

Fethi Mansouri, Louise Jenkins, Michael Leach and Lucas Walsh



# Building bridges

creating a culture of diversity

# Building Bridges

MUP CUSTOM

An imprint of Melbourne University Publishing Limited  
187 Grattan Street, Carlton, Victoria 3053, Australia  
mup-info@unimelb.edu.au  
www.mup.com.au

First published 2009

Text copyright © Professor Fethi Mansouri, Dr. Louise Jenkins,  
Dr Michael Leach and Dr Lucas Walsh 2009

Images copyright © Copyright holders 2009

Design and Typography copyright © Melbourne University Publishing Ltd, 2009

This book is copyright. Apart from any use permitted under the *Copyright Act 1968* and subsequent amendments, no part may be reproduced, stored in a retrieval system or transmitted by any means or process whatsoever without the prior written permission of the publisher.

Every attempt has been made to locate the copyright holders for material quoted in this book. Any person or organisation that may have been overlooked or misattributed may contact the author.

Typeset in New Baskerville by J & M Typesetting

Edited by Averil Lewis

Proofread by Kate Daniel

Indexed by Kerry Biram

Printed in Australia by Griffin

National Library of Australia Cataloguing-in-Publication entry

Building bridges : creating a culture of diversity / Fethi Mansouri ... [et al.].

ISBN: 9780522857597

Notes: Includes index.

Bibliography.

Subjects: Cultural pluralism—Study and teaching

(Secondary)—Victoria

Multiculturalism—Study and teaching (Secondary)—Victoria

Other Authors/Contributors:

Mansouri, Fethi.

Dewey Number: 305.8009945

# Building Bridges

## Creating a culture of diversity

Fethi Mansouri  
Louise Jenkins  
Michael Leach  
Lucas Walsh

Institute for Citizenship and Globalisation  
Deakin University



Melbourne University Publishing



# Contributors

## **Professor Fethi Mansouri**

Professor Fethi Mansouri holds a Chair in Migration and Intercultural Studies, is the Director of the Institute for Citizenship and Globalisation at Deakin University and the founding co-convenor of the Australia–Middle East Research Forum. Professor Mansouri is the author of many books including (with M. P. Leach) *Lives in Limbo: Voices of refugees under temporary protection* (UNSW Press, Sydney, 2004), *Australia and the Middle East: A frontline relationship* (IB Tauris/Palgrave, London/New York, 2006); and two edited volumes (with S. Akbarzadeh), *Political Islam and Human Security* (CSP Press, UK, 2008) and *Islam and Political Violence: Muslim diaspora and radicalism in the West* (IB Tauris/Palgrave, London/New York, 2007). His latest book with S. Percival-Wood is entitled *Identity, Education and Belonging: Arab and Muslim youth in contemporary Australia* (MUP, Melbourne, 2008).

## **Dr Louise Jenkins**

Dr Jenkins is a Research Fellow within the Institute for Citizenship and Globalisation at Deakin University. Her most recent work has been as coordinator of a research project commissioned by the Foundation for Young Australians. This project investigated the impact of racism upon the health and wellbeing of young Australians, its particular focus being on secondary school students from Indigenous, migrant and refugee backgrounds.

Louise is an experienced school teacher and has taught in the government and independent systems at both primary and secondary levels. At tertiary level she has extensive experience assisting pre-service teachers to understand the process of lesson planning and classroom presentation. Her work as a tertiary educator in the area of diversity and schools has given breadth to Louise's understanding of education in a multicultural setting. As a Performing Arts Education specialist, Louise has enjoyed bringing a creative aspect to the multicultural teaching materials presented in this book.

## **Dr Michael Leach**

Michael Leach is a Senior Lecturer in Politics at Swinburne University of Technology, where he teaches Comparative and International Politics.

His research interests include nation-building in the Asia-Pacific, and comparative immigration and settlement policy.

Michael is also an Australian legal practitioner, and officer of the Supreme Court of Victoria. He was previously a Research Fellow in the Institute for Citizenship and Globalisation at Deakin University.

### **Dr Lucas Walsh**

As Director of Research at the Foundation for Young Australians, Dr Walsh coordinates, commissions and conducts research as part of a national agenda for improving the wellbeing of young people through education. His PhD examined the impact of education policy reform on Australian democracy during the latter twentieth century. Dr Walsh also co-edited a book with Michael Leach and Julie Connolly entitled *Recognition in Politics: Theory, policy and practice*.

Previously, Lucas was Research Fellow at the Institute for Citizenship and Globalisation, Monash Centre for Research in International Education (MCRIE) and postdoctoral Research Fellow of Democracy and New Media in the School of Communications and Multimedia at Edith Cowan University. He also managed the Online Curriculum Centre within the International Baccalaureate in the UK.

He has worked as consultant for, and been invited to speak—locally and internationally—on areas of participation, education and technological innovation. In 2009 he was commissioned by the National Curriculum Board to write an advisory paper on online curriculum modelling for the national curriculum and was invited to speak at the National Curriculum Board Learning for the 21st Century Forum.

# Foreword

Given the global uncertainties confronting societies today, the Teaching and Learning Modules are a timely and critically relevant component in the education of Australia's young people. Each day in schools across Australia, students and teachers engage in the reality of diversity. Their reactions to cultural diversity are shaped largely by their attitudes and perceptions. In the absence of objectivity and understanding, it is sometimes the case that limited beliefs create an equally limited and subjective worldview. The Teaching and Learning Modules provide a practical way forward for schools to broaden their awareness and develop an informed and grounded understanding of the nature of Australia as a culturally diverse nation.

In addition to enhancing students' understanding and sensitivity towards cultural diversity, the Teaching and Learning Modules impart valuable skills. The ability to investigate, explore and make informed opinions on issues including social justice and human rights, help to lessen the possibility to automatically judge a situation as 'good' or 'bad' or a group as 'us' and 'them'. The modules build and expand upon students' and teachers' existing knowledge of multiculturalism and social diversity through guided activities that both challenge and stimulate.

The modules give both teachers and students an opportunity to reflect, debate and challenge new and pre-existing notions and ideas relating to multiculturalism and social diversity. The application of these modules in Australian secondary schools will aid in fostering informed discussion between students and their teachers, and other members of the community on issues that directly impact on community cohesion and global harmony.

The Teaching and Learning Modules are an enlightened step forward in embracing diversity as an educational advantage. I congratulate Deakin University's Institute for Citizenship and Globalisation, Project Leader Professor Fethi Mansouri, and his team, on this excellent resource.

Dr B. Hass Dellal, OAM  
Executive Director  
Australian Multicultural Foundation



## Acknowledgments

These educational resources are the result of a longitudinal multidimensional project that investigated the management of cultural diversity in secondary schools and the potential for school-community partnership in improving schooling outcomes and social experiences for all concerned. The research phase for this project lasted from 2003 until 2008 and benefited from the dedication, professionalism and contribution of a number of research assistants and research fellows including, in chronological order, Anna Trembath, Sally Percival-Wood, Annelies Kamp and Louise Jenkins. Research fellows affiliated with the Institute for Citizenship and Globalisation, in particular Michael Leach, also a chief investigator on the project, and Lucas Walsh, played a crucial role in the successful completion of the project and in developing the online part of the resources. A number of external experts also provided valuable input into the finalisation of the Teaching and Learning Modules. These include Loretta Glass and Warren Prior from Social Education Victoria, and Pat Hincks from the Victorian Curriculum Assessment Authority. The project also benefited from the input of an expert advisory panel that included Nuangwong Boonyanate, from the Department of Education and Early Childhood Development (DEECD), Lynn Pickles, DEECD, Philippa Lovell, from the Catholic Education Office, Chris Pierson, from Victorian Foundation for Survivors of Torture (Foundation House), Steve Francis from the Centre for Multicultural Youth (now working with the Australian Red Cross), Jo Overell, from the Department of Immigration and Citizenship (DIAC), Angela Klinkatsis, Access and Equity Officer, DIAC, Wendy Morris, DEECD, and Julie Herbert, Victorian Association for TESOL and Multicultural Education.

Research in schools and collaboration with school teachers would not have been possible without the generous support of the schools' leadership and staff members. The kind support of Greg Williams, in particular, was instrumental in keeping the project at the now restructured Broadmeadows Secondary College. We would also like to acknowledge the support of Russel Davies, principal of Lyndale Secondary School and all those teachers and coordinators for their contribution and support. A special thank you goes to all the students who interacted freely with the research team and spoke openly and passionately about their schools and their experiences as individual students with their own hopes and

fears for the future. We would also like to acknowledge the generous financial support received from the Australian Research Council and the Scanlon Foundation. Other financial support was received from Telstra Foundation and Deakin University's central grants schemes.

We hope these resources will be of interest and assistance to all those teachers endeavouring to develop a deeper understanding of the role of culture and cross-cultural understanding in education and aiming to operate more successfully as teachers and most importantly as human beings.

Professor Fethi Mansouri  
Project Leader  
Melbourne, July 2009

## Message from the Chairperson

### Victorian Multicultural Commission

---

Building a multicultural society takes time. Just as successive waves of migration helped shape our multicultural heritage over generations, so do the virtues of mutual respect and acceptance develop over time.

Education is a catalyst for this understanding. It was Mark Twain who said, ‘If you think knowledge is dangerous, try ignorance.’ It’s a message that underlines the critical role that schools play in our community. As key influencers, educators raise awareness and advance knowledge and understanding about cultural and religious diversity; our schools can be harbingers of social harmony.

By promoting knowledge of people’s cultures and inclusive attitudes, educators can help prepare students for their roles and responsibilities as global citizens with an appreciation of the inherent benefits of cultural, linguistic and religious diversity.

I commend the authors and researchers of this publication and thank those who have been supportive of the project, including the Department of Education and Early Childhood Development.

*Building Bridges: Creating a culture of diversity* is an apt title, and one that also defines this State’s commitment to multiculturalism—to find a common strength through the celebration of our differences.

George Lekakis  
Chairperson  
Victorian Multicultural Commission

# Table of Contents

## Part 1: A Model for Best Practice

### **1 Preamble and Introduction**

1.1 Preamble

1.2 Introduction

### **2 School Structures and Parent Involvement**

2.1 Cultural Diversity Charter

2.2 Parent involvement

### **3 Curriculum and Pedagogy**

3.1 The process of learning: open, critical and relevant pedagogy

3.2 The content of learning: contestable curriculum

### **4 Teacher Support Materials (TSM)**

4.1 TSM design

4.2 Resourcing and training with the TSM

### **5 Community Partnership and External Factors**

5.1 The education establishment

5.2 Resources and external funding

5.3 Community organisations

### **6 Cultural Diversity Checklists**

Checklist 1: Cultural Diversity Charter

Checklist 2: Pedagogical Practice

Checklist 3: Curriculum as a Cultural Resource

Checklist 4: Engaging CALD Parents

Checklist 5: Community Partnerships

## Part 2: Teaching and Learning Modules

### **Overview**

### **Introduction**

### **Advice to Teachers**

### **Module 1**

Unit 1: Identity

Unit 2: Cultural diversity and multiculturalism

Unit 3: Citizenship

Unit 4: Cultural stereotypes and the media

## **Module 2**

Unit 5: Expectations of self, family and teachers

Unit 6: Developing positive relationships at school

Unit 7: Curriculum, school and culture

Unit 8: Cultural and ethnic tensions

## **Part 3: Parent Modules**

### **Introduction**

**Module 1: Engaging NESB Parents and Assessing Needs**

**Module 2: Organising a Meeting with NESB Parents (1)**

**Module 3: Organising a Meeting with NESB Parents (2)**

**Module 4: Understanding the Australian Education System**

**Module 5: Facilitating Parental Involvement in Schools (1)**

**Module 6: Facilitating Parental Involvement in Schools (2)**

**Module 7: Hosting a Ramadan Dinner**

**Module 8: Hosting a Community Cultural Event**

**Appendix A**

**Appendix B**

**Appendix C**

**Appendix D**

**Appendix E**

**Appendix F**

Part 1  
A Model for Best Practice



## PREAMBLE AND INTRODUCTION

### ***1.1 Preamble***

This Model for Best Practice provides a framework for effecting positive ‘whole of school’ change in culturally diverse schools. It is a document to guide schools through a series of resources developed by the *Diversity—An Educational Advantage* Project undertaken by Deakin University (2003–07) and funded by the Australian Research Council and the Scanlon Foundation. The package of resources developed by the Project, and referred to in this Model, includes:

- online Teacher Resource Materials (TSM), <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>
- online TSM User Guide, <[www.teachingdiversity.org.au/How\\_to\\_use.php](http://www.teachingdiversity.org.au/How_to_use.php)>
- A Model for Best Practice
- Teaching and Learning Modules
- Parent Modules

The Model steers schools towards a deeper understanding of the nature of its community as a microcosm of Australian multicultural society. It is aimed not only at developing this understanding of diversity within the boundaries of the school, but beyond: by engaging parents, families, and the broader community, as well as students, teachers and staff. As



indicated by the scope of the resources developed by the Project, engaging each of these interlocking groups has the potential to enrich the educational experience and improve educational outcomes. Most importantly, this Model's interface between the Project resources and external links set out in each section are intended as practical tools in support of structural change in culturally diverse Australian schools. Together with the five Checklists at the end of the document, the Model provides a comprehensive framework for strategically developing cultural diversity as an educational advantage in Victorian secondary schools.

## ***1.2 Introduction***

It is generally accepted that Australian society is increasingly diverse with more of its citizens born overseas, and in a greater variety of countries, than was the case even two decades ago. The multicultural nature of Australian society is reflected in our schools, as students' diverse cultural backgrounds and unique learning styles are demanding a fresh approach to school management, curriculum design and teaching practice. It was this increasing diversity and complexity in schools to which the *Diversity—An Educational Advantage* Project responded.

The Project adopted a partnership approach with school communities through active engagement with community organisations, parents, students, senior staff and teachers. Three major components were developed to meet these objectives:

- engagement of an in-school cultural diversity facilitator;
- active research and evaluation with students, teachers and parents;
- development of teaching resources supported by professional development.

The Model for Best Practice brings these three approaches together within one framework to help schools manage and positively embrace cultural and linguistic diversity. It sets out strategies for social inclusiveness, curricular and pedagogical responsiveness, and works towards improved educational outcomes. The online TSM and its supporting User Guide and Teaching and Learning Modules are central to these objectives. Facilitating strong partnerships between schools, families and their local communities is supported by the Parent Modules reflecting the more holistic approach in this multidimensional transformative Project (see Appendix A). This holistic model has been strategically designed to inform and influence the further development of multicultural

education policy and practice at state and national levels. It is informed by: changing social and economic factors that are resulting in more culturally complex societies locally and globally; new theoretical perspectives such as critical race theory; and education policy transitions on both state and federal levels. An introduction to these factors and concepts of cultural diversity in education can be found on the online TSM—go to ‘Context’ at <[www.teachingdiversity.org.au/Context](http://www.teachingdiversity.org.au/Context)> and explore the links imbedded in these sections:

- What does it mean to be a culturally diverse society?
- Diversity and Curriculum
- Diversity and Multiculturalism: A Policy Perspective
- Theoretical Perspectives

## SCHOOL STRUCTURES AND PARENT INVOLVEMENT

---

### ***2.1 Cultural Diversity Charter***

Victoria's Department of Education and Early Childhood Development (DEECD) asks schools to take into account their charter goals and priorities, along with key legislative requirements, state-wide curriculum and other guidelines, when planning their staff structure and profile. This exercise 'should reflect goals and priorities as described in the school charter and may change as charter goals and priorities alter.' In terms of integrating a commitment to cultural diversity across the school community, some schools have gone further by developing a Cultural Diversity Charter which enshrines the school's commitment to:

- reconciliation and acknowledgment of Indigenous peoples;
- empowering members of the school community to understand their rights and responsibilities;
- acknowledging core values such as trust, resilience and the development of social conscience;
- identifying and catering for the educational needs of students from diverse backgrounds;
- celebrating the strengths of diversity;
- encouraging participation irrespective of gender, age, religion, ability, sexual orientation, cultural and linguistic background.

Such a charter makes a significant contribution to the structural and psychological transformation of the school community and responds directly to the *Multicultural Victoria Act 2004*. See Appendix C for an example of a Cultural Diversity Charter.

### **Resources: School structures**

- The key implications of the *Multicultural Victoria Act 2004* for schools are at Appendix B. See: <[www.multicultural.vic.gov.au/web24/vmc.nsf/headingpagesdisplay/about+us](http://www.multicultural.vic.gov.au/web24/vmc.nsf/headingpagesdisplay/about+us)>.
- See the new Multicultural policy, 2009, at <[www.multicultural.vic.gov.au/Web24/vmc.nsf/HeadingPagesDisplay/PublicationsAll+f+Us+Victorias+Multicultural+Policy?OpenDocument](http://www.multicultural.vic.gov.au/Web24/vmc.nsf/HeadingPagesDisplay/PublicationsAll+f+Us+Victorias+Multicultural+Policy?OpenDocument)>.
- All of us: Multicultural perspectives in Victorian schools, (Education: A resource kit) has been designed to support the above policy. It will soon be available to schools.
- The Effective School Module provides a lens through which schools can think about their whole school approach to performance, plans and priorities. See: <[www.education.vic.gov.au/studentlearning/teachingresources/english/improvstudlit.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/english/improvstudlit.htm)>.
- Victoria's Department of Education and Early Childhood Development's (DEECD). The site has information for teachers, school leaders and parents in relation to multiculturalism. See: <[www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm](http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm)>.
- DEECD has a strategy document for Victorian schools, *Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009–2013*. See: <[www.education.vic.gov.au/studentlearning/programs/multicultural/about.htm](http://www.education.vic.gov.au/studentlearning/programs/multicultural/about.htm)>.
- *Guidelines for Managing Cultural and Linguistic Diversity in Schools* is a comprehensive guide for dealing with cultural diversity in schools. See: <[www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/GuidelinesforSchools.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/GuidelinesforSchools.pdf)>.
- The *Racism. No way!* initiative provides a range of strategies for approaching racist attitudes in schools. See: <[www.racismnoway.com.au/strategies](http://www.racismnoway.com.au/strategies)>.
- The Broadmeadows Secondary College (now part of Hume Secondary College) Cultural Diversity Charter, which was created in consultation with Victorian Arabic Social Services (VASS) as

part of the Living in Harmony Project, provides an example of enshrining cultural diversity into a school charter. See: Appendix C.

The Department of Immigration and Citizenship's Diverse Australia Program site has specific materials for schools, teachers and students. See: <[www.harmony.gov.au](http://www.harmony.gov.au)>.

**See Checklist 1: Cultural Diversity Charter**

## 2.2 *Parent involvement*

Schools as social sites have the potential to either perpetuate or shift cultural prejudices and barriers. To ensure that a school is an inclusive environment, practical strategies can be implemented. For example, providing information to parents in languages other than English by accessing DEECD's interpreting service, or printing information off the internet in community languages, are valuable first steps. Creative strategies to ensure greater participation can also be developed, either by better utilising the school's internal resources or by accessing community cultural organisations.

Economic and staffing constraints can mean that schools do not adjust quickly enough to the changing demographics of their student population. A priority of the *Diversity—An Educational Advantage* Project was to help families of non-English speaking background, who formed a majority at the partnership schools, feel as comfortable and welcome as possible in order to stimulate their engagement with the school. To this end, the Project employed a community liaison worker, or 'Cultural Diversity Facilitator' in schools, to facilitate inclusiveness and to stimulate broader cross-cultural understanding among, and between, students, parents and teachers. Primarily, parents were assisted to be more involved in school life and students were encouraged to be more appreciative and respectful of diverse cultures. This school-based role recognised that managing cultural diversity went beyond the confines of the school environment, and needed to be responsive to individual experience in the following ways:

- **students** from migrant backgrounds experienced a number of social disadvantages including intergenerational unemployment, low literacy levels, and low socio-economic background. In

addition, they might have limited English-language skills, disrupted education as refugees, or no previous educational experience at all;

- **parents** might experience pressures due to limited resources, extensive family responsibilities, and social isolation, language or economic barriers. Limited, or no educational experience might influence expectations, which are sometimes based upon an entirely different educational structure and curriculum, and often a poor understanding of the Australian education system;
- **teachers** might have limited experience with students and parents from culturally diverse backgrounds. Their own education and training might be inadequate to meet the rapidly changing cultural configuration of their school without the guidance or infrastructure to manage these changes.

### **Resources: Parental involvement**

- Parent stories and perspectives, which explain cultural and linguistically diverse (CALD) parents' experiences with schools, can be found at <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>.
- Parent Modules have been developed by the Project to take CALD parents through school resources and practical information, community resources and support services and information on the Australian education system. This resource is designed for both recently arrived and more established parents who were, nevertheless, educated overseas.
- DEECD provides a free interpreting and translation service for parents, which can also be used for translating school newsletters. It also provides important information, such as changes to reporting methods, in languages other than English. More information can be found at: <[www.education.vic.gov.au](http://www.education.vic.gov.au)>.
- DEECD also has comprehensive information about how to engage parents in school life on its internet site. See: <[www.education.vic.gov.au/aboutschool/participation/default.htm](http://www.education.vic.gov.au/aboutschool/participation/default.htm)>.

