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International Learning:  
Learning to be International  
A world of Views

### Presentation Abstract

<b>Strand 1: Curricular Approaches to International Learning</b>	
<b>Presenter</b>	<b>Transformation or Confirmation of Timeless Notions? Abstract</b>
<p>Maureen Welch Director , Asia Education Foundation (AEF) Level 4 Sidney Myer Asia Centre The University of Melbourne Parkville, Victoria 3010 <a href="mailto:m.welch@asialink.unimelb.edu.au">m.welch@asialink.unimelb.edu.au</a></p>	<p><b>Achieving Asian literacy</b></p> <p>The Prime Minister’s vision is that Australia should become the most ‘Asia literate’ nation in the western world”. For the first time the Melbourne Declaration on Educational Goals for Young Australians (2008) acknowledges the importance of equipping young Australians with Asia literacy skills and states that, “India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become ‘Asia literate’, engaging and building strong relationships with Asia.”</p>



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[03 8344 4800](tel:0383444800)

We are at a key moment in our relationship with Asia and never before has there been such an alignment of driving forces and opportunities for change. To achieve Asia literacy requires a systematic integration of Asia-focussed core content across key learning areas including a substantial increase in the number of young Australians fluent in an Asian language. This won't happen with a curriculum designed for an earlier time. It will demand changes in knowledge, skills and understandings for our children to become global citizens.

Principals are pivotal to effecting change in schools. About 200 school principals have been leading the change process to integrate Asian languages and cultures in school policy and curriculum. With national support through the Leading 21st Century Schools: Engage with Asia project, these principals have undertaken school-based action that has resulted in systematic curriculum development and whole school approaches to embed sustainable studies of Asia in their school vision and curriculum. Many schools embarked on curriculum mapping exercises, as a result of evidence revealed by audits, to analyse strengths and gaps that enabled them to identify entry points and clear directions about where to commence the process for change. Building teacher knowledge, skills and understandings to teach about Asia is crucial for change to occur in classrooms. The project is set to expand nationally with a new cohort of principals undertaking the program in 2010.



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