

## Chapter 4

# Meeting the national goals for schooling: Skills

This chapter of the report looks at two areas of the curriculum that have been of continuing interest to the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA). The two areas are:

- languages other than English (LOTE)
- civics and citizenship.

## Languages other than English

In 1999, the study of LOTE in Australian schools was driven by individual State-based strategies and the National Asian Languages and Studies in Australian Schools (NALSAS) scheme.

A number of systems reported increased or relatively stable enrolments in LOTE in 1999, and enrolment levels in some systems were drawing close to NALSAS strategy national targets.

### Enrolment trends

In Victorian Catholic schools, there was an increase in the percentage of students enrolled in a LOTE in years 3–10 to 1998, giving a participation rate of 98.8 per cent.

Although a small decrease was evident for 1999 (97.6 per cent), the 1999 enrolments in years 3–10 for students studying one of the four priority Asian languages was over halfway (31.6 per cent) to meeting the national target of 60 per cent by 2006.

A further national target is to have 25 per cent of year 12 students studying a LOTE by the year 2006. In 1999, 11.95 per cent of students at this level in Catholic schools were studying a LOTE. This represents a 0.15 per cent decrease (12 students) on the 1998 level of enrolments in LOTE study in year 12 in Catholic schools.

Another national target is to have 15 per cent of year 12 students studying one of the four priority Asian languages – Chinese, Indonesian, Japanese or Korean – by the year 2006. In 1999, 3.9 per cent of year 12 students, out of a total of 10,803 year 12 students, were studying a priority Asian language in Catholic schools. Students who studied LOTE through other providers are not included in these data. This represents a 0.4 per cent increase (57 students) on the 1998 level of enrolments in a priority Asian language.

In South Australian Catholic schools, while comparative data show a minor decrease for two European languages since 1997, there was a general overall increase in language study in 1999. Data on the three priority Asian languages indicated a significant increase in the programs offered.

The Catholic Education Office collected data on the apparent retention of students in LOTE subjects between years 7 and 8. These figures are presented in Table 4.1.

Driven by both the Education Department's LOTE 2000 strategy and the NALSAS strategy, student participation in LOTE in Western Australian government schools continued to increase at a very significant rate in 1999.

Implementation of LOTE 2000 began in 1995 and, by 1999, LOTE studies were offered in 705 government schools. Compared with 1994, the total number of LOTE students increased by 25 per cent, with much more substantial growth at specific year levels, for example 53 per cent at year 3, 64 per cent at year 4, 62 per cent at year 5, 45 per cent at year 6, 47 per cent at year 7 and 43 per cent at year 8.

In 1999, 61,171 students participated in non-NALSAS languages (51 per cent of all LOTE students) compared with 52,080 (52.5 per cent) in 1998. The most widely studied language was Italian, followed by Indonesian, Japanese and French.

**Table 4.1 Apparent retention rates in LOTE subjects: by gender, SA Catholic schools, year 7 to year 8, 1999**

LOTE	Year 7			Year 8			Retention rate
	<i>F</i>	<i>M</i>	<i>Total</i>	<i>F</i>	<i>M</i>	<i>Total</i>	%
Italian	707	635	1,342	1,059	752	1,811	135
French	127	36	163	443	92	535	328
Japanese	275	367	642	158	226	384	60
Chinese	160	190	350	128	83	211	60
Indonesian	88	156	244	257	288	545	223
Latin	17	70	87	3	7	10	11.5
German	27	101	128	0	156	156	122
Vietnamese	3	8	11	5	23	28	255
Spanish	77	69	146	0	0	0	0

Source: Catholic Education Office, SA

**Table 4.2 Participation in LOTE studies, WA government schools, 1999**

LOTE	<i>K</i>	<i>P</i>	<i>Yr 1</i>	<i>Yr 2</i>	<i>Yr 3</i>	<i>Yr 4</i>	<i>Yr 5</i>	<i>Yr 6</i>	<i>Yr 7</i>	<i>Yr 8</i>	<i>Yr 9</i>	<i>Yr 10</i>	<i>Yr 11</i>	<i>Yr 12</i>	Ungraded <i>Sec.</i>	Totals
Aboriginal languages	153	264	309	383	472	393	374	411	294	579	118	81	39	30	1	3,901
Chinese					173	206	218	203	185	277	159	92	42	53		1,608
French		81	173	250	2,316	2,570	2,448	2,783	2,500	2,800	1,349	373	188	153		17,984
German			121	186	352	535	519	596	731	577	187	157	81	43		4,085
Indonesian		5	344	619	4,127	5,040	4,863	4,405	4,604	3,981	1,762	436	76	89		30,351
Italian		186	1,350	1,664	4,412	5,205	5,189	4,568	4,708	4,059	1,814	427	96	63		33,741
Japanese		4	25	160	2,564	3,740	3,711	4,230	4,298	4,233	2,241	707	212	169		26,294
Khmer				2	3	1	4	4	6							20
Modern Greek						2	32	61	8							103
Signing	7	7	10	8	8	11	9	9	11	6	8	7	7	4		112
Spanish		6	6	92	287	301	154	129	128	10	23	32				1,168
Vietnamese		1								19	12	17		8		57
Totals	160	554	2,338	3,364	14,714	18,004	17,521	17,399	17,473	16,541	7,673	2,329	741	612	1	119,424
% of cohort	1.1	2.7	11.2	16.1	72.2	84.8	84.9	84.7	86.5	90.5	41.7	12.8	4.8	5.2	0.3	45.4

Source: Education Department of WA

**Table 4.3 Participation in LOTE studies, WA Catholic schools, 1999**

	<i>P-7</i>		<i>8-10</i>		<i>11-12</i>		<i>Total</i>		<i>Totals</i>
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	
Italian	8,977	9,232	1,618	1,387	261	95	10,856	10,714	21,570
Indonesian	1,908	2,258	898	753	50	24	2,856	3,035	5,891
Japanese	1,592	1,505	863	683	144	69	2,599	2,257	4,856
French	55	47	660	296	143	29	858	372	1,230
Aboriginal languages	349	385	19	9	3	1	371	395	766
Other languages	101	87	0	0	0	0	101	87	188
Totals	12,982	13,514	4,058	3,128	601	601	17,641	16,860	34,501

Source: Catholic Education Office, WA

In order to reach the specified national targets, three major goals have been identified in the Tasmanian LOTE policy. They include:

- By 2007, 60 per cent of students in year 10 will be studying an Asian language
- 15 per cent of year 11 and 12 students will be studying an Asian language
- LOTE will be taught to standards of language proficiency consistent with the LOTE Statement and Profile.

The introduction of LOTE to Tasmanian primary schools began in year 3 in 1996 and has been extended each year, as shown below:

1996	year 3	591 students in 18 schools
1997	years 3 & 4	1,760 students in 39 schools
1998	years 3, 4 & 5	3,626 students in 60 schools
1999	years 3, 4, 5 & 6	6,104 students in 82 schools

These schools are supported by the combined NALSAS and Education Department initiative, and 63 per cent offered Asian language. The statewide goal is that 65 per cent of all primary schools will offer an Asian language. It is anticipated that all Tasmanian primary schools will be offering a LOTE by the year 2003.