Other parent support resources to help engage families include:

- Information for parents about Victorian Essential Learning Standards (VELS) is available at: <<http://vels.vcaa.vic.edu.au/parent/index.html>>.

- The Centre for Multicultural Youth Issues (CMYI's) *Opening the School Gate: Engaging CLD Families in Schools* is a practical resource for teachers wishing to engage families from CALD backgrounds. See: <[www.cmy.net.au/Publications](http://www.cmy.net.au/Publications)>.
- Though Parents Victoria does not focus on cultural diversity, it nevertheless includes some useful links for parents generally. See: <[www.parentsvictoria.asn.au](http://www.parentsvictoria.asn.au)>.
- DEECD's Resource, *Single Mothers: A resource for parenting solo*. See: <[www.education.vic.gov.au/earlychildhood/parenting/singlemothersresource.htm](http://www.education.vic.gov.au/earlychildhood/parenting/singlemothersresource.htm)>.

**See Checklist 4: Engaging CALD Parents**

## CURRICULUM AND PEDAGOGY

---

### *3.1 The process of learning: open, critical and relevant pedagogy*

An approach to pedagogy that is participatory, inclusive and responsive to student feedback on various levels, at all times, is strongly advocated. This approach requires schools to be reflexive, open about their cultural composition and willing to critically engage all stakeholders in the educational process. Pedagogy must be clear about how its content is culturally conditioned, is responsive to different learning styles, and conducive to embracing the many facets of Australian society. This will enable minority students to maintain their heritage cultures as well as fulfil their educational potential. While such an inclusive approach assists the educational experience and outcomes of minority students, equally, all students gain critical analytical skills as they are encouraged to engage with different perspectives and points of view. This will enable all students to develop a stronger ability to operate across their community culture and the mainstream culture, as well as within and across other cultures.

Flexible and experiential classroom pedagogy can ensure the relevance of curriculum to the lives of both students and teachers in developing their consciousness of how cultures, attitudes, identities and preconceptions are formed. One way of encouraging alternative viewpoints that have direct relevance to students' lives, and to stimulate an open discussion of culture, may be to invite representatives of particular



groups into the classroom as participants, instructors and providers of resources. Another is to train teachers to recognise the various forms of learning strategies that are often culturally informed, and to incorporate these into classroom practice. A third strategy may be to promote critical analysis and discussion of texts to explore how they are situated in relation to culture.

### ***3.2 The content of learning: contestable curriculum***

For general pedagogy to be open, relevant, flexible and contestable, stronger and coherent curriculum guidance across schools is necessary, given the extent of existing demands on teachers' time. A transformative approach to curriculum requires spontaneity, wherein teachers use real-life situations that arise in the classroom, or outside it, to think about and understand cultural processes. An abstract curriculum can alienate and disengage students, as much as rigid pedagogical traditions that rely on text can stifle pedagogical creativity. Many teachers already bring such creativity and flexibility to the classroom and are keen to see such practice more broadly applied.

Research shows that schools are successful in managing cultural diversity when they incorporate cultural and linguistic diversity into the curriculum in a sophisticated and holistic way, rather than creating special subjects that are less academically oriented, or are superficial curriculum additions. More valuable is the incorporation of various cultural perspectives that will extend students' understanding of their immediate community and the complexities of their wider society. Tokenistic approaches to teacher education in cultural diversity, and cultural perspectives that are limited to specific sets of subjects such as Geography or English, rather than complementing disciplines such as science or mathematics, limit student education.

One method of implementing a transformative curriculum suggests that teachers aim to institute at least one principle of change into their curricular units and that they develop and coordinate enabling strategies to ensure that various principles of change are being addressed across subjects and units. Over time, as teachers learn how to effectively incorporate principles of change into their transformative curriculum, they will gradually adopt more and more simultaneous principles of change.

## **Resources: Curriculum and pedagogy**

- Visit <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>. The TSM provides a comprehensive guide to various approaches to curriculum and pedagogy. First, look at Context, as outlined above. The TSM explores seven themes and topics. Each of these also provide external links that will assist teachers in assembling a bundle of resources that are responsive to their particular key learning area (KLA) and, more specifically, the cultural composition of their classes.
- Teaching and Learning Modules. The modules will also prove a valuable resource in building a teaching framework in a variety of units and cultural settings, including lesson plans designed for practice in culturally diverse classrooms. The lesson plans are linked to KLAs, Values Education policy, and VELs.
- TSM User Guide. This provides a step-by-step guide to the online TSM in hardcopy format.
- Other resources include:
- VELs links to Curriculum and Standards information at: <<http://vels.vcaa.vic.edu.au/essential/index.html>>.
- See also DEECD's Multicultural Education site at: <[www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm](http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm)> for multicultural teaching resources.
- E5 Instructional Module is designed to assist school leaders and teachers to develop a shared understanding of how teachers can improve their practice as well as to provide a focus for professional learning and growth. See DEECD website at: <[www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5\\_A1PosterTable4.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5_A1PosterTable4.pdf)>.

**See Checklist 2: Pedagogical Practice**

**See Checklist 3: Curriculum as a Cultural Resource**

## TEACHER SUPPORT MATERIALS (TSM)

---

Budget and time constraints often prohibit schools' capacities to provide access to their staff for professional development and sophisticated resource materials. This is where engagement with community agencies and organisations can provide a critical resource. The Project's development of TSM was designed to bridge this gap on a curricular and pedagogical level. Complementary to the TSM was the formation of community partnerships to meet the social demands of culturally diverse school communities. This was achieved in collaboration with a community organisation (VASS) through engaging a community-based Cultural Diversity Facilitator. See Chapter 5 for more about community engagement.

### ***4.1 TSM design***

The TSM are drawn primarily from research data collected as part of the *Diversity—An Educational Advantage* Project and include: relevant policy documents; insights into the experiences of Year 9 and 10 students from Victorian secondary schools; and examples of good pedagogy, resources and other skills utilised by teachers working in culturally complex classroom settings. Although the focus of research has been very specific, this resource is adaptable to a wider community of teachers working with various year levels in a variety of culturally diverse classroom settings. The TSM are designed as a web-based resource to exploit the full power of a database-driven site, and include the following features:

- easy to use online interface;
- a database of information about cultural diversity so that users can:
  - explore students’ own experiences with issues of cultural diversity;
  - investigate examples of how teachers have responded to the challenges of working in culturally diverse environments;
  - examine some of the challenges experienced by parents of students from Arabic-speaking backgrounds;
  - explore thematic links between these experiences and current curriculum and education policy related to cultural diversity and multiculturalism;
  - find relevant resources for teachers for their own professional development and for potential use in the classroom;
- resources are cross-linked so that teachers can search and generate lists according to their needs;
- ‘My collection’: teachers can select and compile pages and resources into a set to be downloaded, saved and printed in rich text format (RTF);
- audio-visual resources: two AV resources developed by teachers in Victorian schools are included on the site.

## ***4.2 Resourcing and training with the TSM***

When accessing the TSM, secondary school teachers can explore various themes and issues arising from the Project’s school case studies, in which students and teachers shared their experiences of teaching and learning within culturally diverse settings. As a curriculum resource the TSM puts teachers in a position to make connections between key issues of cultural diversity, identity and the curriculum frameworks, and then incorporate these into their own unique teaching environments.

The TSM also forms the basis of a professional development resource, and a means to promote the exchange of ideas and observations. This exchange among colleagues provides a starting point for strategic curriculum development in teachers’ own classrooms, which will vary in terms of cultural balance and range of student experiences. The cultural vignettes presented in the TSM also provide an opportunity for teachers to relate their own experiences to those of teachers and students described in the TSM, and thereby facilitate the development of strategies for addressing the educational challenges posed by cultural diversity within their school.

## COMMUNITY PARTNERSHIP AND EXTERNAL FACTORS

The intersecting relationship between individuals, schools and society forms an important part of enriching the educational experience of CALD students and building social confidence. It represents the various levels through which change can be promoted, developed and effected in schools, and for individuals in the school community, through the establishment of effective external links. These links are achieved through relationships on three primary levels: relationships with the education establishment; school capacities and additional resources; and community organisations.

### ***5.1 The education establishment***

Schools' relationships with the education establishment are largely driven by government policy objectives. Both national and state policies since the mid-1990s have emphasised broader social responsibility through values and citizenship, while frameworks such as the Blueprint for Government Schools and the VELS are explicit in encouraging deeper community connections. The Knowledge Bank initiative, in particular, is designed to document and provide resources for exemplary practice in schools and to work towards 'culture schools'. VELS draws upon the Values Education and Discovering Democracy initiatives, particularly its Civics and Citizenship stream, to encourage civic knowledge

and community engagement in preparation for students thinking about their personal and vocational futures.

## ***5.2 Resources and external funding***

The school's ability to build community links is largely dependent upon financial and human resource capacity. However, even modest amounts of funding for specific programs, such as homework clubs or sporting groups, forge closer community ties and opportunities to involve parents, students and teachers. Knowledge Bank case studies provide examples of such initiatives. At the state and federal levels there are various programs offering financial support to schools for community activities and forming community links. The DEECD provides funding and support for schools to develop strategic partnerships under its Flagship Strategy 1 initiative, which was developed by the Blueprint. On a federal level, the Living in Harmony initiative provides some, though limited, funding support for school–community partnerships.

## ***5.3 Community organisations***

Schools need to be proactive in establishing and maintaining relationships with outside agencies to sustain the school community's cultural diversity, and to support various programs that fall outside curriculum and budget constraints. Partnerships with community organisations provide schools with access to a range of activities and support programs. VASS's Anti-Racism Action Band (A.R.A.B.) is a good example of an extracurricular cultural activity that engages a school in community events. Speakers from cultural and community organisations are also an excellent resource, attending schools to speak with staff and teachers, parents and students on a range of specific, culturally oriented topics.

### **Resources: Community partnerships**

- Links to multicultural policy initiatives that are designed to link schools with their communities can be found at: <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>.
- Search DEECD's Knowledge Bank case studies, resources and professional development support at: <[www.education.vic.gov.au/knowledgebank](http://www.education.vic.gov.au/knowledgebank)>.
- For information about DEECD's Strategic Partnerships Program see: <[www.education.vic.gov.au/studentlearning/programs/partnerships/default.htm](http://www.education.vic.gov.au/studentlearning/programs/partnerships/default.htm)>.

- Contacts and information about Community Grants through the Federal Government's Living in Harmony initiative can be found at: <[www.harmony.gov.au](http://www.harmony.gov.au)>.
- The Department for Victorian Communities lists links to multicultural organisations and businesses. See: <[www.dvc.vic.gov.au](http://www.dvc.vic.gov.au)>.

**See Checklist 5: Community Partnerships**

## CULTURAL DIVERSITY CHECKLISTS

The Model for Best Practice encourages schools to complete the Checklists at the end of each year when enrolments for the following year are completed. The Checklists are designed to identify gaps in the school's resources and structures at an early stage and to anticipate any shifts taking place in the school or wider community. Having established this, the Checklists would be of benefit in response to any changes registered. They are designed to target specific areas and bring into focus changes among the staff, students and parents that make up the school community. For example, Checklist 4: Engaging CALD Parents, will be most useful when it is noted that parents' cultural, ethnic, religious or linguistic backgrounds reflect a change in the school's cultural composition. It will be important to ascertain who should complete the Checklists, when they should be completed, and what needs to happen after they have been completed. For example:

### **Who needs to complete the Checklist?**

- Depending on which of the Checklists is being used, it should be completed by:
  - senior school staff, management committees and school councils (Checklist 1);
  - leading teachers, curriculum coordinators and senior staff (Checklists 2 and 3);



- senior staff, student welfare and pastoral care officers, cultural diversity facilitators (Checklists 4 and 5).

**When should Checklists be completed?**

- Checklists are best completed towards the end of the school year when enrolments for the following year provide an indication of any shifts in the school’s cultural composition. Checklists should then be reviewed at the beginning of the school year to ensure that teachers, staff, students and parents are aware of any changes that might affect them. This becomes an annual process.

**What needs to happen after completing the Checklist?**

- Depending on the purpose of the Checklist, the following steps can be taken:
  - consult the Model for Best Practice and follow resources links to resource support;
  - refer to the TSM online resources, TSM User Guide and Teaching and Learning Modules to assist with pedagogical and curricular issues and resources;
  - consult Parent Modules to assist mapping out a program or series of parent activities for the year;
  - contact relevant community and cultural organisations to establish strategic support networks;
  - approach these organisations for funding support in specific areas identified.

CHECKLIST 1: CULTURAL DIVERSITY CHARTER	Yes	No	Review
Does your school have a Charter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school Charter acknowledge cultural diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school Charter incorporated the principles set out in the <i>Multicultural Victoria Act</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was your school’s Charter drafted in consultation with representatives of the various cultural groups in your school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your Charter on prominent display?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your Charter been disseminated to the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Links</b></p> <ul style="list-style-type: none"> <li>• <i>Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009–2013</i> at: &lt;<a href="http://www.eduweb.vic.gov.au/edulibrary/public/commrel/policy/multicultural-ed-strategy">www.eduweb.vic.gov.au/edulibrary/public/commrel/policy/multicultural-ed-strategy</a>&gt;.</li> <li>• Appendix B: <i>Multicultural Victoria Act</i>: Implications for schools.</li> <li>• Appendix C: Cultural Diversity Charter.</li> </ul>			

CHECKLIST 2: PEDAGOGICAL PRACTICE	Yes	No	Review
Does your school reflect on cultural diversity in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the school formulated any specific approaches to cultural diversity in pedagogical practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff/teachers discuss various approaches to teaching in culturally diverse settings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the school offer training/professional development on intercultural communication in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the school offer training/professional development on teaching a curriculum that reflects upon cultural diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff/teachers discuss issues of cultural diversity with students, parents, and amongst themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Links</b></p> <ul style="list-style-type: none"> <li>• Click on ‘Context’, and then ‘Theoretical Perspectives’ at: &lt;<a href="http://www.teachingdiversity.org.au">www.teachingdiversity.org.au</a>&gt;.</li> <li>• Strategies to deal with racism: &lt;<a href="http://www.racismnoway.com.au/strategies">www.racismnoway.com.au/strategies</a>&gt;.</li> </ul>			

CHECKLIST 3: CURRICULUM AS A CULTURAL RESOURCE	Yes	No	Review
Does your school incorporate diverse cultural perspectives across the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cultural awareness promoted in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cultural awareness limited to certain units, for example, the humanities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are external resources, drawn from programs such as <i>MindMatters</i> , utilised in your school's curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are reflections on cultural diversity limited to extracurricular activities such as Harmony Day activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are issues of cultural diversity mostly approached in response to issues as they arise in the classroom, rather than as a structural part of the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Links</b></p> <ul style="list-style-type: none"> <li>• Click on 'Context', and then 'Diversity &amp; Curriculum' at: &lt;<a href="http://www.teachingdiversity.org.au">www.teachingdiversity.org.au</a>&gt;.</li> <li>• See 'P-10 Curriculum and Standards' at: &lt;<a href="http://vels.vcaa.vic.edu.au/essential/index.html">http://vels.vcaa.vic.edu.au/essential/index.html</a>&gt;.</li> <li>• Information about Victoria's curriculum is at: &lt;<a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>&gt;.</li> <li>• The Melbourne Declaration has educational goals for young Australians. See: &lt;<a href="http://www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf">www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf</a>&gt;.</li> <li>• See DEECD's student engagement and policy guidelines at: &lt;<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>&gt;.</li> </ul>			

CHECKLIST 4: ENGAGING CALD PARENTS	Yes	No	Review
Does your school provide an interpreter and translation service for CALD parents at parent–teacher meetings, for newsletters, in welcome kits, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a strong representation of CALD parents at your school meetings and events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any support networks for CALD families in your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are any parents from CALD backgrounds represented on your school council?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school organise meetings, speakers or other events for the cultures represented in your school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have any key staff or welfare coordinators been delegated to liaise with, and work to engage, CALD parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Links</b></p> <ul style="list-style-type: none"> <li>• For Parent Snapshots click on ‘Theme 1: Identity &amp; Belonging’, then ‘Topic 4: Increasing knowledge of self and others, a parent’s perspective’: &lt;<a href="http://www.teachingdiversity.org.au">www.teachingdiversity.org.au</a>&gt;.</li> <li>• CMYT’s ‘Opening the School Gate: Engaging CLD Families in Schools’: &lt;<a href="http://www.cmyi.net.au/PublicationsandResources">www.cmyi.net.au/PublicationsandResources</a>&gt;.</li> <li>• Foundation House ‘School’s in for Refugees’: &lt;<a href="http://www.foundationhouse.org.au/resources/publications_and_resources.htm">www.foundationhouse.org.au/resources/publications_and_resources.htm</a>&gt;.</li> <li>• DEECD information: &lt;<a href="http://www.education.vic.gov.au/aboutschool/participation/default.htm">www.education.vic.gov.au/aboutschool/participation/default.htm</a>&gt;.</li> </ul>			

CHECKLIST 5: COMMUNITY PARTNERSHIPS	Yes	No	Review
Has your school forged any ongoing partnerships with community organisations representative of the cultural majorities at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a representative of this organisation ever visited the school to talk with teachers, students or parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the school ever been involved in activities with such a cultural organisation outside of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do any community organisations provide support, such as funding, materials or transport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school have a strategy for approaching community and/or cultural organisations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do any such strategies involve teachers, students and/or parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b><i>Links</i></b></p> <ul style="list-style-type: none"> <li>• For information about DEECD’s Strategic Partnerships Program see: &lt;<a href="http://www.education.vic.gov.au/studentlearning/programs/partnerships/default.htm">www.education.vic.gov.au/studentlearning/programs/partnerships/default.htm</a>&gt;.</li> <li>• Contacts and information about Community Grants through the Federal Government’s Living in Harmony initiative at: &lt;<a href="http://www.harmony.gov.au">www.harmony.gov.au</a>&gt;.</li> <li>• The Department for Victorian Communities lists links to multicultural organisations and businesses at: &lt;<a href="http://www.dvc.vic.gov.au">www.dvc.vic.gov.au</a>&gt;.</li> <li>• DEECD’s guidelines for making partnerships work can be found at: &lt;<a href="http://www.education.vic.gov.au/management/governance/schoolcouncils/default.htm">www.education.vic.gov.au/management/governance/schoolcouncils/default.htm</a>&gt;. This has valuable information about the important roles and responsibilities of school councils and their work with communities.</li> </ul>			

Part 2  
Teaching and Learning  
Modules



## OVERVIEW

---

These Teaching and Learning Modules were produced as part of the project *Diversity—An Educational Advantage* by Deakin University’s Institute for Citizenship and Globalisation. The project was conceived in the context of an increasing reaction against multiculturalism and the hardening of attitudes against certain cultural groups, particularly people of Arabic background. Parent modules and the community partnership components of this project were developed in collaboration with Victorian Arabic Social Services (VASS). Australian Research Council Linkage Project funding in 2004, and ongoing funding from the Scanlon Foundation, enabled longitudinal research involving parents, teachers and students. That research underpins a number of resources to support understanding and engaging with cultural diversity. These include:

- online Teacher Resource Materials at: <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>
- online Teacher Resource Materials User Guide at: <[www.teachingdiversity.org.au/How\\_to\\_use.php](http://www.teachingdiversity.org.au/How_to_use.php)>
- A Model for Best Practice
- Teaching and Learning Modules
- Parent Modules

Teachers are strongly encouraged to read the Teaching and Learning Modules in conjunction with the other resources, in particular the online TSM and the model for best practice.



# INTRODUCTION

---

The Teaching and Learning Modules have been designed to assist Victorian secondary schools to teach topics related to multiculturalism and social diversity. The materials aim to steer schools towards a comprehensive understanding of the nature of their communities as a microcosm of Australian multicultural society. Therefore, the understandings which are encouraged within these materials are not limited to the boundaries of the school, but include the experiences of teachers, parents and families. On a broad scale, the materials consider the implications of diversity for the wider community.

Each module has focus questions which are explored through a series of progressive classroom activities. The activities are designed to encourage discussion about challenging topics and develop comprehensive understandings about cultural diversity. Particular projects and assessments aim to develop independent research skills and stimulate meaningful dialogues among students about their own, and other, students' experiences.

## ***1 Background***

Initially the project worked with a number of Melbourne secondary schools with a high level of enrolment of students from Arabic backgrounds.

## ***2 Rationale***

Currently, the world is experiencing a wide range of global pressures. These include the fear of terrorism and the constant changes in the cultural fabric of many communities. These pressures are challenging

the sense of peace and general social cohesion in many countries. The response of nations to these pressures has been varied. Some have returned to traditional values and practices, while others have shown a willingness to embrace the impact of globalisation. Others still, in an attempt to reaffirm their national identity, have responded by encouraging policies which have closed political and cultural borders.

Australia is a multicultural nation with over 200 languages spoken within the community. These include more than 60 different Aboriginal and Torres Strait Islander languages. As a result of our multicultural society and the pressures of global changes, there has been an increase in the tensions between ideas about assimilation<sup>1</sup> and diversity.<sup>2</sup> However, despite the tensions, these two ideas are not mutually exclusive; the common element is the support for mutual civic obligations.

