people do". He went on to explain that he was trying to go beyond the superficial, gearing the
content and activities he selected to the needs of middle primary students and integrating studies
of Asia across a range of learning areas, such as the arts, health and science. As to his immediate
career, James seemed to be looking for a new direction, reflecting some attributes of Sheehy’s
“age thirty transition” phase (in Bents & Howey, 1981). At this stage, he saw his new direction
as involving working towards developing a specialisation rather than trying to advance up the
leadership hierarchy.

At a personal level, James saw himself as "very independent" and keen to "just enjoy life do
[ing] as many different things as I can". He identified a number of interests outside teaching,
such as hobbies, looking after pets and leisure pursuits, and had some clearly articulated ‘dreams’ for the future, particularly in relation to working overseas and undertaking missionary work.

In response to being asked whether he had any personal reasons for undertaking the *Including Studies of Asia in Curriculum* professional development course, James replied that,

“I was going to build on my knowledge more. I’ve seen a lot of the world and that [Asia] is an area I wanted to know more of.”

Quickly, however, he shifted to a teaching-related reason,

“I wanted to build my understanding of the people I’m teaching.”

He then advanced a number of other professional reasons. It became clear, for instance, that he had decided to take the course because he had already formed a strong belief in the value and necessity of Australians learning about the Asian region.

“I think it is important we focus more on the Asia area, our neighbours rather than other things across the world. Work out home first, then the externals.”

Expanding further on his professional reasons for undertaking the course, James added that,

“It helped me with resources … what sort of things we can use and what [they’re] about.”

When prompted for any pragmatic reasons that might have influenced his decision, he volunteered that it was ‘something to stick on the CV’. He also was experiencing some frustrations in breaking into other tightly held areas of specialisation in his school and saw *Studies of Asia* as a chance to develop a specialisation of his own.
"I can’t crack it, they’ve got it set up too well. So... the Asian Studies I wanted to follow up with that."

Michele

Like Louise, Michele was a primary teacher in her forties, but, unlike both Louise and James, teaching had not been her only career. After leaving school, Michele had worked in a commercial environment for many years until, following a break down of her marriage, she had decided to undergo teacher training as a mature age student. Having graduated with a Bachelor of Education (Honours), she initially gained work as a contract/relief teacher, but found that this did not fit well with her family commitments. In order to obtain more secure employment, she decided to develop her skills as a language teacher (Indonesian). This step involved further study to build upon an introductory Indonesian language subject she had completed as part of her undergraduate studies, resulting in a permanent appointment. In all, she had been teaching for five years and was now in her second year at her current school where she had LOTE duties two days a week and general classroom duties three days a week. The school was generally considered to be a ‘difficult’ school, where motivation of children was a key issue.

Michele’s only in-country experience had consisted of a ten day family visit to Bali in the late nineties, a visit which she acknowledged was “very touristy the way we did it, but it was really good”. Despite its limited duration, she felt that the visit had helped to authenticate her as an Indonesian teacher, both in her own eyes and those of her students.

“When they actually see you standing there [in photographs] - I have kids say to me now, I want to go over there now.”
Her contact in Australia with people of Asian background was limited, relating mainly to a small number of Chinese students in her otherwise relatively monocultural current school. In terms of the sources of her perceptions of Asia and Asian people, books, magazines and newspapers headed the list.

In rating her Asia-related knowledge prior to undertaking the course, Michele indicated that she felt her understanding was “very insular, and I am well aware of it”, adding, “I feel like I’ve got an ignorance of the studies of Asia”. While she was attempting to incorporate aspects of studies of Asia in her own teaching, she found being an Asian LOTE teacher was in some ways constraining – both in terms of what she could achieve with her own classes and also in the sense that some other teachers tended to think that Studies of Asia was a LOTE issue and not a cross-curriculum issue.

Like James, Michele saw herself as a “very independent” person, a characteristic she attributed to her varied life experiences. She liked the idea of new directions and challenges and also was content at times just to “let things flow”. While her Principal had suggested to her that she might consider working towards a leadership position as a career pathway, she was not sure whether this was a direction that really interested her in the short term. Rather, feeling that she had overcome the immediate challenges arising from settling in to a new school, she preferred the notion of working towards becoming a recognised specialist in a particular across the curriculum area, such as literacy or information technology.
It was in this context that she decided to undertake the *Including Studies of Asia in Curriculum* course, as, in a professional sense, it offered insights into another possible specialist area. At the same time, it was in keeping with her personal attraction to new challenges,

“So I wanted to do the course and broaden my knowledge like that. I think that it is like anything, when [you] get a taste of it then you want a bit more.”

Additionally, Michele was drawn to the course, which she had first heard about through participation in Access Asia network meetings, because she saw herself as,

“A people person anyway and just the contact with a whole range of different people [including those] from different cultures and understanding it.”

This line of thought quickly brought her back to professional considerations,

“I’m wanting to build on that environment and pass that on to other people as well you know, you’ve got people in your community you can actually bring into the school and from direct experience relay a lot of this information to the children.”

As a further professional consideration, Michele spoke of her strong desire to pass on her learnings to other teachers in her school and to “introduce it [Studies of Asia] right across the school”. In terms of pragmatic reasons for undertaking the course, she felt that this played little part in her decision, although she did comment that she hoped that doing the course would stand her in good stead in applying for a place in a forthcoming sector-sponsored study tour to Asia.
Conclusion

The interviews revealed a complex array of forces underlies participants’ decisions to take part in a professional development course, and that such diversity needs to be taken into account when applying theory or developing general conclusions in relation to teacher cohorts undertaking professional development.

In marked contrast to Guskey’s view that teachers are really only interested in professional development that provides them with “concrete and practical ideas”, the interviewees all exhibited strong pre-existing confidence in their ability to implement new ideas and content in their classroom contexts. Their paramount interest was in acquiring a sufficient knowledge of Asian societies and cultures to enhance their existing levels of knowledge and underpin their pedagogical skills. The interviews revealed that, like the student teachers studied by Oosterheert and Vermunt (2003), experienced teachers also see knowledge as a core component of teaching – and that they are well capable of both distinguishing between the various facets of this knowledge and determining their own areas of deficiency. Indeed, they will actively seek out new knowledge with high levels of enthusiasm and receptivity.

Within the limitations of the data, some insights became apparent in terms of developmental age/stage theories and concepts of ‘teacher careers’. As indicated earlier, the interviewees, James, Michele and Louise – being aged 32, 43 and 48 and with 12 years, 5 years and 25 years teaching experience respectively – were at quite disparate points on the various scales. Their stories revealed that while age/stage theories might offer some general insights, it would be a mistake to apply them too rigidly.
For example, the youngest of the participants interviewed, James, exhibited some attitudes consistent with those attributed to teachers in the 31 – 40 age bracket in Sikes, Measor & Woods (1985, p. 45), in terms of being at his peak in relation to ‘energy, involvement, ambition and self-confidence’. He also appeared to have made a conscious decision not to pursue the ‘hierarchical advancement’ pathway, in favour of developing a specialisation or branching out into a related career.

Louise, the interviewee in her late forties, likewise exhibited some of the characteristics attributed to the 41 – 50 age group, in that she created the impression that advancement was no longer a likely prospect for her and that she was really searching for a direction which would enable her to gain a greater sense of fulfillment. Michelle, on the other hand, although in the same age bracket as Louise, had the least teaching experience of all the interviewees, yet seemed to have ‘fast-tracked’ to a situation where she was also at her peak in terms of energy and self-confidence. She was actively seeking a challenge in undertaking the course, definitely wanted to acquire a specialisation and was keeping her options open in regard to hierarchical advancement. She attributed her ‘fast-tracking’ to her broad life experience and the fact she had raised children of her own.

Thus, although the responses of two of the participants, James and Louise, revealed a number of patterns consistent with age development and career stage development theories, the case of Michelle provided a timely and interesting reminder that any attempt at categorisation can be no more than a general indicator and that individual life circumstances and experiences can impact substantially on the level of development a given teacher has reached at any given time. It
seemed more likely that any particular ‘stages’ teachers might be at are based on a variety of factors, more in line with Fessler and Christensen’s model referred to earlier.

On the question of whether teachers are able to separate their personal selves from their teacher selves, participant responses in this study were illuminating. Often during the interviews, as quickly as an observation was made which might be considered ‘personal’, it was quickly followed by another observation which was clearly ‘professional’. So, for example, when James talked about his desire to build on his knowledge, the reason he advanced for wanting the knowledge was directed to his professional context. Similarly when Louise referred to visiting Indonesia purely as a holiday, she immediately went on to talk about resources which she acquired for classroom use. Louise, indeed, seemed to have some difficulty altogether with the notion of herself as an independent entity, viewing most things through either a family or a school context.

Accordingly, while it was clear that all three interviewees were motivated to undertake the course to serve their individual needs rather than any perceived system needs, it was equally clear that their perceptions of themselves as individuals were based on an inextricable linking of ‘personal’ and ‘professional’ dimensions – further confirming Nias’ view that teachers “invest their personal identities in their work, erasing boundaries between their personal and professional lives” (in Zembylas, 2003, p. 225).

The implications for future delivery of the Including Studies of Asia in Curriculum course and associated marketing included continuing to focus on individual benefits rather than system imperatives. Participants saw the course as blending well with their perceptions of their identities
as teachers and with their views of their own careers, which they tended to see as a journey – even if they weren't quite sure where the journey was leading. Additionally, maintaining a balance between knowledge and pedagogy seemed highly advisable. The enthusiasm and commitment of the participants towards life-long learning also augured well in terms of a potential market for advanced level Studies of Asia courses which would enable participants to deepen and extend their knowledge of Asian societies and cultures and bring to bear their established pedagogical skills to incorporate their new understandings in their teaching and learning programs.

References


Part A: Publications

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Going All the Way: A life history account focusing on a teacher’s engagement with studies of Asia

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What would prompt a primary school teacher in late career and from the Australian cultural mainstream to become interested in the societies and cultures of Asia and then to expand that interest into a personal and professional life focus? Through a life history approach, this paper recounts a teacher’s journey from childhood, to becoming and working as a teacher, to initial inclusion in her late career of Asia-related aspects in her teaching and learning program, to extensive professional development in studies of Asia, culminating in a formal postgraduate study pathway. The teacher’s story illustrates the complexity, the changing nature and uniqueness of individual teacher identity, thereby reinforcing Goodson’s (1992a) view of a teacher as “an active agent making his or her own history”. The story also demonstrates the value of the life history approach in showing how personal and professional influences interact to determine how teachers think, what they value, and what they choose to do at any given time – including why they actively engage with particular professional learning programs.

Life history, teacher identity, studies of Asia

INTRODUCTION

Beth Fox (not her real name) is a 57-year-old primary school teacher with over 30 years teaching experience. She currently teaches in a small primary school in an outer suburb of Adelaide. In terms of cultural background, she could be described as being from the Australian cultural mainstream and the student population of her school is largely monocultural. Yet, at this late stage of her career, when she might have been content to rest on her existing levels of knowledge and professional expertise and cultural comfort zone, Beth embarked on an extensive professional development pathway to increase her knowledge and teaching skills in relation to Asian societies and cultures – a pathway that consumed a great deal of her personal and professional time.

This study employs a life history approach as a means of elucidating the reasons underpinning Beth’s decision to make such a significant commitment at this stage of her career. Beth’s narrative is chronologically structured, commencing with her life prior to becoming a teacher, and then progressing through her early, middle and late teaching career, culminating in her completion of a Master of Education (Studies of Asia) in 2003. Across the various life and career phases, three main threads are pursued – a nature of teaching thread, a professional development thread, and a cross-cultural thread.

As Beth’s story unfolds, the “confusions, contradictions, ambiguities, and transitions that are part of individuals’ lived experiences” (James, 2002) become apparent. Beth’s story illustrates how the combined impact of these lived experiences shapes individual teacher identity, with each teacher’s identity being unique, complex and continually evolving. The story also provides an example to
support Goodson’s (1992a) view that each teacher is “an active agent making his or her own history”.

Through the study, the value of the life history approach becomes evident. The way teachers think, what they value, and how they act can all be shown to have multifaceted and interlinked origins. Beth’s life history thus reveals that her decision to make a major, Asia-related professional development commitment in late career was no random whim, but in fact arose from a complex interplay of personal and professional influences extending far back into her life and career.

**THE VALUE OF A LIFE HISTORY APPROACH**

Butt, Raymond, McCue and Yamagashi (1992) argue that the most effective way of understanding teacher knowledge, values and behaviours is by enabling the teacher’s voice to be heard and the best way of achieving that is through biographical inquiry. They see teaching as being a praxis with both personal and professional dimensions shaped by current contexts and past experiences.

The form of education that stays with us and informs our subsequent choices and actions is that which results from experiences which have a telling impact on our person. (Butt et al. 1992, p. 58)

Beattie (1995) sees narrative inquiry as “validating the interconnectedness of the past, the present, the future, the personal and the professional in an educator’s life”. Although Dhunpath (2000) rightly cautions that narrative researchers need to ensure that they do not step beyond being biographers into the realms of “journalists or burglars”, she makes the strong claim that “the life history approach is probably the only authentic means of understanding how motives and practices reflect the intimate intersection of institutional and individual experience in the postmodern world”. In terms of professional development, allowing teachers to voice their stories offers opportunities for new perspectives to emerge that highlight the importance of placing the teacher at the centre of the process, as opposed to “an instrumental view of teachers, one in which they can be manipulated for particular ends” (Casey, 1992).

**THE CENTRALITY OF IDENTITY**

Enabling the individual voice of the teacher to be heard, especially in relation to an issue like motivation, inevitably involves consideration of the person’s perceived self-identity. According to Goodson (1992b), an individual’s sense of self is constructed by the individual on the basis of “life experiences and background”. These experiences and background comprise both a personal dimension and a professional dimension. The two dimensions are not mutually exclusive. Rather, as Zembylas (2003) points out, “teachers invest their selves in their work and so they closely merge their sense of personal and professional identity” (p. 217). The powerful nature of the impact of the personal dimension on the professional dimension, for example, is highlighted by Raymond, Butt and Townsend (1992) when they emphasise the significant influence of “pre-training experiences”, not just in determining how teachers think and act in the early stages of their careers but also as “lifelong references for teacher identity”. Nias (1989) found that teachers themselves recognise the critical importance of identity. In his study of teacher commitment, one of the four key areas of response from teachers related to “developing and maintaining a personal identity”.

Drawing on post-structuralist views of Foucault and Deleuze, Zembylas (2003) suggests that identities are not fixed but are continuously being redefined. Thus it is not so much a matter of ‘who’ a teacher is, but more a matter of ‘when’ (time context), ‘where’ (place context) and ‘how’ (psychological state) a teacher is. In understanding the ‘how’, Oosterhert and Vermunt (2003) stress that it is important to take cognisance of “self-esteem and emotion”. Goodson (1992b) provides a timely reminder that identities are also shaped by cultural influences. This position is
made more explicit by Cope and Kalantzis (2000) when they assert that “identities are created in the multiple sites or cultures of belonging – ethnic, local, group affiliation and so on”.

Teachers’ perceived identities will thus underlie their views of the nature of teaching as a profession and the role of the teacher within that profession, which in turn will determine their priorities in terms of where and how they devote their energies – including the nature and type of professional development they will undertake. In Motivating Teachers for Excellence (Ellis, 1984), for example, the most satisfying elements of a teacher’s role are generalised as “teaching and affecting students, experiencing recognition and feeling responsible”. In Nias’ (1989) study, teachers commonly expressed the “pursuit of competence”, “career continuance” and “caring” as being fundamental elements of their role. However, the extent to which any of the elements is paramount in shaping any individual teacher’s approach to teaching at any given time varies considerably. Even within each of the elements, teachers can have a quite different focus. By way of example, the report Australia’s Teachers: Australia’s Future (Committee for the Review of Teaching and Teacher Education, 2003) shows that teachers can interpret “caring” in a variety of ways, ranging from wanting to help students “grow in self-confidence”, to “seeing students’ understanding grow over time”, to “seeing low achievers learn”, to feeling that they have “positively influenced a student’s chances in life”.

**CAREER CYCLES**

The notion of constantly evolving and changing identities is closely linked to research into teacher career cycles. Day (1999), drawing on the ideas of Huberman, sees a teacher’s career as comprising a number of phases, each with its own characteristics. Accordingly, the first three years of a teacher’s career may be characterised as a “survival and discovery” phase, while the next three years are typically a time of “consolidation and emancipation”. By the time a teacher has been teaching for 20 to 30 years, he or she may have reached a professional plateau, characterised by feelings of “serenity” on the one hand, but a “sense of mortality” on the other.

The final phase, from 30 to 40 years’ teaching experience, is depicted as a period of increasing conservatism where change may be viewed with mounting scepticism and where there may be a “contraction of professional activity and interest”. The teacher, while still prepared to “work hard at core acts of teaching”, may be experiencing feelings of disenchantment, marginalisation, even bitterness, in relation to the system, or school administrators, or fellow teachers, or students, or all four combined. Where this is the case, the teacher may well exhibit “lessened emotional and intellectual commitment”. Huberman (1992) himself, however, provides a reminder that career phases are neither fixed nor universal. Rather than seeing the phases as sequential “stepping stones”, he offers “spirals” as a more accurate analogy.