## National Asian Languages and Studies in Australian Schools

At its meeting in Adelaide on 22–23 April 1999, MCEETYA agreed to continue the work of the NALSAS Taskforce. MCEETYA endorsed revised terms of reference for the taskforce and asked it to develop a detailed strategic plan for Phase 2 of the implementation of the NALSAS Strategy (1999–2002). The strategy is based on the endorsed recommendations of the report *Asian Languages and Australia's Economic Future* and includes:

- an agreed framework for reporting on the outcomes of the NALSAS strategy to incorporate the requirements of the *States Grants (Primary and Secondary Education Assistance) Act 1996*
- in the context of the Review of National Goals and Targets, an examination of approaches for measuring the levels of improvement of students' and teachers' skills and understandings in the NALSAS languages
- a common and agreed system of collecting data on NALSAS languages and studies of Asia (in collaboration with the MCEETYA Taskforce on School Statistics)

- a policy of encouragement for school education authorities to adopt products developed by the taskforce as a matter of priority, within the resources available.

Subsequently, the five major strategic issues identified by the taskforce during 1999 were:

- reporting on indicators of success
- improving access to NALSAS product
- providing teacher training and development for NALSAS language
- building strategic alliances
- supporting studies of Asia.

The taskforce met four times during 1999 to progress the development of the strategy. One method used by the taskforce to facilitate implementation of the strategy was the collaborative development of a number of projects using funds provided by the Commonwealth. Projects completed in 1999 included:

- development of a Graduate Diploma course in Indonesian, delivered by distance mode
- development of a web-based Graduate Certificate in Chinese
- development of outcome proficiency descriptors in Chinese, Indonesian and Korean
- a scan of teacher language proficiency
- investigation into the issues of, and implications associated with, pathways for students to achieve high levels of Asian language proficiency in Australian schools
- development of a Studies of Asia curriculum support document
- development of teacher professional development modules in Studies of Asia at Graduate Certificate level
- development of professional development packages to support the NALSAS Studies of Asia materials.

Also in 1999, a number of new projects were approved, including:

- Chinese (Mandarin) by distance education
- Identifying Critical Factors for Effective Teaching and Learning of Ideographic Writing Systems
- Factors Influencing the Uptake of Modern Standard Chinese and Korean at Primary and Secondary Levels in Australian Schools

- Studies of Asia performing arts video
- Asia through Asian Eyes resources
- audit of Studies of Asia activity in schools
- scan of Studies of Asia in pre-service teacher education
- professional development module for the Studies of Asia curriculum support document.

## Implementing NALSAS

### New South Wales

New South Wales is committed to improving learning outcomes for students of languages and has implemented a coordinated and comprehensive range of programs and support focused on the NALSAS languages and studies of Asia.

A major strategy for supporting the implementation of programs leading to improved learning outcomes is the Languages Continuity Initiative, which targets the articulation of languages learning from primary into high school. Through the initiative, groups of primary and high schools that guarantee continuous and sequenced learning opportunities in the NALSAS languages are provided with financial support.

Other initiatives to support the NALSAS languages included:

- provision of satellite/video programs for Chinese, Indonesian and Japanese to approximately 150,000 students
- provision of Korean through audiographic technology
- development and provision of extensive curriculum resources, including technology-based resources
- provision of consultancy support for each of the four targeted languages
- provision of in-country study opportunities for 40 teachers of the targeted languages
- funding of tertiary-level training for 100 teachers to develop or upgrade their skills in the targeted languages
- provision of languages methodology training for 47 teachers wishing to teach the targeted languages
- funding of research to identify links between literacy development in languages and literacy development in English.

Recognising the importance of authentic language experiences, the NSW government has provided grants and

scholarships for senior secondary students to participate in intensive in-country language study. These opportunities have allowed 400 students to develop higher levels of skills in the NALSAS languages.

Particular emphasis has been placed on harnessing information and communication technologies to enhance the learning and teaching of languages. The HSC On-Line in Indonesian and Japanese includes comprehensive curriculum support for senior secondary level. In 1999, the number of hits on these sites was in excess of 4,500. Other curriculum support included the development of CD-ROMs for Chinese and Indonesian and an extensive range of print and audio support for each of the four languages.

A purpose-built Japanese language immersion centre has been developed to give students opportunities to experience 'being in Japan'. The facility provides language immersion programs for students from Kindergarten to year 12. During the trial period (September–December 1999), a total of 735 students participated in these programs.

To support the Studies of Asia as part of its NALSAS strategy the NSW Department of Education and Training has:

- provided financial support for the inclusion of Studies of Asia in the curriculum to 200 schools with a total of 30,000 students
- provided comprehensive training for Access Asia network coordinators
- funded a range of professional development opportunities for teachers to incorporate the studies of Asia into their teaching, including sponsoring 54 teachers to undertake a graduate diploma course
- supported teachers from Access Asia schools to participate in country study programs.

### Victoria

As part of the NALSAS strategy, the Victorian Department of Education, Employment and Training provided:

- statewide credit-bearing training and retraining programs for teachers of Indonesian, Chinese, Japanese and Korean languages in government schools
- professional development programs for Studies of Asia across the curriculum
- in-country study tours and training courses
- resource and project grants to government schools for Asian languages and Studies of Asia

- multimedia materials for Asian languages
- a number of staff to provide statewide language-specific support for Asian languages and the Studies of Asia.

Victoria also established a Victorian NALSAS Reference Group, comprising the three education jurisdictions, the Asia Education Foundation (AEF) and the relevant LOTE and Asian Studies subject associations. The reference group met regularly to facilitate cross-sectoral planning and coordination of issues related to the NALSAS strategy, particularly in relation to the Studies of Asia.

The number of teachers of the four targeted Asian languages has significantly increased as a result of LOTE training and retraining programs. The number of teachers undertaking award-bearing courses in the four targeted Asian languages has increased from 36 in 1993–94, prior to the NALSAS strategy, to 290 in 1999–2000. The number of government schools providing the four targeted Asian languages and the number of students learning these languages in 1999 is indicated in Table 4.4.

The Studies of Asia across the curriculum in Victoria focuses on the infusion of Asian perspectives and content across all key learning areas (KLAs), in particular the studies of society and the environment (SOSE), English and the Arts. The focus of professional development in the Studies of Asia is to increase teachers' cultural awareness and understanding. In 1999, more than 1,300 teachers from government schools undertook some form of professional development in the Studies of Asia. This represented a substantial growth in the number of teachers participating in activities on the teaching of the Studies of Asia, up from 587 in 1998. This also had a significant impact on schools, as is demonstrated through the increased interest in participation in the AEF's Access Asia Program, from 173 government schools in 1998 to 208 in 1999.