A study of cultural diversity is particularly relevant to our schools because schools are microcosms of society. Hence, schools reflect Australia's multicultural social structure. These teaching and learning modules will enhance students' understandings about, and sensitivity towards, cultural diversity. Within the modules, both students and teachers are encouraged to be socially educated in the context of current global uncertainties. Being socially educated includes being well-informed about social issues and having a range of skills to investigate and engage with these issues. It also includes respecting and valuing diversity, social justice and human rights, and being willing to engage with these issues in the community.

These teaching modules, while drawing initially on the experiences and concerns of Arabic-speaking young people, encourage an investigation of all cultures in Australia and contribute to our understanding of the nation's cultural diversity.

### ***3 Audience***

The teaching modules are designed for classes within the Victorian Essential Learning Standards at Level 6, Years 9 and 10. However, some of the activities could be adapted for Years 6, 7 and 8.

### ***4 Key ideas and concepts***

Key ideas and concepts include social justice, civic knowledge, democratic principles, participation in community, belonging, identity, racial

---

1 Focus on uniformity and common core value.

2 Focus on difference within a core set of values.

harmony, inclusion, exclusion, multiculturalism, stereotyping, community, ethnicity, global terrorism, behavioural motivations, indigenous issues, human rights, trust, social change, historical perspectives and the future.

## ***5 Aims***

The aims of these teaching modules are to encourage students to:

- engage in research about cultural diversity and the advantages it offers;
- compare and contrast facts relating to students from culturally diverse backgrounds;
- consider the experiences of students from culturally diverse backgrounds, listen to their stories, and in doing so, learn about their lives;
- discuss and share student responses to the learning activities;
- recognise the similarities and differences amongst young people from diverse cultures;
- identify and explain issues relating to students from ‘Aussie’ and culturally diverse backgrounds, and attempt to provide solutions to some of the problems their fellow students face.

## ***6 Curriculum links***

Various aspects of the Victorian and national curriculum system were considered in the preparation of these modules. These included the expectations of the Victorian Essential Learning Standards (VELS),<sup>3</sup> the National Statements of Learning,<sup>4</sup> the National Framework for Values Education in Australian Schools<sup>5</sup> and the Victorian Department of

---

3 See: <<http://vels.vcaa.vic.edu.au/essential/index.html>>.

4 The National Statements of Learning were commissioned by State and Territory ministers through MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs). The National Statements of Learning that are most significant for the teaching modules presented are English, Civics and Citizenship Education and Information and Communication Technology. Further information can be found at: <[www.mceetya.edu.au](http://www.mceetya.edu.au)>.

5 During the past five years there has been a growing awareness of what is meant by values education. The national framework recognises existing values education policies and programs in place in Australian schools and education authorities. Recognising that values education in government and non-government schools draws on a range of beliefs, philosophies and traditions, a set of values are proposed including: care, compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion. More information can be found at: <[www.valueseducation.edu.au/values](http://www.valueseducation.edu.au/values)>.

Education and Early Childhood Development's 'Principles of Learning and Teaching (PoLT)'.<sup>6</sup> Appendix D has a chart which demonstrates the links between the component of each of the Principles of Learning and Teaching, classroom practices and classroom activities.

## ***7 Teaching modules***

There are eight thematically based units explored in these teaching modules. The themes are based on the Teacher Support Materials (TSM) which form a part of the online resource, *Building Bridges: Creating a culture of diversity*, <[www.teachingdiversity.org.au](http://www.teachingdiversity.org.au)>.

### **7.1 Teaching module themes**

#### ***Module 1: Finding my place***

Unit 1: Identity

Unit 2: Cultural diversity and multiculturalism

Unit 3: Citizenship

Unit 4: Cultural stereotypes and the media

#### ***Module 2: Community relationships***

Unit 5: Expectations of self, family and teachers

Unit 6: Developing positive relationships at school

Unit 7: Curriculum, school and culture

Unit 8: Cultural and ethnic tensions

### **7.2 Content**

Each unit has the following organisation:

- Focus questions
- Classroom activities which can be modified as appropriate for the age and background of the students
- Assessment tasks
- Handouts
- Suggestions for further sources of information

**Note:** Class access to the internet is required to successfully complete some of the suggested activities.

---

<sup>6</sup> For more information on the PoLT go to: <[www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm)>.

### 7.3 Implementation

The Teaching and Learning Modules can be incorporated into the Level 6 (Years 9 and 10) curriculum of a Victorian school in the following ways:

- **Level program:** As part of a Level 6 school program which aims to develop a better understanding of the community, therefore creating a greater sense of connectedness. This could include topics such as homelessness, religion and social disadvantage.
- **Elective:** As an elective unit on Citizenship. The modules could be incorporated into a citizenship unit which investigates a range of social, cultural and geographic issues.
- **Specific activity:** As a part of a specific school program/activity designed to highlight the multicultural nature of the school or the Australian community.
- **Specific events:** To acknowledge or celebrate specific events. For example, World Harmony Day or the celebration of a heritage activity.
- **VELS:** As an enrichment resource for the discipline domains of VELS. Each unit has a chart which identifies the areas of VELS which are covered in the unit.

### 8 *Inquiry-based learning*

The units are underpinned by an inquiry-based learning approach. Each of the eight units has been structured around focus questions which often lead to group activities, class activities and independent research projects.

This inquiry approach to learning and teaching supports contemporary learning theory. This approach is built on the idea that students are actively involved in learning and continually reconstruct understandings in the light of experience. It encourages students to participate in active investigation, and to integrate, rather than separate knowledge, as they move from acquisition of facts to the development of deep understanding. Inquiry-based learning begins with students' prior knowledge and experience and moves through a deliberate process wherein that knowledge is extended, challenged and refined. See Appendix E for further information regarding the development of units of work using inquiry-based learning.

## ***9 Whole-school approach***

It is recommended that a whole-school approach is taken in order to understand the needs of teaching and learning in a culturally and linguistically diverse school community. In support of this aim a staff Professional Learning opportunity should be provided that meets the needs of your school. A guest facilitator would enhance this activity.

## ***10 Suggested professional reading***

The website includes a wide range of questions for reflection and discussion in the Teacher Support Material (TSM) section. It is recommended that teachers read and reflect upon the questions prior to teaching the modules. This will enhance the understanding of the intention and background to the *Diversity—An Educational Advantage* project, website and teaching and learning modules. See: <[www.teachingdiversity.org.au/index.php](http://www.teachingdiversity.org.au/index.php)>.

## ADVICE TO TEACHERS

---

The *Building Bridges: Creating a culture of diversity* Teaching and Learning Modules are designed for Victorian secondary school Level 6, Years 9 and 10 students. There are eight units which are divided into two modules of four units each.

### ***Module 1: Finding my place***

Unit 1: Identity

Unit 2: Cultural diversity and multiculturalism

Unit 3: Citizenship

Unit 4: Cultural stereotypes and the media

### ***Module 2: Community relationships***

Unit 5: Expectations of self, family and teachers

Unit 6: Developing positive relationships at school

Unit 7: Curriculum, school and culture

Unit 8: Cultural and ethnic tensions

These are key themes that have emerged from the project. Throughout the modules there are extracts from interviews with students and teachers that were conducted during the project's research phase. The testimonies are from students of varying cultural backgrounds including Italian, Asian and Arabic-speaking students. Their experiences raise issues about intercultural understanding that are relevant to all school settings.<sup>7</sup>

---

7 Some of the snapshots represent Asian and Italian students and teachers.

## *Teaching and learning activities*

Each unit consists of key focus questions and a number of activities designed to:

- unpack student understanding of concepts;
- reflect on the experiences of students within the school community;
- consider values which underpin a pluralistic multicultural democracy;
- deepen understandings of the unit themes by focusing on broader issues which exist outside the classroom;
- encourage independent research.

Due to the developmental nature of the sequences of activities, it is intended that the activities be taught as a unit. However, some of the activities could be taught in isolation within other relevant programs, including those at Years 6, 7 and 8.

Suggested assessment tasks are included which allow a more extensive level of student inquiry into an aspect of the theme.

## *Glossary of terms*

Deakin University recognises that for some students the language used in the materials may be challenging. This will be particularly relevant for students who are new to Australia and for those for whom English is a second language. For this reason a glossary of terms is included in the appendices which attempts to cover some of the crucial terms used in the lessons. Despite this, some prior teaching of terms may be necessary to ensure that the students are able to cope with the activities and assignments. It is assumed that teachers will be able to adapt the materials as necessary to suit their students' language abilities.

## *Further sources of information*

The Teaching and Learning Modules do not attempt to comprehensively cover all aspects of themes. There is a rich range of teaching and learning units which are freely available online to complement this resource.

## **Racism. No way!**

The 'Classroom' menu contains a range of teaching and learning activities for middle secondary students. See: <[www.racismnoway.com.au](http://www.racismnoway.com.au)>.



## **Human Rights and Equal Opportunity Commission**

See: <[www.hreoc.gov.au/index.htm](http://www.hreoc.gov.au/index.htm)>.

In the 'Education' menu, see also:

- Us Taken-Away Kids
- *Bringing them home* Education Module
- Face the Facts
- Youth Challenge
- *Voices of Australia* resource.

## **Values Education**

See: <[www.valueseducation.edu.au/values](http://www.valueseducation.edu.au/values)>.

Access: Building Values across the Whole School: A Resource Package, a collection of teaching and learning resources. (This resource package is password-protected but all schools have been sent an access code.)

Also view:

- Out of Africa
- What's the difference?

## **Civics and Citizenship Education**

See: <[www.civicsandcitizenship.edu.au/cce](http://www.civicsandcitizenship.edu.au/cce)>. Also view the *Teaching and Learning activities* in the *For Teachers* menu including:

- Whose Democracy?
- The people rule@your.gov.au
- Citizenship: Can young people influence government?
- Citizenship: Australian citizenship

See the *DD Units* menu for Citizenship Units in the *For Teachers* menu including:

- Parties Control Parliament
- Human Rights
- Making a Nation
- Getting Things Done

See the Middle Secondary Student Investigations in the *For Students* menu including:

- Indigenous Rights and Human Rights Democracy and the Media
- Democracy and the Media
- Racism and Human Rights

### **Australian Electoral Commission**

See: <[www.aec.gov.au](http://www.aec.gov.au)>.

See also the *Education* Menu for resources including:

- Democracy Rules!
- History of the Indigenous Vote
- Federation Fact Sheets

### **Making Multicultural Australia**

See: <[www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)>.

See also the *Lesson ideas* menu for a range of teaching and learning activities including:

- Arab-Australian: What's in a name?
- Before the Modern Australian Nation
- Chinese History of Australia—Harvest of Endurance
- This site also has a rich range of photographs, cartoons, speeches and documents relating to the history of multiculturalism in Australia.

### **Asia Education Foundation**

See: <[www.asiaeducation.edu.au](http://www.asiaeducation.edu.au)>.

See also the *Curriculum resources* menu for a range of units of work on Asia as well as the *Asia Scope and Sequence for SOSE Secondary Units of Work* including:

- Contributions from the Past
- Voices and Visions Australia/Asia
- Perspectives on a Conflict

### **Further classroom materials**

Foundation House, 'Klassroom Kaleidoscope' at: <[www.foundation-house.com.au/resources/publications\\_and\\_resources.htm](http://www.foundation-house.com.au/resources/publications_and_resources.htm)>.

## **Assessment**

The modules contain assessment tasks throughout. For further information on assessment and creating assessment rubrics see:

- Department of Education and Early Childhood Development at: <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/default.htm](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/default.htm)>.
- Victorian Curriculum and Assessment Authority at: <<http://vels.vcaa.vic.edu.au/assessment/index.html>>.

## **Dealing with sensitive issues**

While working with these units you will be at times dealing with sensitive and controversial issues and there may be some conflict within the classroom. Helpful information for dealing with situations such as this can be found on DEECD's Multicultural Education website. See: <[www.education.vic.gov.au/studentlearning/programs/multicultural/tchcontroversial.htm](http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchcontroversial.htm)>.

Advice is also provided for school leaders on this site. See: <[www.education.vic.gov.au/studentlearning/programs/multicultural/schadvice.htm](http://www.education.vic.gov.au/studentlearning/programs/multicultural/schadvice.htm)>.

## **Engaging students at school**

Effective schools are engaging schools: Student Engagement Guidelines (2009). See: <[www.eduweb.vic.gov.au/edulibrary/public/stuman/well-being/segpolicy.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/stuman/well-being/segpolicy.pdf)>.

**Module 1**  
Finding my place

# Unit 1: Identity

## VELS CHART: UNIT 1

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards or learning focus</b>
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... identify potential conflict and employ strategies to avoid and/or resolve it.
	Personal learning <i>The individual learner</i>	Identify their interests, strengths and weaknesses ... identify the ethical frameworks that underpin their own and others' beliefs and values.
	Civics and citizenship <i>Community engagement</i>	Draw on a range of resources ... to articulate and defend their own opinions about ... social issues in a national context.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards or learning focus</b>
Discipline-based learning	English <i>Writing</i>	Write sustained and cohesive narratives that ... show attention to chronology ... consistent point of view ... try to position readers to accept particular views of people ... events, ideas ... plan and deliver presentations.
	<i>Speaking and listening</i>	When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view ... present complex issues or information imaginatively to interest an audience.
	LOTE <i>Intercultural knowledge and language awareness</i>	Students contribute to discussion about the general concept of culture, and the relation of cultures to each other.
	The Humanities Drama	Students devise, rehearse ... an ensemble performance ... present the performances.
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	When listening, viewing and responding ... consider alternative views, recognise multiple possible interpretations and respond with insight ... use ... a wide range of communication forms ... use pertinent questions to explore, clarify and elaborate complex meaning.

Strand	Domain/ dimension	Relationship to standards or learning focus
	<i>Presenting</i>	Select suitable resources and technologies to effectively communicate ... provide constructive feedback to others.
	Thinking processes <i>Reasoning, processing and inquiry</i>	... make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.
	<i>Creativity</i>	... experiment with innovative possibilities ... apply selectively a range of creative-thinking strategies to broaden their knowledge and engage with contentions, ambiguous ... and complex ideas.
	<i>Reflection, evaluation and metacognition</i>	... explain conscious changes that may occur in their own and others' thinking and analyse perspectives and perceptions.

## FOCUS QUESTIONS

---

1. What is identity?
2. What personal, social, cultural and ethnic aspects make up identity?
3. How important is ethnic identity to young Australians?
4. What is Australian identity?

### ***Focus question 1: What is identity? What influences our identity?***

#### **Teaching and learning activities**

##### ***Activity 1: Identity chart***

Ask the students to complete Handout 1A: Identity chart. In this chart they should write the aspects of themselves which make up their identity. While the students should consider aspects which make them unique, they should also include factors that link them to others. Encourage students to think of a range of individual, social and cultural aspects as exemplified in the chart.

##### ***Activity 2: Concept map***

Discuss with students their understanding of the term ‘identity’. Using their identity chart, ask students to develop a concept map which outlines characteristics of their identity.

A ‘concept map’ demonstrates the connection between concepts. Labelled arrows link the concepts, which have a downward-branching hierarchical structure. The relationships between the concepts are reflected by short statements such as ‘this leads to’, ‘results in’, ‘is required by’ or ‘contributes to’. Connecting phrases which are more appropriate



to the student's concept map could be used, such as 'this was influenced by', 'this meant that I', 'this led me to'. Students may invent their own connecting phrases.<sup>8</sup>

The concept map would be best produced on poster paper, or in a similar form, so that it can be shared easily in the following activity.

### ***Activity 3: Group comparison***

Ask students to compare their concept maps with other students in a small group and discuss the following questions:

- What aspects of identity does the group share?
- What aspects of identity are different?
- What aspects of identity are unique to particular individuals?
- Which aspects of identity are most important to particular individuals and the group?
- Allocate a writer who documents the group's responses.

### ***Activity 4: Share findings***

Invite each group to share key findings with the class.

Discuss with students:

- What aspects of our identity are we born with?
- What aspects of our identity change and develop as we get older?
- What aspects of our identity are influenced by the society we live in?
- What else influences our identity?
- Ask the students to write notes throughout the discussion in their workbooks. They should put the notes under the headings of the four questions listed above.

### ***Activity 5: Workbook definition***

Have students write notes in their workbooks in relation to:

- A definition of identity
- The most important aspects of their own identity
- The most important influences on their identity

### ***Activity 6: Written response***

Expand this into a short written response titled 'My Identity'. This could take the form of a short essay or a poem. Alternatively, the students could choose to draw a picture or diagram which represents their identity.

---

<sup>8</sup> See: <<http://vels.vcaa.vic.edu.au/support/teaching.html>> for more thinking tools, rubrics and assessment ideas.

## HANDOUT 1A: IDENTITY CHART

Age	
Gender	
Interests and hobbies	
Talents	
Personality traits	
Friendship networks	
Family networks	
Ethnic background/ancestry	
Religion	
Language	
Values	

On the back write any other aspects of yourself which contribute to your identity.

***Focus question 2: What personal, social, cultural and ethnic aspects make up identity?***

***Focus question 3: How important is ethnic identity to young Australians?***

***Activity 7: Performance: Ethnic identity/dual identity***

Provide students with a copy of Handout 1B: Perspectives of students. Explain that these extracts are taken from interviews with young people from the northern suburbs of Melbourne.

Allocate parts from the snapshots to the students. The students who are without parts should sit in the middle of the room, surrounded by the various groups of snapshot students. Allow the snapshot groups a few minutes to read through their part(s) and practise.

One by one, with a brief moment of silence in between, the snapshots should be read. Prior to each group reading their snapshot, the students in the middle should turn to face that group or person. After each snapshot, the listeners in the middle should be given a moment to think, and then respond to what has been said.

For example, after snapshot 1, a listening student may say, ‘why do you think we will not like you if you say you are not Aussie?’ After snapshot 4 a listening student might ask, ‘why do you prefer to be Italian?’ The snapshot students should try to respond **as their character**, not as themselves.

***Activity 8: Class discussion***

Expand the initial performance activity with a class discussion.

- Ask the snapshot students what it was like trying to answer the listening student questions. What were the difficulties in responding?
- What are the various ways in which the snapshot students see their identity?
- What challenges might these students face at home, at school and in the community?
- Is it possible to have a dual identity?
- What is dual identity?
- What are the challenges for students who have dual identity?
- How important is ethnic identity to these students?
- How important is ethnic identity to you?

- If appropriate, re-read some of the snapshots to exemplify aspects of the discussion.

***Activity 9: Reflective paragraph***

Ask students to write a reflective paragraph on the importance of ethnicity to their own identity. Volunteers should read their paragraphs to the class.

**or**

Ask students to choose one of the snapshots and write a response to it. The response may reflect the student's surprise at what was said, empathy or disagreement with the snapshot student, or a lack of understanding about the feelings or views which were expressed. Depending on the level of comfort, some students may read their responses to the class.

## HANDOUT 1B: PERSPECTIVES OF STUDENTS

---

### ***Student snapshot 1***

INTERVIEWER: Do you think of yourself as Australian?

FEMALE STUDENT: Yes, sometimes. Not fully Australian 'cause I wasn't born here, but I do have Australian citizenship.

FEMALE STUDENT: To me there's different kinds of wogs. Like, pure wogs are Syrians, Iraqis, Lebbos.

MALE STUDENT: Arabs.

FEMALE STUDENT: Yeah, Arabs. Then there's Greeks, Italians, and all those wogs.

INTERVIEWER: And is being a wog a bad thing?

FEMALE STUDENT: No, it's a good thing.

INTERVIEWER: Why is it a good thing?

FEMALE STUDENT: 'Cause I don't want to be an Aussie.

FEMALE STUDENT: I think it depends who you're hanging around with. Like, if you're hanging around with all wogs, Arabs, then if you say you're an Aussie they'll probably think they don't want you because you're Aussie or something. And if you hang around with Aussies, you have to make yourself an Aussie so that they like you.

### ***Student snapshot 2***

INTERVIEWER: Do you see Australia as home, or do you see Lebanon as home? Or do you see both as home?

FEMALE STUDENT: Both.

FEMALE STUDENT: Australia.

FEMALE STUDENT: I was born here, so basically I am, yeah ...

FEMALE STUDENT: Both, but mostly Lebanon.

FEMALE STUDENT: I reckon here 'cause we haven't even seen Lebanon.

FEMALE STUDENT: See, I've seen it and I was born there.

### ***Student snapshot 3***

MALE STUDENT: I don't like being, you know, Lebbo and English, 'cause like, I'm both right, and I still get teased. See no-one teases me,

‘oh you’re Aussie, you’re half this and that’. They always come to me, ‘oh you’re Lebbo, you’re Lebbo’. Like that, especially Aussies, like they don’t know that I’m half, you know what I mean, so like they always go ... ‘you’re Lebbo’.

MALE STUDENT: But you’re not necessarily half Aussie.

MALE STUDENT: I was born here.

MALE STUDENT: Alright, alright, I know what you mean.

#### ***Student snapshot 4***

FEMALE STUDENT: Because my mum is Lebanese, my Dad is Italian, but I prefer myself to be Italian.

#### ***Student snapshot 5***

FEMALE STUDENT: The nationality of both of my parents is Lebanese. They were both born in Lebanon. I’m Lebanese or Australian–Lebanese. I identify myself as just plain Lebanese.