**AVOIDING LATE CAREER DISENGAGEMENT**

So what factors might have the potential to overcome a tendency for teachers to “close down rather than open up” in their late careers (Oosterhert and Vermunt, 2003)? Fessler and Christensen (1992) suggest teacher development is influenced by a combination of career cycle, personal environment and organisational environment. Huberman (1992) postulates that because many teachers tend to value highly certain kinds of “instructional mastery”, when they are provided with opportunities to achieve such mastery it can stave off late career disengagement and facilitate a process whereby teachers do not “end up uniquely tending their own gardens”. Goodson (1992b) raises the concept of ‘critical incidents’ that can occur at various points in a teacher’s life and career and that may “crucially affect perception and practice”. Nolder (1992) finds that these critical incidents or key events can occur “at any point in an individual’s life”, including late career, and usher in a period of “accelerated development”.
GENERAL FACTORS ATTRACTING TEACHERS TO PROFESSIONAL DEVELOPMENT

In Professional Development for the new Millennium (Office of Leadership, Development and Enhancement, 2003), professional development is defined as “a growth promoting learning process that empowers stakeholders to improve the educational organisation”. Approaches to professional development of this sort, employing de-personalising corporate-speak and advocating the paramountcy of “the organisation” would appear to be fundamentally flawed. Guskey (2002) finds that most teachers look upon the purpose of professional development as being to provide “a pathway to increased competence and greater professional satisfaction”. This is in line with the view of Day (1999) that “teachers cannot be developed, they develop” – in other words, the professional development activities they seek and choose to engage with will arise from personal choice, as and when they are ready. Raymonil, Butt and Townsend (1992) reinforce this view when they describe professional development as being “the result of dynamic interaction between context and personal biography”. Indeed, they do so far as to say that a teacher’s biography will be a substantial factor in determining which particular professional development opportunities teachers select to undertake.

Why university courses?

Within teachers’ overall attitudes to professional development, are there any factors that might attract them to accredited university courses? One possibility lies in the very fact that university courses can lead to recognised academic awards and individual teachers may value such awards, for personal reasons, professional reasons, or both. Another, more pragmatic, possibility is that teachers may perceive that gaining formal postgraduate qualifications will advantage them in their careers. In Australia, however, there are currently few incentives at a systemic level, in terms of either salary or promotion, to undertake postgraduate study. It is interesting to note that in the United States, where incentives are provided in many states, about 45 per cent of public school teachers have a Master’s degree (Parsad, Lewis and Farris, 2002). By comparison, in Australia only around 8 to 10 per cent of Australian teachers have a Masters degree (generally in Education) (Dempster, 2001).

A third possibility relates to the area of quality. In Professional Development for the new Millennium (Office of Leadership Development and Enhancement, 2003), reference is made to the expectation that university courses for practising educators will “reflect the principles of excellence...”. Thus, teachers may perceive that university courses will be of the highest quality in terms of both pedagogy and content. In addition to quality-related issues, accredited university courses tend to be longer in duration, and Day (1999) observes that teacher participants in such courses generally value them for leading to “increased professional confidence and competence”, unlike many “short-burst” training activities that do not meet the “longer-term motivational and intellectual needs of teachers”. Day also suggests that partnerships between universities and teachers have strong potential for “enabling teachers to reflect on their own practice”. Furthermore, as many teachers view their role as being heavily concerned with fostering in their students “a disposition towards lifelong learning”, undertaking a formal tertiary course can be perceived as being an excellent way for teachers to “demonstrate their own commitment towards and enthusiasm for lifelong learning”.

MAINSTREAM INTEREST IN OTHER CULTURES

Any consideration of what might motivate someone from the cultural mainstream to become interested in and study other cultures raises the question of what ‘mainstream’ might entail in an Australian context. Lo Bianco (1996) refers variously to “Anglo-Celtic Australians” and “Anglo-Australians”, while Singh (2000) uses the term “Anglo-ethnic”. Lo Bianco depicts this group as
being “homogenously white”, Euro-centric in outlook, and with a heritage of “monolingual/uncultural ambition”. While also referring to “whiteness” as a characteristic, Singh (2000) adds a “patriarchal” dimension. Cope and Kalantzis (2000) see “mainstream” as a construct relating to “power”, “dominant groups” and “institutional structures”. Both Singh (1996) and Williamson-Fien (1996) suggest that so-called mainstream Australians’ views of the world have been developed within Western, modernist frameworks, characterised by “orientalist” and “dominant discourse” perspectives, resulting in stereotypical depictions of “the other”.

A problem with attempting to classify too tightly mainstream Australians is that it can lead to equally unproductive stereotypes. As Singh (2000) indicates, there is considerable diversity within white culture, arising from a range of factors, including as class, religion, gender and space. Alba and Nee (2003) suggest that “mainstream culture is more malleable than monolithic” and that all cultures, whether mainstream or minority, are constantly changing through a process “less to do with one group adapting to another than with the blurring of boundaries among groups”. Thus there is no particular reason why someone from a mainstream cultural background should be any less interested in a range of cultures than anyone else. This is in line with Bhabha’s (1990) concept of “cultural hybridity” and a “third space”, whereby people of all cultural backgrounds can cherish and be enriched by their cultural past, while assimilating into and being enriched by the present.

Certainly, the reasons for such interest may vary widely from any one individual to the next. Singh (2000) offers a range of possible reasons, from a postcolonial perspective. ‘Conservatives’, as a group or as individuals, for example, might show interest in other cultures as a way of keeping them under control and thus preserving their own cultural hegemony. ‘Liberals’ might be looking for ‘commonalities’ in order to render ‘differences’ invisible, while ‘pluralists’ might be attracted by ‘differences’ to the extent of exoticising or fetishising aspects of other cultures. ‘Essentialists’ might seek “unchanging, authentic properties” as a way of keeping cultural groups clearly defined and separate. For ‘social critics’, the main interest might lie in exploring “different ways of reading the world”, with the aim of enhancing “inter-cultural solidarity”. While these groupings are neat, it is entirely possible that individuals may be influenced by a number of these motivations, depending on time, place and circumstance.

Halse (1996a) offers another range of possible reasons, from those with “innate interest in other cultures”, to those with an “altruistic value system in which understanding of cultural difference is perceived as crucial to the attainment of universal, humanitarian goals”, to those seeking a “generational break with past conceptualisations of cultural identity”. Utilitarian and professional reasons may also play a part, whereby a teacher may feel that cross-cultural understanding will advantage them in the job market, assist them to teach more effectively, or enable them to communicate better with particular members of their personal or professional communities (Prudhomme, 1996).

Just as reasons for seeking cross-cultural understanding will vary, so will the level at which the understanding is sought, ranging from “the ‘gee whiz’ phase of initial discovery” and the “widen-eyed tourist” level (Prudhomme, 1996), to a deeper understanding of particular issues or areas of interest, to an “examination of one’s own involvement in particular socio-cultural processes, rather than making ‘the other’ the only focus of study” (Cultures and Communities Program, 2004).

**WHY ASIAN SOCIETIES AND CULTURES?**

As to why a study of Asian societies and cultures might be attractive to some teachers, those at the “gee whiz” level can find much to draw them in, especially those elements described by Halse (1996a) as “a melange of exotic elements different from and alien to Australia”. Drawing on the
ideas of Said, Singh (1995) postulates that an orientalist perspective has led many Australians to develop “a contradictory and ambivalent desire for and derision of Asia and its peoples”, whereby all Asian peoples are reduced to an imaginary “other”, at one and the same time exotic, remote, inferior, threatening and alluring.

Because of Australia’s proximity to the Asian region and the fact that the region contains many countries which might be described as “developing”, some teachers may also be attracted by the idea of trying to find ways of helping to redress what they see as “the inequitable differences between two geographically close nations” (Halse, 1996b). Miller (1994) suggests that as well as “exotic Asia” and “underdeveloped Asia” there also exists “Asia, source of wisdom”. Thus, a study of Asia can seem attractive to some, as it appears to offer a way of filling a void left as a result of a perceived “feeling or experience of the inadequacy of one’s native … wisdom” (Miller, 1994). In Cultures of Change, Halse (1996b) also refers to the impact of “positive resonances” arising from prior personal interaction with people of Asian background or travel to an Asian country.

BACKGROUND TO THE STUDY

The 1990s witnessed an emphasis by successive Australian Governments on developing and implementing policies to strengthen Australia’s political, economic and social engagement with the countries of the Asian region. Although the precise nature and pace of the thrust varied in accordance with global, regional and internal factors pertaining at different times, education was seen as having a pivotal role to play in enabling Australia to reconfigure its place in the Asian region (Hamston, 2000).

The Asia Education Foundation was established in 1992, followed by the National Asian Languages and Studies in Australian Schools Strategy in 1996. These national initiatives aimed to promote widespread studies of Asian languages and Asian societies and cultures in Australian schools. Teachers were seen as being a focal point in ensuring the successful introduction of the desired educational changes and accordingly substantial funding was directed towards professional development programs for teachers (Halse and Baumgart, 2000).

In South Australia a major response to the national initiatives was to place high priority on the establishment of a professional development pathway that would enable teachers to have access to a variety of high quality options. By the mid-1990s, the foundation plank of the pathway was in place — the Including Studies of Asia in Curriculum Professional Development Program, a 40-hour introductory level program developed initially by the Asia Education Foundation. The program proved to be popular with both primary and secondary teachers and by the end of 1999 had been taken by over 700 South Australian teachers.

As identified in the national evaluation of the program (Halse, 1996a), although it provided a very effective introduction to ways of including studies of Asia into the school curriculum and enhanced understanding of a range of aspects of Asian societies and cultures, many teachers expressed a desire for follow up advanced courses to extend their skills, knowledge and understandings. The idea of having a tertiary accreditation option available for studies of Asia professional development courses was seen as an added attraction.

In response to the need for advanced options, a number of Studies of Asia Professional Development Modules were developed nationally in 1998 and 1999 under the NALSAS Strategy. In all, ten modules were developed, two general ones and two each relating to the Arts, SOSE (HSIE), English and Asia In-Country Experience. Each module was designed to be of tertiary postgraduate standard.
Recognising the Studies of Asia Professional Development Modules as an excellent vehicle for achieving the desired professional development pathway, the Studies of Asia program of the Department of Education and Children’s Services in South Australia entered into partnership with Flinders University to establish a Graduate Certificate in Education (Studies of Asia). Accreditation from the Including Studies of Asia in Curriculum Professional Development Program was able to be applied directly to the named Graduate Certificate. For teachers claiming the credit, a further two modules were required to complete the Graduate Certificate. The first delivery occurred in late 1999.

 Following demand from teachers who had completed the Graduate Certificate in Education (Studies of Asia) for additional advanced study options, arrangements were made in 2001 to enable a Master of Education degree to be completed using further Studies of Asia modules. The first group of students to complete the entire professional development pathway from introductory level to advanced level to mastery level graduated at the end of 2001.

 As the principal instigator of the Studies of Asia professional development pathway in South Australia and the person responsible for the ongoing delivery of the respective programs, I had developed a strong interest in the teachers undertaking the pathway, particularly at the individual level. Understanding what motivated the participants and how their studies of Asia professional development related to their personal and professional lives appeared to offer a productive source of information as a basis for ensuring that the respective programs continued to attract teachers and meet their needs. After initial studies of the Including Studies of Asia in Curriculum professional Development Program (see Trevaskis, 2004a and b), a study encompassing the entire professional development pathway now seemed timely.

 OVERVIEW OF THE STUDY

 This study adopts the approach to teacher biography described by James (2002) as seeking to provide “contextual understanding of how historical, political, cultural, societal, institutional, familial and personal circumstances have shaped an individual’s life and role as a teacher”.

 Beth was selected for the study partly on the basis of her willingness to participate and partly because she approximated the typical participant in the Studies of Asia professional development pathway – a primary teacher, female and with extensive teaching experience, but little formal background in studies of Asia. On the other hand, as with many participants, there were some atypical variations that invited further investigation. It is fair to say that Beth was challenged academically and personally at times with the Graduate Certificate and Masters components of the pathway, both in terms of motivation and the demands of the respective courses, yet she persisted. She was in late career and she had also intimated that she had not received whole-hearted support from her school administration to continue to pursue her chosen professional development pathway. Additionally, at critical points in her study, Beth had undertaken extended visits to two different Asian countries. Her story, therefore, appeared likely to be multi-dimensional and of interest both to other participants and professional development program organisers.

 In the first stage of the study, Beth provided written responses to a series of questions relating to her life prior to becoming a teacher, as well as her current personal and professional situation. The purpose of the questionnaire was to provide some background information that would enable the subsequent interview to focus principally on the period from becoming a teacher to completing the Studies of Asia professional development pathway. At the same time the intention was that the background profile would provide some interesting threads that could be probed more fully in the interview context, as for example family and social contexts, attitudes to schooling, and intercultural influences.
Part A: Publications

Following examination of the data provided by the written responses and based on the approach to life history arising from the work of Butt et al. (1992) and also James (2002), the questions which would form the basis of a face-to-face interview were determined. The questions were communicated to Beth prior to the interview so that she would be aware of what to expect and be able to advise if she was uncomfortable with any of the proposed lines of enquiry. A suitable date was determined and the interview was conducted in my office at the university, surroundings which were quite familiar to Beth given her years of postgraduate study there. The interview, which was recorded, was of two hours’ duration and following the interview the conversation was transcribed. After some initial questions following up on matters arising from the questionnaire, such as familial attitudes and aspirations and specific early experiences that had aroused Beth’s interest in cultures other than her own, the interview questions related to three main threads: a ‘nature of teaching’ thread; a ‘professional development’ thread; and a ‘cross-cultural’ thread. In each case, both personal and professional responses were sought. The questions also progressed chronologically across a number of stages, from pre-service education and career commencement, to early and mid career, to later career, and finally future aspirations. Beth was invited to view and to comment on the transcript of the interview, following which the data were analysed and then, in the light of the data and relevant professional literature, conclusions were drawn.

**BETH’S STORY**

**Life before teaching**

Beth spent the first four years of her life in rural South Australia before moving to a then outer suburb of Adelaide, where her parents had purchased a home in a “working class ... post-war subdivision”, with “no paved roads and no footpaths”. She lived there for the rest of her childhood and teenage years, only moving out to take up a country teaching appointment. Beth’s family comprised her mother and father, herself, three younger brothers and, for a few years, a foster sister of aboriginal descent.

The three principal influences during Beth’s formative years appear to have been her family, the Church, and the school system. Beth’s mother and father had both “missed out on opportunities due to the Depression”. Her mother had been forced to leave school at 11 years of age. Her father, although matriculating, had been unable to proceed to university at that stage because his family needed him to earn an income. While Beth was growing up, her father did study a number of subjects at university, but “never gained a degree”. Consequently, her parents were determined that their children should have “the best opportunities that they could provide”, by which, Beth explained, they meant “university”, as they were not “business people”.

All family members were closely involved with the Church, for both religious and social purposes and the family’s outlook and actions were thus strongly influenced by Christian values. The two main values identified by Beth were “commitment” and “sacrifice”, with her mother in particular “always seeking out those in need”, including “the poor, the lonely [and] the burdened” and trying to assist them. The fostering of an aboriginal child was one manifestation of this outlook, as was support for missionary activities.

Most of Beth’s schooling occurred in state schools; she attended a local primary school until part way through Year 5, before switching to another nearby primary school. She commenced her secondary schooling at the local high school, remaining there for two years and then switching to a private business college for two years before returning to the local high school for a further year.

The impact of these influences on Beth took various forms. She clearly recognised the struggles her parents had endured and appreciated that it was their overwhelming desire for their children to “get ahead”. She also admired her father’s persistence in undertaking some university study, while
empathising with the fact that circumstances prevented him from completing any particular award. On the other hand, as the eldest child and only female, she took the brunt of her mother's frustrated hopes, which sometimes boiled over into verbal abuse and physical mistreatment—partly excused by Beth who depicted herself as a "troublesome child".

Similarly, while admiring her parents' service ethic on the one hand, which meant that they "gave things away, shared their money", she was acutely aware of and resented being poor. Even when the family went on holiday, Beth felt that other people "looked down their noses" because of their "battered car" and "clapped out little caravan". A further result of the fact that her mother was "always out helping other people" was that Beth finished up becoming the virtual mother of her youngest brother. On the other hand, she recalled with pride that she grew up in a family "where it didn't matter what your colour was, or what your race was". And despite her mortification at the family's mode of transport, she also developed a love of travel, admiring the way her father was able to turn visits to places into learning experiences.

Ironically enough, perhaps, for one who became a teacher, Beth "hated school and ... hated teachers". Her negative impressions seemed to arise from three main sources: lack of academic progress; teacher attitudes and actions towards her; and a sense of class consciousness. One of Beth's earliest memories from her primary school days involved her Year 2 teacher begrudgingly giving her a brooch for "best person in the class for the day", while at the same time remarking, "I don't know how you won it, because you can never keep quiet!". She also formed the impression that her primary school was an "undesirable school", compounded by her Year 5 male teacher, an apparently embittered war veteran, who "kept telling us how we were nobodies and nothings". Then, when she changed primary schools, she was further alienated when she found herself with a teacher who "smacked me every time I went to her". At high school, Beth felt that she and three other girls were moved out of an all girls' Latin class into a boys' class because they were the "dumbest" of the girls. Also she felt let down when she badly lacerated her foot at school and "teachers wouldn't come and help me".

These events and general lack of progress prompted her parents to enrol her in a private business college, but she failed her Leaving Examination. With her parents unwilling to pay fees for a repeat year at the private school, she returned to her local high school where she "played hookey a lot". If her formal education did not provide many positive outcomes, her informal education included some rather more enjoyable elements, particularly her love of reading about people and places.

When asked about cultural influences during her childhood and teenage years, Beth recalled that her mother's best friends were "a Sri Lankan lady and a Russian lady". She also clearly remembered the arrival of a Dutch girl at her school when she was in Year 3, and wanting to be a Dutch girl herself because she was fascinated by "anyone that had a national costume". Perhaps the biggest cultural influences came from reading about missionaries and, through her family and Church, actually meeting some people engaged in missionary work. In learning about these people and their work, Beth felt that she was able to be "transported ... to places outside myself". She particularly tended to associate these memories with Asian countries, referring to Gladys Aylward, who walked with 100 orphans across China to escape the invading Japanese. She also remembers being fascinated when a missionary who had worked in Japan showed her some "exquisite" artefacts, leading her to conclude that "these people had beautiful things and it was exotic and it was colourful".

At one time, Beth aspired to be a missionary herself, but as she grew older that changed to wanting to be a doctor, not so much for the service element of that profession but "more because somebody looked up to you". When her grades made it apparent that medicine was not an option, her parents suggested various possibilities, such as working in an office, but when Beth showed
no interest in that direction they did not push her. Eventually, Beth firm on two choices, teaching and nursing. Interestingly, apart from the fact that they were careers open to girls at that time, Beth’s paramount reason for favouring them was that “both of them got me away from home”. Teaching had an added attraction, in that so-called Leaving Scholarships were available to provide some income while the prospective student teacher was still at school.

