

# Using the Effective Schools Model to promote an Asia literate school

The Effective Schools Model provides a lens through which schools can think about their performance, their plans and their priorities. For further information see Effective Schools Model ([www.le.ac.uk/education/ESI/doc1f.html](http://www.le.ac.uk/education/ESI/doc1f.html))

## An Asia Literate school is where: -

a school community acknowledges the place of the Studies of Asia and Australia (SOAA) in the school documents and has a policy of incorporating these studies cross learning areas in accordance with the National Statement on Engaging Young Australians with the Studies of Asia in Australian schools. (Access this at [http://www.asiaeducation.edu.au/public\\_html/aef\\_statement.htm](http://www.asiaeducation.edu.au/public_html/aef_statement.htm))

The imperatives for an Asia literate school can be accessed at:  
[http://www.asiaeducation.edu.au/public\\_html/c21\\_asia.htm](http://www.asiaeducation.edu.au/public_html/c21_asia.htm)



Asia Literate Schools – A guide to recognition used in conjunction with the Effective Schools Model is a powerful tool to promote an Asia literate school. Access the Guide at <https://studiesofasia.wikispaces.com/An+asia+literate+school>

## Professional Leadership

Leadership is a critical component of an effective school. Principals have a direct influence on teachers and the effectiveness of the teaching-learning relationship. Professional leadership requires identifying a clear sense of purpose for the school. It entails the distribution of authority and responsibility across the school by providing teachers with genuine opportunities to participate directly in decisions about curriculum, professional learning priorities, school and resource management, and other policy decisions. Professional leadership requires keeping abreast of what is happening in classrooms, including what is being taught, pedagogical approaches and student progress.

In an Asia literate school, professional leaders:

- Articulate the need for students and staff to have knowledge, understandings and skills about Asia.
- Lead, shape and involve the school community in sharing and learning about Asia and Australia.
- Provide relevant professional learning opportunities for all staff.
- Encourage staff participation in Asian study tours and fellowships.
- Ensure the inclusion of Studies of Asia in all school documents. ie School Strategic Plan, Annual Implementation Plan, Student Wellbeing and Curriculum documents.
- Resource an Asian inclusive curriculum.
- Support and resource the inclusion of an Asian language.
- Monitor the implementation of the Asia inclusive curriculum.

## Focus on Teaching & Learning

Effective schools are focused primarily on teaching and learning. They carefully consider time spent on academic and non-academic learning. Effective schools deploy their resources strategically to enhance teaching and learning. Professional learning activities and programs are aimed at improving the teaching-learning relationship, paying particular attention to developing the subject and pedagogical knowledge of teachers.

In an Asia literate school, professional leaders and teachers:

- Undertake an audit of their understanding of an Asia inclusive curriculum and relevant curriculum documentation.
- Provide and implement relevant contemporary learning and teaching resources.
- Participate in professional learning programs that enhance their knowledge and understanding of an Asia inclusive curriculum.
- Develop a shared vision for effective teaching and learning of Asia.
- Implement VELS and Years 11 and 12 curriculum which incorporates Studies of Asia and Australia with a focus on English, Humanities and the Arts.
- Include relevant Asian perspectives at all stages of learning.

## Purposeful Teaching

Effective teachers know how students learn and build on the knowledge their students already have. Teachers have a strong grasp of the content of their discipline. They use teaching strategies matched to the learning styles and needs of their students to engage them with that content. Purposeful teachers contextualise their teaching practices. They centre their teaching on the experiences of their students, equipping them with knowledge and skills they can use in everyday life.

In an Asia literate school, teachers:

- Establish a sequential and developmental studies of Asia and Australia program across the learning Domains.
- Use purposeful activities to engage students with Asia across the Domains of learning.
- Include the study of Asian texts in the English curriculum from P to 12.
- Acknowledge contributions of Asian peoples to Australian society and economy.
- Make innovative use of Information, Communication and Technology to engage students with Asia.
- Provide access to contemporary resources on Asian society, culture and economics.
- Provide opportunities to develop students' knowledge, skills, and understandings through engagement with others from diverse, local and global backgrounds.
- Include incursions and excursions to increase student and staff knowledge of Asia.

## Shared Vision & Goals

Effective schools demonstrate a clear and shared understanding of their goals. These goals are typically focused on student learning, sustained improvement and problem-solving. Effective schools create consensus among staff about the aims and values of the school and how they can be consistently and collaboratively put into practice. Steps are taken to ensure that the curriculum, teaching and learning and professional learning arrangements are consistent with the school's vision and goals. Relationships between staff, students, parents and the wider community need also to reflect the school's goals.