#### ***Student snapshot 6***

FEMALE STUDENT: My parents come from Lebanon. My identity to me is I was born in Australia so I’m Australian and my background is Lebanese because I live here, you know, and at school we all muck around and talk English and everything but then at home it’s different really and you talk Lebanese ...

#### ***Student snapshot 7***

FEMALE STUDENT: I identify with being an Australian but having a Lebanese and African background.

#### ***Student snapshot 8***

FEMALE STUDENT: My parents’ nationality is, well they were both born in Lebanon, and I identify myself as being an Australian with a Lebanese background.

#### ***Student snapshot 9***

FEMALE STUDENT: My parents are a mixture, my dad’s Lebanese, my mum’s Syrian, so I identify myself as a Lebanese–Syrian–Australian.

#### ***Student snapshot 10***

FEMALE STUDENT: My parents’ nationality is Lebanese because they were both born in Lebanon. I identify myself as being Lebanese but I was born in Australia but I like saying I’m Lebanese.<sup>9</sup>

---

9 All snapshots were sourced from: <[www.teachingdiversity.org.au/Theme1/student1.php](http://www.teachingdiversity.org.au/Theme1/student1.php)>.

## ***Focus question 4: What is Australian identity?***

### ***Activity 10: Brainstorm boxes***

Prior to this activity the teacher must have photocopied a class set of Handout 1C. Provide enough for each student to have two copies. Conduct a brainstorm session using the following questions:

- What things do all Australians share?
- What values and attitudes are common to all Australians?
- In what ways are Australians different?
- Are there characteristics you would regard as typically Australian?
- What is the Australian identity?

### ***Activity 11: Share boxes***

Distribute the handouts and ask each student to head one sheet 'share' and one sheet 'do not share'. On the 'share' sheet they should write an example in each box of something which all Australians share. On the other sheet they should write an example in each box of something which Australians do not share. The boxes should then be cut out and the student should put these into two separate piles.

Each student should place their 'share' papers in the 'share' box provided by the teacher and vice versa. Glass jars create visual entertainment and emphasise the difference or similarities between the two collections. This can be emphasised if the teacher asks the students to come out individually, or in small groups, to add to the jars.

Ask a student to hold up the jars in front of the class so that everyone can see the comparative amounts. Sit as a group and direct individual students to pull some of the answers out of the jars/boxes. Read through some of the responses and follow with a discussion relating to:

The number of things which were identified as being 'shared'.

A comparison to the aspects which are 'not shared'.

The areas of agreement and disagreement.

The things which the class results tell us are typically Australian.

What the results tell us about Australian identity.

Ask the students to write the results into their workbooks. Firstly, they should describe the exercise. They should then make a summation of the results and what these revealed about Australian identity.

### ***Activity 12: Australian identity is ...***

Ask students to use the following sentence as a beginning to a paragraph 'Australian identity is ...' This should be written in their workbooks.

### **Extension activity: Views of Australia**

Provide students with a copy of Handout 1D: Views of Australia.

Have students in groups look at the handout text and images and write responses to the following questions:

- What aspect of Australian identity does each text or image focus upon?
- What does each text or image tell you about Australia and Australians?
- Are there any texts or images you would regard as misleading?
- Which text or image do you think sums up Australia best? Discuss reasons for your choice.
- What do the texts and images tell you about Australian values? What are these values and what do they mean to you?

Post the pictures up around the room. This may require enlargement of the picture/text prior to the lesson. The class should move around the room from picture to picture. Whilst seated in front of each picture/text, ask one or two groups to present their findings to the class about that picture. One student should summarise the responses, on a piece of butcher's paper. This is then posted next to the picture.

Discuss with students:

- What did their discussion add to their previous understanding of Australian identity?
- Is it possible to characterise Australian identity?
- Is it important to have a national identity?

Ask students to write responses to the above questions in their workbooks, after the discussion. Encourage them to go to the pictures and the accompanying 'butcher paper' responses while they do this, in order to stimulate their thoughts.

Finally, ask the students to choose one picture/text which they particularly like. Answer the following questions about the picture/text:



1. Which picture/text represents you best on an individual basis?  
Why?
2. What connection do you feel to the picture/text?
3. Would other members of your family feel the same? Why? Why not?
4. Would your friends feel the same? Why? Why not?
5. Do you think any one picture or text can truly represent Australia?

## ASSESSMENT TASK: AUSTRALIAN IDENTITY TODAY

### ***Oral presentation***

Consider how you could show your ideas about Australian identity through a series of pictures and texts. Gather a set of pictures and texts and make a collage, or series of electronic slides, to show your understanding of Australian identity.

In structured notes explain why you have chosen each image or text.

Make sure you include a bibliography of sources used to construct your collage.

Present the pictures and texts to the class and give a two-minute talk about why you chose the particular pictures and texts. Explain how each one represents Australian identity to you. Be prepared to answer questions from the class about your work.

**or**

If you had to choose an Australian, or Australians, who exemplify Australian qualities and values, who would you choose?

Write a brief biography or biographies of this person/people which contains:

- a timeline
- an analysis of achievements, qualities and values
- reasons why you chose this person
- an evaluation of how they represent Australian qualities and values.

Include a bibliography of sources used to gather your information.

Present your work to the class as a three-minute talk. Explain how this person exemplifies Australian qualities and values. Be prepared to answer questions from the class about your work.

### ***Further sources for assessment task***

#### **Films**

There are a number of age-appropriate films which deal with the theme of identity including: *Looking for Alibrandi*, *They're a Weird Mob*, *Gallipoli*, *No Worries* and *Muriel's Wedding*. Study notes, including teaching and learning activities for a range of Australian films, can be found at Metromagazine: <[www.metromagazine.com.au/index.html](http://www.metromagazine.com.au/index.html)>.

## HANDOUT 1C: AUSTRALIAN IDENTITY

---

Celebrations	Heroes
Symbols	Food
Customs	Land
Diversity	Lifestyles
Occupations	Leisure
Sport	Films
Songs	Achievements
History	Politics
Law	Religions

## HANDOUT 1D: VIEWS OF AUSTRALIA

### *1 Young Australian of the Year 2005*

Khoa Do (pron. Kwa Doe) is an exceptional young Australian. As a writer, director, actor and teacher he has carved an impressive niche for himself in the Australian film industry. He shows leadership, compassion, a will to inspire and inform Australians on issues that affect our communities.

As a two-year-old, Khoa left Vietnam on a fishing boat with his parents, who were willing to risk their lives sailing to find a future for their children in another country. Khoa and his family arrived in Sydney and based themselves in Bankstown.<sup>10</sup>



### *2 Migrants need to learn mateship: PM*

Mr Howard said migrants needed to learn about mateship, but he could not outline how the concept would be tested.

Mateship is a great Australian concept, it's a concept of everybody pulling together in common adversity, he said.

It's a concept of treating people according to how you find them and not according to the colour of their skin.

It's very much part of our ethos.<sup>11</sup>

*Sydney Morning Herald*, 12 December 2006, extract from interview on new citizenship test

---

10 Source: National Australia Day Council: <[www.australianoftheyear.gov.au/pages/page129.asp](http://www.australianoftheyear.gov.au/pages/page129.asp)>. The photo of Khoa Do and the accompanying caption, were reproduced with the permission of Khoa Do and the Australia Day Council.

11 See: <[www.smh.com.au/news/national/migrants-need-to-learn-mateship-pm/2006/12/12/1165685651880.html](http://www.smh.com.au/news/national/migrants-need-to-learn-mateship-pm/2006/12/12/1165685651880.html)>.

### 3 Cartoons by Nicholson from the Australian newspaper

SIGNS OF SUCCESSFUL CELEBRATION OF AUSTRALIA DAY



MASSIVE SUNBURN



ICECREAM IN BACK SEAT



BACKYARD CRICKET TRIUMPH



TANTRUM ABOUT TRYING ON SHOES FOR SCHOOL



GUTTERS STILL NOT DONE



DOG ILL AFTER RAID ON BBQ AREA...

27.1.99

Nicholson

Source: <[www.nicholsoncartoons.com.au](http://www.nicholsoncartoons.com.au)>.

#### 4 Al Grassby, 1973 (Minister for Immigration in the Whitlam Government 1972–5)

We might well ask ourselves: what is the Australian way of life? The lifestyles and values of the suburban housewife in Moonee Ponds, the Italian travel agent in Carlton, the Turkish car factory worker, the Slavic orthodox priest, or the Aboriginal at Lake Tyers? It is all too easy to overlook the pre-existence in this land of the original Australians, millennia before the advent of us 'white ethnics'. Any theory that fails to accord these people an equal place in the family of our nation is out of the question today and in the future. Likewise other ethnic groups introduced to this land by our migration programs may not be denied an equal place in our future society.<sup>12</sup>

12 Hirst, J. 2007, *The Australians: Insiders and Outsiders on the National Character*, Black Inc., Melbourne, p. 19.

### ***5 Illegal immigrants***

*Commonwealth immigration officers come alongside boat carrying 282 illegal immigrants after it arrived at Waterfall lagoon on Christmas Island, 2 February 2000.*



Source: OldPixRef: 05971491 OldPixCat: News  
News Ltd© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***6 Image of Australia***

Consider the following photograph from: <[www.bigfoto.com](http://www.bigfoto.com)>.



## *7 Advance Australia Fair*

Australians all let us rejoice  
For we are young and free  
We've golden soil and wealth for toil,  
Our home is girt by sea:  
Our land abounds in nature's gifts  
Of beauty rich and rare,  
In history's page let every stage  
Advance Australia fair,  
In joyful strains then let us sing  
Advance Australia fair.

Beneath our radiant Southern Cross,  
We'll toil with hearts and hands,  
To make this Commonwealth of ours  
Renowned of all the lands,  
For those who've come across the seas  
We've boundless plains to share,  
With courage let us all combine  
To advance Australia fair.  
In joyful strains then let us sing,  
Advance Australia fair.



## ***8 Aboriginal smoke ceremony***

*Performed at Hornsby Council, the Pondii Dance Group, 18 May 2005.*



Photographer: PARRAMATTA. OldPixRef: 18460535 OldPixCat: Gallery  
Picture: PETER KELLY 18/5/05. Cumberland Hornsby & Upper North Shore  
© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

## ***9 Women's Netball at Challenge Stadium in Perth, WA***

*Australia vs South Africa. South Africa's Karin Venter tries to lean over and steal the ball from Australia's Sharelle McMahon, 5 March 2005.*



Photographer: JACKSON FLINDELL. OldPixRef: 17845550 OldPixCat: Sports  
Picture: JACKSON FLINDELL  
© Newspix /News Ltd/3rd Party Managed Reproduction & Supply Rights

## ***10 Student snapshot***

**Female student:** I think Australia is the perfect place for me to live in because I'm a peaceful person that is free and hates war!! I'm looking forward to Year 12 and completing my exams and getting my average so I can finish uni and achieve something in my life!!!<sup>13</sup>

## ***11 International test cricket, Australia vs India***

*Fourth Test, Day 2 at the Adelaide Oval, 25 January 2008. Anil Kumble of India drives to make his 50 as Adam Gilchrist of Australia looks on.*



Photographer: Matt Turner. Published: *Herald Sun*, 26 January 2008,  
page: 082 Edition

Matt Turner

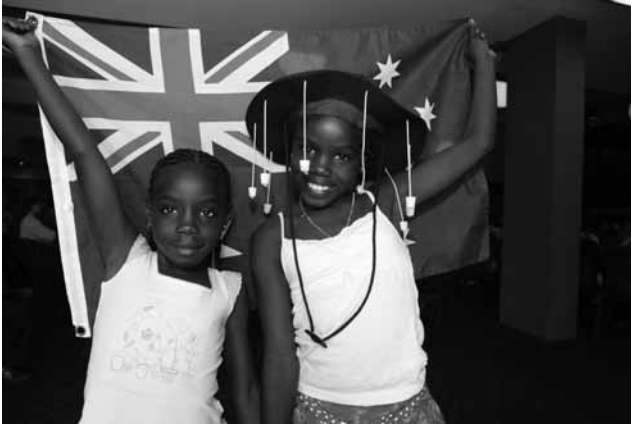
© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

---

<sup>13</sup> See: <[www.teachingdiversity.org.au/Theme1/student4.php?bag\\_add=46](http://www.teachingdiversity.org.au/Theme1/student4.php?bag_add=46)>.

## ***12 Australia Day Citizenship ceremony***

*Bowman Hall, Blacktown, Sydney, NSW, 26 January 2008, when 235 people became Australian citizens. (L-R) Kevin Opia, 7, and Judith Madrua, 9, from Blacktown. Their mother, Jane A'Boka from Sudan, became an Australian citizen on that day.*



Photographer: Sabella Lettini

© Newspix/News Ltd /3rd Party Managed Reproduction & Supply Rights

## ***13 Protest***

*Members of All India Students Federation (AISF) shout slogans and hold placards during a protest against racial attacks on Indian students in Australia in Hyderabad on 4 June 2009. Another attack on an Indian student was reported in Australia on 3 June as authorities step up efforts to stop the assaults which have turned a police matter into a diplomatic embarrassment.*



AFP PHOTO/Noah SEELAM

© Newspix /News Ltd/3rd Party Managed Reproduction & Supply Rights

## Unit 2: Cultural diversity and multiculturalism

### VELS CHART: UNIT 2

<b>Strand</b>	<b>Domain/dimension</b>	<b>Relationship to standards</b>
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... identify potential conflict and employ strategies to avoid and/or resolve it.
	Civics and Citizenship <i>Civic knowledge and understanding</i>	Students describe and present a considered point of view about change in the political system and the law. Explain human rights issues ... explain the development of a multicultural society and the values necessary to sustain it.

Strand	Domain/dimension	Relationship to standards
Discipline-based learning	English <i>Writing</i>	Write sustained and cohesive narratives that ... show attention to chronology ... consistent point of view ... try to position readers to accept particular views of people, character, events, ideas and information. They plan and deliver presentations.
	<i>Speaking and listening</i>	When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. They ... present complex issues or information imaginatively to interest an audience.
	Humanities History <i>Historical knowledge and understanding</i>	Students analyse events which contributed to Australia's social, political and cultural development. They analyse significant events and movements ... they compare different perspectives about a significant event and make links between historical and contemporary issues.

<b>Strand</b>	<b>Domain/dimension</b>	<b>Relationship to standards</b>
	<i>Historical reasoning and interpretation</i>	Locate relevant sources. They identify, comprehend and evaluate a range of primary and secondary sources ... they recognise that in history there are multiple perspectives and partial explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate historical explanations ...
	LOTE <i>Intercultural knowledge and language awareness</i>	Students identify general cultural patterns that flow across specific settings and times.
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use ... a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.
	<i>Presenting</i>	Select suitable resources and technologies to effectively communicate. They provide constructive feedback to others ...
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

## FOCUS QUESTIONS

1. What is multiculturalism?
2. What values and beliefs underpin a multicultural society?
3. How did Australia develop as a multicultural society?
4. How has immigration and refugee policy changed over time?

### ***Focus question 1: What is multiculturalism?***

#### ***Activity 1: Defining multiculturalism***

Write the term ‘multiculturalism’ on the board. Ask student pairs to write down their understanding of the meanings of this word in their workbooks. As a class, get a few students to write their key understandings on the board. Have a class discussion about the results.

Continue with a teacher-led discussion in which various understandings of the word ‘multiculturalism’ are presented to the class.

- A word that describes the make-up of a particular society—the demographics.
- A word that describes a particular set of values and norms, such as respect, tolerance and equality of opportunity.
- A word that describes a government policy or policies which seek to support community harmony in a culturally diverse society.

Discuss the differences and similarities between the class results and the three understandings which are given above. Ask the class to write responses to the following questions in their workbooks:

- Why do you think that various understandings exist about multiculturalism? How has this developed?
- Do you think that other societies would have different understandings about multiculturalism too? Why? Why not?
- Which meaning can you relate to the most?

Discuss the responses to the questions. Ask the class to devise a new meaning which incorporates the sentiment of all three meanings. Is this possible? Does it make sense to do so? Write the new meaning on the board and compare it to the original key understandings which the students wrote on the board at the beginning of the class.

### ***Focus question 2: What values and beliefs underpin a multicultural society?***

#### ***Activity 2: Voices of students***

Provide students with a copy of Handout 2A: Perspectives of students. Explain that these are some views about multiculturalism by students of a similar age to themselves. Read the handout with the students:

Ask students to highlight on their handout the words which illustrate the elements of multiculturalism. Discuss the following:

- Student 5 says that ‘everybody in Australia is a foreigner of some sort and none of us owns this country’. What does this mean and do you agree?
- Student 3 says, ‘I reckon that Australian society respects who you are, what your background is, what you believe in, your culture.’ Is this true? Ask the students to give examples of this type of ‘respect for difference’ which they have witnessed or experienced in their own lives.
- The students talk a lot about the values and attitudes that are important in a multicultural classroom. Write a list of these values and attitudes and discuss how adherence to these might affect the learning environment for students.
- What are the advantages and disadvantages of a multicultural classroom?

#### ***Activity 3: Values which support a multicultural society***

Following this discussion the students should write down the values that they believe support a multicultural society.



## HANDOUT 2A: PERSPECTIVES OF STUDENTS

---

### ***Student snapshot 1***

STUDENT: In 9B I have learnt a lot and I think the teachers teach very well. Throughout the experience all from different cultures all are not racist and they all respect each other's beliefs. We are all friendly and everyone works hard and we have no trouble. I am happy to go through such an experience. It has been the best.

STUDENT: I like this class because it is a multicultural class and nobody fights with each other.

STUDENT: I like this class because it has respect and all the people in this class are smart and helpful to each other.

STUDENT: I like 9B. We are a class that gets along with one another and we don't pick on each other.

### ***Student snapshot 2***

FEMALE STUDENT: I reckon that Australian society respects who you are, what your background is, what you believe in, your culture, because I respect Australians, everything. I am an Australian, I'm born here. My background is Lebanese.

### ***Student snapshot 3***

FEMALE STUDENT: There's only like a handful that don't really accept us Lebanese, or Italians, or whatever we may be, and the rest they're just, I reckon they're fine, they smile, they say excuse me, you know they accept you which is nice to see.

### ***Student snapshot 4***

FEMALE STUDENT: I think Australians are very understanding of other people's backgrounds and their cultures and that's a good thing for the simple fact that everybody in Australia is a foreigner of some sort and none of us owns this country. We've all got to live together and respect each other which I find a very good thing.<sup>14</sup>

---

14 See: <[www.teachingdiversity.org.au/Theme6/student1.php](http://www.teachingdiversity.org.au/Theme6/student1.php)>.

***Focus question 3: How did Australia develop as a multicultural society?***

***Focus question 4: How has immigration and refugee policy changed over time?***

***Activity 4: Multiculturalism by numbers***

Provide students with a copy of Handout 2B: Multiculturalism by numbers. Explain the tables to the students as set out below.

Table 1 shows the main countries of birth of the Australian population at three points of time: 1900, 1961 and 2005.

Table 2 shows the permanent settler arrivals over a 20-year period.

Have students complete the following in groups:

**From Table 1:**

- List the top eight countries of birth of the Australian population in 1900, 1961 and 2005.
- Describe the similarities and differences in your lists. Can you suggest reasons for the similarities and differences?
- From which three countries did the greatest increase come between 1961 and 2005? What might be the reason for this increase?
- Produce a bar chart or other visual representation which shows the change over time of the top five countries of birth in 2005 (i.e. United Kingdom, New Zealand, Italy, China, Vietnam and India).

**From Table 2:**

- Which three countries had the greatest proportion of increase between 1984–85 and 2004–05?
- Which three countries have had the greatest proportion of decrease?
- Can you suggest any possible explanations why increases or decreases from particular countries may have occurred?
- Write a brief paragraph which describes the patterns observed in this table.

Divide students into pairs to share their analysis of the data and the trends and patterns they observed.

A summary should then be written titled 'Changing demographics of the Australian population'. This should be done individually in workbooks.

### ***Activity 5: Success stories***

In the same pairs ask students to read some of the *Success Stories of Australian Migration* available at: <[www.immi.gov.au/media/success\\_stories/index.htm](http://www.immi.gov.au/media/success_stories/index.htm)>.

This site contains stories of migration from a range of countries including Liberia, Hungary, Eritrea, Sudan, India, Nepal, East Germany, Brazil, Ireland, The Netherlands, East Timor and Scotland.

### ***Further resources for migrant stories***

Live in Victoria, La Trobe University migrant stories at: <[www.latrobe.edu.au/language/students/Migrant%20Stories.html](http://www.latrobe.edu.au/language/students/Migrant%20Stories.html)>.

Student pairs should choose a story to work with, but the teacher should endeavour to ensure that there is not too much repetition. The wider the range of stories, the better the understanding of the topic.

After reading the story the students should make brief notes in their workbooks on the following:

- Why did this person come to Australia?
- What challenges were involved in the migration process?
- What do they value about Australia?
- What was the most surprising or significant aspect of the story for you?
- Were there other aspects of the story to which you could relate? Why? Why not?

Ask pairs to share their findings with the rest of the class. Discuss with students:

- Are there common reasons for coming to Australia?
- What difficulties have these people encountered in the migration process?
- Are there common aspects of Australia which they all, or nearly all, value?