**Becoming a teacher – the first ten years**

After two years at Teachers’ College, Beth “wasn’t chosen to do a third year” and exited with a Certificate of Teaching to take up her first appointment – to a school within driving distance, much to her disappointment. When asked what, as a beginning teacher, she thought the role of a teacher was, she observed that in those days “you just went out teaching, didn’t you”. She recalled feeling that it was an “expectation from above” that teachers would “get good results” from their students in weekly and end-of-term tests. She also had a strong desire to “make them [the children] feel comfortable about it”.

Overall, she found her first year of teaching “horrific”, particularly after an unpleasant discipline episode involving a “reluctant” student that left her feeling, on the one hand, that she had “failed him” and, on the other, that she had been inadequately supported by the Principal “who sat in his office and whenever you came in he would spray the air for germs”. On the positive side, she did get satisfaction from being involved in a training program for the ‘New Maths’ and then passing on that knowledge to other teachers, parents and students, with the result that she “had a lot of children who loved me”. She also enjoyed helping a hearing-impaired student. Nevertheless, she regarded herself as “a pretty terrible teacher”.

In those early days, Beth had no concept of a career path in teaching, her primary life ambition being that she “wanted to be married, someone who would just accept me for what I was”. Shortly thereafter, Beth did marry and then took accommodation leave to have her first child. She returned to work for a year when the child was one year old and then resigned to have second child, thinking that once the children were back at school if she wanted she could just “pick up and go back”.

There, Beth’s teaching career might have ended, but when it came time for her elder child to attend school, she decided that sending him to a private school was a better option. To be able to afford that, she needed to return to work. By that time permanent teaching positions were hard to come by and so began what was to turn into a 20 year saga of contract appointments. By the time she had completed her first ten years of teaching, she still did not feel confident as a teacher, attributing this to the fact that as a person she “had not had very high self-esteem”. However, she was starting to feel that her teaching approaches were “kind of right”. To Beth, the most positive aspect of the job remained the interaction with children, particularly “kids who were in trouble”, because she “identified with them”.

**The middle years**

During Beth’s mid-career, her main challenge was to obtain a permanent position and this became an “all-consuming goal”. Thinking that upgrading her qualifications might help, she enrolled in a Diploma of Teaching course at a College of Advanced Education. Despite misgivings about having to do subjects she “didn’t want to know about, curriculum development and all that sort of ... rubbish”, she received high grades for most of her subjects, leaving her with the feeling that “for the first time in my life, I was fairly successful”.

Although she and her husband were willing to accept country appointments, suitable placements did not eventuate and so the “merry-go-round” continued, with the challenge of a new school almost every year. Because contract teachers often tended to be placed in “difficult schools” and
many such schools were in parts of the metropolitan area some distance from her home, Beth also often found herself facing long drives to and from work. The frustrations of being unable to achieve permanency led her to start “getting really negative”, which she explained manifested itself through “whinging”. In order to channel these emotions more positively, she became involved in establishing an “employable teachers branch” of the teachers’ union in her area.

One of the things that Beth found most difficult during this period was the attitude of other teachers towards those who had been contract teachers for a long time, as “people kept saying if you were any good you’d be permanent”. Conversely, she did feel that her experiences did have the effect of making her a better teacher in some respects, through having to develop strategies to “immediately fit in” and “fight for your rights”. Some of her contracts had also involved her in promotion positions, such as being a learning area coordinator, and this had helped to boost her confidence. By the time Beth had been teaching for about 30 years, she had finally reached a point where she believed that her teaching could be said to be “good”. “I knew that I didn’t care what I taught, so long as I could get to the kids then I could teach them anything.”

During this period, Beth perceived an increasing tendency for the Department to try to set the professional development agenda. She noted that she failed to see the relevance of most of it, considering it “faddish and trendy”. By way of example, she cited a time when teachers were encouraged to just let children write, without teaching them any formal writing skills. If, on occasion, she found something from this imposed professional development that interested her and appeared to have a direct application to her classroom, she would adopt those particular elements only.

Late career

In the early 1990s, noting that Japanese was becoming a popular language in schools and because she “loved things Japanese”, Beth completed an adult education Japanese language course. It was this decision that was to lead to her fulfilling the elusive dream of gaining a permanent position. After responding to a newspaper advertisement for “junior primary teachers with an interest in Japanese”, Beth was able to convince a staffing officer to appoint her to a school as a junior primary teacher of Japanese language. Initially it was a one-year contract, but permanency was confirmed the next year, followed in turn by a transfer to a school closer to her home, where she currently holds a position as a primary school Japanese teacher.

After the long wait, Beth found permanency threatening at first, compounded by the fact that as a language teacher she took other teacher’s classes during their non-instruction time. Although a couple of the other teachers have shown some interest in the Japanese program, she has tended to feel “isolated”, because “nobody understands Japanese, and they’re not interested, they don’t want to know”. That notwithstanding, as a sign of her increasing confidence in her own ability, Beth applied for and successfully obtained an Advanced Skills Teacher classification, in spite of her Principal saying that he didn’t think it was a good idea.

Beth continues to view the Department with suspicion, considering that “they really have lost touch with the classroom teachers” and have become “faddish and self-serving”. Despite that attitude, or perhaps because of it, the latter stage of Beth’s career has been the period when she has been most involved in professional development. She partly attributed this to the fact that in the past she had “put the family first”, but now that her children had left home she was more able to focus on her own needs. She also noted that she has never minded hard work, as long as she is interested in the task and it suits her learning style; otherwise “it becomes a chore”. When asked to clarify what she meant by “interested”, she explained that the subject matter had to strike a personal chord and have the potential to be applied to her classroom context.
Given that the major component of Beth’s professional development in recent times has involved postgraduate study, she was asked about her attitude to the value or otherwise of formal academic qualifications. She commented that this was an area where she had undergone some change of heart. When the basic qualification for teaching had become a Bachelor of Education, which she didn’t have, her feeling at the time was that the “piece of paper” did not “make people a better teacher”. She also referred to her father’s wide knowledge of scientific principles and his common sense, despite his lack of a formal qualification, as opposed to some people of the scientific establishment who had qualifications but “didn’t have the understanding that goes with it”. Now, however, Beth’s view is that it is important for teachers to do some additional academic training, but only if it is “in areas that they feel it’s going to be relevant to them, rather than prescriptive areas”.

Although she had previously heard of the Including Studies of Asia in Curriculum professional development course, it was a phone call from a colleague that led to Beth commencing her Studies of Asia professional development journey. As a Japanese language teacher, she felt “that would enhance it”, while at the same time she was looking for something that would take her beyond what she perceived as the fairly narrow focus of some of her fellow Japanese hub group teachers, “because they weren’t really interested in anything but the language, and I was interested in the culture and in the culture of the neighbouring countries around them”. The fact that the costs of participating in the Including Studies of Asia in Curriculum course were covered by the Department was another motivating factor.

It was the availability of some initial fee sponsorship that also led Beth to continue on to the Graduate Certificate in Education (Studies of Asia) and subsequently the Master of Education (Studies of Asia). Equally important was the coursework nature of the two awards, which enabled her to proceed “in little bites” that were manageable and not overwhelming. Having to pay for some of her final Master of Education units added a further spur, in that even when she felt she was “struggling”, she persevered so that she didn’t “waste that money”. There was also an element of “I’ll show you” in her dogged determination to complete. At one stage, when her Principal, who was “paranoid that it was going to detract from my [teaching] program”, suggested that she give up her studies, she responded that “that was the last thing I was doing”. Likewise, when some of her peers indicated they “thought I was mad”, because, she considers, “they felt threatened”, it only steel her resolve.

Above all, however, it was the enjoyment angle that sustained Beth. She loved “learning about societies” and having the freedom to choose what countries or issues she would research.

**CONCLUSIONS**

Beth’s story reinforces the observation of James (2002) that a life history is an individual’s interpretation of events and experiences viewed from their current perspective. Beth’s account also demonstrates Beattie’s (1995) view of the value of narrative inquiry in interconnecting a person’s past and present and their personal and professional selves.

A number of themes run through Beth’s story, many of them consistent with Raymond, Butt and Townsend’s (1992) finding of the enduring impact of “pre-training experiences” in framing a teacher’s identity. The influence of Beth’s parents was significant in framing her view of the world and of herself, with ongoing effect on her life choices and directions. Much of her childhood was characterised by feelings of alienation and inadequacy that carried over into her teaching career, particularly in the early stages, helping to explain her strong interest in so-called ‘difficult’ and ‘troubled’ students, because “the children accept you as you are, not for what you are, or who you are, or anything else, or what you look like”.

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Her clashes with her mother and with a number of her teachers left her with a distrust of authority figures and a determination to defend herself from those she perceived as misusing their authority, including various Principals at schools where she worked and officials of the Department. Her sense of poverty and deprivation as a child led to strong desire to escape from and rise above that world in terms of both security and esteem. She saw the keys to achieving that freedom as coming from some combination of factors such as a loving family context of her own, a well-esteemed and well-renumerated job, or gaining acceptance in a culture totally different from her own. Although understated by Beth, it was apparent that notions of Christian service were also strongly embedded in Beth’s pre-training days and remained a lifelong influence.

After Beth commenced teaching, the first ten years pretty much equated to Day’s (1999) “survival and discovery” phase, with some “consolidation” in so far as she gained satisfaction from working with particular types of students. However, there was very little in the way of “emancipation” because of the fractured nature of her career to that point as well as her low self-esteem. Likewise, even after 30 years there was very little in terms of “serenity” because of a prolonged lack of permanence, although Beth was increasingly confident in herself as a teacher.

Beth entered the final phase of her teaching career feeling that she still had a number of things to prove – that she was worthy of a permanent position, that she could teach as well as, if not better than, anyone else; that as a classroom teacher she was every bit as good as those in promotion positions; that independence of thought and action were the attributes that had enabled her to survive and thrive and these attributes must be maintained and defended at all costs; that she was intellectually able and capable of reaching the highest academic levels; that her chosen areas of interest (Japanese and Studies of Asia), and hence herself, were worthy of a respected place in her school community; and that she had achieved what her father had been prevented from achieving. Thus, while there might have been continuing scepticism about the education system, this has not been a phase characterised by a “contraction of professional activity and interest” – quite the opposite in fact. Huberman’s (1992) view that there are certain kinds of instructional mastery that teachers value and that can help to stave off a “closing down” syndrome in late career was evident in Beth’s case, as she valued mastery from both a professional and a personal perspective, indicative also of Nolder’s (1992) “accelerated development” concept.

Although when she was asked about “critical incidents” affecting her career, Beth tended to talk more about interactions with particular teachers and students, there were a number of occurrences that significantly affected her career and life directions. The first was being forced by circumstance to become a contract teacher and the long lasting consequences of that. Another was finally gaining a permanent position in late career. Beth identified active support from particular Principals to undertake certain career steps as important, as, conversely, was lack of support from other Principals. Her decision to study and then teach Japanese language was very influential, as was her decision to undertake an initial professional development course in Studies of Asia.

Beth’s attitudes to professional development, in keeping with other aspects of her life and career, showed something of a rebellious streak. She neither respected nor responded positively to Department imposed professional development and when she did undertake professional development it was not to benefit the organisation, nor indeed her school. Rather, she did it for herself as a person and as a teacher, seeing that as likely to have the most benefit for her students.

The Asia-related nature of the professional development that Beth devoted so much time to struck a chord at the right time, revealing a dynamic interaction between her context and her personal biography. Her interest in societies and cultures of Asia had deep personal origins extending right back to her childhood, as well as more recent resonances with her focus on Japanese language and culture. It also linked with her notions of Christian service – her trip to the Philippines, for example, coming about because of a decision to visit a student her family was sponsoring.
The pursuit of formal postgraduate qualifications through the Studies of Asia professional development pathway in many ways represented unfinished business for Beth, enabling her to address a perceived lack from her past. Obtaining the awards provided her with a sense of achievement not only at the personal level, but also professionally, as she had carved out a niche for herself and was now better qualified than most of her peers. From a cultural standpoint, Beth now felt a closer sense of identification with those cultures she had admired for so long in comparison to the perceived deficiencies she perceived in her own culture.

Beth’s story shows that in one sense she was a product of the ‘mainstream’, in terms of the social attitudes and values context in which she grew up, while in other ways she was quite different from the ‘mainstream’ stereotype, in terms of her family’s poverty, her negative views about her own culture and her deep interest in other cultures. As she matured she demonstrated, as Halse (1996b) found, that people’s interest in other cultures can arise from “genuine compassion and empathy”, and can lead to the development of an “altruistic value system” with understanding “cultural difference” as a central element.

Although it was not the purpose of this study to investigate in any depth shifts that might have occurred over time in Beth’s attitudes towards the various societies and cultures of Asia, it was apparent that Beth had made a considerable transition from the “gee whiz” sentiments of her childhood – although some elements of that still remain – to a deeper understanding based on more extensive knowledge as well as interaction with and mutual respect for people in and from the Asian region. Her story thus reinforces Hamston’s (2000) view that “our values and our ways of seeing the world … are never complete, finished; each individual’s ‘becomingness’ is open and dialogue keeps this process alive.”

It is fitting that Beth should have the last word as to how her life journey had led her to an extensive involvement in a Studies of Asia professional development pathway, through her poignant reflection,

“It was Asia, wasn’t it. It was Asia.”

REFERENCES


Part A: Publications

Going all the way: A teacher’s engagement with studies of Asia


ASIA IN-COUNTRY EXPERIENCE

Impact on Teachers

DOUG TREVASKIS

ABSTRACT
Since 1993, the Asia Education Foundation has offered opportunities for Australian teachers of Studies of Asia to acquire first-hand experience of Asian societies and cultures by undertaking short-term study tours. The study tours continue to be well-subscribed, and schooling sectors across Australia have complemented and extended the range of offerings by conducting their own study tours or other in-country experiences in many instances. This would appear to indicate that Asia in-country experience is considered to be a valuable form of teacher professional development. Yet there has been very little investigation of how individual teacher participants perceive that such experience has impacted on them, both professionally and personally.

Through a case study approach, this paper focuses on a study of five teachers, currently working in South Australian schools, who have undertaken an Asia Education Foundation or schooling sector in-country experience program in the Asian region. Utilising qualitative data derived from written narrative accounts, the study enables the voices of the participants to be heard and their perceptions of the impact of their in-country experiences on themselves, as teachers and as individuals, to become apparent.

In-country experience, cross-cultural learning, teacher identity

INTRODUCTION
Asia in-country experience is a form of professional development often undertaken by Australian teachers of Studies of Asia. The type of in-country experience usually undertaken consists primarily of short-term study tours of two to four weeks’ duration and, sometimes, longer-term exchanges.

From the 1990s, particularly during the hey-day of Commonwealth Government funding for the National Asian Languages and Studies in Australian Schools project (NALSAS), education sectors invested considerable resources to fund study tours and other in-country experience programs involving Studies of Asia teachers. While there is a substantial body of literature with a range of different views and
perspectives relating to inter-cultural learning and cross-cultural interaction (for example, Singh, 2000; Smollicz, 2001; Cope & Kalantzis, 2000; Bhabha, 1990; Hofstede, 1991; Huntington, 1998), the literature relating specifically to Asia in-country experience for Australian teachers is limited. Only a few studies (such as Halse, 1999) have examined the effects of study tours on teachers and their professional work.

This study aims to add a further dimension to the existing literature relating to the benefits or otherwise of Asia in-country experience for Australian teachers, particularly in relation to non-language teachers. To achieve this aim, the study seeks to ascertain teachers' perceptions of the impact upon them of an in-country experience in the Asian region. As with other forms of professional development, in-country experience is likely to have both a personal and a professional dimension. Therefore, the study has a two-fold focus, encompassing the impact at a personal level and at the level of professional practice.

The study employs a qualitative approach to allow the voices of teachers who have undergone Asia in-country experience to be heard more clearly. In so doing, as well as adding to the body of knowledge relating to Asia in-country experience, the study seeks to inform future development of in-country programs.

LITERATURE REVIEW

Professional Development

Guskey (1996, p. 382) finds that the majority of teachers undertake professional development in the hope that it will assist them to become ‘better teachers’, which they correlate with ‘increased competence and professional satisfaction’. Cohen and Hill (2000) suggest that teachers’ notions of ‘competence’ are closely aligned to understanding the content they teach. The Association of Independent Schools of Queensland (2005, p. 4) takes this notion further, indicating that teachers strongly believe that for effective teaching they should have not just a little knowledge of the subject matter they teach, but ‘deep knowledge and understanding’. Day (1999) sees one of the factors contributing to ‘professional satisfaction’ as being the ability to instil in students a sense of the importance of lifelong learning. One of the ways teachers believe they can do this is through demonstrating their personal commitment to ongoing learning. Ellis (1983) places emphasis on experiencing recognition as another key factor contributing to teachers’ professional satisfaction.

When teachers seek increased competence and satisfaction through professional development, it suggests a desire to grow. Growth can be steady throughout a teacher’s career, but it can also be characterised by cycles of accelerated development (Nolder, 1992). Goodson (1992) suggests that such accelerated cycles can often be attributed to ‘critical incidents’ occurring in teachers’ lives and
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careers. Haberman (1992) sees the growth cycles more as spirals than as linear development, with new spirals able to commence at any stage in a teacher's life and career (Nelder, 1992). Thus, teachers may be more likely to view study tours in a positive light if undertaking such a tour sparks or forms part of an accelerated cycle of development.

Identity

Day (1999, p.1) asserts that the meaning teachers ascribe to professional development is 'located in their personal and professional lives and their contexts'. It is thus reasonable to expect that for teachers undertaking study tours there will be both a personal and a professional dimension. As Day goes on to say, there is a need to acknowledge that effective professional development addresses teachers' personal needs as well as student and system needs. Among these personal needs, he includes 'longer term motivational and intellectual needs of teachers themselves' (1999, p. 48) and he criticises many professional development activities that he terms 'short-burst' for failing to fulfil these needs.