**Table 4.4 Number of schools providing LOTE, by target language, Victorian government sector, 1999**

<i>Language</i>	<i>Primary schools</i>	<i>Primary students</i>	<i>Secondary colleges</i>	<i>Secondary students</i>
Chinese	37 (3.2%)	8,324	29	4,539
Indonesian	377 (32.3%)	82,192	134	29,129
Japanese	252 (21.6%)	57,703	103	22,309
Korean	1 (0.1%)	313	1	399

*Source:* Vic Department of Education, Employment and Training

Data on Asian studies provision by schools shows that in 1999, 489 (39 per cent) primary schools and 193 (63 per cent) secondary colleges identified the Studies of Asia as a curriculum focus. Of the primary schools providing for the Studies of Asia in 1999, 387 identified Studies of Asia as a curriculum focus in SOSE, 262 in LOTE, 213 in the Arts, 124 in English, and 24 across all eight KLAs. In secondary colleges in 1999, 157 schools identified SOSE, 106 identified LOTE, 35 each identified the Arts and English KLAs and two identified all eight KLAs as the curriculum focus for Studies of Asia.

In 1999, a number of staff were employed to support Chinese, Indonesian, Japanese and Korean language programs, and Asian Studies across the curriculum. The staff worked in close collaboration with the AEF and the Catholic and independent school sectors to provide advice and professional development programs for the targeted languages and for the Studies of Asia.

The Languages and Multicultural Education Resources Centre (LMERC) provided a lending library for teachers in the fields of LOTE, English as a Second Language and multicultural education. The Asian studies and Asian languages resource collections at LMERC were considerably expanded in 1999.

The Chinese, Indonesian and Japanese Multimedia Primary and Secondary Access to Languages (PALS and SALS) project is one of the strategies to assist schools to provide LOTE programs, particularly those schools in country areas, which have difficulties in identifying LOTE teachers.

In 1999, materials were provided for the Indonesian PALS program for students in years 3–6 at two levels, and Chinese, Indonesian and Japanese SALS programs for students in years 11–12. A series of interactive CD-ROMs was also developed in 1999 to complement the video programs, audio tapes and print materials which constitute the PALS and SALS resources.

A number of professional development courses and activities for the Studies of Asia across the curriculum were outsourced to the AEF. These included:

- Including the Studies of Asia in the Curriculum courses (87 teachers)
- NALSAS Studies of Asia professional development modules (12 government and 11 non-government school teachers)
- support for network-based professional development for Access Asia schools

- Network Leaders Training Program (20 participants)
- study tours – Korea (2 teachers) and to the Consortium for Teaching Asia and the Pacific in the Schools (two teachers)
- professional development for principals and school leadership teams (30 participants)
- Studies of Asia student conference (200 participants).

A range of professional development activities was provided in 1999 for teachers of the four targeted Asian languages and the Studies of Asia across the curriculum. Table 4.5 provides a summary of the number of professional development activities provided, including the number of participants.

The Studies of Asia in-country study tour program provides opportunities for teachers, principals and consultants to travel to Asian countries to gain contemporary in-country experience. In 1999, 34 teachers were supported in study tours to Japan, Indonesia, China and Korea. In addition, four teachers were supported in AEF programs in Hawaii and Korea.

Government primary schools and secondary colleges were invited to apply for grants to purchase curriculum and teaching materials (resource grants), or to conduct innovative projects (project grants) to enhance their Asian languages or Studies of Asia programs or to become Access Asia schools. In 1999, 355 applications for Studies of Asia project and resource grants were supported, compared with 291 in 1998. The number of government schools in the Access Asia Network increased from 173 in 1998 to 208 in 1999 as a result of Studies of Asia grants for this purpose. In addition, 685 applications for resource and project grants for Asian languages were supported, compared with 488 in 1998.

LOTE awards for teachers and for primary and secondary government and non-government schools were made again in 1999, including teacher awards to a primary or secondary teacher of Chinese, Indonesian and Japanese. In addition, there was both a primary school and a secondary school LOTE promotion award. For the first time in 1999, a student award was made for Japanese, whereby a year 10 student who had not previously had an opportunity to visit Japan was able to win an in-county study tour.

The Chinese, Indonesian, Japanese, Korean and Vietnamese teacher associations maintained and enhanced their interactive websites for teachers and students. Representatives from each subject association were given

**Table 4.5 Professional development activities, by subject area, Victorian government sector, 1999**

	<i>Activities provided</i>	<i>Number of participants</i>
Chinese	15	362
Indonesian	15	384
Japanese	29	802
Korean	8	76
Studies of Asia	51	1,321

Source: Vic Department of Education, Employment and Training

**Table 4.6 Participation in study tours, Victorian government sector, 1999**

<i>Country</i>	<i>Date</i>	<i>Participants</i>
Japan	January	11
Indonesia	January	4
China	September	4
Korea	September	4
Japan	September	11

Source: Vic Department of Education, Employment and Training

professional development to further develop the websites and a grant was made to each association to assist with ongoing maintenance of the site. The LOTELinx project has been enthusiastically received and is making a significant contribution to the teaching and learning of Asian languages.

A range of credit-bearing training and retraining courses for teachers were negotiated with universities in 1999 to support the implementation of the NALSAS Strategy. Some individual teachers were supported to undertake existing courses where they were unable to access class groups. In addition to course costs, including most of the cost of in-country courses (teachers pay only \$750 towards the cost of in-country courses), study support for up to 20 days casual relief teacher cover was provided to enable teachers to complete assignments and prepare for tests.

Six teachers were supported to undertake the first year of Open Learning Australia's beginner level distance education course in Chinese (Mandarin), with occasional face-to-face tutorial support being provided by the Department's Chinese consultant. One teacher was also supported to undertake the NALSAS-initiated Bridges to China course offered through the University of Melbourne.

Fourteen Indonesian language courses were commissioned through the LOTE Training and Retraining Program in 1999, covering all four levels of language study from beginner to third year, post year 12. Of these, five were conducted in regional centres, and the three final-year courses incorporated the option of taking part in in-country components of either four or six weeks duration at Gadjah Mada in Yogyakarta, IKIP Padang, Sumatra Barat, and IKIP Ujung in Pandang, Sulawesi.

In addition to these class groups, two teachers were funded to undertake the NALSAS-initiated Graduate Certificate in Indonesian offered through Griffith University, Queensland, and two others were funded to take regular on-campus courses at Victorian regional universities. In all, a total of 154 current and potential teachers of Indonesian were catered for through this program in 1999, with 34 participating in the in-country components.

Courses in Japanese were undertaken by 77 teachers, at every level from beginner to third year, post year 12. Of these, one was an on-campus course which included the option of an in-country component in Kanazawa, and was attended by five government school teachers. The majority of teachers undertaking study in Japanese were enrolled through La Trobe University, Bundoora and Open Learning Australia, in the NALSAS-initiated OPAL Japanese course, at Access, Graduate Certificate and Graduate Diploma levels.

Of the 99 teachers who successfully completed LOTE methodology theory courses through the LOTE Training and Retraining Program in 1999, 52 were current or potential teachers of Asian languages, having completed language studies in Chinese, Japanese or Indonesian. Six LOTE methodology courses were conducted, including one entirely distance education course, two partially distance education courses with face-to-face sessions in regional centres, and one conducted entirely in a regional centre. Funding was provided to cover the tuition fees for the theory component of the course, and up to \$500 per teacher towards the practicum enrolment fees.