Findings should be recorded in workbooks.

### ***Activity 6: Immigration policy jigsaw***

This activity requires access to the internet. Provide students with Handout 2C: Australia's migration program. Read through the handout with students.

Discuss the relative importance of each of the migration categories as reflected in the numbers. Explain to students that they will do some brief research to find out more about Australian Government policy.

Divide the class into five groups and have each group unpack: (i) the meaning of each of the categories, (ii) the rules governing the categories, and (iii) the type of people who might be eligible to come to Australia under these categories:

- skilled migration
- family migration
- special eligibility migration
- refugees
- special humanitarian program.

Information is available in the Fact Sheets on the Department of Immigration website: <[www.immi.gov.au/media/fact-sheets/index.htm](http://www.immi.gov.au/media/fact-sheets/index.htm)>.

Ask students to report back to the class on their research. Discuss with students:

- Why do you think the government has made these particular decisions about the immigration intake?
- What does the emphasis on skilled migration show about the government concerns?
- Which groups of Australians would be most interested in the family migration category?
- What affects the composition of the refugee and special humanitarian categories? Apart from providing refugees with residency in Australia, how else can the government support refugees?
- What world events might impact on Australia's immigration policy?
- What domestic circumstances might impact on Australia's immigration policy?

## ASSESSMENT TASK: A HISTORY OF AUSTRALIAN IMMIGRATION

---

Students should research an aspect of Australian immigration history. Aspects might include:

- Unwilling immigrants—convict society
- Goldrushes throughout Australia
- Kanakas in Queensland
- The ‘White Australia policy’
- Populate or perish—post World War 2 migration groups
- The Snowy Mountains Scheme
- Refugees: Hungary after 1956, Czechoslovakia after 1968, Vietnam since 1975, Lebanon since 1975, Iraq and Afghanistan since the 1970s, former Yugoslavia since 1991, Sierra Leone since 1995, Sudan since 1999, Somalia since 1996
- The birth of multiculturalism
- Students may wish to research the arrival of their own family in Australia or devise another topic of their own.

### ***Further sources of information***

Department of Immigration and Citizenship Fact Sheets: <[www.immi.gov.au/media/index.htm](http://www.immi.gov.au/media/index.htm)>.

Making Multicultural Australia: <[www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)>.

*Racism. No way!* Australia’s cultural diversity: <[www.racismnoway.com.au/library/cultural](http://www.racismnoway.com.au/library/cultural)>.

Human Rights and Equal Opportunity Commission, *Face the Facts*: <[www.hreoc.gov.au/racial\\_discrimination/face\\_facts](http://www.hreoc.gov.au/racial_discrimination/face_facts)>.

Immigration Museum: <[museumvictoria.com.au/Immigration Museum](http://museumvictoria.com.au/ImmigrationMuseum)>.

National Library of Australia (photograph archives): <[www.nla.gov.au](http://www.nla.gov.au)>.

National Archives of Australia (photographs and documents): <[www.naa.gov.au](http://www.naa.gov.au)>.

### ***Further Teaching and Learning resources***

*The changing face of Australia: Post-war immigration and identity*, National Centre for History Education: <[www.hyperhistory.org/index.php?option=displaypage&Itemid=531&op=page](http://www.hyperhistory.org/index.php?option=displaypage&Itemid=531&op=page)>.

*Sunny Australia, Making History*, Middle Secondary Units, National Centre for History Education at: <[www.hyperhistory.org](http://www.hyperhistory.org)>.

*Out of Africa, Building Values Across the School: A Resource Package*, Teaching and Learning Units at: <[www.valueseducation.edu.au/values](http://www.valueseducation.edu.au/values)>.

*What Sort of Nation? Discovering Democracy*, Middle Secondary Units at: <<http://www1.curriculum.edu.au/ddunits>>.

## HANDOUT 2B:

# MULTICULTURALISM BY NUMBERS

---

*Table 1: Main countries of birth of the Australian population*

Country	1900	1961	2005
United Kingdom*	679,600	755,400	1,137,400
New Zealand	25,800	47,000	455,100
Italy	5,700	228,300	224,300
China	29,900	14,500	191,200
Vietnam	0	0	177,700
India	7,600	14,200	138,700
Philippines	700	400	129,400
Greece	900	77,300	127,200
Germany	38,400	109,300	115,200
South Africa	500	7,900	113,800
Malaysia	0	5,800	100,300
Netherlands	600	102,100	87,700
Lebanon	0	7,300	85,300
Hong Kong (SAR** of China)	200	3,500	76,200
Total overseas-born	865,500	1,778,300	4,829,500
Total born in Australia	2,908,300	8,729,400	15,499,100
Total population	3,773,800	10,508,200	20,328,600

\*Includes Ireland in 1900 and 1961

\*\* Special Autonomous Region<sup>15</sup>

---

<sup>15</sup> Source: Adapted from *Year Book Australia, 2007*, Australian Bureau of Statistics, <[www.abs.gov.au](http://www.abs.gov.au)>.

**Table 2: Permanent settler arrivals by country of birth<sup>16</sup>**

	1984–1985		2004–2005	
	Number	Proportion %	Number	Proportion %
United Kingdom	11,600	15.0	18,200	14.8
New Zealand	9,100	11.7	17,300	14.1
China (excludes SARs and Taiwan Province)	3,100	4.1	11,100	9.0
India	1,900	2.5	9,400	7.6
Sudan	0	0.1	5,700	4.6
South Africa	1,400	1.9	4,600	3.7
Philippines	3,200	4.1	4,200	3.4
Singapore	800	1.0	3,000	2.5
Malaysia	2,400	3.1	2,900	2.4
Sri Lanka	2,300	3.0	2,300	1.9
Vietnam	8,500	10.9	2,200	1.8
Iraq	200	0.2	1,900	1.6
Indonesia	1,300	1.7	1,900	1.6
Korea, Republic of (South)	700	0.9	1,800	1.4
Fiji	700	0.9	1,700	1.4
United States of America	1,500	2.0	1,600	1.3
Afghanistan	200	0.3	1,500	1.2
Lebanon	2,400	3.1	1,400	1.2
Pakistan	200	0.3	1,300	1.1
Thailand	500	0.6	1,300	1.0
Other	25,500	32.9	27,800	22.5
Total	77,500	100.0	123,400	100.0

16 Source: Adapted from *Year Book Australia, 2007*.



## HANDOUT 2C: AUSTRALIA'S MIGRATION PROGRAM

### *Some facts*

The composition of Australia's population is affected by immigration policy, something which is determined by the government of the day. Government decision-making is influenced by an evaluation of Australia's needs as well as cooperation with the United Nations High Commissioner for Refugees (UNHCR), the international organisation responsible for working with countries to provide international protection to refugees under the auspices of the United Nations (UN).

Each year, the government announces migration planning levels which set the levels of migration for a year in advance.

### *Planning levels for 2007–08*

Australia's permanent immigration program has two components:

**Migration**, for Skilled, Family and Special Eligibility Stream migrants, and **Humanitarian**, for refugees and others with humanitarian needs.

The planning level for the 2007–08 Migration Program has been set in the range of 142,800 to 152,800 places and 13,000 in the Humanitarian Program.

**Migration Program:** for 2007–08 this provided up to 152,800 places, comprising:

- 50,000 places for family migrants who are sponsored by family members already in Australia;
- 102,500 places for skilled migrants who gain entry essentially because of their work or business skills;
- 300 places for special eligibility migrants and people who applied under the Resolution of Status category and have lived in Australia for 10 years.

**Humanitarian Program:** for 2007–08 this comprised: refugees from overseas, 6,000 places; Special Humanitarian Program, more than 7,000 places (this included places required for onshore needs).<sup>17</sup>

---

<sup>17</sup> Source: Department of Immigration and Citizenship: <[www.immi.gov.au/media/factsheets/20planning.htm](http://www.immi.gov.au/media/factsheets/20planning.htm)>.

## Unit 3: Citizenship

### VELS CHART: UNIT 3

<b>Strand</b>	<b>Domain/dimension</b>	<b>Relationship to standards</b>
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... identify potential conflict and employ strategies to avoid and/or resolve it.
	Civics and citizenship <i>Civic knowledge and understanding</i>	Students ... explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They explain the development of a multicultural society and the values necessary to sustain it. They describe the election process in Australia and how to vote. They analyse how well democratic values are reflected in aspects of the Australian political system.

Strand	Domain/dimension	Relationship to standards
	<i>Community engagement</i>	Draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues ... they contest, where appropriate, the opinions of others.
Discipline-based learning	English <i>Writing</i>	Write sustained and cohesive narratives that ... show attention to chronology ... consistent point of view ... try to position readers to accept particular views of people, character, events, ideas and information. They plan and deliver presentations.
	<i>Speaking and listening</i>	When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue ... present complex issues or information imaginatively to interest an audience.
	Humanities History <i>Historical knowledge and understanding</i>	Students analyse events which contributed to Australia's social, political and cultural development. They analyse significant events and movements ... they compare different perspectives about a significant event and make links between historical and contemporary issues.

Strand	Domain/dimension	Relationship to standards
	<i>Historical reasoning and interpretation</i>	Locate relevant sources. They identify, comprehend and evaluate a range of primary and secondary sources ... they recognise that in history there are multiple perspectives and partial explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate historical explanations ...
	The Arts Drama <i>Creating and making</i>	Students apply decision-making skills to find the most effective way to implement ideas, design, make and create art works [role-plays] ... they evaluate, reflect on, refine and justify their work's content ... realise their ideas, represent observations and communicate their interpretations ... (through the role-plays)
	<i>Exploring and responding</i>	Students ... describe and discuss ways that their own and others' art works (role-plays) communicate and challenge.
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use ... a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.

Strand	Domain/dimension	Relationship to standards
	<i>Presenting</i>	Students ... select suitable resources and technologies to effectively communicate. They provide constructive feedback to others ...
	Thinking processes <i>Reasoning, processing and inquiry</i>	Students ... make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.
	<i>Creativity</i>	Students experiment with innovative possibilities within the parameters of a task. They take risks ... apply selectively a range of creative thinking strategies.

## FOCUS QUESTIONS

---

1. What rights and responsibilities are associated with citizenship in Australia?
2. What values underpin Australian citizenship?
3. How do people become Australian citizens?
4. How were civil and political rights achieved for groups of Australians?

### *Focus question 1: What rights and responsibilities are associated with citizenship in Australia?*

#### *Activity 1: Role-play: Rights and responsibilities in a democracy*

Divide students into groups of four. Their task is to create a role-play in which a newcomer to Australia has their rights and responsibilities explained to them by an Australian citizen. What would the Australian citizen say? The students should address the following aspects in their information:

- political rights
- legal rights
- social rights.

The groups should consider the responsibilities the citizens have in relation to these rights. For example, the **right** to protection of the laws is accompanied by the **responsibility** to obey the laws. Students should make a list based on their own observations and the materials they have covered in the previous units.

The groups should then plan a role-play. To ensure that all members participate, students should take it in turns to be the newcomer and the person who is helping them. They can swap parts throughout the scene.

As a basis for their scene, the groups could use the characters in the story they chose from the *Success Stories of Australian Migration* available at: <[www.immi.gov.au/media/success\\_stories/index.htm](http://www.immi.gov.au/media/success_stories/index.htm)> in Unit 2, focus questions 3 and 4.

The students can devise their own scenario, however, a few are suggested here:

- On arrival at the airport, a migration official immediately takes the newcomer to a room and begins to discuss their rights and responsibilities.
- After living in Australia for a few weeks, a community-based official arrives to talk to the newcomer about their rights and responsibilities.
- While the newcomer's children are playing in a park one day, a friendly person or family begins to talk to the newcomer. The newcomer asks about their rights and responsibilities in Australia and a conversation ensues.

The groups should consider the difficulties associated with the conveying of this information. Does the person need an interpreter? What aspects of the rights and responsibilities would the person have trouble understanding? What unexpected difficulties may arise? Are these difficulties sometimes associated with the country from which the person has come?

The students should also attempt to convey the feelings of the newcomer, for example, confusion, fear, amusement, shyness or disorientation.

The role-plays should be presented to the class. Feedback should be given to the group based on the following questions:

- Was this an ideal situation for the newcomer to learn about their rights and responsibilities?
- Do you think the newcomer understood what was being said?
- Do you think the person who was informing the newcomer did a good job?
- What difficulties do you think may occur in this situation?

- What is the ideal situation for a newcomer to learn about their rights and responsibilities?

The students should then reflect on their role-play and write a paragraph in their workbooks in which they discuss what they learnt about conveying the rights and responsibilities of living in Australia to a newcomer.

### ***Focus question 2: What values underpin Australian citizenship?***

#### ***Activity 2: Australian values***

Provide students with a copy of Handout 3A: Australian Values.

Read through the list with students. Discuss with them reasons why the Australian Government might want to inform new citizens about Australian values.

Divide the class into groups and ask each group to look at two of the values statements.

Have student groups discuss the meaning of two of these statements and then write down some practical examples of these values in practice in the proforma provided on the handout. For example, 'freedom of association' means 'the right to join a political party or trade union or to take part in a public protest'.

Have students feed back the results of their discussion to the class. Write down meanings and examples on the blackboard.

Discuss with students:

- Which of these values do they think are the most important?
- Are there any other values they would like to include in the list for new citizens?
- Are there any values they would consider to be unique to Australia?



## HANDOUT 3A: AUSTRALIAN VALUES

In 2007, the Australian Government Department of Immigration and Citizenship published *Becoming an Australian Citizen*. The purpose was to provide information for people applying for citizenship. *Becoming an Australian Citizen* provides information about Australian history, culture, government and the values Australians share.

The following is an extract from the book identifying particular Australian values.

### **Australian values**

Values which are important in modern Australia include:

- respect for the equal worth, dignity and freedom of the individual
- freedom of speech
- freedom of religion and secular government
- freedom of association
- support for parliamentary democracy and the rule of law
- equality under the law
- equality of men and women
- equality of opportunity
- peacefulness
- tolerance, mutual respect and compassion for those in need.<sup>18</sup>

On the next page write down two of the values listed, then write down some examples of what these values look like in practice.

---

<sup>18</sup> Source: *Becoming an Australian citizen*: <[www.citizenship.gov.au/test/preparing/index.htm](http://www.citizenship.gov.au/test/preparing/index.htm)>.

<b>Value</b>	<b>Examples of this value in practice</b>
1.	
2.	

### ***Focus question 3: How do people become Australian citizens?***

#### ***Activity 3: What should citizens know?***

Provide students with a copy of Handout 3B: Views of teachers. Read through the handout with the class.

Discuss with students:

- What do these teachers consider important for future Australian citizens to know?
- What values and attitudes do these teachers see as important for Australian citizens?
- What do you think you need to be taught as an Australian citizen?
- What in particular are the teachers concerned about?
- What motivates the teachers' concern? What possible consequences of a lack of understanding about values and attitudes are the teachers concerned about?

#### ***Activity 4: Australian citizenship test***

Provide students with a copy of Handout 3C: Citizenship Test. This was introduced by the former Howard Government in 2007. Read through the handout with students. Have students in pairs complete the test questions and then go through the answers with them.

Discuss with students:

- How many of them scored 12 or more on the test and would therefore be eligible to apply for citizenship?
- What do the test questions imply is important knowledge for a citizen?
- What is tested about Australian values?
- Would this test show that a person would be a good citizen?
- Should people have to pass a test to become citizens?
- Should English language proficiency be a prerequisite for citizenship?
- Which groups of people would find this test easy/difficult?
- What does the Australian Citizenship Pledge show about Australian values?

#### ***Activity 5: Should there be a citizenship test?***

Provide students with internet access and ask them to research the arguments for and against the Citizenship Test. When searching the internet,

students could try *Citizenship Test + Petro Georgiou* (a former government opponent of the test) and *Citizenship Test + Kevin Andrews* (the former Government Minister). They will find a range of newspaper articles with arguments for and against this test.

Ask students to present the arguments for and against this particular test. What requirements do they think are necessary for citizenship?

The new Federal Government has promised to review the citizenship test after reports that 20% of people were failing the test. Direct the students to write a letter on an individual basis, to their local MP, giving their opinions about the citizenship test.

**or**

**Debate:** Conduct a classroom debate on the merits or otherwise of a citizenship test.

## HANDOUT 3B: VIEWS OF TEACHERS

---

### *Teacher snapshot 1*

TEACHER: I believe in multiculturalism but I also really believe that we have a commitment to integrate people into this society. Absolutely. I absolutely feel very strongly about that, because once they leave school that's it. If you haven't taught them about voting, about society and participation, what have you really done? You haven't instilled in them a sense of being Australian. They'll then go off, sit in their houses, and they won't feel one bit Australian. And that's a real worry for me.

### *Teacher snapshot 2*

TEACHER: ... the whole thing of civic citizenship and feeling a part of the society. A lot of the kids do not feel part of this society at all. They have no idea of the decision-making processes of government or anything like that ... I was just speaking to girls last period, there's this perception that they don't have to be part of this society. If they don't do well at school, they can opt out, they can get married and live happily ever after in the northern suburbs ...

### *Teacher snapshot 3*

TEACHER: There's a lawlessness about these kids too which scares me a lot. Like [student] X drives a car without a licence and she drives up to Epping and we talked about you know, this lawlessness. They have no respect for the law, that's why this civics thing is so important. So she'll drive all the way to Epping Plaza without a licence, and I said to her, well what's going to happen if you run someone over? If you have an accident?<sup>19</sup>

---

19 See: <[www.teachingdiversity.org.au/Theme6/teacher2.php](http://www.teachingdiversity.org.au/Theme6/teacher2.php)>.

## HANDOUT 3C: AUSTRALIAN CITIZENSHIP TEST

---

In 2007 the Australian Government introduced a citizenship test, a computer-based multiple choice test. The test is designed to assess whether people have a basic knowledge of English language and to test their knowledge of Australia. The test consists of 20 questions and to pass, people must correctly answer 12 of these.

### ***Australian Citizenship Pledge***

From this time forward, under God,  
I pledge my loyalty to Australia and its people  
Whose democratic beliefs I share  
Whose rights and liberties I respect,  
And whose laws I will uphold and obey

The test replaced a requirement that people demonstrate a basic knowledge of English at a formal interview and make a pledge of commitment at a citizenship ceremony.

### ***Example questions***

- In what year did Federation take place?
- What date is Australia Day?
- Who was the first Prime Minister of Australia?
- What is the first line of Australia's national anthem?
- What is the floral emblem of Australia?
- What is the population of Australia?
- In what city is the Parliament House of the Commonwealth Parliament located?
- Who is the Queen's representative in Australia?
- How are Members of Parliament chosen?
- Who do members of parliament represent?
- After a federal election, who forms the new government?
- What are the colours on the Australian flag?
- Who is the head of the Australian Government?
- What are the three levels of government in Australia?

- In what year did the European settlement of Australia start?
- Serving on a jury if required is a responsibility of Australian citizenship: true or false?
- In Australia, everyone is free to practise the religion of their choice, or practise no religion: true or false?
- To be elected to the Commonwealth Parliament you must be an Australian citizen: true or false?
- As an Australian citizen, I have the right to register my baby born overseas as an Australian citizen: true or false?
- Australian citizens aged 18 years or over are required to enrol on the electoral register: true or false?

Source: *Becoming an Australian Citizen* at: <[www.citizenship.gov.au/test/preparing/index.htm](http://www.citizenship.gov.au/test/preparing/index.htm)>.

***Focus question 4: How were civil and political rights achieved for groups of Australians?***

As a conclusion to this unit, students should complete the following project which allows for independent research into issues relating to the development of civil and political rights for Australians. Possible topics are given, however, students may wish to pursue other topics in which they have a particular interest.



## ASSESSMENT TASK: THE FIGHT FOR CITIZENSHIP RIGHTS CLASS PRESENTATION

Citizenship rights did not always exist for all groups of Australians. Your task is to investigate key groups and individuals who were influential in the resolution of one of the following citizenship issues:

1. Equal voting rights for women.
2. Political and civil rights for Indigenous Australians.
3. Rights for working Australians: the Eight Hour Day.
4. Equal pay campaigns for women.
5. Miners' rights and Eureka.
6. The 1967 referendum and Jessie Street.

You may prefer to look at aspects of another relevant issue. Discuss this with your teacher before you begin.

Focus questions for your research should include:

- What was this issue about?
- What was the progression of, and main events in, this situation?
- What key debates took place and what were the arguments for and against?
- Which key groups and individuals were active in the resolution of the issue?
- What actions were taken by each of these individuals and groups to resolve the issue?

- How effective were these individuals and groups in resolving the issue?

The submitted project should include:

- A timeline of key milestones in the resolution of the issue.
- Key images or images on the investigation.
- A bibliography of all resources.

Students should devise a way to present their information in the most engaging and informative manner possible. The class will be asked to provide written feedback and assessment.

### ***Further resources***

#### **Voting rights for women**

*Democratic struggles*, Discovering Democracy, Lower Secondary Units, (pp. 68–98). This unit is also available online at: <[www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm](http://www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm)>.

**Australia’s democracy**, Topic 1: Votes for Women, available at: <[www.civicsandcitizenship.edu.au/cce/default.asp?id=9511](http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9511)>.