Teachers' personal needs are strongly related to their sense of self, to their perceived identity in other words. Zembysas (2003, p 216) suggests that because teachers 'invest their selves in their work' they in fact 'closely merge' their personal and professional identities. Goodson (1992, p. 116) identifies 'life experiences and background' as being critical elements of a person's identity, while Zembysas (2003, p. 224) sees 'self-esteem' as being another central aspect of identity. Zembysas also sees identities as continually evolving, in response to experiences and emotional stimuli. It would seem to follow, therefore, that teachers will judge study tours as a form of professional development in the light of the impact on their own perceived identity and that experiential and emotional factors will substantially influence their views.

Experiential Learning

Teachers undertaking study tours do so of their own volition. Rogers (1993) believes that self-initiated learning is the most lasting and pervasive, because the subject matter is relevant to the learner's personal interests. By involving themselves in a study tour teachers commit themselves to experiencing a new environment, an environment where they will perforce be actively involved and where they will be confronted by a wide range of stimuli. Oosterheert and Vermunt (2003, p. 161) assert that active learning activities make a powerful contribution to learning and they suggest that such learning activities occur best when the learner is situated in a 'powerful sensory learning environment'.

Zembysas (2003, p. 168) takes this a step further by claiming that it is not the experiences themselves that lead to knowledge, but the way in which 'meaning intersects with experience' – in other words, the process the learner undergoes in
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making sense of the experience. In this regard, Conner (2004) gets to the nub of the matter when she states that while active learning is important, reflection on experience is equally important.

Not only can teachers increase their knowledge and understandings through experiential learning, they can also become more aware of what they do not know. As Oosterlee and Vermunt (2003) put it, learners often do not recognise what knowledge is still missing until they are confronted with situations that make the lack apparent.

Cross-Cultural Learning

Geertz (1973, p.89) defines culture as an ‘historically transmitted pattern of meanings embodied in symbols... by means of which [humans] can communicate, perpetuate and develop their own knowledge about and attitudes to life’. To understand a culture other than one’s own is thus no easy enterprise especially when, as Gay (2002, p. 617) points out, ‘culture simultaneously anchors and blinds us’. Yet Roberts (2004, p. 2) asserts that cross-cultural understanding is ‘more important than ever as our world becomes more complicated’.

The Northwest Regional Educational Laboratory (2004) emphasises the critical role of first-hand experience as a vehicle for cross-cultural understanding, seeing such experience as a means of appreciating the relationship between ‘culture in the abstract’ and ‘culture in the flesh’ (Culture and Communities Program, 2004, p. 1). While Trompenaars (1993) rather glibly professes that it is impossible to understand other cultures, Hofstede (1991, p. 3) has a more positive outlook in referring to culture as ‘software of the mind’ — which suggests that with appropriate adaptation of one’s mental programming cultural understanding is achievable. This implies a process. The Cultures and Communities Program guidelines (2004) get to the heart of the matter when they describe the process as a reciprocal one, involving examination of one’s own culture rather than merely concentrating on ‘the other’. Vaclav Havel (1994, p. 4) takes this view further by emphasising the need for ‘self-transcendence’, which he describes as striving ‘to be in harmony with what we ourselves are not, what we do not understand, what seems distant from us ... but with which we are nevertheless mysteriously linked, because, together with us, all this constitutes a single world’.

The path to cross-cultural understanding can be challenging. Rusby (2006) refers to elements of culture that are visible and elements that are invisible. Thus, making assumptions about a culture based on the visible elements only can lead to misinterpretation and misunderstanding. Culture shock can also be an obstacle to cross-cultural understanding. Oberg (1951) coined the term ‘culture shock’ as a way of describing the feelings of uncertainty, loneliness and frustration that often accompany visiting and experiencing other cultures (NW Regional Educational Laboratory, 2004).
Study tours involve opportunities for teachers to recognise, confront and make progress in overcoming such challenges. Teachers are likely to perceive the process as rewarding if, on reflection, they believe that there has been personal growth and extension of their ability to be ‘culturally responsive’ teachers (Gay, 2002, p. 627).

In-Country Experience

Are there any features of in-country experience that make it a special form of professional development? Desforges (2000, p. 9) found that for what he terms ‘long-haul’ travellers, the very decision to undertake such travel was significant, in that it often tended to coincide with ‘fateful moments of transition in self-identity’. He refers to a kind of ‘cultural capital’ gained by travellers that can enhance their standing among friends and colleagues and give them an edge in the workplace. He also comments on the close and often enduring bonds that can be formed with other travellers, who constitute a kind of community of people who identify themselves around their experiences. West (2005) identifies a spiritual dimension associated with travel, even going as far as to say that individuals may experience a kind of ‘rebirth’. The moment of homecoming can thus also be significant, ushering in a phase where the rewards of the experience can be reaped. At the same time, as Desforges (2000, pp. 12 - 13) notes, those returning can ‘face challenges to the identities they attempt to perform on homecoming’. These challenges can involve problems in personal relationships, arising from factors ‘associated with independence ..., authority, and a separate and self-sufficient self’.

In their study of Australian school students of Asian languages, Simpson and Norris (1999) highlighted the particular power of study tours to motivate students to learn more about the respective cultures, both before and after the experience. Indeed, they found that the culture visited tends to become part of the individual’s life, with many students going on to undertake further related study and/or returning to the country concerned for work or study. Kim Kwang Ok (2005, p. 5) sees cultural exchanges as providing participants with unique opportunities to ‘broaden their world view and pursue universal values’.

BACKGROUND TO THE STUDY

Before the establishment of the Asia Education Foundation (AEF) in 1992, learning about the societies and cultures of the Asian region in Australian school curricula either involved studying an Asian language or a specific subject called ‘Asian Studies’. While there was some support for Asian language teachers to acquire Asia in-country experience, apart from the odd prestigious scholarship such as the ones provided by the Japan Foundation for ‘Social Studies’ teachers, non-
language teachers were largely left to their own devices, and own funding, when it came to acquiring Asia in-country experience.

The AEF adapted an across the curriculum approach to Studies of Asia and instigated and promoted a range of study tour opportunities that were not language focussed but aimed to develop participants’ knowledge and understanding of the Asian societies visited. From 1993 to 2001, the cost of undertaking a study tour in Asia was either fully or substantially met by the AEF and/or by the respective school sectors, particularly during the years of Commonwealth NALSAS funding from 1996 to 2001. Indeed, during this period a number of sectors systems used some of their NALSAS funding to complement the AEF offerings by conducting their own study tours.

Since the demise of NALSAS funding, the AEF has continued to run a study tour program. In some cases participants can obtain limited funding support from their systems/schools, but in most cases fully fund themselves. Across Australia, there has been a drop overall in the number of system-organised study tours, although the Department for Education and Children’s Services (DECS) in South Australia has been able to maintain at least one or two study tours each year funded by participants.

The study tours offered by the AEF and schooling sectors are generally between two and four weeks’ duration. Itineraries vary considerably but usually comprise a combination of elements such as visits to sites of cultural and historical significance, school visits, talks by local experts in particular fields, cultural performances/exhibitions, and home stays.

In my former role as AEF State Advisor for South Australia and subsequently in my capacity as Manager, Studies of Asia Professional Development at Flinders University, I have encountered a range of anecdotal responses from bureaucrats, school leaders, and teachers who were both participants and non-participants about Asia in-country experience. Having previously undertaken studies relating to other forms of professional development for Studies of Asia teachers (Trevaskis, 2004a, 2004b, 2006), it now seemed appropriate to undertake a study of in-country experience to identify participants’ views about in-country experience.

The existing literature relating to Asia in-country experience is limited, but does provide some insights. In Teacher In-Country Fellowships to Asia (TICFA) Outcomes (AEF, 2003, p. 3) the Archdiocese of Canberra and Goulburn Catholic Education Office is credited with describing AEF study tours as ‘the most valuable professional development currently available’. The Evaluation of the 3rd Triennium of the AEF (Erbus, 2001) identifies study tours as ‘a powerful vehicle for generating and sustaining educators’ interest and enthusiasm for understanding and teaching about Asia’. The TICFA Outcomes document includes a variety of outcomes for teachers, including renewed commitment, a feeling of authenticity,
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raised awareness and enthusiasm, increased confidence, greater knowledge, appreciation of practical as well as theoretical experiences and deep-seated respect for Asian societies and cultures.

Many of these threads are brought together in Halse’s comprehensive study ‘Encountering Cultures’ (1999). The overview of findings refers to heightened passion and enthusiasm, recognition of the benefits of experiential learning, a positive disposition towards teaching about Asian societies and cultures, stimulus to further personal and professional development, and authentication of own knowledge. The importance of reflection is highlighted, as is increased awareness of the limitations of knowledge and recognition that learning from study tours is multi-dimensional. Additionally, some study tour participants are reported as having experienced a period of readjustment on their return, while for some the experience precipitated unexpected changes to their personal lives.

From the available literature, it would certainly seem that the AEP and schooling sectors consider Asia in-country experience to be a valuable form of professional development. It also appears that teachers themselves consider in-country experience as a particularly rewarding form of professional development.

OVERVIEW OF THE STUDY

This research uses a case-study design because this approach lends itself to achieving in-depth explication of the impact of Asia in-country experience on teachers of Studies of Asia. For this reason, a sample size of five participants was determined as adequate and sufficient to obtain rich description of experiences and learning associated with this particular form of teacher professional development. The participants in the study are all practising teachers, currently working in South Australian schools. To preserve their privacy their names have been changed and no reference has been made to their particular schools. The main criterion for participation in the research was having completed an Asia in-country experience program and willingness and informed consent to participate in the study. In selecting the teachers to be invited to participate in the study an attempt was made to achieve a balance in terms of gender, teaching experience, primary/secondary and rural/metropolitan in order to reflect a broad range of participants.

Participants were asked to complete an open-ended qualitative survey (called a narrative account form) involving writing a narrative account about their in-country experiences. The narrative account involved responding to a series of questions, devised following an analysis of relevant literature. The questions were arranged in groups – the first group aimed at establishing a background profile of the teacher concerned; the second aimed to identify the nature of the particular in-country experience the teacher wished to focus on, as well as the personal and professional reasons for undertaking it; the third focussed on the impact at a personal level during and after the experience; the fourth focussed on the impact at
a professional level, including the implications for professional practice, and the fifth related to the structured reflection process engaged in by the participant. Once the data had been collected and collated, a qualitative, thematic analysis was conducted, with specific focus on issues relating to teacher professional development, identity, experiential learning, cross-cultural learning and in-country experience.

**FINDINGS AND ANALYSIS**

The participants in this study are Helena, Richard, Glenys, Stephen and Marie, all based in South Australian schools. In addition to their undergraduate teaching qualifications, each participant has either completed or is in the process of completing a Master of Education (Studies of Asia). The following tables provide background information about the participants and the in-country experience programs in which they were involved.

**Table 1: Participant Profile**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age range</th>
<th>Teaching Experience (years)</th>
<th>School Type</th>
<th>School Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenys</td>
<td>20 - 29</td>
<td>3</td>
<td>Area (R - 12)</td>
<td>country</td>
</tr>
<tr>
<td>Helena</td>
<td>50 - 59</td>
<td>33</td>
<td>Secondary (8 - 12)</td>
<td>metropolitan</td>
</tr>
<tr>
<td>Marie</td>
<td>40 - 49</td>
<td>22</td>
<td>Primary (R - 7)</td>
<td>metropolitan</td>
</tr>
<tr>
<td>Richard</td>
<td>40 - 49</td>
<td>27</td>
<td>Secondary (8 - 12)</td>
<td>country</td>
</tr>
<tr>
<td>Stephen</td>
<td>30 - 59</td>
<td>27</td>
<td>Primary (R - 7)</td>
<td>metropolitan</td>
</tr>
</tbody>
</table>

**Table 2: In-Country Experience Program Profile**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Type of in-country program</th>
<th>Organising authority</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenys</td>
<td>Study tour</td>
<td>DECS/IAEF</td>
<td>Vietnam, Laos &amp; Thailand</td>
<td>2004</td>
</tr>
<tr>
<td>Helena</td>
<td>Study tour</td>
<td>DECS/IAEF</td>
<td>China</td>
<td>2001</td>
</tr>
<tr>
<td>Marie</td>
<td>Study tour</td>
<td>AEF</td>
<td>India</td>
<td>1997</td>
</tr>
<tr>
<td>Richard</td>
<td>Exchange</td>
<td>DECS</td>
<td>Japan</td>
<td>1995</td>
</tr>
<tr>
<td>Stephen</td>
<td>Study tour</td>
<td>DECS</td>
<td>China</td>
<td>1999</td>
</tr>
</tbody>
</table>

Stephen and Glenys met the full cost of their study tour themselves, while the others made some personal contribution, with the employing authority contributing the rest. While all participants stated that the funding situation did not affect their decision to participate, both Helena and Marie commented that having their fees, partly subsidised made them feel very privileged and valued. It also increased their
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sense of responsibility to ensure that they put in their best endeavours, both during and after the in-country experience.

Reasons for Undertaking Asia In-country Experience

The participants’ personal reasons for undertaking Asia in-country experience varied, but could largely be summed up as relating to dreams and pleasure. Richard, Glenys and Stephen had had positive prior experiences in the Asian region and yearned to return to the region. Helena had planned to visit China many years previously, but that trip had fallen through, so she saw this opportunity as the fulfilment of that dream. In Marie’s case, she felt that fate had played a role in sending her to India, in that she had actually applied for another study tour but places for that one had already been filled. Other reasons included having at last saved the money to go on a study tour in Glenys’ case, a desire to learn the language in Richard’s case, and, cutest of all perhaps, Helena’s wish to be overseas during a time that coincided with a “significant birthday”.

When it came to professional reasons for undertaking the experience, the two most common reasons advanced were to acquire knowledge and collect resources. Both Stephen, who is a school Principal, and Richard were also seeking to establish professional links with a view to setting up sister school relationships. Richard saw an opportunity to add “a further string to [his] teaching bow”. Both Marie and Glenys hoped to increase their credibility as Studies of Asia teachers in the eyes of colleagues and students. Helena noted that she saw the experience as a way of complementing her postgraduate studies.

Impact at a Personal Level

In relation to the impact of their in-country experience at a personal level, participants’ responses covered a range of areas, including culture shock, reverse culture shock, attitudes and values, self-identity and personal relationships.

Culture shock. All participants agreed they had experienced culture shock to some extent, but it was strongest in those who had limited prior contact with the Asian region. Contributing factors included the sense that everything, especially in cities, was very busy, noisy and crowded, and that there was a lack of personal space. Both Helena and Marie felt confined by the overt poverty they encountered in parts of China and India respectively and the presence of beggars and hawkers whom they saw as often being quite aggressive. Glenys felt frustrated initially by her inability to orientate herself in her new surroundings, and both Helena and Richard felt a sense of “otherness”, exacerbated by being unable to speak or read the language they encountered all around them. Stephen was taken aback by the rapid pace of economic development he witnessed, while Marie found it difficult to reconcile the abject housing conditions of the poor with the grandeur of many of the historical buildings she saw. Marie also noted that when she tried to register a
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legitimate grievance at a hotel, she was not taken seriously by the (male) staff, because she was a woman. It would appear, therefore, that in addition to factors of loneliness, frustration and uncertainty identified by Oberg (1954), a further contributing factor to culture shock can be confusion, brought about by an inability to reconcile the many inconsistencies that participants observe and experience.

All the participants developed strategies for coping that included talking through their experiences with their travelling companions, maintaining their sense of humour and learning to “go with the flow”. In a number of cases, they also used their hotel room or apartment as a kind of safe haven or time out zone. All the participants saw overcoming their culture shock as a beneficial process. Helena and Marie, for example, recognized that the societies about them were complex and that it was often not appropriate to judge situations on the basis of their own Western values. Richard and Glenys both commented on feeling stronger for the experience and better able to cope in a range of circumstances.

Reverse culture shock: All participants except Glenys felt that they had experienced reverse culture shock upon returning to Australia, to a limited extent. This does not seem to have taken the form of problems in personal relationships, as referred to by Desforges (2000), but rather it mainly manifested itself as a consciousness of the space of the Australian living environment and the less frenetic pace of living. While hearing Australian accents again and being in familiar surroundings were welcomed, there were also aspects of the cultures visited that some participants missed. In Richard’s case, this included a perceived higher standard of public dress in Japan, and people interacting with each other in a less boisterous way than in Australia. It also disappointed some participants that some of their friends and relatives were not particularly interested in hearing about their experiences. Participants generally dealt with the reverse culture shock by bringing some elements of the Asian cultures visited into their personal lives to remind them of the experiences. For example, Helena acquired Chinese artifacts and various items of furniture, while Richard introduced more Japanese-style food into the family’s diet and signed up for Japanese language lessons, thus enabling them to feel they were bridging the gap between the respective cultures. This behaviour is consistent with Simpson and Norris’ (1999) observation that the culture visited often becomes an ongoing part of a person’s life.

Attitudes and values: Richard, Helena and Marie all claimed they had a broader outlook on life and were more open to a range of opinions. Helena now strongly believed in the desirability of learning an Asian language, and she commenced a study of Mandarin Chinese, while Stephen became even more strongly convinced that there was an economic incentive for Australians to be very aware of things occurring in the Asian region. For Marie, the experience caused her to place less value on materialistic pursuits and reaffirmed her belief that her family were her top priority. Unlike the others, Glenys felt that the in-country experience had little impact on her attitudes and values.
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Self-identity. All participants except Glenys felt that the in-country experience had had a considerable impact on their self-identity, especially in the areas of knowledge and competence. The relationship between self-esteem and identity, regarded as pivotal by Zembylas (2002), was also evident. Marie was particularly proud of herself for having [by necessity] “successfully jumped on to a moving train”. Richard spoke of the new skills he had acquired as making him “feel good about myself” and he also felt that he was now somewhat in a different category to others who had not travelled to the Asian region. In line with Zembylas’ (2002) notion of continually evolving identities, Marie now felt more aware of what she termed a “naïve” side to her character, as it became apparent to her that the world was considerably more complex than she had previously thought.