## Queensland

In 1999, Education Queensland continued to implement programs in support of Asian Languages and Studies, which were established with the assistance of NALSAS funds in previous years. These included the finalisation of student-focused CD-ROM based teaching materials in the four priority Asian languages and the continued employment of advisory teachers and teaching assistants for the four languages. Syllabus development in the priority languages

was completed and guidelines for the new syllabuses in CD-ROM format was progressed.

Initiatives for 1999 included the development of further on-line materials for teachers in the form of a 'virtual treasure chest' and the enhancement of teacher access to authentic materials through the development of over 1,200 LOTE Resource Kits.

In Queensland Catholic schools 25,256 students were enrolled in the targeted LOTE programs in 1999. Sixty-three per cent of these enrolments were in primary schools.

In the independent sector, 101 schools delivered Asian language learning programs to 13,375 students from Preschool to year 12. A significant number of schools also participated in Asian Studies programs. Association of Independent Schools Queensland support focused on pedagogy, assessment and reporting, in-country experiences and student preparation for further education.

## South Australia

The Languages Other than English Plan 1998–2007, supports schools working towards all R–10 students learning a language in quality programs. In 1999, 80 per cent of schools offered LOTE. The plan generated considerable activity in the language area in South Australia in 1999, including:

- continuation of a retraining program to increase the number of teachers with the proficiency, knowledge and skills required to teach languages
- distribution of Aboriginal Language Programs Initiatives grants designed to provide extra support to R–12 Aboriginal language programs in schools
- curriculum development in Aboriginal languages
- funding for in-country scholarships and fellowships and scholarships for teachers to undertake postgraduate studies
- developing and conducting training and professional development courses to increase teachers' linguistic proficiency and language teaching pedagogy
- developing a languages homepage on the departmental website to provide information about the teaching of languages, relevant curriculum resources and opportunities for professional development.
- development of the languages learning area within the South Australian Curriculum, Standards and Accountability Framework.

Tables 4.7 and 4.8 provide further information on the extent of LOTE provision in South Australian government schools.

**Table 4.7 Number of schools offering at least one LOTE, by level of schooling, South Australian government schools, 1999**

	<i>Level of school</i>				<i>Total</i>
	<i>Primary</i>	<i>Secondary</i>	<i>Combined</i>	<i>Special</i>	
Number of schools offering LOTE	383	73	63	2	521
Total schools at this level	457	79	71	21	628
Percentage offering LOTE	83.81	92.41	88.73	9.52	82.96

Source: SA Department of Education, Training and Employment

**Table 4.8 Number of students studying each LOTE, by level of schooling, South Australian government schools, 1999**

<i>Name of LOTE</i>	<i>Primary</i>	<i>Secondary</i>
Adnyamathanha	194	
Antikirinya	80	13
Applied languages		2
Arabana	35	5
Chinese	5,930	1,715
Filipino (Tagalog)	12	
French	11,498	3,594
German	14,040	4,367
Hungarian		3
Indonesian	13,785	2,050
Italian	11,708	1,875
Japanese	23,582	4,287
Kaurna	87	8
Khmer	443	65
Latin		34
Modern Greek	4,177	790
Narunga	24	
Ngarrindjeri	183	31
Other language	180	9
Persian	33	1
Pitjantjatjara	1,331	68
Polish	372	4
Russian	31	1
Serbian	77	1
Spanish	5,604	1,840
Vietnamese	1,331	357
Wirangu	54	19
Yankun/Jara		5
<b>TOTAL</b>	<b>94,791</b>	<b>21,144</b>

Source: SA Department of Education, Training and Employment

Much of the activity was related to Studies of Asia and, as a result:

- the number of Access Asia Focus Schools increased from six to seven
- the number of Access Asia Network Schools increased from 67 to 102
- the number of Access Asia Commencement Schools increased from 78 to 97
- three Associate and Special project schools continued
- three 'Country Cluster' networks were established to address needs in rural South Australia
- the total number of Access Asia schools in South Australia increased from 155 to 209



- Network Coordinators presented numerous teacher and school development /training sessions, showcasing achievements in Studies of Asia
- a series of whole-school training sessions was delivered, with particular emphasis on country cluster networks
- exemplary units of work were developed/selected for inclusion in NALSAS *Studies of Asia Curriculum Support Document*
- Asia In Schools Week was publicly launched and followed by activities in Rundle Mall and in all Access Asia schools. Small grants to schools facilitated wider community involvement in school programs.

As part of the Access Asia Professional Development Program:

- two Including Studies of Asia in the Curriculum courses were presented in association with Flinders University,

attracting record enrolments: 120 primary and 78 secondary teachers

- the NALSAS professional development modules – studies of society and environment 1 and 2, and the Arts 1 and 2 – were trialled in association with Flinders University
- in collaboration with the Asia Education team, Flinders University introduced a Graduate Certificate in Education, Studies of Asia, in which 40 teachers across sectors enrolled with support from Asia Education/NALSAS funding
- Train the Trainer sessions were delivered to Access Asia teachers.

As part of the Asia In-Country Experience program:

- seven teachers were selected from government schools to participate in the national Asia In-Country Study Tours

**Table 4.9 Participation in NALSAS priority languages, SA independent schools, 1999**

Year level	Indonesian			Japanese			Chinese		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Recep	97	83	180	123	125	248	23	20	43
1	95	77	172	170	170	340	16	28	44
2	96	61	157	169	185	354	55	63	118
3	97	72	169	209	225	434	85	88	173
4	103	78	181	228	217	445	211	167	378
5	99	64	163	225	277	502	346	182	528
6	136	92	228	202	276	478	349	224	573
7	92	82	174	256	238	494	353	193	546
8	123	102	225	372	432	804	160	108	268
9	113	70	183	214	304	518	127	103	230
10	40	47	87	124	174	298	81	64	145
11	12	35	47	45	147	192	53	32	85
12	20	23	43	28	110	138	37	37	74
Total	1,123	886	2,009	2,365	2,880	5,245	1,896	1,309	3,205

Source: SA Independent Schools Board

- 15 teachers were selected to participate in the department's Malaysia 2000 study tour.

NALSAS language programs continued to expand within independent schools in 1999. Enrolments in the NALSAS languages – Chinese, Indonesian and Japanese – increased as a number of schools introduced new Asian languages programs, whilst other schools expanded their existing programs. During 1999, 328 teachers participated in professional development activities provided through the NALSAS program, and 16 teachers accessed scholarships.

A new development in 1999 was a Literacy Asia Action Research Project. This project involved 20 teachers from independent schools who critically examined their literacy teaching. They used action research to trial approaches and develop their classroom practice with a particular focus on the teaching of reading in the middle primary classroom. Participants explored ways of integrating studies of Asia into the literacy block.

Twenty-nine independent schools were involved in the Access Asia Schools program in 1999 at the

Commencement, Network and Focus School level. Teachers embraced professional development opportunities such as:

- study tours to Asian countries
- conferences which showcased studies of Asia programs in schools
- Including Studies of Asia in the Curriculum professional development
- NALSAS Studies of Asia modules – SOSE and the Arts
- curriculum materials development.