#### **Indigenous rights**

*Democratic struggles*, Discovering Democracy, Lower Secondary Units, (pp. 68–98). This unit is also available online at: <[www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm](http://www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm)>.

*History of the Indigenous Vote*, Australian Electoral Commission at: <[www.aec.gov.au/Education/Resource/Publications.htm](http://www.aec.gov.au/Education/Resource/Publications.htm)>.

*Collaborating for Indigenous Rights: the 1967 Referendum*, National Museum of Australia at: <[www.nma.gov.au/indigenoustrights](http://www.nma.gov.au/indigenoustrights)>.

#### **Rights for working Australians**

*People Power*, Discovering Democracy, Upper Primary Units, (pp. 120–8). This unit is also available online at: <[www.curriculum.edu.au/ddunits/units/up4fq2acts.htm](http://www.curriculum.edu.au/ddunits/units/up4fq2acts.htm)>.

*History of the Union Movement: Victorian Trades Hall Council* at: <[www.vthc.org.au/index.cfm?section=4&category=48](http://www.vthc.org.au/index.cfm?section=4&category=48)>.

#### **Miners’ rights and Eureka**

*Democratic struggles*, Discovering Democracy, Lower Secondary Units, (pp. 68–98). This unit is also available online at: <[www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm](http://www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm)>.

The Eureka Centre at: <[www.eurekaballarat.com](http://www.eurekaballarat.com)>.

### ***Further internet Teaching and Learning activities***

*The 1967 Referendum*, Level 6 Sample Unit,

VCAA VELS website: <<http://vels.vcaa.vic.edu.au/support/level6/referendum.html>>.

Topic 3: What's your vote worth?, and Topic 4: The voice of a vote in a world of change, in *Democracy Rules*, Australian Electoral Commission at: <[www.aec.gov.au/Education/Democracy\\_Rules/teachers/teaching\\_guide.htm](http://www.aec.gov.au/Education/Democracy_Rules/teachers/teaching_guide.htm)>.

*Us Taken-Away Kids*, Human Rights and Equal Opportunity Commission at: <[www.hreoc.gov.au/bth/taken/index.html](http://www.hreoc.gov.au/bth/taken/index.html)>.

*Voices of Australia: Education Module*, Human Rights and Equal Opportunity Commission, at: <[www.hreoc.gov.au/education/voices/index.html](http://www.hreoc.gov.au/education/voices/index.html)>.

# Unit 4: Cultural stereotypes and the media

## VELS CHART: UNIT 4

Strand	Domain/ dimension	Relationship to standards
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... identify potential conflict and employ strategies to avoid and/or resolve it.
	Civics and citizenship <i>Civic knowledge and understanding</i>	Students take a global perspective when analysing an issue.
	<i>Community engagement</i>	Draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts ... they contest, where appropriate, the opinions of others.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
Discipline-based learning	English <i>Writing</i>	Write sustained and cohesive narratives that ... try to position readers to accept particular views of people, character, events, ideas and information.
	<i>Speaking and listening</i>	When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. They present complex issues or information imaginatively to interest an audience.
	Humanities History <i>Historical knowledge and understanding</i>	Students analyse events which contributed to Australia's social, political and cultural development. They analyse significant events and movements ... they compare different perspectives about a significant event and make links between historical and contemporary issues.
	<i>Historical reasoning and interpretation</i>	Locate relevant sources. They identify, comprehend and evaluate a range of primary and secondary sources ... they recognise that in history there are multiple perspectives and partial explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate historical explanations ...

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
Interdisciplinary Learning	Communication <i>Listening, viewing and responding</i>	When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use ... a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

## FOCUS QUESTIONS

1. What are stereotypes? What is racism?
2. How can national and international events affect relationships between Australians of different ethnic backgrounds?
3. How do the media shape opinions on issues affecting groups of Australians and how do various groups use the media?
4. How can young Australians act to counter racism?

### ***Focus question 1: What are stereotypes? What is racism?***

#### ***Activity 1: Drawing stereotypes***

Make it clear to the students that this is **not** a drawing test. Quickly sketched pictures will suffice. Ask students to draw a:

- music teacher
- plumber
- terrorist
- grandmother
- clever student.

In pairs, ask students to share their pictures. Request that they note the following:

- What is similar about their pictures?
- What is different?
- What is the gender of each person?
- What is the suggested cultural background of each person?
- What is the age of each person?
- What emotions is the person displaying?

### ***Activity 2: Display to class***

Ask each pair to choose two pictures which are very similar, or very different, in the manner in which the person is portrayed (same gender, age, similar emotions, same race). Display these to the class and discuss.

Why do the students think they drew the person with such similar or different characteristics?

What leads to the assumptions about the type of person, for example, who is a music teacher, a plumber, or a librarian?

Are the pictures an accurate representation, or are they based on stereotypes? Can we assume anything about a person's religious beliefs, gender, age or race, based on their occupation?

### ***Activity 3: Snapshots***

Read the following student snapshots to the class.

#### ***Student snapshot 1***

An Asian student from Moreland College comments on his experience of being an individual:

This is the thing, I mean young people, they look at Asians as one big whole thing, you know? But, you know, you're from different countries on that continent, you know? You might not be the same way that other Asian is. But not many people understand that ... And I can't help that. I mean, if I hear that on the news, you know, Asians are getting into gang fights ... drug dealing, well what can I do? If that's the way they perceive me as, I mean, I don't like it, but I don't hear it that much either you know, directed to me. I mean, that's how people look at people these days.

#### ***Student snapshot 2***

A student with a Vietnamese background, in the Moreland City College Culture Club video, outlines some of the derogatory labels attached to Asians:

People think of [us] as rice eaters, nerds, drug addicts and cheap-skates.

#### ***Student snapshot 3***

FEMALE STUDENT: They're smart. Everyone knows that Asians are smart. They were born smart. You compare all the Asian schools to one of the smartest Arabic schools and the Asians would kill us in smartness even if they're bums. They'd still kill us. They're so smart ... Their family gets full-on into study, like hard hard study and makes them.



INTERVIEWER: You want to be as smart as an Asian right, what would you need to do?

FEMALE STUDENT: Hang around with Asians. Either that or go to a tutor or something and study.

MALE STUDENT: Do what they do.

MALE STUDENT: The Asians they don't have a life. They don't go out.

Ask the students to respond to the snapshots.

1. What parts of Asia do students in our school come from?  
(The teacher should have a map ready to visually display the geographical position of these countries.) A brief discussion could ensue in which the proximity of the places is discussed and the range in cultures is exemplified briefly.
2. Do we associate particular behaviours with any particular cultures? Is it accurate and fair to do so?
3. Do students from any particular cultures study comparatively harder than anybody else or does this behaviour depend on the individual?
4. Do we sometimes 'lump' people from a particular culture in one basket and assume that they all exhibit the same behaviours, likes and dislikes? If so, why do we do this? Is there certain comfort in doing so?

Ask the question, 'What is a stereotype?' How did the above snapshots relate to stereotypes? Devise a class definition of stereotype.

An explanation of racism and tolerance can be found in the glossary on the *Racism. No way!* website at:

[www.racismnoway.com.au/library/glossary/index.html#racism](http://www.racismnoway.com.au/library/glossary/index.html#racism).

#### ***Activity 4: Stereotype cartoons***

Distribute Handout 4A: Stereotype cartoons. Ask the students to answer the following questions about each cartoon in their workbooks.

- Is this cartoon about stereotypes, or does it represent a stereotype? How? In what way?
- What is the cartoon trying to say?
- Why do you think that Nicholson, the cartoonist, drew this picture? What were his motives?

# HANDOUT 4A: STEREOTYPE CARTOONS





Source: Nicholson, *Australian newspaper*, <[www.nicholsoncartoons.com.au](http://www.nicholsoncartoons.com.au)>.

## ***Focus question 2: How can national and international events affect relationships between Australians of different ethnic backgrounds?***

### ***Activity 5: Views of students***

Provide students with a copy of Handout 4B: Student snapshots. Explain that these students were asked for their opinions about racism and culture in a series of student interviews. Ensure that students understand what '9/11' is referring to before reading the extract. This may require a discussion prior to the activity which ascertains the students' understanding of this event.

Ask students to take turns to read the selection of student snapshots. Discuss with students the following questions:

- What issues are raised by the students about media representations of particular ethnic groups?
- What responsibility should the media have in promoting a harmonious society?
- What stereotypes of Asians, Lebanese and Australians are referred to or presented by students? Why do you think that people stereotype each other?
- What behaviour, or behaviours, described by students would you say are racist?
- What was 9/11? Why do you think it had so much influence in Australia?
- Why do you think some people generalise about other groups of people based on media reports of national and international events?
- How have these students formed these opinions?
- Why do you think people are intolerant of each other? What makes people tolerant?
- Have you ever encountered or witnessed racism? What was your reaction?
- What questions do you have as a result of reading these viewpoints?

### ***Activity 6: PMI chart***

Using ideas gained in the discussion, ask students to fill in the chart in Handout 4C: PMI chart. In the *Plus* column have them write down factors that make people tolerant of each other, in the *Minus* column, things that might make people intolerant of each other and *Interesting* for other factors.

## HANDOUT 4B: STUDENT SNAPSHOTS

### *Student snapshot 1*

MALE STUDENT: ... the media they show us as bad people through the news ...

MALE STUDENT: And they always refer, 'they are Lebbo'.

MALE STUDENT: Yeah, they are Lebbo and they mention our religion.

MALE STUDENT: 'Oh they're Muslims.' See they don't go 'oh a Christian man raped this girl.' It's all 'a Muslim man raped this girl.'

MALE STUDENT: ... and every time a Lebanese or some Muslim person does something they get jailed, and if some Aussie would go kidnap a baby, they'd get ...

MALE STUDENT: It would just say 'a man kidnapped a kid'. If it was a Muslim, 'an Arab kidnapped this kid'. They wouldn't say a man.

See: <[www.teachingdiversity.org.au/Theme4/student1.php](http://www.teachingdiversity.org.au/Theme4/student1.php)>.

### *Student snapshot 2*

FEMALE STUDENT: Well, I don't know, like after 9/11, you know what happened in America, they all used to say to me 'she's got a bomb in her pencil case', 'she's going to bomb the school', just 'cause I was a Muslim.

See: <[www.teachingdiversity.org.au/Theme5/student1.php](http://www.teachingdiversity.org.au/Theme5/student1.php)>.

### *Student snapshot 3*

INTERVIEWER: Did you experience this kind of racism before recent events?

MALE STUDENT: Not much, not much.

MALE STUDENT: Not before that Bin Laden dude.

MALE STUDENT: And I'm not very happy with him, I do not support him ...

MALE STUDENT: ... like how everyone reckons all the Lebbos support him.

MALE STUDENT: Yeah, they go, oh you terrorist ...

MALE STUDENT: Yeah, they call us terrorists because of him, because of Osama.

MALE STUDENT: I wanna hit him, man.

See: <[www.teachingdiversity.org.au/Theme5/student1.php](http://www.teachingdiversity.org.au/Theme5/student1.php)>.

#### ***Student snapshot 4***

FEMALE STUDENT: Most Australians treat us Lebanese people very well but after the tragedy happened at the World Trade Center, the bombing, it's changed them a bit. Like for instance ladies that wear the veil get comments at shopping centres and in public and some girls that I know were spat at in the streets and they were treated very badly.

See: <[www.teachingdiversity.org.au/Theme5/student1.php](http://www.teachingdiversity.org.au/Theme5/student1.php)>.

#### ***Student snapshot 5***

MALE STUDENT: (Non-Arabic): 9/11, what actually happened there, the media was blaming the whole Arabic community, and that's not actually true but—I'm not Arabic—but you shouldn't judge people, like you shouldn't judge the whole community just because one or two people done it, you haven't the right to . . . Not every single one of them went there and drove a plane into the buildings, it was only like 20 or 30 people so you can't blame every single person.

#### ***Student snapshot 6***

FEMALE STUDENT: Because Osama Bin Laden unfortunately was an Arab that kind of brings it upon us that we are too, and like you've got some people in the society in Australia that think it shouldn't matter what he was or whatever that it's only him that did it, not that every other Arab. But then you've got the other people, the other type of people who think negatively, that all Arabs are all like that.

See: <[www.teachingdiversity.org.au/Theme4/student1.php](http://www.teachingdiversity.org.au/Theme4/student1.php)>.

#### ***Student snapshot 7***

MALE STUDENT: I've seen some Aussies, they swear to their mum. I think, how could they swear to their parents? I would never swear to my parents. Most of the ones I know, they all have like step-dads and step-mums.

FEMALE STUDENT: Yeah, like in our backgrounds, like Arab, it's not good for us to get divorced. For Aussies, they don't care. Like they get divorced, get another husband. For us it's not good . . .

See: <[www.teachingdiversity.org.au/Theme4/student2.php](http://www.teachingdiversity.org.au/Theme4/student2.php)>.

***Student snapshot 8***

MALE STUDENT: ... all the Aussies, they always wag and they swear at the teachers. They don't care what they do.

FEMALE STUDENT: They're not disciplined from when they're young.

FEMALE STUDENT: Because our parents are strict on us we respect other people. We don't swear at our parents, our teachers, like they do. And because their parents don't care, some of them, their parents don't care what they do, they just let them, they think they are right.

See: <[www.teachingdiversity.org.au/Theme4/student2.php](http://www.teachingdiversity.org.au/Theme4/student2.php)>.

HANDOUT 4C:  
PMI CHART

<b>Plus</b>	<b>Minus</b>	<b>Interesting</b>



***Focus question 3: How do the media shape opinions on issues affecting groups of Australians and how do various groups use the media?***

***Activity 7: Analysing the media***

Discuss with students their understanding of the term ‘media’ and its role in a democratic society. Write their responses on the board.

Have students analyse their own use of the media by completing a chart like that in Handout 4D: News sources.

After completing individual tables, ask students to discuss the following questions with a partner.

1. How do the media influence our views of the world? List some of the positive and negative ways in which the media shapes the way we see the world.
2. Which media sources in our tables are reliable/unreliable? How can we tell whether a news source is reliable?
3. How would you compare the power of media to influence your views with other sources such as family and school?

Ask student pairs to present the results of their discussions to the class.

***Activity 8: Monitoring the media***

Ask students to read the Australian Journalists Association’s Code of Ethics, which is included as Handout 4E. This Code of Ethics is available at: <[www.australian-news.com.au/codethics.htm](http://www.australian-news.com.au/codethics.htm)>. (This document will be challenging for ‘newly arrived’ Australians and may require the class to go through a process of deciphering the language prior to the activity. The whole class could rewrite the document so that it is written in plain language.) Ask them to write down the aspects of the code that relate to reporting on cultural groups, so they can be aware of these aspects when collecting media information.

Students should collect newspaper articles about ethnic individuals or groups over the course of two weeks. This task could be done online or by using print copies of local and state-wide newspapers.

Students should record each news article in a table in their workbooks. The date, newspaper title and article name should be recorded, and students should note whether the article was positive or negative. In the final column, they should record their reasoning for this conclusion. This may be on the basis of content, or language used.

At the end of the collection period students should review their table of information and write a 400-word evaluation of their findings. This should include:

- The extent of the reporting of ethnic individuals or groups.
- The sections of the newspaper in which these appear.
- The concerns of the articles.
- An evaluation of whether articles were positive, negative or neutral.
- An analysis of the articles in terms of the sections of Australian Journalists Association's Code of Ethics referring to cultural background (see below).

## HANDOUT 4D: NEWS SOURCES

<b>My news sources</b>		
<b>Type of media</b>	<b>Name (newspaper, magazine, website, program)</b>	<b>How often I access it (daily, three times a week, fortnightly)</b>
Print		
Television		
Radio		
Internet		
Other		

## HANDOUT 4E: CODE OF ETHICS, AUSTRALIAN JOURNALISTS ASSOCIATION

---

- They shall report and interpret the news with scrupulous honesty by striving to disclose all essential facts and by not suppressing relevant available facts or distorting by wrong or improper emphasis.
- They shall not place unnecessary emphasis on gender, race, sexual preference, religious belief, marital status or physical or mental disability.
- In all circumstances they shall respect all confidences received in the course of their calling.
- They shall not allow personal interests to influence them in their professional duties.
- They shall not allow their professional duties to be influenced by any consideration, gift of advantage offered and where appropriate, shall disclose any such offer.
- They shall not allow advertising or commercial considerations to influence them in their professional duties.
- They shall use fair and honest means to obtain news, pictures, film, tapes and documents.
- They shall identify themselves and their employers before obtaining any interview for publication or broadcast.
- They shall respect private grief and personal privacy and shall have the right to resist compulsion to intrude on them.
- They shall do their utmost to correct any published or broadcast information found to be harmfully inaccurate.<sup>20</sup>

---

<sup>20</sup> See: <[www.hkbu.edu.hk/~jour/documents/ethics2.html](http://www.hkbu.edu.hk/~jour/documents/ethics2.html)>.

***Focus question 4: How can young Australians act to counter racism?***

***Activity 9: How do we counter racism?***

Ask students to access the *Racism. No way!* website at <[www.racismnoway.com.au/strategies](http://www.racismnoway.com.au/strategies)> to research strategies to counter racism.

Ask groups of students to use this information to discuss ways that racism might be countered:

- at school
- in the local community.

***Activity 10: Protection against racism in Australia***

Have students research and produce an information brochure to inform people about the Racial Discrimination Act. The brochure should include for readers:

- a definition of racial discrimination and racial hatred;
- what is, and is not, covered by the Act;
- a list of people and organisations that must comply with the Act;
- what you can do if you experience racial discrimination;
- how to make a complaint about racial discrimination or racial hatred.

## ASSESSMENT TASK: POST 9/11 AUSTRALIAN IMPACTS

The 9/11 bombing of the World Trade Center, while occurring on the other side of the world, had a significant impact on Australia. Various related events have happened since this bombing, and some of these have involved Australia. For example, the war in Afghanistan, the Iraqi war, David Hick's detainment, the London bombings, Mohamed Haneef's arrest, the Bali bombings and the trials of various accused terrorists such as Mamdouh Habib.

Students should look at Handout 4F: Post 9/11 Australian impacts. You will require access to the internet.

In groups, look at the various examples of post 9/11 images. Read through some of the questions posed underneath the images and as a group have a brief discussion. Following this, as a group search for images on the internet which you believe represent some aspect of post 9/11. You may choose to find photos of another event not represented in the photos, such as the war in Afghanistan, the London bombings or the Madrid bombings. There are many photos available on the internet.

### **Prepare:**

1. a presentation to the class on the event and its media representation;
2. a group written report with a bibliography (500 words).

In your presentation and written report answer the following questions:

- What event/s are shown in the image?
- Give a little background to the image.
- What happened in the event?
- How did the person, or people, in the image become involved in this event?
- Do some people become angry or upset about this person or event? Why?
- How is this event linked to the aftermath of 9/11?

How was this event depicted generally in the media?

- Are there a lot of photos of the event?
- Are the photos similar or different? How?
- Are the same people always depicted in the photos? Why? Why not?
- Do the people often have the same emotions on their faces?
- What are the emotions represented?
- Are the same places/buildings/activities always depicted? Why? Why not?
- Do the images represent any cultural stereotypes? How?
- If so, what are these cultural stereotypes?

## HANDOUT 4F: POST 9/11 AUSTRALIAN IMPACTS

*1. Iraq, 25 February 2007. Young Iraqi children pull a donkey along in the village of Badour al Rashid, after filling their water buckets, and returning to home. Australian soldiers currently serving in southern Iraq are fighting a hard battle with trying to keep the peace. Infantry soldiers from the 5th Battalion, Royal Australian Regiment, conduct a sweep of a village outside of Tallil Air Base.*



Photographer: Gary Ramage. OldPixRef: 23837653 OldPixCat: News  
© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***Questions for group consideration***

- What feelings do you have when you see this photo?
- What is it about this photo which makes you feel that way?
- What type of lifestyle does it suggest these children have?
- Compare this image to other images of the Iraq situation which you can find on the internet. Are the images similar, or are various aspects of the Iraq war represented?



2. Sydney, New South Wales, Australia, 25 March 2007. Australian Lawyers Alliance CEO Eva Scheerlinck (front) with protesters gathered at the Uniting Church in Sydney, to protest against the detainment of David Hicks at Guantanamo Bay.



Published: *Daily Telegraph*, 26 March 2007.

© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***Questions for group consideration***

- What emotions does this picture convey?
- Search for David Hicks on the internet and look at the range of photos which are displayed. Is this picture representative of the types of photos which the media printed throughout the detainment of David Hicks?
- Look up pictures of other accused terrorists. Is there a difference between the representation of Hicks in the media and the representation of other accused terrorists?
- Is David Hicks different from other accused and/or charged, terrorists?

*3. July 31, 2007. Melbourne, VIC. Kevin Andrews, Federal Minister for Immigration and Citizenship, holds a press conference in Melbourne in relation to information about Mohamed Haneef and his brother Shoaib Haneef.*



Photographer: Stuart McEvoy

© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***Questions for group consideration***

- How was Kevin Andrews presented in the media throughout the Haneef case?
- What was his role in the case?
- What seemed to be the general public response to Andrews throughout the case?