Personal relationships. In terms of the impact on pre-existing personal relationships, Helena, Richard and Stephen commented that there had been very beneficial influences on their immediate and extended families, as well as some friends. In addition to the interest shown in their experiences, many relatives and friends developed their own related interests and in some cases subsequently travelled to the Asian region themselves. In Marie’s case, she had experienced some initial resonances from her European-background mother that going on such a study tour might be in conflict with her responsibilities as a wife and mother. Once it became apparent, however, that Marie’s husband was “okay about it”, her mother relaxed. Indeed, inspired by Marie’s experiences, at a later time an entire extended family contingent undertook a holiday trip to Southeast Asia. Glenys, on the other hand, did not feel that there was any impact on her personal relationships. Indeed, Glenys’ response to all areas involving self-reflection was quite limited. Why this was so is unclear, although it is worth noting that she was the youngest and least experienced respondent, without a partner or children, and teaching and living in an isolated community.

All participants reported that the in-country experience led to the formation of new relationships. Both Helena and Marie referred to enduring friendships established with fellow study tour participants and felt that these friendships were very important in keeping the memory of their experiences alive. Richard and Stephen established friendships with people from the countries they had visited, leading to exchanges of letters and e-mails, and in some cases, reciprocal visits. The positive impact on personal relationships for the majority of participants clearly contributed to their favourable overall view of their in-country experience, thus exemplifying Day’s (1999) view that in order for participants to regard professional development as effective it must address their personal needs.

Professional impact

With regard to the impact of their Asia in-country experience at the professional level, participants’ responses also ranged over a variety of areas, including new
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cultural understandings and perceptions, cross-cultural comparison, confidence, enthusiasm and motivation, and teacher identity.

New cultural understandings and perspectives. A common response from participants was that they were now far more aware of the complexity and richness of the cultures they experienced. Helena referred to her enhanced understanding of the history, geography, and mythology of China, while Marie also commented on the understanding of Indian history she had acquired. Another common area of response related to how particular societies operated in practice. The importance of the group over the individual in Japan had become increasingly evident to Richard, as had the way in which religion permeated everyday living in India to Marie. Helena felt she more clearly understood particular Chinese customs such as the importance of ‘face’, while Glenys had a much clearer picture of the way in which Lao people celebrate festivals, such as Lunar New Year. Another area of understanding identified by a number of participants was the constantly changing nature of the cultures they experienced. The new understandings and perspectives developed by the participants reflect the value attributed to experiential learning by Oosterheert and Vermunt (2003).

Cross-cultural comparison. Participants also became more aware of similarities to and differences from Australian culture. For Stephen, it became apparent that “people everywhere desire peace and harmony”, and that parental expectations for their children are quite similar in different countries despite the cultural differences. Richard observed that there are “hard-working educators” in both Australia and Japan, and that the hopes and dreams of students are similar. Marie made some very interesting comparisons between Indian culture and her own that European-background culture, referring to characteristics such as the importance of the extended family, the pivotal role of mothers-in-law and family pressure on marriage choices, as well as similarities in the ways that rural villagers are structured and operate. Stephen commented that perceived differences are “often based on lack of knowledge of other cultures”, in line with Helena’s observations that Australian and Chinese societies face similar problems, but deal with them differently, as in the treatment of the aged, population control and the tensions between “progress”, heritage and the environment. For these participants, therefore, it was apparent that their in-country experience had kick-started a process of ‘self-trascendence’, as referred to by Havel (1994).

Confidence, enthusiasm and motivation. Consistent with Halse’s (1999) earlier finding, all participants felt that their in-country experience substantially increased their confidence and enthusiasm as teachers. These feelings, however, were not just attributable to what Marie termed the “enriching nature” of the experiences themselves but also to the fact that the in-country experience represented a substantial break from prior professional routines and contexts, leading to what Helena called “rejuvenation”. More than that, in-country experience seems to have enabled participants to clarify their own educational philosophies and to
determine their future courses of action. Helena, for example, felt “inspired to encourage her students and colleagues to read about and travel to the Asian region”. She, like Glenys, was very keen to start developing related units of work as soon as possible. Richard was motivated to “encourage students to have greater understanding of the wider world and respect for difference”. Stephen developed “a clear vision of Asia literacy”, and had the confidence to articulate that vision in all schools where he became Principal.

Teacher identity. In all cases, participants believed that there had been a pronounced impact on their perception of themselves as teachers. Helena, Richard and Marie all saw themselves as more knowledgeable, and thus having acquired what Marie termed an “increased sense of legitimacy”, in keeping with Cohen and Hill’s (2000) views on teacher notions of competency. Status-related elements were involved as well. Both Helena and Richard, after observing the respect that Chinese and Japanese students had for their teachers, developed a greater sense of respect for themselves as teachers. On the other hand, having noted that most of the Indian teachers she met had “at least one master's degree”, Marie felt under-qualified and determined to do something about it. A strengthened conviction that being a teacher meant being able to “make a difference”, as Richard put it, also emerged. Additionally, both Glenys and Helena commented on coming to realise that teaching is truly an international profession these days, with many opportunities to operate beyond Australia's shores.

Clearly then, all participants were enriched and powerfully motivated by their experiences, but how had these intentions translated into professional practice?

Professional Practice Implications

The increased knowledge, understandings and confidence that participants acquired were reflected very strongly in relation to professional practice, at the individual practitioner level and at a wider level.

Constraints. Collectively, the participants noted that they had needed to recognise and accommodate a variety of constraints on their ability to use and build on what they had learned in-country. For all the participants, finding sufficient time to act on their intentions was difficult in the face of competing work and family commitments - whether it be to research areas of interest more thoroughly, to develop units of work or to engage in further study. Glenys felt that her placement as a language teacher in a small school made it hard to find practical use for the teaching units she would like to have developed. Stephen was disappointed by what he perceived as a lack of support, particularly financial support, from his employing authority for principals to undertake further study and establish programs like sister school links.
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Individual practitioner level. At the individual practitioner level, the post-tour achievements were evident in three main areas - their own teaching and learning program, further professional learning and further Asia in country experience. There was also a clear impact on the career directions of the participants.

Own teaching and learning program
All participants developed a number of new units of work and/or adapted existing units of work. In Helena's case, the units related to the English learning area and included studies of novels, films, picture books and biographies. Richard and Glenys both devised units relating to the languages and society and environment learning areas, while Stephen concentrated his efforts on producing a 'big book' suitable for all primary levels. Marie used her India experiences as a major theme for an entire year's teaching for her junior primary class, covering all learning areas.

All participants also made very effective use of resources they had collected in-country. Materials they utilised included reference texts, picture books, DVDs, art works, posters, dolls and clothing. Helena, Glenys and Marie strongly emphasised the usefulness of photos they had taken in country in stimulating student interest. Richard and Marie also commented on the fact that their students are very much enjoyed their personal stories of their in-country experiences.

Without exception, the participants were struck by the level of enthusiasm that their students showed in undertaking activities they had introduced as a result of their in-country experience. In describing their students' reactions, they used terms such as 'very positive', 'fascinated', 'excited' and 'eager to participate'. Helena echoed the sentiments of the others when she observed that the quality of work produced by the students was very high.

Further professional learning
In-country experience ignited in participants a strong desire for further professional learning. All participants enrolled in studies of Asia courses that enabled them to complete a Master of Education (Studies of Asia). Richard also undertook a graduate certificate course with a specialisation in Japanese language, and ultimately retrained as a language teacher, and Helena commenced classes in Mandarin Chinese. Both Helena and Marie volunteered to attend national train the trainer sessions relating to recently released Access Asia texts produced by Curriculum Corporation.

Further in-country experience
Each participant actively sought further in-country experience. In Richard's case, this initially involved returning to Japan on several occasions, but then he, like the other participants, broadened the scope to visit countries in the Asian region other than the one visited during their initial in-country experience. For Helena and
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Stephen, the subsequent in-country experience came in the form of study tours, while for the other participants it came in the form of privately organised visits.

Career direction
For each of the participants, there was a career-defining influence. Prior to undertaking in-country experience, Helen had been wrestling with the notion of seeking different or high-level roles in schools, but as a result of the experience, she acquired "reinvigorated enthusiasm to remain in the classroom". Richard's stronger sense of self-belief resulted in his decision to become an "active change agent" and he felt that this in turn assisted him in gaining promotion to coordinator. Glenys formed a strong resolve to "one day teach overseas in areas such as those visited". Stephen firmly believed that the "whole school vision" he had developed helped him to win subsequent leadership roles. Marie used her new-found confidence to apply for and undertake a succession of short-term placements in an advisory position at district level. Consequently, in each case the participants and their careers were radically transformed by their in-country experience, which had truly constituted a critical incident (Goodson, 1992) and turning point in their careers.

Wider impact. The impact of in-country experience extended well beyond the individuals concerned and their particular students, manifesting itself in four main areas - teacher colleagues in the same school, teachers in other schools, administration personnel, and the wider community.

Teachers within own schools
Within their own schools, participants' experiences had a formal and informal impact on other teachers. Formal processes involved speaking at staff and faculty meeting, and conducting after hours professional development for school staff. Helen, Richard and Marie all commented on the effectiveness of informal chats with their colleagues over coffee or drinks in encouraging them to include aspects of Asian societies and cultures in their teaching and learning programs. In addition to disseminating their experiences and ideas, participants provided practical support by lending resources they had acquired in-country and making themselves available to assist others in locating suitable resources and developing units of work. Helen was also able to influence purchases made by the school's Resource Centre. Stephen used his leadership position to persuade members of his staff to undertake studies of Asia, professional development and he also instituted an "Asia in Schools Term" in the school's program each year. Richard drew other teachers in by establishing a sister school exchange and persuading them to become involved in either home-hosting or subsequent exchange visits.

Teachers in other schools
Beyond their own schools, participants exerted an influence in a variety of ways, the most commonly reported one being via sharing of ideas and resources at network meetings. In some cases, these were Access Asia Schools networks, in
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others they were local or regional networks, while in Stephen's case, they were
district principal networks. Another avenue was via subject associations - Helena,
for example, ran workshops and wrote book reviews. Marie collaborated with
other study tour participants to produce and share units of work. Richard used e-
mail very effectively as a means of influencing teachers in other schools, providing
them with advice, resources lists and teaching materials. Marie and Helena both
became workshop presenters in state-wide Studies of Asia professional
development programs, thus extending the range of their influence even further.

Administration personnel, and the wider community
In influencing their school administrations, the teacher participants focused upon
the Principal, or in the case of the secondary participants, their line managers.
Again, this tactic involved either formal or informal dimensions, with the aim of
achieving curriculum reform, establishing programs or acquiring resources.
Helena used the interesting strategy of providing "reading material" for members
of the leadership team. As Principal, Stephen was able to influence his own
administration team at leadership meetings, although he reported less success at
departmental level. Most participants reported having an influence on parents,
either via parents taking an interest in what their children were reading or doing, or
via school council meetings or the school newsletter. Glenn noted some interest
from "close friends" in the community. Helena supplied book lists for a
commercial bookseller and a non-government organisation.

Reflection Process

Each of the five participants undertook a structured reflection process. This took
the form of a study of postgraduate unit based upon a nationally developed Studies
of Asia Professional Development Module, Utilising Asia In-Country Experience.
All participants strongly agreed that they found a structured reflection process to be
particularly beneficial, in that it compelled them to take the time, as Richard put it,
to draw together their experiences, thus reinforcing and reaffirming many of their
understandings. Glenns echoed this sentiment, commenting that the reflection
process enabled her to "look seriously" at what she had experienced. All found
that the inclusion of cultural theory in the reflection process was useful, even if
Glenns did not find such theory very "appealing". The theoretical elements they
found most informative included those pertaining to models of culture and to
culture shock. Richard and Stephen both noted, for example, that their look at
various models of culture helped them to be more aware of attitudes and values
"beneath the surface".

All participants also found the structured reflection process provided a strong
stimulus to further action, undertaking activities they might otherwise have let slip
in the face of competing demands. So, Richard commenced a "new flurry of
resource and unit development." Glenns began in-depth research into areas that
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had engaged her interest during her study tour, and Stephen intensified his efforts to get other leaders and teachers involved in studies of Asia programs. To some extent, participants felt the reflection process provided a sense of closure, but in other ways it ensured that their in-country experiences lived on. In Helen’s case, it made her want to “keep exploring Asia”, while Maria concluded, “Maybe I don’t want closure.”

CONCLUSION

In his work on long-haul travellers, Desforges (2000, p. 5) is critical of the fact that there is “a general lack of empirical engagement [with such travellers] in the flesh”. This study adds to the available ‘in the flesh’ research, albeit in relation to a particular type of long-haul travel. The study also adds to the body of literature relating to teacher professional development, identity and experiential learning by illustrating the powerful and unique role that Asia in-country experience can play in these areas. It is evident from this study that the participants all considered their Asia in-country experience to be a particularly engaging and valuable form of professional development. All believed that their competence levels had increased, and they clearly derived considerable professional satisfaction. They all emerged from the experience with enhanced self-esteem and appeared to have a clearer idea of who they were and the direction they wished to pursue.

Zembylas’ (2003) assertion that teachers closely merge their personal and professional identities was also apparent from the way the participants reflected on their experiences and the outcomes of those experiences. The achievements of the participants as a result of undertaking in country experience of the own vocation showed the power of self-initiated learning, and also demonstrated the impact of experiential learning in a ‘powerful sensory learning environment’ (Oosterhert and Verman, 2003, p. 161). It is not overstating the case to say that for each participant the in country experience represented a critical incident in their personal and professional lives, sparking a cycle of accelerated development (Nolder, 1992).

In regard to existing literature specifically relating to Asia in-country experience, this study reinforces many of the findings of Halse’s Encountering Cultures (1999), while also adding further dimensions. This is particularly evident in relation to such outcomes as heightened passion and enthusiasm, recognition of the benefits of experiential learning, a positive disposition towards teaching about Asian societies and cultures, stimulus to further personal and professional learning, and authentication of own knowledge. The importance of structured reflection becomes apparent, as does increased awareness by participants of the limitations of their knowledge, and their recognition that learning from study tours is multi-dimensional. What is particularly impressive is the extent of related achievements of the participants as a consequence of their in-country experience, despite various obstacles encountered.
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Desforges (2000, p. 5) also notes that the depletes of research based on actual travellers' perceptions has brought about a situation where too often there is 'top down interpretation that misrepresents tourists'. This study helps to redress this understanding by providing participant-level interpretation. For example, a criticism that could be levelled at Asia in country experience is that participants could not hope to know all there is to know about a given Asian society and culture on the basis of a relatively short sojourn. The participants in this study were well aware of this. What they did recognize, however, is that they certainly now knew a great deal more than they did before, and a great deal more than many of their friends, colleagues and students. They each became increasingly conscious of what Helens termed the "vast amount yet to know" and Stephen referred to as "new questions". As Glenys put it, "the experience is only the beginning". Each participant had commenced a journey, a journey that Richard suggested "will continue for many years to come".

It could also be suggested that just as much could be gained from reading and research about Asian societies and cultures as could be achieved via in-country experience. The participants in this study emphatically refuted this notion, stressing the unique value of human contact and shared experience. As Richard put it, "the sounds, sights, smells and interactions with a myriad of people cannot be replaced". While acknowledging the usefulness of research texts before and after the in-country experience, the participants highlighted the impact of being taken out of their comfort zones, having their value systems challenged, and developing a real thirst for knowledge. In consequence, they believed in-country experience precipitated rich, intense and rapid learning, leading Glenys to conclude that "nothing is as beneficial as experiencing it first-hand". Participants insisted the effects of such experiences had a long-term impact on their teaching programs, educational philosophies, ongoing reading and viewing tastes, and personal friendships. What seemed particularly important to each participant, that time could not erase, was a store of positive memories that continued to influence their personal and professional lives. To Marie "it seems like yesterday", while Helena simply stated, "I will never forget it".

This research can assist in informing the design and implementation of future study tours and other similar Asia in country experience programs. It can also inform decision-making and evaluation regarding the nature of such programmes, for systems, schools and prospective participants alike. Some of the findings likely to be of use include the following. Any support able to be provided to participants by school systems and individual schools is a very worthwhile investment. The support may be in the form of direct funding, or time release, or some combination of the two. It should also involve helping participants to overcome constraints facing them after their return and encouraging participant contributions at school, network and system level, where possible. This particularly applies to teachers in isolated locations. Other valuable forms of support include ensuring that participants receive recognition for their achievements and providing
ASIA IN-COUNTRY EXPERIENCE

encouragement and assistance for further related professional learning, including postgraduate study.

In order to maximise the experiential learning aspect of Asia in country experience, it is also strongly desirable that planners ensure a wide range of types of experiences are built into such programmes. The observations of the participants in this study show that pre-tour information is important and that this should not only relate to cultural background, but should also include an introduction to some aspects of relevant theory, such as models of culture, manifestations of culture shock and strategies for effective cross-cultural learning. There could well also be a place for some formal reflection processed to occur during the course of a study tour. A structured post-return reflection processed is perhaps the most critical element in ensuring that the value of in country experience is maximised. Also apparent from this study is the way in which there is close intersection between the dreams, aspirations, attitudes, values and actions of the individual as a person and the individual as a teacher – an intersection that needs to be taken into account by study tour planners.

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http://i.ejub.net

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ASIA IN-COUNTRY EXPERIENCE


PART B

1. Curriculum and Teaching Resources
A Korean Journey

Curriculum Units P-10

South Korea

Seoul
Taejon
Andong
Haein-sa
Taegu
Kyongju

Asia Education Foundation
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Korea Dharma:
Buddhism in Korea

Writer: Doug Trevaskis, South Australia
School level: Middle secondary level
Duration: 8-10, 45 minute lessons (approx.)
Key learning area: Studies of Society and the Environment

About 250 monks and nuns live at Haen-sa, where they study the Scriptures and meditate in the hermitages. The temple was first built in the year 802 and has a number of extremely historic treasures in its more than 90 shrines, hermitages and sub-temples scattered over a 50-square mile area in the surrounding mountains.
Society and Environment
Key Questions
Book 1

BOTT • TREVASKIS • GAD
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DECS
DEPARTMENT FOR EDUCATION
AND CHILDREN'S SERVICES

The Japan Foundation

STUDIES OF JAPAN
IN
AUSTRALIAN SCHOOLS

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What is Asian literature?