Direct grants were made to schools to support projects at both primary and secondary levels to enhance and expand Asian languages and studies programs. Schools used the funding provided by direct school grants to release teachers for professional development, engage community members in school-based language activities and provide resources.

## Western Australia

The NALSAS languages are regarded as priority languages by the Education Department and form an important part of the LOTE 2000 strategy. There was very significant growth in enrolments between 1994 and 1999: Indonesian enrolments rose from 9 per cent to 25.4 per cent, and enrolments in Japanese rose from 20 per cent to 22 per cent. No government schools taught Korean in 1999.

Programs in Indonesian and Japanese, involving a combination of computer, telephone and satellite links, were delivered to 27 small rural and isolated primary schools. At the secondary level, Japanese was provided through telematics to 17 schools. About 470 students were involved in these programs. The number of schools implementing studies of Asia as part of the Access Asia Schools program increased from 129 in 1998 to 175 in 1999.

**Table 4.10 Enrolments in NALSAS Priority Languages, WA government schools, 1999**

Year	Chinese		Indonesian		Japanese		Totals		
	Female	Male	Female	Male	Female	Male	Female	Male	All
P			2	3	1	3	3	6	9
1			162	182	12	13	174	195	369
2			295	324	63	97	358	421	779
3	86	87	2,010	2,117	1,296	1,268	3,392	3,472	6,864
4	113	93	2,441	2,599	1,775	1,965	4,329	4,657	8,986
5	107	111	2,375	2,488	1,824	1,887	4,306	4,486	8,792
6	97	106	2,151	2,254	2,051	2,179	4,299	4,539	8,838
7	83	102	2,302	2,302	2,093	2,205	4,478	4,609	9,087
8	128	149	1,918	2,063	2,098	2,135	4,144	4,347	8,491
9	84	75	917	845	1,203	1,038	2,204	1,958	4,162
10	50	42	250	186	486	221	786	449	1,235
11	22	20	59	17	168	44	249	81	330
12	32	21	61	28	111	58	204	107	311
Totals	802	806	14,943	15,408	13,181	13,113	28,926	29,327	58,253

Note: Students may study more than one language.

Source: Education Department of WA

In 1999, 130 teachers of Indonesian and Japanese participated in intensive language courses and methodology courses, while seven teachers were enrolled in distance-mode Professional and Graduate Education courses in Japanese – three in the Access program and the remainder in the Graduate Certificate program. Three teachers of Japanese participated in the Japan Foundation's Primary Teachers Seminars, two in Urawa, Japan and one in Sydney. Eleven

teachers of Asian languages completed a 15-day course in second language teaching methodology.

In-country experience is considered to be an essential part of teacher training and 31 teachers participated in courses held in China, Indonesia and Japan, while in-country fellowships to China, Korea, Vietnam, India, Laos/Thailand and Japan were awarded to seven teachers. Over 1,800 teachers attended a total of 8,027 hours of Asia-related professional development.

Scholarships were awarded to eight students entering year 11 who had indicated that they would continue their Asian language studies: they visited China, Indonesia and Japan. In collaboration with Murdoch University, a peer tutoring program allowed students of Japanese and Indonesian at the university to provide up-to-date models of each language for students at a small number of secondary schools.

In WA Catholic schools, the NALSAS strategy for 1999 continued the partnership with the AEF. Funding was provided for professional development of teachers who took the opportunity to participate in courses conducted by Murdoch University and for which academic credit was granted. A shorter course, 'Building Bridges', run in collaboration with the Perth Zoo, enabled teachers to gain first-hand experience of an important local resource.

A major initiative was the funding of a primary and a secondary cluster coordinator to assist Catholic schools in promoting Asia. The importance of in-country experience was recognised with the granting of fellowships to four teachers, who visited China, Vietnam, Laos and India to acquire and develop teaching materials and strategies to promote the study of Asia across the curriculum.

The Japan Foundation scholarship for summer school language study at an intensive course in Sydney was taken up by a secondary teacher, as was the Australia–Indonesia Institute scholarship for study in Indonesia. Local study through TAFE was also supported financially for a number of teachers through the use of NALSAS funds.

In the independent sector, the priority of supporting teacher professional development was again supported in 1999, with the following initiatives undertaken:

- supporting one primary teacher to attend a Japanese Foundation Study Tour to Japan
- supporting three teachers to undertake AEF In-Country Fellowships to China, Indonesia and Japan.

In addition to professional development, other activities were undertaken in 1999 to support the development of maintenance of languages within the independent sector:

- the employment of three full-time language assistants to work with a cluster of schools, at both primary and secondary level in French, Japanese and Indonesian
- the continuation of language networks for teachers within the independent sector
- the continuation of country/regional language groups

- the development of a resource kit for Japanese – focusing on the year 11 and 12 students' needs.

School-based initiatives were funded within two areas, in addition to the provision of small resource grants from both NALSAS and PLE funding elements.

- *NALSAS (National Asian Studies and Languages in Australian Schools)*. Forty-eight schools received school-based grants to support specialised programs, professional development opportunities or the purchase of resources during 1999.
- *Priority Languages*. Eleven schools received grants for both school-based programs and resource grants. The major focus was again toward Indigenous languages, in addition to French, German and Italian.

## Tasmania

In 1999, the Department of Education collaborated with the AEF to plan and deliver a comprehensive professional development program in Studies of Asia for primary and secondary teachers.

A range of teacher professional development activities that focused on introducing teachers to the issues of teaching and learning about Asia, and updated their discipline knowledge were available throughout the year. Strategic professional development was also made available to support NALSAS products – publications, CDs and on-line communication.

The NALSAS Taskforce funded the development of a Graduate Certificate course, recognising the need to provide teachers with substantial university-accredited courses which develop both their discipline knowledge about Asia and their curriculum understandings about teaching Studies of Asia. By the end of 1999, eight modules had been developed: two modules on Teaching Asia and two modules for each of the SOSE, English and the Arts learning areas. Each module was designed to be the equivalent of 20 hours of class time. The Department of Education, AEF and the University of Tasmania successfully delivered the two SOSE modules to Tasmanian teachers in 1999.

The University of Tasmania in conjunction with the Department of Education, AEF and Flinders University then won the tender to convert the eight modules to distance delivery mode. The first four of these will come on line in July 2000.

The development of the Graduate Certificate: LOTE Teaching has resulted in an increased number of teachers being trained in LOTE. The nationally accredited course had

its third intake in 1999. The modules are competency-based and delivered by a combination of face-to-face mode and videoconference. The following numbers of teachers were funded to retrain in a LOTE under the NALSAS Strategy:

1996	30 completed Tasmanian Certificate of Education courses
1997	61 teachers completed modules in the newly developed Graduate Certificate: LOTE Teaching
1998	82 teachers enrolled in the Graduate Certificate modules 16 teachers attained Graduate Certificate: LOTE Teaching
1999	103 teachers enrolled in the Graduate Certificate modules 12 teachers attained Graduate Certificate: LOTE Teaching

## Northern Territory

Several approaches have been implemented to achieve a wider impact of the NALSAS Strategy in the NT in the LOTE learning area. To demonstrate commitment to the goals and targets set out in the NALSAS Strategy at the system level, the NT policy document on LOTE was revised. *Languages Other Than English: Policy and Guidelines for Implementation Transition to Year 12* was published and distributed to all schools.

