

# Marlborough Primary School

## School Policies Manual



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## ASIA LITERACY POLICY

### Rationale:

Marlborough Primary School community acknowledges the importance of including Studies of Asia in the school curriculum and embraces cultural diversity and global awareness with positive attitudes and values.

### Aim:

In line with this view, we aim to prepare our students so that they understand and appreciate Asian cultures and thrive within a global community in the challenging, complex 21<sup>st</sup> Century world.

Specifically, we aim to ensure that our students leave school being able to:

- Understand Asia including its impact on economic importance and global population
- Have informed attitudes about Asian people and countries to deepen their understanding of cultures in an authentic, relevant and ICT enriched way
- Know about contemporary and traditional Asia
- Connect Asia with Australia from a variety of global perspectives
- Successfully communicate with people from Asia

### Implementation:

Our Studies of Asia program will be integrated into the AusVELS curriculum and will operate sequentially over a three year cycle rotation of Asian countries across all curriculum levels F-6 with increasing emphasis on Grades 3-6. It will include:

- An Asia Literacy co-ordinator will oversee the program, purchase relevant school resources and provide professional learning.
- A signed sister school agreement (MOU) between Marlborough PS and MIN Cempaka Putih. This is to be updated every two years.
- Involvement in continual BRIDGE opportunities.
- Annual Asia Education Foundation (AEF) membership

- Continued Access Asia accreditation.
- Integrated Units of work on Asian countries at different AusVels levels to be archived – see ARK.
- English Literacy program utilising Asian resource reading materials
- Connections with our sister school – MIN Cempaka Putih in Jakarta, Indonesia, giving students and teachers an opportunity to connect with Indonesia and interact with other students and teachers from our sister school on shared issues/activities providing the potential for global classroom combined projects. This may include communicating via SKYPE, e-mail, snail mail and the use of on-line learning.
- Our school's Performing Arts program including an Asian themed focus/performance on an annual basis.
- An Indonesian Languages program for all students
- Teacher Exchanges – a number of highly successful reciprocal teacher exchanges in 2012, 2013 and 2015 have strengthened the cultural understanding and the relationship.
- Student Exchanges – we hosted a number of MCP students and teachers in 2014 and work towards sending MPS students to Indonesia.
- We will continue to work towards establishing additional sister school agreements and participate in teacher and student exchange visits.
- Close connections and collaborations with the Heathmont Secondary College languages program including student cross age tuition and participation in the Asia day activities for all grade 5 students.
- All partnership activities are documented via our BRIDGE Wikispace online diary. See: <http://austindo-partnership51.bridge.wikispaces.net/Our+Journey>  
<http://austindo-partnership51.bridge.wikispaces.net/Our+Journey+continues...+2012>  
<http://austindo-partnership51.bridge.wikispaces.net/Our+Journey+continues...+2013>  
<http://austindo-partnership51.bridge.wikispaces.net/2014+Our+Journey+continues>
- Staff will undertake annual AusVels audits to ensure the inclusion of Asia Studies within their curriculum.
- Asian Units undertaken will be documented for the purpose of creating an Asian Resource Kit (ARK) that can be accessed for future use.
- Connections have already been established with LMERC (Languages and Multicultural Education Resource Centre) where resources are loaned out on Term basis.

### Evaluation:

This policy will be reviewed as part of the school's 3 year review cycle. It will also be audited on a yearly basis by the co ordinator for the purpose of adding to the school's ARK.

# Supporting documentation

## The Benefits

Developing a friendship with a partner school in another country will help our students to grasp their place as a global citizen and to develop a deepened understanding of another culture in an authentic, relevant and very personal way. The discussions that will emerge within our classrooms will be filled with excited questions, new knowledge, revised knowledge and a keen desire to seek more answers and develop an appreciation of other cultures. When undertaking studies of other major Asian countries, students will develop a cultural, geographic, historical, environmental, social, political and economic perspective of their connection to Asia.