Incorporating Asian literature into English programs

Studying Asian literature provides opportunities for students to explore ideas, assumptions and beliefs about the people who share their ‘part of the world’. For some students it provides an affirmation of their religion, cultural beliefs and ways of being which are mostly missing from ‘mainstream’ English texts. In this age of the global village, reading Asian literature is one way students can learn about the diversity of the world in which they live.

This broadsheet provides a survey of some Asian texts which can be incorporated into English teaching. It is assumed that teachers will apply to these texts the teaching, learning and assessment strategies which are implicit in the curriculum framework as described in A statement on English for Australian schools and English—a curriculum profile for Australian schools.
Part B: Curriculum and Teaching Resources

This series was compiled by project managers, Carolyn Millard and Peter Adams, of Curriculum Services, Department of Education, Training and Employment, South Australia.

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ACCESS ASIA

Reflections
texts from Asia for the middle secondary English classroom

Anthony Bott  Lee Grafton  Carolyn Millard  Doug Trevaskis

A NALSAS Initiative
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Edited by Jane Angus, Writers Reign
Designed by Graphic Divine
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(Detail with reverse detail, reproduced in this form with the artist’s permission.)
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Cover art: an illustration to a scene of the samurai class from A Book of the Modern Period, Yoshitoshi, woodcut on paper, Japan. (Detail) Collection Rex and Anne Keast.
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**STUDIES OF ASIA**

**ARTS and SOSE**

**ISLAND OF SUMBA**

Shadows of the heavenly world

**INTRODUCTION**

Indonesia has been an independent nation state since 1945 and has a national culture characterised by the use of the Indonesian language and adherence to a set of five principles known as the *Pancasila*. However, Indonesia is comprised of 17,508 islands, with about 200 ethnic groups and as many as 583 different languages and dialects. Not surprisingly, therefore, Indonesia's national motto is *Bhinneka Tunggal Ika* (Unity in Diversity).

When Australian students study 'Indonesian' society and culture, these studies tend to be restricted to the larger, more heavily populated islands, such as Java and Sumatra, or well-known tourist destinations such as Bali. Sumba, an island in the province of East Nusa Tenggara, provides students with opportunities to focus on one of the 'outer' islands of Indonesia. Sumbanese culture is quite distinctive, particularly in relation to its renowned art forms and burial customs.

This unit provides opportunities for students to learn about the relationship between Sumbanese people and their environment, their ideas, beliefs and attitudes to ancestral spirits. Through such a study, students will be better positioned to appreciate the extent of the diversity that exists throughout the Indonesian archipelago. They will also be able to ponder the question of how it is that the Indonesian state manages to maintain cohesion amongst its disparate elements.

Doug Trevaskis & Lee Grafton

Photography by Lee Grafton

This unit will draw particular attention to the famous *Ikat* textiles of Sumba, which although using a process found throughout Asia, are so much a part of the Sumbanese way of life that they have become synonymous with Sumbanese identity. In Sumba, as elsewhere in Indonesia, people's clothing communicates information about their clan and ethnic identity, gender and social status. Perhaps more importantly, it expresses the relationship of the wearer to supernatural and cosmic forces. Thus textiles in Sumba have a magical and sacred significance which gives them meaning far beyond their function as dress. They convey meaning through the techniques, designs and inclusion of individual motifs, charging the cloth with ritual significance and encompassing almost every aspect of life, death and the afterlife.

As the Sumbanese say, 'the visible world is but a shadow of the heavenly world'.

(Adams, H. in Kissoon and Carrier, p. 9).

This unit is one of a series of units of work published by Programs and Curriculum during 1997-8. Covering all areas of study, these units are a substantial practical resource for teachers at all levels of schooling.

All *Adopt, Adapt, Share* units will assist teachers to plan and program their students' learning using *Statements and profiles*.

Executive Director

Curriculum

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Part B: Curriculum and Teaching Resources

**INTRODUCTION**

Studying Asian literature provides opportunities for students to learn about the culture of others and explore ideas, assumptions and beliefs about the people who share 'part of their world'. For some students it provides an affirmation of their religion, cultural beliefs and ways of being. In the age of the global village, using Asian literature is one way students can learn about the diversity of the world in which they live.

The text used is *The Ramayana*, adapted by Pratima Mitchell, Puffin Books, 1996. This is a version especially commissioned and adapted for children. The *Ramayana* is featured in the film *A Little Princess* by Warner Brothers, inspired by the novel by Frances Hodgson Burnett. In the film, Sara Crewe imagines what it is like to be Rama and Sita in their epic tale of love and adventures following Rama’s exile. The *Ramayana* has retained its prominence within Indian and other Asian popular culture having been reproduced as a children’s comic book and in 1987-88 as a major television series by the producer Ramand Sagar. The television series literally ‘stopped’ India as Hindus, Christians and Muslims alike were ‘glued to the set’ week after week.

**AIMS OF THE UNIT**

The study of the *Ramayana* provides opportunities for students to

- analyse critically views of Asian people and nations in...literature...

(Studies of Asia: p. 10)

- ...study and use English language and literature including literature translated into English (English statement, p. 3)

- develop a knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal differences... (English statement, p. 3)

- develop their ability to compose, comprehend and respond to literature...in more considered and critical ways, and to justify their views and interpretations of texts (English statement, p. 22).

The study of this text provides opportunities not only to incorporate studies of Asia into the teaching of English but also across the curriculum. For example, after reading and analysing the text, students can create masks (Technology) and act out parts of the story (The Arts). Research and discussion of the cultural aspects of the text support learning in Studies of society and environment (SSOE).

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Carolyn Millard

Executive Director
Training and Employment

DEPARTMENT OF EDUCATION

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The Ramayana

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<td>Contextual understanding strand organiser</td>
<td>2.6 Understands that texts are constructed by people and represent real and imaginary experience</td>
<td>3.6 Identifies simple symbolic meanings and stereotypes in texts and discusses their purpose and meaning</td>
<td>4.6 Explains possible reasons for varying interpretations of texts</td>
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<td>Evident when students, for example: • discuss the different groups of people in the Ramayana and the ways they are represented (e.g., men, women, demons, gods).</td>
<td>Evident when students, for example: • describe the 'goodies' and 'baddies' and recognise them as recurring character types • discuss archetypes (stereotypes) in the epic genre and in the Ramayana.</td>
<td>Evident when students, for example: • discuss and justify their own preferences for a particular interpretation of characters and events in, and purposes of, the Ramayana referring to the text for details.</td>
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<td>2.11 Uses some basic linguistic structures and features of written language so that writing can be readily interpreted by others</td>
<td>3.11 Controls most basic features of written language and experiments with some organisational and linguistic features of different text types</td>
<td>4.11 Controls most distinguishing linguistic structures and features of basic text types such as stories, procedures, reports, and arguments</td>
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<tr>
<td>Evident when students, for example: • link ideas about the story of the Ramayana using conjunctions such as 'and', 'then' and indicate some relationships between events and ideas using conjunctions such as 'because' and 'but'.</td>
<td>Evident when students, for example: • use time order to organise the writing of a recount of the Ramayana • use the simple present tense when writing a report about the research topics.</td>
<td>Evident when students, for example: • use the organisational features of report writing (i.e. general introductory statement, information grouped under relevant headings) • use a range of conjunctions to indicate the relationship between ideas when writing about the Ramayana.</td>
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Adapt, Adapt or Share Units of Work

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Part B: Curriculum and Teaching Resources

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Introduction

FROM THE AUTHOR

A wealth of inspiration for the primary classroom is contained in this innovative selection of art images from Asia. The artworks present offer a wide range of forms, styles and materials and represent diverse societies that span half the globe and, in some cases, reach back over two millennia.

Artworks are in fact very much like people. The more time you spend with them, and ask them questions, the more you will come to understand and appreciate their points of view. In recreating the unique historical background to each inspiration image, I was impressed by the way each artwork strikes a universal chord... I hope the benefit of inspiration is to give students a sense of the continuum of human history.

Inspiration offers teachers specific visual arts activities that, at the same time, address the development of literacy and quantitative skills and provide links to multiple curricular areas. Their use in the classroom will also form a bridge between people of differing cultural backgrounds.

Students are asked to respond to the artworks through a variety of approaches designed to support different learning styles. The looking activities emphasize an environment where judgement is suspended, allowing the work to reveal itself. There are no wrong answers. An artwork is investigated from multiple angles, and contextual information is provided as the need arises from student observations. The inspirational art-making activities are intentionally not overly prescriptive, allowing for varied responses from individual students. In art making, "mistakes" provide an opportunity to keep working and shift perspective. This strategy fosters tolerance and respect for others’ ways of thinking.

The selection of images in the Inspirations kit covers a wide and balanced range of art media, geographical locations and historical contexts. The variety of media includes an embroidered bedspread, a carved mask, a stone sculpture, a minimalist painting and an empty art form and serves to demonstrate that art can be found everywhere and in any material. The span of images ranges from medieval Persia (present-day Iran) to internationally acclaimed living artists from various Asian countries.

The artworks include traditional, modern and contemporary examples. The traditional works by unknown artists were produced for use, to solitary make and to share. These works are known by name and are part of both Western art history and their own countries’ art development in the 20th century. The contemporary works, artists draw from their countries’ traditions to question values and often work in new media. As many works similar to these illustrated are impressions are available in public, schools and in state museums. Stories and galleries. I would encourage you to seek them out. Be inspired.

Inspiration is based on the art education strategies of the Public Programs Department of the Art Gallery of New South Wales.

Ann MacArthur
Coordinator of Asian Programs
Art Gallery of NSW

HOW TO USE THE CARDS

Each card may be used as its own or combined with others to support themes. For example, Square word calligraphy. Little Bee Poem by contemporary artist Xu Bing and the illustrated page from the Qur’aan could be used with Aung Myint’s and Bazil Nagpal to illustrate the range of artistic expression in the religions of Asia. The modern works by Vietnamese artist Nguyen Phan Chanh and Filipino artist Carlos Ocampo in combination with the contemporary installation by Yukiya Nagazi could be used to explore national identity.

Each card contains:

Learning outcomes

Brief summary of the visual arts learning outcomes specific to each card. Additionally, the cards offer opportunities to link culture in English (eg role-playing, talking and interpreting and in mathematics (eg counting objects, recognizing and drawing shapes, and pattern recognition) and in science and technology (eg use of materials and processes of manufacture).

Background information for teachers

Description of the image, geographical, historical, cultural and linguistic contexts; method and materials of production.

Suggested materials

Items or images which support and extend the themes expressed in the card.

Looking activities

 Ways to engage students with the image through extended observation and with an open and imaginative attitude.

Classroom discussion

Topics to broaden the context of the image and link this to students’ experiences.

Making activities

Suggested responses to the image through art-making activities.

Cross-curricular activities

Selected responses to the image through other curricular areas including English, mathematics, science and technology and S A H E / S O H E.

Cross-curricular extension activities

Suggestions for more in-depth projects related to the image.

Glossary

Definitions of key words in the text.

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24. Nepal

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29. Nepal

30. Japan

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State and Territory Studies of Asia Scholars

Inspirations - Art Ideas for primary and middle years

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www.asiaeducation.org.au

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PART B

2. Teacher Professional Development Materials
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Acknowledgments

Including Studies of Asia in the Curriculum, funded by the National Professional Development Program of the Commonwealth Department of Employment, Education, Training and Youth Affairs, is the result of a successful collaborative effort by many partners. The extent of the collaborative work represented ground-breaking work in teacher professional development which provided a challenge for all but which enhanced the outcomes of the program and contributed strongly to meeting the aims of the National Professional Development Program.

Program Framework, Core Workshops and Primary Exemplar Workshops

The program framework, core workshops and primary exemplar workshops were developed by the Tasmanian Development and Delivery Consortium led by Dr Mary Fearnley-Sander (Faculty of Education, University of Tasmania) and Jan Kiernan (Asia Education Foundation Adviser, Department of Education and the Arts, Tasmania).

The quality and strength of the materials developed is a direct result of this leadership and the partnership of classroom teachers from the Access Asia School Program, officers of the Department of Education and the Arts, academics from the Faculty of Education and The Asia Centre, and other people committed to the studies of Asia.

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Management of the project from inception has been the responsibility of Kathe Kirby, Partnerships Program Manager.
In the Eyes of the Law (1)

Key Learning Area: Studies of Society and Environment

Doug Trevaskis
Asia Education Foundation State Adviser, South Australia

Delivery time: 120 minutes
Workshop Outline

Step one

Introduction

Participants are invited to introduce themselves and talk about their experience teaching about the law and studies of Asia.

Step two

Law in pre-modern Korea

Aspects of the law in the Confederated Kingdoms period in Korea (around the 1st century AD) are presented and discussed.

Step three

The teachings of Confucius

Relevant extracts from the teachings of Confucius (551-479 BC) are presented and discussed.

Step four

Law and courts in pre-modern China

Aspects of the pre-modern Chinese legal system are presented and participants have the opportunity to develop understandings through small group discussion.
Part B: Teacher Professional Development Materials

Secondary Exemplar Workshop  In the Eyes of the Law (I)

Step five

Law and Society in Tokugawa Japan

Information about law and society in Tokugawa Japan (1603-1868) is provided. Participants again work in small groups to produce visual displays about Tokugawa society.

Step six

Legal scenarios in Tokugawa Japan

Participants have the opportunity to take part in a role play about a sample legal scenario in Tokugawa Japan. A range of further legal scenarios is then provided for discussion and debate.

Step seven

Classroom application

Participants are invited to discuss the classroom application of the material in the workshop.
In the Eyes of the Law (2)

Key Learning Area: Studies of Society and Environment

Doug Trevaskis
Asia Education Foundation State Adviser, South Australia

Delivery time: 120 minutes
Workshop Outline

Step one

Introduction
Participants are invited to introduce themselves and talk about their experience teaching about the law and studies of Asia.

Step two

'Mutual responsibility' in nineteenth century China
Information about the role of 'mutual responsibility' in Chinese law is presented and discussed.

Step three

China and the west in the nineteenth century
Differing views held in China and the West are explored and participants have the opportunity to construct a role play using the various views.

Step four

The historical context
Information about the context in China at the beginning of the nineteenth century is presented and discussed.
Step five

The first Anglo-Chinese war

Events leading to the outbreak of hostilities between Britain and China are examined and discussed and participants have the opportunity to construct a role play based on some of the events.

Step six

Law in contemporary Asian societies

In small groups, participants have an opportunity to work on the classroom application of resource material about the law in contemporary Asian societies.
National Asian Languages and Studies in Australian Schools (NALSAS) Strategy

Studies of Asia Curriculum Support Document

Train-the-Trainer and Professional Development Workshops

Presenters' Notes

A NALSAS Initiative
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  Workshop evaluation  

Overhead transparencies  

Resources
Part B: Teacher Professional Development Materials

Studies of Asia Curriculum Support Document Train-the-Trainer and Professional Development Workshops

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Studies of Asia Professional Development Modules

The NALSAS Studies of Asia Professional Development Modules consist of ten modules designed to enhance the professional skills and understanding of Asia of primary and secondary teachers. The modules can be delivered as accredited courses or as teacher professional development.

The package includes modules focused on the English, Arts and Studies of Society and Environment learning areas, as well as the cross-curricula Teaching Asia and In-Country Experience modules.

The modules package was developed by the Asia Education Foundation with Commonwealth funding under the NALSAS strategy.
Studies of Asia Professional Development Modules

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English

Studies of Society and Environment

Asia In-Country Experience

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National Organisations
National Catholic Education Commission
National Council of Independent Schools

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NALSAS Studies of Asia Professional Development Modules

THE MODULES

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THE ARTS MODULES

Asia Education Foundation

National Asian Languages and Studies in Australian Schools Strategy

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THE ASIA IN-COUNTRY EXPERIENCE MODULES

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THE ASIA IN-COUNTRY MODULES EXPERIENCE

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Asia Education Foundation
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Studies of Asia Pre-Service Teacher Educators Professional Development Workshop
postgraduate program
master of education

• STUDIES OF ASIA

AVAILABLE IN FACE-TO-FACE INTENSIVE MODE OR DISTANCE MODE

FAST FACTS
Masters (72 units) - 2 years full-time, or part-time equivalent. GradStart code: 2CM010
Mode: Internal/External
Commonwealth supported places available
Apply through GradStart.

THE MASTER OF EDUCATION AND RELATED SPECIALISATIONS DOES NOT QUALIFY GRADUATES FOR TEACHER REGISTRATION.

COURSE OVERVIEW
The Master of Education (Studies of Asia) is a coursework award designed for practising teachers, advisory personnel and school curriculum leaders.

The underlying rationale for the course is the increasing importance of the Asia region, regionally and globally and hence the critical need for studies of Asia to be included in school teaching and learning programs at all levels. It has two principal domains - knowledge and pedagogy. In the knowledge domain it provides students with a wide range of opportunities to extend their understandings of the societies and cultures of the Asian region. In the pedagogy domain it assists students to develop effective strategies for the inclusion of studies of Asia across the curriculum.

Through completing the program students will be able to view selected societies and cultures of Asia through the perspective of a range of learning areas, such as Society and Environment, the Arts and English. The respective topics take an intercultural approach, and Asia in-country experience is both valued and encouraged.

CREDIT
Credit of up to 54 units may be granted for approved prior studies and work experience.

ADMISSION REQUIREMENTS
The normal entry requirement is satisfactory completion of a three-year degree in teaching or a related discipline. Students holding a relevant four-year degree normally complete the degree in one to one-and-a-half years full-time or the part-time equivalent.

STUDY MODE
Face-to-face intensive courses usually involve attendance at Flinders University for 2-3 days during school holidays or weekends.

Distance students are sent study materials at the beginning of each semester and do not attend classes on campus. There are no residential requirements for distance students and all assessment requirements can be fulfilled at distance.

PROGRAM OF STUDY
The program of study for the Master of Education (Studies of Asia) is selected from a range of six-unit topics. The total number of topics required will depend on the level of credit approved for prior study. While most of the topics view selected societies and cultures of Asia through the perspective of a particular learning area, students do not need to be specialists in that learning area. Students interested in including a more in-depth research investigation in their study program may elect to undertake a Directed Study (EDES9007).