**Table 4.11 Enrolments in Asian languages, NT government schools, 1999**

	Primary	Junior secondary	Senior secondary	Total
Chinese	46	54	15	115
Filipino	6	3		9
Indonesian	8,223	1,577	176	9,976
Japanese	523	420	48	991
Total	8,798	2,054	239	11,091

Source: NT Department of Education

**Table 4.12 Enrolments in NALSAS priority languages, NT independent schools, 1999**

	Primary	Junior secondary	Senior secondary	Total
Indonesian	629	731	77	1,437
Japanese	111	80	1	192

Source: Association of Independent Schools of NT

To assist teachers to make judgements about students' learning outcomes in the NALSAS languages, a series of reports on student achievement for Chinese, Indonesian and Japanese were published in 1999 and information sessions and workshops conducted to facilitate their use.

Several professional development opportunities were provided for language teachers. Two profiling language workshops were held in 1999 and a weekend workshop for teachers of Japanese was conducted in conjunction with the Sydney Japanese Language Centre in March 1999. Financial support was provided for the Alice Springs Language Centre, the Languages Teachers Association of the Northern Territory and the NT School of Languages to run professional development workshops in various regions. Ten teachers participated in the NT-Indonesia teacher exchange program and four were awarded scholarships to participate in the NALSAS Teacher Training Distance Mode courses in 2000.

The Asia in Schools project was operated by the AEF and the Northern Territory Department of Education. This project echoes the strong commitment of the NT government's leadership role in active and positive level of engagement with countries of the Asian Region. It supports the NT government's push for commerce, trade and industries links with countries in Asia, and forms an integral part of a closer Asia-NT relationship.

Since becoming involved in the program and by the end of 1999:

- 102 teachers had participated in the Teachers' in Country Fellowships to Asia
- 60 schools had been involved
- Territorian educators had become an essential part of a national professional virtual community through Asia Online and Territory schools had benefited from expertise of Studies of Asia educators across the nation
- Territorian students had continued to expand and develop substantial depth in the learning outcomes related to the Studies of Asia across the curriculum.

During 1999, a strategic plan was developed and funding allocations identified, to enable the Northern Territory schools to continue to be part of this national collaborative project in 2000.

In independent schools, activities under the NALSAS Strategy included both studies of Asian society and culture across the curriculum and the studies of Indonesian and Japanese languages. Language teachers in independent

schools networked with language teachers in the other school sectors. There were also active networks with Asian ethnic groups in the Northern Territory community and with schools in the South Eastern Provinces of Indonesia. One school produced and trialled a teaching resource book on Eastern Indonesia.

In allocating funding to support the NALSAS Strategy, special priority was given to assisting with new or expanding programs. Language projects were divided between Indonesian and Japanese, with more projects related to the former. One new primary school commenced an Indonesian program. There was an emphasis on teacher development as well as school-based initiatives. Priority was given to initiatives that were innovative and enhanced program quality. A key issue for the teaching of Asian languages continued to be the availability of qualified teachers.

### **Australian Capital Territory**

In 1999, the Australian Capital Territory government school system offered opportunities to study Chinese, Korean, Japanese and Indonesian to students K–10. NALSAS-targeted language courses were offered in eight colleges, 17 high schools and 39 primary schools. A total of 6,174 male students and 6,649 female students undertook the study of an Asian language during 1999. Over one-third of the total student body undertook the study of an Asian language across the total school spectrum.

Extensive professional development was offered to teachers of Studies of Asia to encourage and develop relevant courses. Access Asia networks were fostered to build understanding across the system. Opportunities were offered to teaching staff to participate in Asian overseas exchange programs.

Schools are being encouraged to develop sister-school relationships with Asian schools. Of particular significance has been the development of sister-school relationships with schools in Nara, Japan under the umbrella of the Canberra–Nara sister-city arrangements.

The Ethnic Schools Program was actively supported under funding arrangements of the ACT Department of Education and Community Services. This program fosters the development in our youth of ethnic language capabilities and includes the support of the NALSAS target languages of Chinese, Indonesian, Korean and Japanese.

The 1999 Catholic schools' NALSAS program for the ACT involved a threefold process to address the needs of the 22 primary and four secondary schools in this sector of the diocese. Targeted languages (Indonesian and Japanese) and Studies of Asia were addressed, with the emphasis being on the system creating 'Asia-Literate schools'. In ACT Catholic schools in 1999, 1,517 students K–6 and 532 students 7–12 studied Japanese and 1,507 students K–6 and 47 students 7–12 studied Indonesian.

All schools conducted Studies of Asia across the curriculum as part of a system initiative and used the teacher professional development opportunities provided through the Access Asia Networks and system workshops to better facilitate the use of the AEF curriculum support documents.

The three-part process consisted of:

#### *Enhancing policy and planning*

- Continuing to expand the incorporation of Asian cultures across the K–12 curriculum by way of staff/school inservice and professional development.
- Encouraging the use of K–12 LOTE syllabus in Indonesian and Japanese language as a guide to curriculum planning.
- Continuing to support strategies to facilitate the continuity of Asian LOTE teaching across primary and secondary schools.
- Encouraging cross-sectoral discourse to facilitate the continuance of learning an Asian LOTE from primary to secondary schools.
- Targeting secondary schools by providing cluster professional development specifically in the area of integrating Asian Studies across the year 7–12 curriculum.

#### *Enhancing teacher training and retraining*

- Providing funding and places for in-country language and culture experiences.
- Allocating funds to support individual professional development of teachers at universities, conferences, Primary LOTE Intensive Methodology and Language Inservice for Teachers courses.
- Funding diocesan cluster meetings to update teachers on new curriculum developments and resources.
- Providing relief funds for an Access Asia Officer to inservice school clusters on Asian perspectives across the curriculum.

*Enhancing program delivery*

- Supporting schools participating in PALS Japanese and Indonesian programs.
- Advising schools and parent organisations on the feasibility of approved language programs and modes of delivery.

# Civics and citizenship

Education Ministers around Australia have a particular interest in this subject area and, in 1998, it was a special focus area for this report. In 1999, Australia's schools continued their implementation of initiatives, with particular emphasis on two aspects. The first concerned the development and trialling of curriculum materials produced as part of the Commonwealth's Discovering Democracy project and the second involved a sample study to collect baseline data on student achievement levels.

## Curriculum initiatives

There were important developments in a number of school systems during 1999. For example, schools in New South Wales had a strong focus on civics and citizenship. The Board of Studies introduced testing at the School Certificate in Australian history, geography and civics and citizenship. Stages 4 and 5 history and geography syllabuses were redeveloped during 1999. The focus of changes to both syllabuses was to ensure proper emphasis on the study of Australia by all students during each of years 7–10 and to ensure inclusion of explicit references to civics content. The revised syllabuses were released to schools for implementation in 1999. Testing will become mandatory in 2002, when the first cohort to commence the new syllabuses in year 7 present for the School Certificate.