## Engage with Asia Program proposed model to be used

Current practice suggests that schools using a combination of models will achieve maximum exposure and sustainability of their Asia Studies programs. These include:

- 1. Across the curriculum infusion** - within many learning areas so that Asia Studies becomes embedded into parts of Literacy, Numeracy, Geography, History, SOSE, Science, Visual & Performing Arts and Civics and Citizenship learning areas. ICT will be infused into many aspects of the studies using computers, electronic whiteboards, films, software, podcasts, music and the purchase of Asia specific literature resources.
- 2. Specialist studies** – eg. Asia Studies subject-based classes (forming part of our in-class rotations) or special “pull-out” groups with the Asia Studies co-ordinator and in specialist areas such as Visual Arts, Performing Arts & Library
- 3. Extra-curricular/ad hoc** – such as hosting a “Passport to Asia” family night or whole school incursion day, invited VIP guest speakers/performers, connections with the Indonesian Embassy, performing arts student performances, ad hoc global events response (eg. to current global events as they occur)
- 4. Sister school partnership** – see below

Proposed countries are outlined in the 3 year cyclic table below:

Level	Year 1 (2014)	Year2 (2015)	Year 3 (2016)
Prep, Gr.1 & Gr.2	Vietnam	Philippines	Malaysia
Grade 3/4	Indonesia	India	Thailand
Grade 5/6	China	Japan	Korea

As students progress, a comparative study may occur amongst any of the previous countries studied in the early years. This enables older students to re-visit countries

and explore more complex concepts and issues especially when related topics arise in the media.

Connections between MIN Cempaka Putih in Banten, Indonesia and grade 3-6 students from Marlborough PS will be a major focus. A smaller program where students will work in collaborative teams to undertake global classroom projects for and with students at MIN Cempaka Putih will also be established. Timelines and projects will need to be negotiated with both schools and teachers and will need to factor in the differences in resources, school years (in Indonesia, the school calendar year begins in June whereas in Australia it begins in January so holiday periods will be different), time zones (Indonesia is 2 hours behind Melbourne and 3 hours during Daylight Savings time), age of students we will be working with and cultural celebrations and norms.

### **Where to from here : ACTION PLAN**

1. Audit school's current Asia resources – Mel to audit literature resources with specifically looking for resources based on the countries listed in our 3 year cycle targeted countries.
2. Establish an Asia Literacy budget – this will be needed for the purchase of resources, postage and professional learning. It would be valuable to target an organisation via the Asia Education Foundation to set up a sponsorship deal with our school to support this program. Mel to speak with the AEF about possibilities.
2. After audit, spend funds on the purchase of more resources using some of the remaining Asia Studies funding. Targeted resource list includes:
  - Snapshots Big Book series – see if we are missing any from the series we already have
  - Images of Asia picture cards - graphics
  - Postcards from Asia series
  - The wishing cupboard – Libby Hathorn
  - Japan Diary – Trudy White
  - The River – Libby Hathorn
  - Time to celebrate – Mark & Olga Fox
  - Asia Counts primary – maths – Kiernan & Howard Reeves
  - Key to india -
3. At a staff meeting, undertake a grid topic audit and in unit teams, see where we could plan to infuse Asia Studies within some of these topics over the year. Distribute boxes of resources to the various units to use for planning (LMERC accessed) NB: Each unit to be responsible for keeping documentation of units of work/activities used to be given to Mel for program review and to add to school's ARK.
4. Staff PD – suggested that Mel & Kathy present a few activities staff could use now utilising new resources and explain ways to infuse SOA within their topics

### **Indicators of an Asia engaged school**

Where schools have made significant progress in establishing a focus on studies of Asia and Australia, we can expect to see:

- active support and involvement of school leadership

- a team of people including the principal, school personnel, parents and the wider school community committed to a whole school, across the curriculum approach to studies of Asia and Australia
- school policy which incorporates studies of Asia and Australia across learning areas and acknowledges their place in the whole school
- a curriculum that explicitly includes studies of Asia and Australia in learning areas, that sets out a sequence of learning including knowledge, understanding, skills and values, and that recognises multiple entry points for students
- understanding and engagement of the broader school community of the importance of the program and a commitment to resource and support it
- opportunities for students to gain contact with an Asian language, and for all students to learn an Asian language
- opportunities for teachers to acquire further knowledge and understanding about studies of Asia and Australia (professional development)
- exchanges and personal experiences of Asian peoples and countries
- regular monitoring and review procedures which focus on the effectiveness of the school's approach to studies of Asia and Australia
- an established sister school partnership with a formal agreement

### **Review**

- A review of the curriculum scope and sequence, resources including school's own ARK, staff professional learning and sister school partnership will take place annually
- Documentation of all SOA units needs to be kept by each unit and forwarded to SOA co-ordinator to form part of the SOA annual review and funding review with the Asia Education Foundation & BRIDGE to Indonesia programs
- How will we include SOA into our assessment and reporting to parents?
- Budget requirements and allocations
- Other connections in the community
- Overall program success