For more detailed information on the academic program of study and topic descriptions for this course visit: www.flinders.edu.au/...
EDAS8003A  Studies of Asia: SOSE Learning Area 1 (Pre-modern Asian Societies and Cultures)
EDAS8004A  Studies of Asia: SOSE Learning Area 2 (Contemporary Issues and Values)
EDAS8005A  Studies of Asia: Arts Learning Area 1 (Arts of Asia - Sources and Contexts)
EDAS8006A  Studies of Asia: Arts Learning Area 2 (Arts in Contemporary Asia - Traditions and Tensions)
EDAS8007A  Studies of Asia: English Learning Area 1 (Literatures from Asia)
EDAS8008A  Studies of Asia: English Learning Area 2 (Contemporary Asian Literature)
EDES962B  Education Field Study: Asia (Utilising In-Country Experience)
EDES9007  Directed Study

GRADUATE CERTIFICATE
The Graduate Certificate in Education (Studies of Asia) is a short version of the Master of Education (Studies of Asia), and comprises a study of three six-unit topics. The Graduate Certificate is the equivalent of one semester of full time study, or up to three semesters part time.

COURSE FEES
Fee details can be found on the University's website at: www.flinders.edu.au/fees
Australian citizens, and those holding an Australian permanent humanitarian visa who meet eligibility criteria, are eligible to defer their fees through the Higher Education Loan Program. Contact Student Finance Services on (08) 8201 3143 for details.

HOW TO APPLY USING GRADSTART
Three easy steps:
1. Visit the South Australian Tertiary Admissions Centre (SATAC) website: www.satac.edu.au/unilink/
2. Link via the GradStart button. Click on ‘Want to Apply?’ to begin your application.
3. Submit your application. You will be sent a confirmation email.
You can apply for admission at any time during the year and GradStart applications are free.
If you receive any correspondence from SATAC requesting further information you will need to supply what is requested.
Your application cannot be processed until all requested information is received.
Note: you must be a citizen or permanent resident of Australia to apply through GradStart.

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Faculty of EHLT (Sturt Campus)
Flinders University, GPO Box 2100, Adelaide, South Australia 5001
Tel: +61 8 8201 3551 Fax: +61 8 8201 3210
Web: http://ehlt.flinders.edu.au/distance

INTERNATIONAL STUDENTS interested in a postgraduate course at Flinders will need to contact the Flinders International Office: www.flinders.edu.au/international/askflinders.html or telephone: (+61) 8 8201 2727 or fax: (+61) 8 8201 3177

This information is accurate at the time of publication (November 2007). Flinders University reserves the right to alter any course or topic herein without prior notice.
EDAS8004A (2009)

School of Education
Studies of Asia for Teachers:
Graduate Topics by Distance

Studies of Asia:
SOSE Learning Area 2—
Contemporary Issues and Values

Topic Information

Flinders University
Adelaide
Australia
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

EDAS8004A Studies of Asia: SOSE Learning Area 2—Contemporary Issues and Values

Value of topic: 6 units
Offered in semester 1 and again in semester 2, 2009

Prerequisite
Graduate Certificate standing

Awards serviced by this topic
Graduate Certificate in Education (Studies of Asia)
Master of Education (Studies of Asia)

Study materials provided for this topic
Study guide
Readings: part 1 (modules 1 and 2)
Readings: part 2 (modules 3 and 4)
Readings: part 3 (modules 5 and 6)
Readings: part 4 (module 7)
CD-ROM (Forest Fires)

TOPIC DESCRIPTION

Aims
The two major aims of this topic are to enable students to:

• increase their knowledge and understanding of studies of society and environment, with particular reference to the societies and cultures of contemporary Asia

• apply their knowledge and understanding of studies of Asia to developing effective strategies for the teaching and learning of studies of society and environment

Outcomes
As a result of completing this topic, students will be able to:

• identify and analyse current issues or events in Asia and their national, regional and/or global implications

• identify and analyse the contributions made to Australian society by Australians of Asian heritage and by Australians living and working in Asia

• develop an understanding of the changes occurring in Australia as a result of factors such as immigration, tourism and investment

• analyse cultural, social, economic, environmental and/or political links between Australia and Asia and consider their implications for a rapidly changing world
• explore the past, present and potential interrelationships between Australia and Asia.
• analyse SOSE policy documents and curriculum frameworks in use in their own schools and in their state/territory, with a view to infusing studies of Asia into the SOSE curriculum.
• plan and apply a range of teaching and learning approaches related to infusing studies of Asia into the SOSE curriculum to meet the needs of all students.

**Content outline**

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SCHOOL OF EDUCATION
STUDIES OF ASIA FOR TEACHERS:
GRADUATE TOPICS BY DISTANCE

STUDIES OF ASIA:
ARTS LEARNING AREA 1—
SOURCES AND CULTURAL CONTEXTS

TOPIC INFORMATION
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

EDAS8005A Studies of Asia: Arts Learning Area 1—Sources and Cultural Contexts

Value of topic: 6 units
Offered in semester 1 and again in semester 2, 2009

Prerequisite
Graduate Certificate standing

Awards serviced by this topic
Graduate Certificate in Education (Studies of Asia)
Master of Education (Studies of Asia)

Study materials provided for this topic
Study guide
Readings: part 1
Readings: part 2
Readings: part 3
Readings: part 4
Readings: part 5
Folder/kit
CD-ROM (Music)
CD-ROM (Arts)

TOPIC DESCRIPTION

Aims
The two major aims of this topic are to enable you to:

• increase your knowledge and understanding of studies of the arts of Asia
• apply your knowledge and understanding of studies of Asia to developing effective strategies for the teaching and learning of the arts

Outcomes
As a result of completing this topic, you will be able to:

• analyse and recognise the diversity of the Arts of Asia
• consider the diversity of definitions, perceptions and understandings of the arts of Asia
• develop an understanding of the spiritual impetus for the arts of Asia
• analyse a range of Arts forms of Asia, with reference to their sources and cultural contexts
• examine cross-curriculum perspectives
- develop and examine a rationale and curriculum content for including the arts of Asia into the arts classroom
- plan and apply a range of teaching and learning approaches relates to infusing studies of Asia into the arts curriculum to meet the needs of all students.

**Content outline**

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STUDIES OF ASIA FOR TEACHERS:
GRADUATE TOPICS BY DISTANCE

STUDIES OF ASIA:
ARTS LEARNING AREA 2—
TRADITIONS AND TENSIONS

TOPIC INFORMATION
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

EDAS8006A Studies of Asia: Arts Learning Area 2—Traditions and Tensions

Value of topic: 6 units
Offered in semester 1 and again in semester 2, 2009

Prerequisite
Graduate Certificate standing

Awards serviced by this topic
Graduate Certificate in Education (Studies of Asia)
Master of Education (Studies of Asia)

Study materials provided for this topic

Study guide
Readings: part 1 (module 1)
Readings: part 2 (module 2)
Readings: part 3 (module 3)
Readings: part 4A (module 4)
Readings: part 4B (module 4)
Readings: part 5 (module 5)
Readings: part 6 (module 6)
Readings: part 7 (module 7)

TOPIC DESCRIPTION

Aims
The two major aims of this topic are to enable students to:

- increase their knowledge and understanding of studies of the arts of Asia, especially as related to contemporary issues and the likely implications of closer Asia-Australia relationships
- apply their knowledge and understanding of studies of Asia to developing effective strategies for the teaching and learning of the arts.

Outcomes
As a result of completing this topic, students will be able to:

- recognise and discuss the changing role of the arts of Asia
- examine the similarities and differences between established and emerging Asian and Australian art forms
- explore how the arts of Asia are responding to contemporary issues
- examine the issues of continuity and change in the arts of Asia, within and across cultures
- explore and analyse curriculum development issues related to infusing studies of Asia into the arts curriculum
- plan and apply a range of teaching and learning strategies to infuse studies of Asia into the arts curriculum to meet the needs of all students
- use school and state/territory policy and curriculum documents with regard to infusing studies of Asia into the arts curriculum.

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PART B: TEACHER PROFESSIONAL DEVELOPMENT MATERIALS

EDAS8007A (2009)

SCHOOL OF EDUCATION
STUDIES OF ASIA FOR TEACHERS:
GRADUATE TOPICS BY DISTANCE

STUDIES OF ASIA: ENGLISH
LEARNING AREA 1—
LITERATURES FROM ASIA

TOPIC INFORMATION

FLINDERS
UNIVERSITY
ADELAIDE
AUSTRALIA
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

EDAS8007A Studies of Asia: English Learning Area 1—Literatures from Asia

Value of topic: 6 units
Offered in semester 1 and again in semester 2, 2009

Prerequisite
Graduate Certificate standing

Awards serviced by this topic
Graduate Certificate in Education (Studies of Asia)
Master of Education (Studies of Asia)

Study materials provided for this topic
Study guide
Readings: part 1 (modules 1-4)
Readings: part 2 (modules 5-7)

TOPIC DESCRIPTION

Aims
The two major aims of this topic are to enable you to:

- increase your knowledge and understanding of texts and language relating to studies of Asia
- develop and apply your knowledge and understanding of studies of Asia to the teaching and learning of English

Outcomes
As a result of completing this topic, you will be able to:

- identify and explore contributions of texts and language from Asian civilisations to world heritage, traditions and contemporary world culture
- develop a familiarity with texts (including classic literature, contemporary literature, popular literature, mass media and everyday texts) from and about particular civilisations and traditions associated with the societies, ways of life and cultures of Asia
- analyse the ways in which writers' and translators' sociocultural backgrounds, knowledge and opinions influence the ways texts and language are constructed
- analyse the ways in which readers/listeners/viewers sociocultural backgrounds, knowledge and opinions influence the meaning they obtain from texts and spoken language
• develop and use criteria for the selection and use of resources and texts to support studies of Asia in the English curriculum particularly in relation to:
  – context (including social, cultural, global)
  – ‘voice’ (including whether it is original or in translation)
  – stereotypes/assumptions/values (of both author/translator and reader/viewer)
  – context of subject matter/perspective of author/translator
  – researching a specific genre, writer or theme originating in an Asian country/culture/tradition.

Content outline

<table>
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</tr>
</tbody>
</table>

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SCHOOL OF EDUCATION
STUDIES OF ASIA FOR TEACHERS:
GRADUATE TOPICS BY DISTANCE

EDUCATION FIELD STUDY: ASIA
(UTILISING IN-COUNTRY EXPERIENCE TO EXTEND KNOWLEDGE AND DEVELOP CLASSROOM CURRICULUM)

TOPIC INFORMATION
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

EDES9362B Education Field Study: Asia (Utilising In-Country Experience to Extend Knowledge and Develop Classroom Curriculum)

Value of topic: 6 units
Offered in semester 1 and again in semester 2, 2009

Prerequisite
Graduate Certificate standing

Awards serviced by this topic
Graduate Certificate of Education (Studies of Asia)
Master of Education (Studies of Asia)

Study materials provided for this topic
Study guide
Readings: part 1 (modules 1-3)
Readings: part 2 (module 4)
Readings: part 3 (module 5)

TOPIC DESCRIPTION

Aims
The two major aims of this topic are to enable you to:

- increase your knowledge and understanding of particular Asian societies and cultures and the Asian region in general
- develop and apply your knowledge and understandings to the teaching and learning in the classroom

Outcomes
As a result of completing this topic, you will be able to:

- identify a range of ways of aligning what you learned in-country with local curriculum frameworks/syllabuses
- strengthen the sense of authenticity arising from your in-country experience, assisting you to identify and formulate relevant teaching and learning approaches with greater confidence
- increase your awareness of the potential for making effective use of the resources you acquired in-country
- refine your skills for developing/evaluating additional resources for classroom use
- develop strategies to incorporate more varied and challenging social, economic and political issues in your teaching and learning programs
- understand life in the country/countries you visited more closely, including customs, behaviours, values and attitudes
- identify a range of strategies for further increasing your knowledge in particular areas of interest
- address any gaps in your knowledge brought into focus as a result of the in-country experience
- investigate ways in which your pre-conceived notions may have been affected by the in-country experience, and formulate new perspectives
- acquire heightened awareness of similarities, diversities and differences through cross-cultural comparison
- enhance your ability to assess the usefulness and adequacy, or otherwise, of cultural generalisations
- place greater emphasis on cross-cultural comparison and challenging of cultural stereotyping
- encourage direct personal interaction between your students and students in particular Asian countries

**Content outline**

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Vietnam—Young People, 
Old Country

Teaching about Vietnam

A one-day professional development workshop
based on the Vietnam—Young People, Old Country materials

Asia Education Foundation
University of Tasmania, School of Education, Hobart
and
Highway One Education Networks

Key Learning Area: Studies of Society and Environment

Australia
Asia Education Foundation
Highway One Education Networks
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Accessing India

A Two-Day Professional Development Workshop
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*This document is not to be duplicated except for the purpose of delivering the Access India Professional Development Workshop

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ACCESSING INDIA
A TRAIN THE TRAINER WORKSHOP. TUESDAY, 27 OCTOBER 1998

Australia - India Association Community Hall, Blamey Avenue, Broadview

8.45 - 9.00 Arrival and Registration

9.00 - 9.15 Welcome by Doug Trevaskis, Manager, Asia Education
Opening Remarks by Dr Satish Gupta, President, Australia-India
Association of South Australia

9.15 - 10.00 Keynote Address,
Dr Peter Mayers;
Associate Professor of Politics, University of Adelaide

10.00 - 10.15 Introduction and Outline of the Key Text: Into India

10.15 - 11.30 Workshop 1: Investigating Sections of the Text: Into India
Select one from ..
   Group 1: Spinning a Nation
   Group 2: Families and Fairy Tales
   Group 3: Saving the Symbols

11.30 - 11.45 Morning Coffee

11.45 - 1.00 Workshop 2: Investigating Sections of the Text: Into India
Select one from ..
   Group 1 Spinning A Nation
   Group 2 Families and Fairy Tales
   Group 3 Saving the Symbols
1.00 - 1.15    Reporting Session

1.15 - 1.55    Light Lunch (Provided)

1.55 - 2.15    Outline of Key Texts: *Exploring India*, and *Raining Surprises*

2.15 - 3.30    *Workshop 3: Investigating and using the texts in the teaching and learning contexts*

3.30 - 3.45    Reporting Session

3.45 - 4.30    Using the texts across the key learning areas. Additional resources for including studies of India in the curriculum.

4.30 - 5.00    Planning for subsequent training sessions

5.30 - 7.00    *Dinner (provided)*  
Shanker's Asian Cuisine  
276 Main North Road Prospect (parking at rear, off Regency Road).

7.30 - 8.30    *Asia Update '98; (Seminar Series), India*  
Dr Lance Brennan,  
Department of Asian Studies, Flinders University  
Catholic Education Centre  
116 George Street  
Thebarton
Part B: Teacher Professional Development Materials

Anthologies: Texts from the Asian Region
(*Impressions, Reflections and Dimensions*)

Snapshots of Asia

Voices and Values: Citizenship in Asia

Professional Development Workshops

Asia Education Foundation

National Asian Languages and Studies in Australian Schools Strategy
Acknowledgments

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The views expressed herein do not necessarily represent the views of the Commonwealth Department of Employment, Education, Training and Youth Affairs.

This project was funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.

This publication includes material from Voices and Values: Citizenship in Asia, Snapshots of Asia Series and Reflections, Dimensions and Impressions. To have a full understanding of the statements(s), it (they) should be read in its (their) entirety. Permission has been given by the publisher, Curriculum Corporation, PO Box 177, Carlton South, Vic 3053. http://www.curriculum.edu.au E-mail: sales@curriculum.edu.au Tel: 03 92079600 Fax 03 96961616.

Steering Committee

Chair: Pam Moss, Education Department of Western Australia
Anthony Reid, Asian Studies Association of Australia
Paul Hunt, DETYA
Kathe Kirby, Asia Education Foundation (AEF)
Pamela Macklin, Curriculum Corporation

Project Managers: Pamela Macklin, Curriculum Corporation and Kathe Kirby and Maureen Welch, AEF

Professional Development Program

Writers:

Impressions, Reflections and Dimensions: Texts from Asia for the English Classroom, Carolyn Millard, Department of Education, Training and Employment
Voices and Values: Citizenship in Asia, Beth Gilligan, Education Consultant
Snapshots of Asia Series, Anne Cloonan, Education Consultant

Reviewers:

Doug Trevaskis, AEF Advisor, South Australia
Julie Hamston, The University of Melbourne
Marion Meiers, Education Consultant, Melbourne
Heather Ridgeway, Department of Education, Victoria
Robyn Fugaccia, AEF Advisor, New South Wales
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Section 2 Reflections on Teaching About Asia
Section 3 Exploring the Dimensions of Teaching Asian Texts
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Snapshots of Asia
Section 1 Introducing Snapshots
Section 2 Snapshots of 'Experts'
Section 3 Snapshots Up Close
Section 4 Snapshots in Professional Development

Voices and Values: Citizenship in Asia
Section 1 Values and Concerns Across the Asian Region
Section 2 Who is Responsible?
Section 3 Flags, Flowers and Finery: National Identity
Section 4 Integrating Voices and Values: Citizenship in Asia into Professional Development Programs

'Virtual' Asia
A Thai Journey

Professional Development Workshops

Asia Education Foundation
Acknowledgements

A Thai Journey - the text, website and professional development program, has been funded by the Tourism Authority of Thailand (TAT) with the support of the Asia Education Foundation. The text was written by Rosalie Trioli and Robert Lewis. A full listing of people/organisations involved in the production of the A Thai Journey text can be found on page viii and ix of the publication.