The Department of Education and Training, the NSW Board of Studies and the University of Sydney continued to be involved in a research project to develop benchmarks in civics and citizenship education for years 6, 10 and 12. A completed document on the year 6 benchmarks will be published in 2000. An achievement scale has been developed for year 6 assessment which is to be included in a self-testing computer package.

Curriculum initiatives in citizenship education in Catholic schools in New South Wales fell into two main categories. The first involved enhancement of students' knowledge and understandings of the area through the implementation of new curriculum in the Human Society and its Environment (HSIE) KLA for stages 1–5. The second concerned evaluation of the suitability of curriculum materials from the Discovering Democracy program and the integration of these materials into teaching and learning about civics and citizenship.

Secondary schools undertook planning and programming for the implementation of the new history and geography syllabuses, including a focus on outcomes which deal explicitly with knowledge, understandings, skills and values and attitudes related to civics and citizenship. Some schools participated in the trialling of the School Certificate test in Australian history, geography, civics and citizenship.

The implementation of curriculum for civics and citizenship education was a South Australian departmental priority in 1999. As such, it was an essential part of the preliminary work that was done on the South Australian Curriculum, Standards and Accountability framework.

## Curriculum materials

Many schools around the country were engaged in the development and trialling of curriculum materials in civics and citizenship. Much of this work related to the Discovering Democracy materials that were produced by Curriculum Corporation and described in last year's edition of this report.

In Queensland, while 12 government schools were involved in the process of trialling the Discovering Democracy materials, a further 25 schools participated in the trial process for the Queensland School Curriculum Council draft SOSE syllabus for years 1–10. As this syllabus has a significant component of civics education, it represents an important development in the area.

In South Australia in 1999, the implementation of the curriculum materials *Civics and Citizenship: We Will Take Part* and the companion glossary *The ABC of Being a Critically Literate Citizen* (Department of Education, Training and Employment, 1998) in SOSE and English continued through a number of seminars. The materials support students to understand and deal with citizenship issues such as identity, rights and responsibilities, relationships with others and optimism about diversity.

An Australia-wide survey of independent schools revealed that the majority had examined and made use of the Commonwealth funded Discovering Democracy materials. Opinions regarding the usefulness and suitability of the material were overwhelmingly positive, the only criticism being associated with the considerable time needed to implement the program. In all other respects, the program received high praise. Comments included that it was well planned, well written and presented in an innovative style, and that it provided appropriate interaction, was teacher friendly, and overall an excellent resource.

## Professional development

During 1999, there was considerable professional development activity in all parts of the country and in all sectors.

To a large extent the activity was generated by the Discovering Democracy program as in New South Wales, where a multifaceted program of professional development for civics and citizenship education took place in schools in the three sectors (government, Catholic and independent). The program included advanced professional development courses supported by university and professional teachers' association personnel, a website, school initiative grants, best practice conferences, occasional papers and local workshops.

Primary and secondary government schools and teachers in Queensland were involved in the design and delivery of professional development for civics and citizenship. Some 41 of the 55 schools that were successful in their applications for a Commonwealth-funded initiative grant came from the government system.

In South Australia, the department coordinated a professional development program through a series of conferences, seminars, forums and workshops for teachers. A network of civics teams, involving hundreds of teachers, was established. At the same time, teachers from schools in the independent sector participated in the range of professional development activities through the Commonwealth-funded Discovering Democracy program. Four independent schools were intensively involved in the program, two of these making contributions to the trialling of units of work.

One of the schools trialled units of work from the Discovering Democracy kit to develop a continuum for the teaching and learning of civics and citizenship education in years 5–10. A team approach was used in this school to develop staff awareness of the professional development materials and to encourage staff to implement them. At another school the focus was on trialling units of work to incorporate them into the history curriculum in years 8–10.

A third school focused on mapping the curriculum in order to increase the level of civics and citizenship teaching and to develop a long-term plan. A team approach proved to be successful in encouraging teachers to trial and implement the units of work.

The fourth school identified two teacher-consultants from within the staff who had trialled Discovering Democracy units of work and made themselves available to share their knowledge and experiences with other teachers through the program's website. Units of work trialled by these teachers

included *Democratic Struggles* and *Stories of People and Rulers*. These teachers were keen to set up hub groups within the sector and local schools in order to provide support.

Professional development in Western Australia was managed by a project director from the Education Department, working with a coordinating committee representing school systems and sectors, academics, principals, parent organisations and the Fremantle Education Centre.

The project has a budget of \$0.46 million over the period 1998–2000, and is designed to improve teachers' understandings of the Discovering Democracy materials in particular, and civics and citizenship education in general. In 1999, 37 trainers from across all 16 education districts received intensive preparation and training, and organised and presented professional development workshops for schools in their districts.

Over 220 schools in all sectors participated in Discovering Democracy in 1999, with each receiving a small grant, a teacher resource file and two sessions of professional development. A Westlink interactive television program and other communications media were also used to support the program in rural and remote areas.

The implementation of the Discovering Democracy project coincides with the introduction of the Curriculum Framework and the materials are being used to support and complement the implementation of the Framework. Discovering Democracy links with the Framework's 'Core Shared Values' and, in the Society and Environment Learning Area Statement, to the learning outcomes of Active Citizenship; Natural and Social Systems (Political and Legal Systems); and Time, Continuity and Change; and to the investigative learning approach recommended for the Investigation, Communication and Participation outcome.

Through the Discovering Democracy program, all Tasmanian government schools received two distributions of materials as well as opportunities for professional learning. The materials were distributed to key teachers from over 90 per cent of schools through a series of district-based and cluster workshops conducted by the Discovering Democracy Teacher Professional Development Project Officer. This strategy allowed the establishment of strong networks and led to professional learning sessions being undertaken in schools.

A full-time Discovering Democracy Project Officer was also appointed in 1999 to work with Northern Territory



government and non-government schools and other key stakeholders in civics and citizenship education. The project officer worked on the premise that before outcomes for students can be enhanced, teachers need to improve their own knowledge base. School visits took place in Alice Springs, Darwin and Tennant Creek, and regional network leaders were established in Alice Springs and Nhulunbuy to liaise with the project officer and coordinate professional development activities in their areas.

A school survey was conducted to determine the level of usage of the Discovering Democracy kits in Northern Territory schools and to ascertain the level and types of professional development required. Teachers from both government and Catholic schools represented the Northern Territory at the Discovering Democracy Implementation Forum held in Canberra, November 1999. Their presentation of a workshop showcasing best-practice examples from the Northern Territory was very well received by the forum delegates.

## Programs

A vast array of activities and programs were undertaken by schools across Australia in order to promote greater understanding of the nation, its political and legal systems and how these impact upon the lives of its citizens.

In Victoria, the range of strategies included:

- development of units of work linked to the Curriculum and Standards Framework
- participation in youth forums such as the Schools Constitutional Conventions Program, Youth Parliament for the Environment, Primary Parliament and Children's Parliament
- encouragement of student leadership and involvement in decision-making in the classroom, across the whole school and within the local community
- class parliaments
- investigation of contemporary issues of local, national and global importance
- community service programs.

The Department of Education worked in partnership with the Civics and Citizenship Network which plays an important role in civics education.