4. Bali bomber Amrozi is escorted from his cell by a prison officer to meet his family during visit time at Batu Prison of Nusakambangan Island in Central Java, 22 November 2007.



Photographer: Lukman Bintoro

Published: *Daily Telegraph*, 24 November 2007, page 21, edition ST

© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***Questions for group consideration***

- Who is Amrozi?
- How does Amrozi appear in this picture?
- Why do you think he appears like this?
- Are there cultural considerations for his appearance?
- Look at the pictures of Amrozi which were printed throughout this trial. Are there any contrasting pictures which show Amrozi in a different mood?

5. November 1, 2007. Former Guantanamo Bay detainee and terror suspect Mamdouh Habib and wife Maha Habib, leave the Administrative Appeals Tribunal in Sydney, after an application for the reinstatement of his passport was denied.



Published: *Australian*, 2 November 2007, page 2.

Photographer: Vanessa Hunter

© Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights

### ***Questions for group consideration***

- How would you describe Mamdouh Habib, the man in this photo?
- Do you think that this picture encourages any gender, cultural or religious stereotypes?
- If so, in what way? If not, why do you think it does not?
- Is this picture representative of the types of photos the media printed throughout the Habib story? Do any photos show Habib in a different light?

### ***Further sources of information***

Human Rights and Equal Opportunity Commission website:  
<[www.hreoc.gov.au/racial\\_discrimination/guide\\_to\\_rda/index.html](http://www.hreoc.gov.au/racial_discrimination/guide_to_rda/index.html)>.

Australian Government Attorney General's Department:

<[www.ag.gov.au/www/agd/agd.nsf](http://www.ag.gov.au/www/agd/agd.nsf)>.

*Racism. No way!* <[www.racismnoway.com.au/classroom/lesson\\_ideas/20010831\\_38.html](http://www.racismnoway.com.au/classroom/lesson_ideas/20010831_38.html)>.

There is a great range of material available online. Some key sources include:

BBC History: <[www.bbc.co.uk/history](http://www.bbc.co.uk/history)>. Contains print, video, audio information on September 11 and the Iraq and Afghanistan conflicts. There are a range of links to information about David Hicks, Mamdouh Habib, the Bali bombing and Mohamed Haneef. Use the search engines of the following media, to find information about each event or person:

ABC: <[www.abc.net.au](http://www.abc.net.au)>.

*Age*: <[www.theage.com.au](http://www.theage.com.au)>.

*Australian*: <[www.theaustralian.news.com.au](http://www.theaustralian.news.com.au)>.

Voices of Australia, education module, Human Rights and Equal Opportunity Commission: <[www.humanrights.gov.au/education/voices](http://www.humanrights.gov.au/education/voices)>.

Democracy and the Media, Student Investigation, Civics and Citizenship Education website: <[www.civicsandcitizenship.edu.au/cce/default.asp?id=19495](http://www.civicsandcitizenship.edu.au/cce/default.asp?id=19495)>.

Racism and Human Rights, Student Investigation, Civics and Citizenship Education website: <[www.civicsandcitizenship.edu.au/cce/default.asp?id=19516](http://www.civicsandcitizenship.edu.au/cce/default.asp?id=19516)>.

## **Module 2**

# **Community relationships**

## **Unit 5: Expectations of self, family and teachers**

### **VELS CHART: UNIT 5**

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... identify potential conflict and employ strategies to avoid and/or resolve it.
	Civics and citizenship <i>Community engagement</i>	Students contest, where appropriate, the opinions of others.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	Personal learning <i>The individual learner</i>	... monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them ... identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.
	<i>Managing personal learning</i>	Students initiate personal short-term and long-term goals and negotiate appropriate courses of action to achieve them.
Discipline-based learning	English <i>Writing</i>	Write sustained and cohesive narratives ... that develop a resolution.
	The Arts Drama <i>Creating and making</i>	Students apply decision-making skills to find the most effective way to implement ideas, design, make and create art works [role-plays] ... they evaluate, reflect on, refine and justify their work's content ... realise their ideas, represent observations and communicate their interpretations ... (through the role-plays).
	<i>Exploring and responding</i>	Students ... describe and discuss ways that their own and others' art works (role-plays) communicate and challenge.



<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	Communication <i>Presenting</i>	Students select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation ... they provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.
	<i>Reflection, evaluation and metacognition</i>	When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own minds and others' thinking and analyse alternative perspectives and perceptions.

## FOCUS QUESTIONS

---

1. What are the differences between education in Australia and abroad?
2. In what ways can we engage students and parents at school?
3. Are there differences between the expectations of students and the expectations of their parents in relation to education and personal behaviour?

### ***Focus question 1: What are the differences between education in Australia and abroad?***

#### ***Activity 1: Story***

Begin by reading the brief story in which Susie decides to ‘wag’ school (see Handout 5A). The story concludes at the point at which Susie has to decide whether or not to attend school that day. The end of the story is unknown. Ask the students to write 2 or 3 paragraphs in their workbooks, which complete the story. They should decide what Susie chooses to do, and why, and then write about the consequences of Susie’s decision. Included are a few questions in relation to parental and teacher expectations which the students should answer as part of their response.

#### ***Activity 2: Discussion***

Ask for responses to the story. Allow some students to read their paragraphs to the class. Follow with a discussion about the possible consequences for Susie if she continues to ‘wag’, then pose the question as to how the students know what the consequences are of wagging school.

Address such questions as:

- What do you know about the expectations and laws for attendance at school in Australia?
- What do you think you need to know?
- Why are these expectations important for us as a society?
- What are the likely scenarios for students who consistently ‘wag’ school?

### ***Activity 3: Question sheet***

In small groups ask students to complete a quick research project in which they investigate and record the expectations and laws for students attending school in Victoria, or the appropriate state for your school. (See Handout 5B for a suggested question sheet.)

For Victorian schools begin the search at the following website: <[www.education.vic.gov.au/aboutschool/default.htm](http://www.education.vic.gov.au/aboutschool/default.htm)>.

This research project should take place within class time and may require access to the library or computer lab.

### ***Activity 4: Game***

Divide the class into teams of 5 students. Each team has to design 5 questions in relation to the laws and expectations for school attendance in Australia, including expectations specific to their own school. Allocate a particular aspect of the laws and expectations for school attendance to each group to avoid repetition. These questions are then put on cards with the answer on the back.

#### **Example questions:**

- Who is in charge of deciding what the school expectations are in Victoria?
- Name three consequences of not attending school for a secondary student in Australia
- At what age are students allowed to leave school?
- Are parents allowed to choose any school for their child? Explain.
- What are the uniform requirements at our school?
- Can girls wear bracelets in our school?
- What are the rules for the length of boys’ hair in our school?
- May girls wear the hijab in our school?
- What happens to students in our school who are consistently late for school in the morning?

Line up each team and ask the first question. The person who is at the front of each team's line should write the question number, group number and the answer on a piece of paper and put in their team box. It is helpful to have small pieces of coloured paper for the answers, one colour for each team. After answering, the first person goes to the back of the team and the second question is asked to the next team member in line.

One or two students can be asked to count the scores at the end. This creates a sense of anticipation while a discussion takes place about the game.

To conclude, read some of the answers out loud to the class. Address any incorrect answers.

### ***Activity 5: Interview project***

Ask each student to interview someone they know from an older generation. This could be a relative, a family friend or even another teacher at the school. The student should ask questions about the interviewee's experiences of school and their memories of the requirements for school attendance. The interviewee does not need to be from a CALD background, but it will broaden the interview findings if some students are able to interview relatives who were schooled in another country.

Request that students record the information collected. A taped interview is ideal, but notes which are jotted down in response to prepared questions would suffice. As a class, decide on a few questions which everybody should include in their interview, to ensure a certain level of consistency. Students should write these questions in their workbooks for future reference.

### ***Activity 6: Interview project discussion***

A class discussion could follow in which general questions are asked such as:

Who interviewed a person who was schooled in Australia? Abroad?

Who interviewed a person who was schooled over 70 years ago? 60 years ago? 50 years ago? and so on.

Followed by more specific questions such as:

What was different about the way classes were conducted in your interviewee's school?

What did they wear to school? Did they have a photo of themselves as a school student which they showed you?

Did the school expectations for girls and boys differ in any way at this time?

What did your interviewee tell you which surprised you?

Was there anything which they told you which you found a little strange or even funny?

### ***Activity 7: Summary discussion***

How much do the school experiences differ according to the country and the period in time?

Do you think you would have liked to have gone to school then? Why? Why not?

What was positive about schooling in that country? What do you think you would not like about school in that country?

### **Extension activities for Focus question 1**

1. Ask each student to create a Venn diagram which compares the expectations for schooling between Victoria and other countries, both contemporarily and in a previous generation. Present the diagram as a chart which can be posted on the classroom walls.
2. As a class discuss the similarities and differences discovered during the investigation.

Possible questions include:

- Can you suggest possible reasons for the similarities and the differences between various methods of schooling?
  - Identify the potential areas of conflict between generations and suggest ways to resolve them.
  - Identify and explain any gender-related issues.
3. Ask students to finish one of the following statements. (This may be an impromptu activity in which the teacher asks the question, allows time for thought, and then names one student to answer verbally.)

The most interesting thing I discovered about the investigation was ...

I was surprised to find out that ...

I used to think ... but now I think ....

The investigation gave me a much better understanding of the difficulties faced by ...

The investigation made me feel much more grateful that ...

One thing I liked about my interviewee's school was that ...

Display the statements around the classroom or produce a class 'book' which the students include in their workbooks. The teacher could collect statements and collate these as a Word document which could be distributed and pasted in workbooks.

4. Ask the students for ideas about how the school can effectively cater for students from a wide range of backgrounds.

## ASSESSMENT TASK: INVESTIGATION PROJECT

In various groups, or as individuals, investigate the education system in another country. Students may choose the country in which their interview candidate was schooled. Consider such aspects as:

- age for school entry
- age at which most students leave school
- expectations of the education system
- do the students have access to books and stationery?
- is there private and government schooling available?
- are the students schooled separately according to gender?

The presentation should be a PowerPoint presentation and should include pictures. Other resources which enhance the presentation should be included.

Students should include a list of resources and a bibliography. Resources may include newspaper articles, books, information given by family members schooled in another country and the internet.

Websites for various countries have information about the education system. Libraries also have books about particular countries which identify aspects of the education system. Students can also use the information gathered from the interviews, if appropriate. Students should not limit their resources to the internet.

### ***Appropriate websites***

English schools: <[www.woodlands-junior.kent.sch.uk/ourschool](http://www.woodlands-junior.kent.sch.uk/ourschool)>.

Schools in Iraq after Hussein: <[www.usaid.gov/iraq/pdf/AYearInIraq\\_education.pdf](http://www.usaid.gov/iraq/pdf/AYearInIraq_education.pdf)>.

(Note: Presentation of the project may depend on the school resources and student access to the internet, printers and computers.)

Each student should submit a paragraph in which they discuss their individual contribution to the work. The assessment will be based on the written, verbal, research and IT skills which are demonstrated. A consideration will also be given to the endeavours to collect and collate information.

### ***Folder of work***

Students should present a folder of work which incorporates all of the tasks which were completed within this focus question. The folder *should* include:

1. A list of contents.
2. A written transcript of interview.
3. Investigation project work.
4. A brief, concluding statement which encapsulates what the student has learnt throughout the activities. In particular, the student should identify something they learnt from fellow students which debunked an attitude or belief previously held about students from differing backgrounds to their own. This could start with the suggested sentence above, 'I was surprised to find out that ...'
5. Bibliography and list of resources.

The folder *may* include some of the extension tasks.



## HANDOUT 5A: SUSIE'S DECISION

Susie wandered along the road listening to her mp3 player and kicking the stones angrily as she went.

'It just isn't fair!', she screamed out loud. 'Why should I go to school—Mrs K. sucks! She always tells me off for chatting in class and she thinks I am stupid.'

Things at home weren't much good either. Mum had been sick for ages and Dad was always working. Susie remembered how Dad had been furious with her last night for 'wagging' school. 'Whatever,' she had said, but that only seemed to make dad angrier. He was such a stress bag, especially considering she had only missed two days this week. Last week was far worse, she had wagged all five days.

'You will end up like me Susie, unable to read and write properly', Dad had yelled at her after Mrs Joseph had rung him. 'Go to school tomorrow or I will belt your backside.'

Dad wouldn't really belt her backside, he just said that, but Susie knew he would punish her in some way if she wagged today. Still, what was the point of school? It seemed like a waste of time to her. Anyway, who would know if she didn't go? The teachers were all 'dumb as' and no one cared about hopeless Susie the class chatterbox!

She reached the road which led to school and stopped for a moment looking towards the hill where the school oval was. She could go, but then again, what if she just dumped her school bag in the bushes and raced down to the skateboard bowl? It would be so cool and ...

- What are the various alternatives for Susie from this point on?
- Think about the consequences of choosing the different paths.
- Finish the story and tell the reader what happens to Susie.
- What decision does she make and why?
- What are the consequences of her decision?
- What is her father's response to her decision? Why? What is her mother's response? Why? What are her teachers' responses?

- Whose response do you think that Susie would care about the most? Why?
- Who, or what, do you think would influence Susie the most in her decision making—her parents, teachers, future aspirations?

HANDOUT 5B:  
LAWS AND EXPECTATIONS FOR  
SCHOOL ATTENDANCE

***Project: Laws and expectations for school attendance  
in my state***

**Please research and answer the following questions:**

1. At what age do children begin to attend school?

---

---

---

2. At what age are students allowed to choose to leave school?

---

---

---

3. How do parents go about choosing schools for their children?

---

---

---

4. Do children have to attend school every day?

---

---

---

5. What are some of the problems that can arise if children miss too much school?

---

---

---

6. Does every school require the students to wear a uniform? Explain.

---

---

---

7. How do schools communicate with parents on a daily and weekly basis?

---

---

---

8. What can schools do to provide good communication with parents for whom English is not the first language?

---

---

---

HANDOUT 5C:

DIFFERENCES IN EDUCATION SYSTEMS

*Project: What are the differences between education in Australia and \_\_\_\_\_?*

**Please research and answer the following questions. In your chosen country:**

1. What is the entry age to school?

---

---

---

2. At what age do most students leave school? Does this depend on whether you are a girl or a boy?

---

---

---

3. Do the students have access to school books and stationery? Who pays for these resources?

---

---

---

4. Does this country have government and privately run schools?

---

---

---

5. Are there religiously based schools? Explain.

---

---

---

6. Do the students wear a uniform to school? Describe it if you are able.

---

---

---

7. Are there separate boys' and girls' schools? Are students schooled according to their gender or are there coeducational schools and single-sex schools?

---

---

---

8. Are there kindergartens, primary and secondary schools and universities?

---

---

---

9. Is school compulsory in this country?

---

---

---

10. Does this country require aid from other countries in order to run its schooling system?

---

---

---

## ***Focus question 2: In what ways can we engage students and parents at school?***

### ***Activity 1: List***

As a class, list the ways in which parents participate in the school community. This does not have to relate specifically to the students' own parents, but parents in general. Some students may have observed other parents helping with tasks. For example, joining the school council or parents' committee, assisting with special morning teas, attending school concerts, adjudicating at school sporting events, participating in fund-raising or going to school working bees.

The results can be recorded on the board under various headings which relate to the type of activity. Students should then write in their workbooks about the ways in which their own parents participate in school activities, or ways in which they would like them to. Pose questions such as:

- What events do you like to see your parents attending?
- Does this differ from the events your parents like to attend?
- Do you like it when a parent, family member or friend comes to watch you participate in a musical, sporting, drama or debating event?
- If you do not wish your parents to be involved in the school, explain why not.

### ***Activity 2: Letter***

As a class, write a letter to the President of the School Council discussing the data from the class work. Explain what is positive about the current parental participation and how and why participation can be strengthened or improved. Follow contemporary protocol for letter writing. The letter should be given to the President of the School Council with a request that it be presented at a Council meeting. A copy should also be given to the Parents' Association. Request a response from both bodies.

### ***Activity 3: Workbook questions***

What overall effects would there be if parents did not participate in the school? Students could respond to this question in their workbooks either in class or for homework. This could be extended to an imaginative writing activity in which the students describe on an individual basis, a school which is without parental support.

What would it be like?

Describe the background to the lack of parental support.

What are the negative effects upon the students of a lack of parental involvement in the school?

**or**

### **Class story-writing**

Write a story as a class about the school where the ‘parents went on strike’. Students are divided into groups. The teacher has the beginning of the story which is written on the whiteboard or presented as a PowerPoint document. Each group writes a portion of the story as it is passed around the class. If possible, the teacher should add the additional paragraphs into the PowerPoint document, so that the class can read the story as it grows. If not appropriate, read the story from the hard copy in between each group so that the class can hear the development. (See Handout 5D for a possible introduction).

### **Possible areas for parental involvement**

Office, first-aid room, uniform shop, bookshop, Parents’ Association, School Council, celebration days, morning teas, concert preparation, sporting events adjudication (cross-country days, swimming carnival), sporting team coaching, organisation of social events, graduation night help, preparation for religious celebrations.

### **Extension activities for Focus question 2**

1. Put instructions for an activity, in a language other than English, up on an overhead projector. Ask the students to read the instructions and proceed with the activity. Wait for a moment for the students to begin responding to the absurdity of the request before beginning the discussion. Ask:
  - What were the difficulties associated with this task?
  - How could you have worked out what to do if I had insisted that you complete it without further instruction?
  - How did it make you feel when you could not understand the instructions?
2. Focus on the diversity/range of languages spoken in your school, particularly the diversity spoken within the class. In the students’ opinion, how well is information communicated to the school community? Have any of them experienced difficulties with



communication with their families regarding school events or activities? Consider notes, newsletters and signs around the school that are supportive of families which speak languages other than English.

3. Ask student pairs to write down 3 ideas which would enhance school communication with parents from NESB (non-English speaking backgrounds). Then they should write 3 reasons why it is important to maintain effective communication with parents and students.
4. Ask the students to draw a cartoon which they think represents the difficulties associated with communication in the school. A cartoon works well with this activity as the progress of the communication can be demonstrated. Students should be asked to show the resolution in the cartoon.

For students for whom drawing a cartoon is a bit challenging, give them the alternative of a chart, diagram or small written scene which they devise.

## HANDOUT 5D: PARENTS ON STRIKE

Year 10W had just finished their written work when the bell went.

‘Recess time 10W’, called Mr Johnson, ‘the canteen is currently inoperable so please remember to get food and drink from your bags before heading out to the grounds.’

‘Oh no’, Mayur muttered, ‘I forgot. Now I am going to starve.’

‘Yer’, a few students responded, ‘same here, it really sucks.’

The canteen had been shut for a few days now, with no sign of being reopened.

Tim walked towards the office to collect his mobile phone which had been confiscated yesterday. On arrival he saw a sign: *Office shut for 20 minutes for morning tea. No parent helper available.* Mayur snarled at the sign and stalked off. It really was too much, this lack of parental help in the school.

‘I wonder what the next disaster will be today’, he mumbled as he ran up the corridor banging into Suyi as he went.

‘Oh you idiot Mayur’, Suyi cried, ‘You’ve bashed my eye with your stupid cricket bat!’

***Focus question 3: What are our expectations for ourselves?  
How do these differ from those of our parents and teachers?***

***Activity 4: Discussion***

- Discuss the students' varying expectations for themselves both at school and within the community. Ask whether these expectations differ from the expectations of their parents. In what ways do these vary?
- Are there particular expectations in relation to gender which cause conflict between students and parents?
- What are the influences which create these differences? Were some of the parents educated in a different manner to the way in which the students are being educated?
- Is it possible to find a balance between what the students want to do and what the parents want them to do?
- Do some students feel that their parents do not understand them?
- Do the teachers have expectations which align with the students' expectations?

Allow time after this discussion for the students to write brief responses in their workbooks.

***Activity 5: Snapshot reading***

Give the students Handout 5E and ask them to read through the 'snapshots'. Divide the students into pairs and delegate each group to a particular snapshot. Each group reads through the snapshot out loud and then discusses the following questions.

- What is the student in the snapshot talking about?
- What do you think has happened prior to this comment?
- Is this scenario gender-specific?
- What cultural background do you think they have? Why?

Reconvene as a class and discuss the responses. Ask some of the students to read through the snapshots. Following this, pose the following questions:

- Are these scenarios culturally specific or are they applicable to students from any background?
- Were some of these scenarios similar to some of the stories told in the first discussion session?

### ***Activity 6: Play***

Use one of the student snapshots found on Handout 5E. The students speaking were all girls, however, what they said could be adapted for a boy.

Divide the class into groups based on gender.

#### **Girls**

The groups of girls should each be allocated a snapshot to work with. The group then devises a 4-minute play which they build around the snapshot. The snapshot could serve as the introduction or conclusion to the scene. Invent characters such as the mother, father, siblings or friends and write a short scene which links to the situation the snapshot student is discussing. The scene may give a varying point of view which illuminates the complexity of the situation. The scene should be performed in class and discussed.

#### **Boys**

Each group of boys should be allocated a snapshot which they then rewrite based on the possible experience of a boy. The group has to devise one new character who responds to what is being said in the rewritten snapshot. The new snapshot should be performed in class.