Writer

Jan Kieman, Asia Education Foundation State Advisor, Tasmania

Reviewers

Mr Alex Rossimel, Xavier College, Kew, Victoria
Ms Kiraly Middleton, Department of Education and Community Services, Australian Capital Territory
Ms Pamela Stewart, Education Department of Western Australia
Ms Cathy McNicol, World Vision, Victoria
Ms Julie Dyer, Asia Education Foundation

Editorial

Kurt Mullane, Asia Education Foundation
Maureen Welch, Asia Education Foundation

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**Friday 27 October, 8.45 – 4.45**  
The School of Education International Room  
(Room N330, Sturt Buildings)

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<tr>
<td>8.45 - 9.00</td>
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</tr>
</tbody>
</table>
| 9.00 - 9.45 | **Welcome**  
  *Jaye Walton, Honorary Consul-General for Thailand (SA & NT)*  
  **Introducing Thailand and A Thai Journey**  
  *Doug Trevaskis, Manager, Studies of Asia Professional Development, Flinders University*  
  *Lee Grafton, Studies of Asia Curriculum Policy Officer, DETE* |
| 9.45–11.00 | **Lotuses, lights and leadership: religion and history**  
  *Lee Grafton/Doug Trevaskis* |
| 11.00–11.30 | Morning tea (provided)                       |
| 11.30–1.00  | **Water, water – where? An environmental focus**  
  *John Smith, Australian Association of Environmental Educators* |
| 1.00–2.00   | Lunch (provided)  
  *Thai Flowers Restaurant* (Bedford Park) |
| 2.00–3.30   | **In their own words: life in Thailand today**  
  *Doug Trevaskis & Lee Grafton* |
| 3.30–4.30   | **Beyond the screen: A focus on electronic links**  
  *Doug Trevaskis & Lee Grafton* |
| 4.30–4.45   | Evaluation                                  |
Asia EdNet
Train-the-trainer and professional development workshops

A NALSAS Initiative

Trainers’ notes
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Acknowledgements

This product was funded by the Commonwealth Department of Education, Training and Youth Affairs (DETYA) under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.

Steering Committee

Chair: Karen White, Department of Education and Training, NSW
Peng Chew, DETYA (from 28 June 1999)
Professor Robert Elson, Griffith University & Asian Studies Association of Australia
Paul Hunt, DETYA (to 28 June 1999)
Kathy Kirby, Asia Education Foundation
Pamela Macklin, Curriculum Corporation
Carol McKenney, EdNA Schools Project Manager

Project management and coordination

Kathy Kirby, Asia Education Foundation
Pamela Macklin, Curriculum Corporation
Heather Watson, Curriculum Corporation
Maureen Welch, Asia Education Foundation
Lan Wang, Curriculum Corporation

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Writer

Geoff Ainsworth, Education consultant

Reviewers

Corin Cordes, Department of Education and Community Services, ACT
Julie Dyer, Asia Education Foundation
Professor Robert Elson, Griffith University & Asian Studies Association of Australia
Rachel Kennedy, Asia Education Foundation
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Maureen Welch, Asia Education Foundation

Editorial

Maureen Welch, Asia Education Foundation
Katharine Strzak, Curriculum Corporation
Lan Wang, Curriculum Corporation

Initial train-the-trainer delivery in States/Territories

ACT
Kiraly Middleton, Department of Education and Community Services, ACT
Sue Nott, Department of Education and Community Services, ACT

NSW
Robyn Fugacza, Department of Education and Training, NSW
Jane Brincat, Department of Education and Training, NSW
Jim Lee, Parramatta West Primary School, NSW

Northern Territory
Elsa Gibbons, Department of Education, Northern Territory
Gill Webb, Holy Spirit School, Northern Territory

Queensland
Karen Edwards, Education Queensland
Ros Story, Education Queensland

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South Australia
Doug Trevaskis, Department of Education, Training and Employment, South Australia
Lee Grofton, Department of Education, Training and Employment, South Australia
Sue Hollands, Technology School of the Future, South Australia

Tasmania
Jan Kiernan, Department of Education, Tasmania
Peter Lelong, Fahan School, Tasmania

Victoria
Jill Wilson, Asia Education Foundation, Victoria
Robert Baker, Department of Education, Victoria

Western Australia
Pam Stewart, Education Department of WA
Steve Donati, Education Department of WA
Part B: Teacher Professional Development Materials

Australian Government
Quality Teacher Programme

Developing Intercultural Understanding
An Introduction for Teachers

A Train-the-Trainer Professional Learning Programme

Asia Education Foundation
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Disclaimer
The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

This product was funded by the Australian Government Department of Education, Science and Training through the Asia Education Foundation under the Australian Government Quality Teacher Programme.

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*Developing Intercultural Understanding: An Introduction for Teachers* 2
Part B: Teacher Professional Development Materials

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Ms Sherryl Saunders, Education Officer, Cultural Literacy and Languages, Catholic Education, Archdiocese of Brisbane

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Ms Pamela Stewart, Studies of Asia Advisor, Western Australia
Ms Maureen Welch, Director, Asia Education Foundation
Mr Kurt Mullan, Manager, Professional Learning, Asia Education Foundation

Project Management
Ms Maureen Welch, Director, Asia Education Foundation

Editorial
Ms Kate Parker, Asia Education Foundation
Ms Carla Neale, Asia Education Foundation

Desktop Publishing
Ms Carla Neale, Asia Education Foundation
Conference Presentations

12 October 2003
Education Research Conference
University of Western Sydney, Parramatta Campus
Commencing a Professional Development Pathway in Studies of Asia: Three Teachers' Stories

27 November 2003
Educational Research Conference
Flinders University
The Including Studies of Asia in Curriculum Professional Development Program – Who’s doing it and why?

9 October 2004
Education Research Conference
University of Western Sydney, Parramatta Campus
Going All the Way: A Life History Account Focussing on a Teacher's Engagement with Studies of Asia

6 November 2006
Celebrating Excellence in Scholarship
University of Adelaide
Asia In-Country Experience – Impact on Teachers

1 August and 8 August 2008
National Endowment for the Humanities Pearl Harbor Workshops
East-West Center, University of Hawaii
Australia’s Experience of the Pacific War – History, Memory and Education
References


References


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References


References


Trevaskis, D. (2009d). Studies of Asia: English Learning Area 1-Literatures from Asia Topic Information (Distance Education). Bedford Park: Flinders University.

Trevaskis, D. (2009e). Education Field Study: Asia (Utilising In-Country Experience) Topic Information (Distance Education). Bedford Park: Flinders University.


References


Appendix A:
Examples of Letters of Acknowledgment
14 December 1994

Mr Doug Trevaskis
Schools and Curriculum Unit
91 Gillies Street
ADELAIDE SA 5000

Dear Doug

Enclosed is the Draft Package of ‘An Asia Collection of Exemplary Curriculum units (working title only).

I really appreciate your help in agreeing to review the units (see list below). See the preliminary pages of the document for details. Don’t limit your advice to the proforma. Tell me what you think (positive and negative).

You did indicate also that your review process would involve some validation from country experts. This would be most desirable if you could manage it.

Have a great Xmas and well deserved holiday.

In appreciation

[Signature]

Warren Brewer
International Programs Consultant
September 16, 1996

Doug Trevaskis  
AEF Advisor  
Schools and Curriculum Unit  
Department for Education and Children’s Services  
91 Gilles Street  
Adelaide 5000

Dear Doug

RE: In the Eyes of the Law (2)

Thank you for writing another excellent workshop. The material is accessible, stimulating, focused and contemporary. (How’s that for a string of adjectives!)

Please find enclosed the edited version of the above workshop. You will note an error and the need for a source. Could you please read through the workshop and let me know if there are any further errors or areas which require clarification/amendment.

I would appreciate it if you could give me a call/email as soon as possible. I would like to begin the process of obtaining permission to use the material.

Thanks again for your work. It is wonderful to have a skilled writer in our midst.

Regards

Maureen Welch  
NPDP Project Manager
16th April 1999

Mr Doug Trevaskis
Language and Multiculturalism
Programs and Curriculum

Dear Mr Trevaskis,

Please find enclosed complimentary copies of the following publications.

Inside King Sejong's Gate  $18.95
Exploring Korea  $29.95
Indonesia Kaleidoscope  $34.95

These publications are part of the Access Asia series of teaching and learning materials developed by Curriculum Corporation as a program of the Asia Education Foundation.

I would like to thank you for your contribution to the above publications and seek your continued support in promoting these products in any professional development sessions you run, and through reviews of the books in professional association newsletters with which you are affiliated.

Yours sincerely

Pamela Macklin
Manager, Studies of Asia Project
20 July 1999

Dear AEF Advisors

Re: Asia Education Foundation: National Evaluation of the Second Triennium

Professor Neil Baumgart and Dr Christine Halse have presented their final evaluation report of the AEF’s second triennium to the AEF Board. Please find enclosed six copies for you to distribute to people/groups that you consider would find the information useful and relevant. If you would like more copies of the report I will be happy to provide them.

The AEF National Office will send a copy of the report to Directors General of each of your departments, your Manager and also to the Directors of the Association of Independent Schools and the Catholic Education Offices in each state/territory.

All advisers should feel proud of their significant achievements as outlined in this very positive report. Please note Neil and Christine’s acknowledgment of the time, effort and commitment contributed by each of you to this evaluation. Simply put, the evaluation could not have been conducted without your valuable assistance.

In the Executive Summary the authors note, “From the evidence available, we have concluded that studies of Asia is now a legitimate plank in curriculum documents, and that such studies have a firm, across the curriculum foothold in a significant proportion of Australian primary and secondary schools, both government and non government. High quality materials have been developed in the Access Asia Series, extensive professional development opportunities exist for teachers, and robust networks exist to promote further studies of Asia on an informed basis.” (page 3)

The partnership between each state and territory - and specifically between each of you - and the AEF has been the cornerstone which has resulted in such significant and positive outcomes as detailed in this report. On behalf of the AEF can I extend a heartfelt thank you for your commitment, effort, achievements, flexibility and good humour over this last triennium. It has been an energetic and energising environment in which to work and I look forward to the ‘canvas’ of the next triennium.

Warm regards,

Kathe Kirby
Manager
4th October 1999

Mr Doug Trevaskis  
Language & Multiculturalism, Programs and Curriculum  
Department of Education, Training & Employment  
Robson Road  
HECTORVILLE SA 5073

Dear Mr Trevaskis,

Thank you for the time and expertise you contributed to the development of Exploring North-East Asia for the Access Asia series. Your assistance with producing this quality curriculum resource is greatly appreciated.

Exploring North-East Asia was developed in response to the need for high quality student materials relating to China, Korea and Japan. It is a lower secondary Studies of Society and Environment resource.

Like A Thai Journey and Vietnam, Young People, Old Country, each chapter is a discrete unit which focuses on a topic commonly included in the curriculum at the lower secondary level. The range of content included in Exploring North-East Asia makes it highly suitable for use as a class set.

The book is an excellent curriculum resource for secondary students and will be a welcome addition to the Access Asia series.

Yours sincerely,

Pamela Macklin  
Manager, Studies of Asia Projects
10 February 2000

Mr Doug Treveaskis
Manager Studies of Asia
School of Education
Flinders University
GPO Box 2100
Adelaide 5001

Dear Doug

Re: NALSAS Studies of Asia Professional Development Modules Evaluation

The AEF would like to thank you for your contribution to the delivery and evaluation stages of the trialling of the NALSAS Studies of Asia Professional Development Modules. Your support and commitment to these processes has resulted in many positive outcomes for students and enabled further refinement of the modules.

We have reached a final stage in the evaluation process with the independent evaluator having prepared a draft evaluation report based on:

- Delivery team and participant responses
- Final reports submitted by delivery teams
- Review meetings conducted during November/December 1999.

The AEF is now seeking feedback on the draft evaluation report from key coordinators of each trialing team. Could you please read the evaluation report attached and comment on the following points:

- The accuracy of data relating to participant numbers, accreditation and assessment details
- The accuracy of key stakeholder contributions, e.g. education sectors
- The general accuracy of the representation of your trialing experience
- Other gaps or omissions that you identify

Whilst the budget for the evaluation process was small, we are very pleased with the report and feel that it has carefully examined the trialling process and outcomes and developed some useful recommendations. We would like your input to refine the report, particularly related to the above points. If there are any major issues that you feel require further attention, please contact us immediately.

It would be greatly appreciated if you could e-mail Kurt your response to the evaluation report by Friday, February 18, 2000 as the National Steering Committee meeting will be held on February 29, 2000. This meeting will discuss the evaluation report, hence the tight timeline.
Thank you once again for your efforts in trialing the modules and contributing to the evaluation process. Multiple copies of the evaluation report will be forwarded to you once the report has been accepted by the National Steering Committee.

Yours sincerely

Kurt Mullane & Maureen Welch
Partnerships and Professional Development Program
4 April 2000

Mr Doug Trevaskis
Manager, Studies of Asia
Flinders University
GPO Box 2100
ADELAIDE SA 5001

Dear Mr Trevaskis

Thank you for the time and expertise you contributed to the development of the second edition of Studies of Asia: A Statement for Australian Schools for the Access Asia series.

The Statement is an excellent curriculum resource for all Australian schools, which builds on existing curriculum programs and on consultations involving a reference group of teachers, all education jurisdictions, Asia specialists and curriculum consultants. It will provide support for schools and teachers who wish to include the studies of Asia in the curriculum.

Your assistance with producing this quality curriculum resource is greatly appreciated.

Yours sincerely

Pamela Macklin
Manager, Studies of Asia Projects
5 June 2000

Mr Doug Trevaskis  
Language and Multiculturalism, Programs and Curriculum  
Department of Education and Employment  
Robson Road  
HECTORVILLE SA 5073

Dear Mr Trevaskis

Re: Asia Counts Secondary

Thank you for reviewing the first chapter of Asia Counts Secondary. Where possible your comments have been relayed back to the authors and they have now sent me a completed manuscript of that title. I would now like to invite you to review the complete secondary version of Asia Counts.

Both versions of Asia Counts (Secondary and Primary) are designed to develop numeracy skills in students through topics with a Studies of Society and Environment focus. We would be most appreciative if you would contribute your expertise to this project.

Please find enclosed the full manuscript for this book. Also included is a review sheet. Your comments on the quality, appropriateness and useability of this curriculum resource by 20 June would be greatly appreciated.

Please fax back the attached review form or e-mail your comments to me. The enclosed review document will also be e-mailed to you. If you have not received it via e-mail, please contact Hazel Smith on 03 9207 9600 or hes@curriculum.edu.au with your e-mail details and she will send the form to you. In addition, if you wish to annotate the manuscript with your comments, could you please post it to me at: Curriculum Corporation, PO Box 177, Carlton South, Vic 3053.

Please contact me on 03 – 9207 9600 if you would like to discuss any aspect of the project. I look forward to receiving your advice and suggestions.

Yours sincerely,

Richard Laurie  
Co-ordinator, Asian Studies and LOTE Projects
6 June 2003

Doug Trevaskis
Manager, Studies of Asia Professional Development
School of Education
Flinders University
GPO Box 2100
Adelaide
SA 5001

Dear Mr Trevaskis

Please find enclosed a complimentary copy of Environments Asia Pacific, the latest addition to the Access Asia series of teaching and learning materials, developed by Curriculum Corporation as a program of the Asia Education Foundation.

The recommended retail price is $21.95.

I would like to thank you for your contribution to the above publication and seek your continued support in promoting this product in any professional development sessions you run, and through reviews of the book in professional association newsletters with which you are affiliated.

Yours sincerely,

Richard Laurie
Manager, Asian Studies and LOTE Projects
Curriculum Corporation
22 July 2004

Mr Doug Trevaskis  
Manager, Studies of Asia  
School of Education  
Flinders University  
GPO Box 2100  
ADELAIDE SA 5001

Dear Doug

Please find enclosed a complimentary copy of The Really Big Food Project, the latest addition to the Access Asia series of teaching and learning materials, developed by Curriculum Corporation as a program of the Asia Education Foundation.

The recommended retail price is $39.95.

I would like to thank you for your contribution to the above publication and seek your continued support in promoting this product in any professional development sessions you run, and through reviews of the book in professional association newsletters with which you are affiliated.

Yours sincerely,

Richard Laurie  
Manager, Asian Studies and LOTE Projects  
Curriculum Corporation
27th July 2004

Mr Doug Trevaskis
Manager, Studies of Asia
Professional Development
School of Education
Flinders University
GPO Box 2100
Adelaide SA 5001

Dear Doug

Please find enclosed a complimentary copy of Inspirations Art Ideas for Primary and Middle Years, the latest addition to the Access Asia series of teaching and learning materials, developed by Curriculum Corporation as a program of the Asia Education Foundation.

The recommended retail price is $59.95.

I would like to thank you for your contribution to the above publication and seek your continued support in promoting this product in any professional development sessions you run, and through reviews of the book in professional association newsletters with which you are affiliated.

Yours sincerely,

[Signature]

Richard Laurie
Manager, Asian Studies and LOTE Projects
Curriculum Corporation
6th April 2005

Mr Doug Trevaskis
Manager, Studies of Asia Professional Development
Flinders University
School of Education
GPO Box 2100
Adelaide SA 5001

Dear Mr Trevaskis

Please find enclosed a complimentary copy of Japan Diary, the latest addition to the Access Asia series of teaching and learning materials, developed by Curriculum Corporation as a program of the Asia Education Foundation.

The recommended retail price is $15.95.

I would like to thank you for your advice and comments during the various stages of the production of this publication and seek your continued support in promoting Japan Diary in any professional development sessions you may wish to run, and through reviews of the book in professional association newsletters with which you may be affiliated.

Yours sincerely,

Richard Laurie
Manager, Asian Studies and LOTE Projects
Curriculum Corporation
Appendix B:
Acceptance of Paper 4 for publication
Hi Doug,

This is to confirm that your paper on Asia In-Country Experience: Impact on Teachers arising from the Celebrating Excellence in Education conference has been accepted for publication. The book has gone back and forth with the editors, as a number of disciplines cross and thus a need for a cogent opening chapter.

I will be sending it back to Sense Publishers in July, and I expect to hear something positive from them regarding the final publication date. My apologies for the delay and your patience.

With thanks,
Siva

Sivakumar Alagumalai (PhD)
School of Education
The University of Adelaide
Adelaide. SA5005
AUSTRALIA

-------------------------------------------------------------------------------------------------------------------------------

Insolence, ignorance and arrogance are humanities biggest downfall. PA, 1984