In an Asia literate school, leaders and teachers:

- Make explicit reference to Asia inclusive curriculum.
- Articulate and document teaching strategies and student learning goals to support an Asia inclusive curriculum.

- Support all members of staff to develop formal and informal qualifications to improve capacity to teach about Asia in Australia.
- Articulate, develop and document common goals to support an Asia inclusive P-12 curriculum.
- Establish a school community which fosters education for global and multicultural citizenship to develop respect, understanding and cultural awareness.

## High Expectations of All Learners

Effective schools and teachers expect that every student has the ability to learn - they endeavour to ensure that every learner is successful. To maximise opportunities for all students to succeed, teachers adapt their teaching to the individual needs of students, including high potential and under-performing students. The effort required to succeed should be made clear, with parents actively engaged in their children's learning.

In an Asia literate school, leaders and teachers:

- Ensure that all students have the opportunity to increase knowledge and understanding of the Asian region throughout the years of schooling.
- Involve all students in learning across the curriculum by providing every student, every opportunity to improve their Asia literacy.
- Communicate consistently and transparently to the school community, the high Asia literacy expectations and achievements of students.
- Ensure effective Asia inclusive programs and strategies to address the learning needs of students at all levels of achievement.

## Accountability

Effective schools establish rigorous systems of accountability by which school and student performance can be evaluated. Strong accountability systems use performance data to identify, support and monitor under-achieving students and plan professional learning activities for staff. They also allow identification of success in the system and form the basis for the celebration of that success. Strong accountability measures also allow school leadership teams to provide parents with meaningful information about their children's progress.

In an Asia literate school, leaders and teachers:

- Celebrate, share and publish the achievements of students, teachers and programs which focus on Asia literacy.
- Document and record the process of the schools' Asia literacy development.
- Develop a coordinated whole-school approach to reporting on students' achievements in studies of Asia.
- Regularly audit policy, strategies and programs.
- Guide and support teachers to establish and review opportunities to embed studies of Asia across the curriculum.
- Allocate funding to build teacher expertise in Studies of Asia.

## Learning Communities

Learning communities share common visions, values and objectives. They work collaboratively to enhance the curriculum, teaching strategies and assessment. Learning communities are comprised of individuals with diverse expertise and knowledge. This diversity is valued, and through collaboration, drawn out, shared and used to solve school-based problems. Learning communities foster openness, dialogue, inquiry, risk-taking and trust. In this environment, teachers feel they can make informed and responsible decisions about innovative teaching strategies.

In an Asia Literate school leaders and teachers:

- Acknowledge, value and welcome the breadth of diversity within the community.
- Foster relationships with local groups and community members to support Asia inclusive learning and teaching programs.
- Discuss, plan and evaluate, in professional teams, the inclusion of Studies of Asia in Australia.
- Resource, implement, monitor and review the inclusion of the Studies of Asia in Australia in all school policies, strategies and programs.
- Utilise and respond to the cultural diversity of the school, local community and businesses to build teaching and learning partnerships.
- Build local and international relationships with schools, institutions and organisations.
- Contribute to professional learning networks and discussion groups with an Asia inclusive focus eg Studies of Asia Networks, Asia EdNet, Asia Education Foundation.

## Stimulating & Secure Learning Environment

The environment in which students work has an impact on learning. Resources are allocated to maintaining classrooms that are conducive to quality teaching and learning. Effective schools establish consistent processes around classroom management. Staff members meet regularly to discuss classroom management and develop strategies for dealing with disruptive behaviours. Discipline policies are determined collaboratively and administered consistently.

In an Asia Literate school, leaders and teachers:

- Acknowledge and value students' prior knowledge of Asia.
- Cater for student diversity.
- Support Studies of Asia with a broad range of experiences and resources.
- Create stimulating, innovative and contemporary curriculum and pedagogies to develop Asian literacy.
- Incorporate 21<sup>st</sup> century ICT technologies, and multi literacies in the development of Studies of Asia in Australia curriculum.
- Establish regular opportunities for strategic professional learning discussions about Asia literacy.

Further information can be found at the National website [www.asiaeducation.edu.au](http://www.asiaeducation.edu.au) and the Victoria Studies of Asia website [www.education.vic.gov.au/studentlearning/programs/studyasia/](http://www.education.vic.gov.au/studentlearning/programs/studyasia/) and

Victoria Studies of Asia wikispace <https://studiesofasia.wikispaces.com/>

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