The network includes the:

- Law Institute of Victoria
- Parliament of Victoria

- Electoral Education Centre
- Constitutional Centenary Foundation
- Police Schools Involvement Program
- Old Melbourne Gaol
- Old Treasury Building.

Extension education officers worked with these agencies, schools and the department to provide support materials and programs in the civics and citizenship education area. In one such joint program, all government schools and teachers were eligible to participate in the civics and citizenship education awards. These awards were designed to:

- encourage schools and teachers to develop innovative programs and activities that promote increased student understanding about and involvement in the democratic decision-making processes that underlie civics and citizenship education
- recognise the contribution of schools and individual teachers in Victoria in promoting effective school-based civics and citizenship education programs.

The winning schools and teachers were announced during Children's Week in October, 1999.

Civics and citizenship was a major focus for Victorian Catholic schools in 1999. At the end of 1998 the Discovering Democracy materials were distributed to all schools and during 1999 the schools were actively engaged in implementing these materials into their curriculum and programs. Two teachers were appointed as civics and citizenship network leaders to assist schools in developing their programs. Their roles will continue throughout 2000.

Four Catholic schools, two primary and two secondary, received grants to assist them in researching and developing effective civics and citizenship programs. The successful schools were St John Vianney Primary School – Discovering Democracy, St Peter Julian Eymard Primary School – Schools, Civics and Citizenship, Academy of Mary Immaculate Secondary College – Having Your Say and Our Lady of the Sacred Heart Secondary College – Making Citizens of All Subjects.

The Constitutional Centenary Foundation, in the lead-up to 2001, organises each year a National Convention in Canberra for senior secondary students. The aim of the convention is to allow students to discuss constitutional issues and promote civics and citizenship. In 1999, 20 Queensland students attended the National Schools

Constitutional Convention. These students were elected in five zone conventions that were organised in February and March of 1999. Of the 20 delegates who attended, three students were representatives of Indigenous committees.

Students from South Australia also attended the National Convention. This initiative was supplemented by a range of State and regional student forums and conventions, which were developed to promote student voice on civics, including constitutional issues.

The implementation of the Discovering Democracy program in Tasmania was highlighted by the Discovering Democracy program evaluation report in December 1999. In the light of the focus on civics and citizenship through the Discovering Democracy program, many schools began auditing their existing programs and incorporating a civics and citizenship perspective in the SOSE learning area and across the curriculum.

Other significant civics and citizenship activities included:

- Tasmanian Schools Constitutional Convention
- a range of youth parliaments and students forums
- development of materials to support links between older persons and school communities
- development of materials to support inclusive approaches to disability.

All three education sectors in the Northern Territory were represented at a network meeting held in December in conjunction with the Northern Territory Legislative Assembly. Other organisations involved were the Australia Day Council/Centenary of Federation, the Northern Territory Library and the Australian Electoral Commission. The response was very positive, with several schools indicating that they would like to actively participate in the Discovering Democracy program.

In the Australian Capital Territory, the ACT Department of Education and Community Services in partnership with a Coordinating Committee administered the Discovering Democracy program. High-level professional development to government, independent and Catholic school teachers was provided by the Political Science Department of the Arts Faculty of the Australian National University and ACT teacher professional associations. Teachers across the sectors were actively engaged in trialling Discovering Democracy school materials. School grants were offered for initiatives in civics and citizenship, and 25 primary and eight secondary schools became involved. School

initiatives included a leadership course, fully developed WebQuests and a website for a virtual school – Belnorth – created by a school cluster. Seminars in best practice, workshops, a showcase session, a Democracy Expo and the Youth Parliament organised by the ACT Legislative Assembly Education Office also supported the program in 1999.

The ACT Government Schools Network promotes and enhances the quality of membership and active participation of students at the Territory level. Four representatives from all secondary colleges and secondary schools meet regularly to discuss educational issues and concerns. Students are encouraged to take leadership roles in the organisation of the network and report back to their constituencies. Students report about current issues and community projects in their schools. The network is also invited to discuss policies affecting schools, to be represented on steering committees such as the current High Schools for the New Millennium and participate in community projects such as the Party Safely Project.

## Sample survey

The *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* includes (at 1.4) that, when students leave school they should be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life. At the April 1999 meeting of MCEETYA, Ministers noted the need to develop indicators of performance for civics and citizenship education.

In the first half of 1999, the first national sample student survey in line with the outcomes specified in the Discovering Democracy learning units was conducted. The aim was to obtain base-line information on student understanding before the Discovering Democracy units could be studied comprehensively in schools, since the units only became available to schools for the 1999 school year.

As the learning units are directed to students from mid-primary to year 10, students in year 6 and year 10, were sampled. Assessment instruments were developed comprising multiple-choice items, some short-answer items and a longer written task. They were trialled in all States and Territories in late 1998.

A random sample of students from all States and Territories and government and non-government sectors was drawn. The sample was stratified by gender, rural/metropolitan

location and language background other than English. The instruments were administered to a sample comprising 3,254 year 6 students and 2,865 year 10 students. Although this fell short of the targeted sample of 5,000 students at each level (participation was voluntary), it was considered that the size of the groups and the breadth of representation were sufficient to provide robust base-line data.

Students were assessed on their knowledge, skills and attitudes. They found questions relating to political symbols, citizens' rights, obligations and expectations, multiculturalism and equality – areas which they are more regularly exposed to – easiest to answer. The questions they had most difficulty with – relating to democracy and other forms of government, political processes and institutions, and the meaning of historical events – could be expected to become easier as students learn more about these aspects progressively through the curriculum.

The different items provide evidence of what students at years 6 and 10 know and can do at this point in time. It is anticipated that more content-specific items, such as those to do with the Australian Constitution, will become relatively easier as civics and citizenship education is studied more fully in schools. On the other hand, items which are more dependent on the application of skills, such as interpreting survey results, may maintain their relative position of difficulty on the Discovering Democracy performance scale which has been developed. The model used for the assessment enables scores on the tests to be referenced to this underlying scale. Using the scale, comparisons of the relative performance of different year groups can be made, even though the year groups have taken, for the most part, different tests.

Students in both years 6 and 10 demonstrated good knowledge of Australian symbols such as the Australian flag, Commonwealth Parliament House and the national anthem. Year 6 students could readily identify issues dealing with discrimination against women and the right to a fair trial. Year 10 students could explain well the meaning of Australian multiculturalism and show an understanding of citizens' rights and their protection.

At the other end of the scale, both years 6 and 10 students knew little about aspects of Australia's representative democracy such as voting, the role of politicians, the purpose of the Australian Constitution and the role of the Governor-General. Year 6 students in particular had difficulty understanding how constitutional change worked through a referendum. Year 10 students had little understanding of democratic principles, representative democracy and comparative forms of government. They also lacked knowledge of significant historical events such as Federation.

The results showed that:

- females in both years 6 and 10 performed better than males
- students from urban areas performed better than rural students
- the results of students from a language background other than English were equal lowest with rural students for year 6, and lowest of the groups for year 10.

The sample size in this base-line survey was not sufficiently robust to allow valid State/Territory comparisons.