#### **Expectations for role-plays**

With both role-plays, it should be emphasised that the invented characters may agree or disagree with what the student in the snapshot has said. New characters could throw light on the student's comments, or increase the complexity of the issue by presenting another perspective. Also, the snapshot itself does not necessarily have to be included in the scene, it may simply be a stimulus for the scene.

EXTENSION TOPIC:  
ALTERNATIVE PATHWAYS  
ALTERNATIVE SUCCESS STORIES

***Learning pathways: What is a learning pathway?***

Ask the students to read Handout 5F.

**Draft plan**

Ask the students to map out the path they have taken so far in their formal and informal learning, skill development and social development. This should include their involvement in activities such as sport, music, scouts/guides, religious activities, community groups and voluntary work. It should also include their involvement in extracurricular activities and voluntary work for the school.

The students should identify the areas in which they have developed significant skills. They should also identify areas in which they would like to develop their skills. Be sure to tell the students that they need to leave room on the pathway for further inclusions.

**Extend the plan**

The Victorian Department of Education and Training has some very useful material on its website to assist students in developing personal learning pathways.

Ask the students to use the following websites to do more research on their personal pathway for training and education.

### ***Further sources of information for pathways***

[www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au)

[www.education.vic.gov.au/sensecyouth/careertrans/teacherresources/default.htm#9](http://www.education.vic.gov.au/sensecyouth/careertrans/teacherresources/default.htm#9)

[www.youthcentral.vic.gov.au/?ref=neo](http://www.youthcentral.vic.gov.au/?ref=neo)

[www.youthjobs.com.au](http://www.youthjobs.com.au)

Where to now?

[www.vcaa.vic.edu.au/vce/publications/WhereToNow/wheretownow-frontpage.htm](http://www.vcaa.vic.edu.au/vce/publications/WhereToNow/wheretownow-frontpage.htm)

### **Extend the pathway**

Ask the students to extend their personal learning pathway plan into the future. What skills do they think they should develop so that they can pursue their goals, both personal and career-related? How do they intend to go about this development?

### **Personal learning pathway**

The students should create and present a personal learning pathway. The pathway should be presented as a poster which can be discussed in class.

### ***Assessment task: Pathway presentation***

All students should present their pathways in class. Students should ‘speak to’ their posters. Class members should respond with comments and suggestions about possible avenues for information and further skill development.

**Note:** This should be a Pass Grade only task.

### ***Further sources of information***

School careers advisor

Job Guide – in print or online at <http://jobguide.dest.gov.au>.

TAFE handbooks and websites

University prospectuses, handbooks and websites

Career Reference Centre resources

## HANDOUT 5E: STUDENT SNAPSHOTS

### *Student snapshot 1*

FEMALE STUDENT: My mum, she expects me to be in university.

FEMALE STUDENT: Our parents think we should all get married and have kids ...

FEMALE STUDENT: I know. Join the club!

FEMALE STUDENT: I go to school because my mum expects me to go to university ...

FEMALE STUDENT: First thing my mum tells me, 'At your age I had two kids ...'

FEMALE STUDENT: They couldn't go to university, why should I go to university?

FEMALE STUDENT: I'm lucky I have to go to university.

FEMALE STUDENT: I'm not going to be like my parents.

FEMALE STUDENT: My dad thinks I'm going to be a lawyer.

FEMALE STUDENT: They just don't want us to turn out like them, because they didn't go to school for very long and they don't have university.

FEMALE STUDENT: My mum didn't do university, and she didn't do Year 12, but she expects me to do it.

FEMALE STUDENT: My mum didn't even go to school ...

FEMALE STUDENT: My mum always tells me I'm lucky I go to school ...

FEMALE STUDENT: From my mum, she wants me to go to school, go to university, have kids and this and that, but what happens if ... sometimes I don't like that.

FEMALE STUDENT: For what I wanna be, I have to go to university and the police academy ...

### *Student snapshot 2*

FEMALE STUDENT: My father wants me to be something good because he never got to be. He wants me to be better than him ... but I think because I'm the oldest of five children, like it's really hard ... I have

expectations at home, firstly, I have to set an example, and at school. So that's even harder.

### ***Student snapshot 3***

FEMALE STUDENT: Well, because our parents come from a traditional background, and they still carry with them the traditional values, they want, like, their kids to become ... to carry those values as well, but like they don't realise it's hard for us 'cause we're living in a modern society ... and we adapt to these ... modern values that happen every day, and they ... feel that by us living here ... we're not adopting their traditional ways, that they're not really pleased with us. But, you know, they think it's easy for us to go back to the old days, like the old generation, but now we're living in a modern society with modern values so they don't really understand that ... For example, like back in those days, it wasn't right for a girl to play sport, as in for a girl to run around. Usually, back in those days, a girl had to settle down, learn how to become a housewife, before she reaches a certain age, get married and that, but now, these days, sport has become, you know, for women and men and parents still think that ... for a girl to go play a sport, like, they shouldn't focus on that running around and stuff ...

FEMALE STUDENT: And getting married at young ages.

FEMALE STUDENT: And having kids, and cooking and cleaning ...

FEMALE STUDENT: Now we got choices and stuff.

### ***Student snapshot 4***

FEMALE STUDENT: I wouldn't mind, like, balancing out the modern values and the traditional values. I reckon that they're perfectly fine, but like, for us to full-on follow their way and how they were and everything, like it's hard 'cause we're living in a modern society now.

### ***Student snapshot 5***

FEMALE STUDENT: Like um, see how she said that most parents now want their children to get married young and cook and clean, for example, my family are nothing like that, like they're studying and that kind of stuff, and not getting married young. So it's our choice when we want to get married.

### ***Student snapshot 6***



FEMALE STUDENT: The expectations of me at home are very high; Mum and my little brother are always sick and I do a lot of the stuff besides cooking and laundry. I agree with them but not at the age that I have to start because my mum started going into hospital when I was twelve.

### ***Student snapshot 7***

FEMALE STUDENT: My expectations at home are to take care of my little brother and my little sister and also to respect my parents and sometimes to be like my older sister.

### ***Student snapshot 8***

FEMALE STUDENT: The expectations of me at home are to become a successful, young, respectable, Muslim girl. These expectations are made because I'm the only girl and as an Arab in our culture the girl is always the one to go to school.

### ***Student snapshot 9***

FEMALE STUDENT: My expectations at home are to be good at school and to be like my sister, which is an older sister, because she used to come to the same school that I did and she got so many good reports and good things from teachers that my parents are kind of hoping that I'll get that too seeing that I'm the youngest.

### ***Student snapshot 10***

FEMALE STUDENT: I have a sick brother at home so I have to look after my little brothers and sisters but now I'm the oldest, my sister's overseas. It's fair for me because I'm old enough but what's not fair for me is that I don't get to go out very much.

### ***Student snapshot 11***

FEMALE STUDENT: Not to swear, you know to be nice to my brothers and sisters and that. And I reckon that is fair because you know they're your brothers and sisters and you have to encourage them to do stuff. You know you get happy when you see them achieve something, like when you see your brothers and sisters graduate or something.<sup>21</sup>

---

21 See: <[www.teachingdiversity.org.au/Theme2/student1.php](http://www.teachingdiversity.org.au/Theme2/student1.php)>.

## HANDOUT 5F: LEARNING PATHWAYS

---

### *What is a learning pathway?*

Your learning pathway is the way you navigate your formal and informal learning, skill development and life experiences through the links between education and training, and community and personal life.

There are many learning pathways you can take on your way to any employment destination and yours will be unique to you. Your learning pathway may consist of employment-based training, such as an Australian Apprenticeship (known as a traineeship or apprenticeship in some States and Territories), volunteering, entry-level work, further study and job advancement. Your learning pathway may cover courses provided by schools, Technical and Further Education (TAFE) institutes or other Registered Training Organisations (RTOs), universities, and Adult and Community Education (ACE) providers. Increasingly, courses provided by these sectors are designed to allow for the transfer of credits for study undertaken in another sector. For example, many people undertake courses at TAFE prior to studying at university and gain credits that reduce the length of university study. As demand for lifelong learning grows, there are increasing opportunities to move easily from sector to sector in support of your learning and employment pathways.<sup>22</sup>

---

<sup>22</sup> See: <[www.education.vic.gov.au](http://www.education.vic.gov.au)>.

## Unit 6: Developing positive relationships at school

### VELS CHART: UNIT 6

Strand	Domain/ dimension	Relationship to standards
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams ... work ... with the strengths of a team ... achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... They evaluate their own behaviour in relationships and identify potential conflict and employ strategies to avoid and/or resolve it.

Strand	Domain/ dimension	Relationship to standards
	Personal learning <i>The individual learner</i>	Students work independently to implement a range of strategies to maximise their learning ... monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them ... seek and respond to feedback from peers, teachers ... evaluate the effectiveness of their learning strategies ... identify their interests, strengths and weaknesses ... determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.
	Civics and citizenship <i>Community engagement</i>	Students contest, where appropriate, the opinions of others.
Discipline-based learning	English <i>Writing</i>	Write ... cohesive narratives ... that develop a resolution ... select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information ... compose a range of other texts ... plan and deliver presentations.

Strand	Domain/ dimension	Relationship to standards
	Humanities History <i>Historical reasoning and interpretation</i>	In their presentations they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations ... draw on a range of strategies to ... present spoken texts ... combining spoken and written texts, and presenting complex issues of information imaginatively to interest an audience.
The Arts	Drama <i>Creating and making</i>	... apply decision-making skills to find the most effective way to implement ideas ... create and make art works devised from a range of stimuli ... vary the content ... form of their art works [role-plays] to suit a range of purposes, contexts, audiences ... and demonstrate technical competence in the use of skills, techniques and processes.
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	Students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	<i>Presenting</i>	They use subject-specific language and conventions in accordance with the purpose of their presentation ... they provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.
	<i>Creativity</i>	Students ... apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex issues.
	<i>Reflection, evaluation and metacognition</i>	When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own minds and others' thinking and analyse alternative perspectives and perceptions.

## FOCUS QUESTIONS

1. What are some effective strategies for successful communication and social relationships at school?
2. Do relationships differ within a multicultural context?
3. Does our behaviour need to alter in a multicultural setting?

***Focus question 1: What are some effective strategies for successful communication and social relationships at school?***

### ***Activity 1: About me***

The teacher begins by completing the following questions about himself/herself. The questions are posted on the board or overhead projector.

*One thing I like about this school is ...*

*Three things that are important to me are ...*

*I can describe myself in 5 adjectives which are ...*

### ***Activity 2: Pair work***

Divide students into pairs. This needs to be considered carefully to avoid any discomfort for the students when answering the questions. Ask the students to introduce themselves to each other, even if they know the other student already. Each student completes the above statements while the other student listens.

The 'listening student' remembers one of the answers and writes it down with the question.

### ***Activity 3: Sharing***

Reassemble as a class and ask for the slips of paper with the responses. The teacher reads out some of the answers and invites discussion. **If possible, no students should be identified throughout this process.**

- Without identifying anybody individually, can you tell who the student is just by listening to the answers?
- If you think you know who it is, what is it that leads you to that conclusion? (Encourage a discussion about meeting people and getting to know them.)
- Do any of the responses reveal the student's gender or cultural background? Why? Why not?
- Do you think we are honest about ourselves when we answer questions such as these?

### ***Activity 4: How do we develop friendships?***

Discuss the process by which we make friends. Encourage conversation around the following questions:

- What often happens when we first meet someone?
- Are there processes of introduction and behaviour which we learn in Australian society?
- How do we gain a first impression of someone?
- What assumptions do we make initially based on another person's appearance?
- Are these assumptions necessarily correct?
- How do you develop a friendship with another person after the initial meeting?
- What is different about the manner in which you behave towards a teacher and a fellow student? If it is different, why is it different?

### ***Activity 5: Role-playing***

The students should divide into their pairs again. Allocate each group a card with 'healthy relationship' or 'unhealthy relationship' written on it and two characters which they choose from Handout 6A. Ask the students to create a role-play in which they demonstrate an example of a healthy or unhealthy relationship, using the scenario as the basis. The role-play should last no longer than two minutes.

After the role-plays have been presented the class should discuss:



- who the people were: student/teacher/parents;
- give a summary of what happened in the role-play;
- analyse whether the relationship was healthy or unhealthy;
- consider what factors influenced the healthy relationship;
- consider how the unhealthy relationship could be improved.

### ***Activity 6: Pass the ‘conch’***

Explain that the class is going to carry out an activity called ‘pass the conch’ which is a reference to the book *Lord of the Flies*, by William Golding. In the story, a group of boys are stranded on an island. Part of their process of communication is to use a large shell as a means by which each boy can speak at meetings. If you have the conch, then you can speak.

A large shell may be hard to find, so use something appropriate such as a small bean bag which will not break and can be thrown to another student without risk of injury.

Explain that you will read a snapshot (Handout 6B) with the help of some of the students. When you have finished you will make a statement or ask a question. The first student to put up their hand gets the conch and can respond to the statement or question. If you wish to speak next you must use the name of the student who has the conch and say ‘please pass the conch’.

**Note:** Make it clear that the statements you, as the teacher, will make are not necessarily your own opinion. Sometimes the statements may be quite controversial, prejudiced or insensitive. The classroom environment needs to be comfortable and trusting for this activity to work.

#### **Read snapshot 1**

INTERVIEWER: Do you rely on school for your close relationships?

MALE STUDENT: Yeah, I depend on the people here at school. They’re always here.

FEMALE STUDENT: It depends on the student ... But I find that it’s more about the socialising. People come here for friends. But it really depends on the person.

#### **Teacher statement**

*Students should not mix with their school friends outside of school hours.*

Ask students to respond to your statement using the conch as described above.

## Read snapshot 2

INTERVIEWER: Are your friends mainly from the same background as you?

FEMALE STUDENT: No.

FEMALE STUDENT: Not really.

FEMALE STUDENT: No, no.

FEMALE STUDENT: We've got some Australian friends and that and they keep on asking questions like ...

FEMALE STUDENT: They'll like to know, they're our friends.

FEMALE STUDENT: ... yeah they always ask, oh, do you have to wear that scarf? Or, what happens if ... 'cause like now it's Ramadan right and they're asking lots of questions, pestering us, like ... really can you eat now? Can you drink water? Oh, can you do this? ... can you do that?

FEMALE STUDENT: They should know, someone should have told them and stuff.

FEMALE STUDENT: No, it's alright, I like it when like people ask me, I like telling them. Like if they ask about the religion, I like telling them ...

## Teacher statements

*Students should only be friends with students from the same cultural background as themselves.*

*All students from every background should know everything about all cultures.*

*It is not fair to be asked questions at school by my friends about my religion or cultural background. My religion and cultural background are private and their questions are rude.*

After each statement, do the conch activity.

## Read snapshot 3

FEMALE STUDENT: The place that I feel the most comfortable is probably at school because that's where I scream, shout, do everything I usually do normally and no-one's got a problem with it and if they do they'll just come out and say it which is really nice to know that they're honest with me.

*(Non-Arabic students at other schools are comfortable at school, but their comfort is lessened when they are excluded by use of languages other than English.)*

INTERVIEWER: So what do you think about being in a school and living in communities that have a large Arabic background population?

STUDENT: I think it's groovy but I wish they wouldn't talk in their own language a lot.

*(This comment brought a chorus of support from others who noted it happened all the time, that it was rude and that they were left unsure if they were being talked about. And this has implications for the school in fostering positive relationships.)*

INTERVIEWER: So do you have many friends from Arabic backgrounds?

STUDENT: Yeah.

STUDENT: Yeah, we do. Not a heap. It's just that I don't like it when they talk in their own language. I mean, yeah it's fine if they talk in their own language when they're by themselves, or when it doesn't concern me, but, yeah, when you're sitting in a group and all of a sudden they'll go off and talk to someone else, it's like, are you talking about me?

### **Teacher statements**

*Students from Arabic and Asian backgrounds should speak English at school at all times.*

*Anglo students can never fit in with students from Arabic and Asian backgrounds at school.*

Follow with the conch activity.

### **Read snapshots 4, 5 and 6**

STUDENT 4: I feel comfortable when I'm with my family, with my friends, at school, at home, but the least comfortable I am is when I'm with people that I don't know. If there's a group I don't know, I just walk away.

STUDENT 5: I feel most comfortable at home and at school with my friends when we go out because I can be myself even though I have expectations at home they don't take over my life or anything.

STUDENT 6: Where I feel comfortable is around my family, school, friends. I feel very comfortable because they know who I am and how I act around them.

### **Teacher statement**

*Where do you feel most comfortable?*

Follow with the conch activity.

### **Activity 7: Follow-up discussion**

After this activity, discuss any statements with which any of the students were uncomfortable.

Were any of the statements prejudiced, insensitive or controversial? Why?

Did anyone wish to get the ‘conch’ and speak, but didn’t get the chance?

Were there problems with people being rude or greedy with the ‘conch’?

How do we solve these communication issues?

The snapshots read throughout this exercise are taken from Hand-out 6B.

### ***Activity 8: Role-play in a multicultural context***

Complete the same role-play activity which took place earlier in the lesson, however, specify that the role-plays need to demonstrate the types of healthy and unhealthy relationships which can develop in a multicultural school context.

In this role-play the students should be allowed to develop their own scenarios and characters, however, the teacher should check on each pair to ensure that a range of characters will be presented. The teacher should allocate the healthy and unhealthy cards to ensure an even number of each.

Following the presentation, pose the following questions:

- How did those role-plays differ from the first role-plays?
- Were there more, or less, unhealthy relationships than in the first presentation?
- Were there more, or less, healthy relationships than in the first presentation?
- How could the unhealthy relationships be improved?
- What factors may have influenced the development of the unhealthy relationships?
- What process could a school take to encourage the development of healthy relationships within both the student and teacher body?

## ASSESSMENT TASK: DIGA EXERCISE

Conclude with a DIGA exercise which the students complete in their workbooks. A DIGA exercise is one in which the students *Describe, Interpret, Generalise, Apply*. It is designed to create a deeper sense of reflection on a topic, skill or exercise.

For further information on DIGA exercises go to: <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm)>.

In relation to the role-plays, the students should respond in writing to the following questions:

- What happened in the learning activity?
- What did this mean to you?
- Why did we do it?
- What did I learn from this?
- How will this affect my future learning?
- How can I apply what I have learned to another context such as the schoolyard or out-of-school activities?
- How can I use this learning in another subject?
- How can I use this to improve my skills in communicating with others and developing healthy relationships?

## HANDOUT 6A: HEALTHY AND UNHEALTHY RELATIONSHIPS

---

1. Teacher and student in classroom.
2. Teacher and student in the school grounds.
3. Teacher and teacher.
4. Parent and child.
5. Student and student.
6. Parent and teacher.
7. Canteen manager and student from NESB (non-English speaking background).
8. Butcher and customer.
9. Two car drivers.
10. Year 12 student and Year 7 student.
11. Older sister/brother and younger sister/brother.
12. Two Year 9/10 students, one a boy, one a girl.
13. Two Year 9/10 boys.
14. Two Year 9/10 girls.
15. A current student and a new student to the school—they are from differing cultural backgrounds.

## HANDOUT 6B: STUDENT SNAPSHOTS

### *Student snapshot 1*

INTERVIEWER: Do you rely on school for your close relationships?

MALE STUDENT: Yeah, I depend on the people here at school. They're always here.

FEMALE STUDENT: It depends on the student ... But I find that it's more about the socialising. People come here for friends. But it really depends on the person.

### *Student snapshot 2*

INTERVIEWER: Are your friends mainly from the same background as you?

FEMALE STUDENT: No.

FEMALE STUDENT: Not really.

FEMALE STUDENT: No, no.

FEMALE STUDENT: We've got some Australian friends and that and they keep on asking questions like ...

FEMALE STUDENT: They'll like to know, they're our friends.

FEMALE STUDENT: ... yeah they always ask, oh, do you have to wear that scarf? Or, what happens if you, um, 'cause like now it's Ramadan right and they're asking lots of questions, pestering us, like um, really can you eat now? Can you drink water? Oh, can you do this? Oh, can you do that?

FEMALE STUDENT: They should know, someone should have told them and stuff.

FEMALE STUDENT: No, it's alright, I like it when like people ask me, I like telling them. Like if they ask about the religion, I like telling them ...

FEMALE STUDENT: I like when they ask, it's good.

### ***Student snapshot 3***

The cultural make-up of the school environment can have considerable influence on how comfortable students feel at school. As the excerpts from Moreland City College's Culture Club video below show, many students from Arabic-speaking backgrounds say they feel very comfortable at school which contrasts sharply with comments from a student with an Anglo-Australian background: 'The place I feel least comfortable, like very uncomfortable, I would have to say is school. I stand out like a stick in mud for the simple fact that I have blond hair, blue eyes and the majority of my school has like a different ethnic background. The majority of them are Lebanese, Turkish. I'm one of the very few Australians that do come to this school.'

FEMALE STUDENT: The place that I feel the most comfortable is probably at school because that's where I scream, shout, do everything I usually do normally and no-one's got a problem with it and if they do they'll just come out and say it which is really nice to know that they're honest with me.

*(Non-Arabic students at other schools are comfortable at school, but their comfort is lessened when they are excluded by use of languages other than English.)*

INTERVIEWER: So what do you think about being in a school and living in communities that have a large Arabic background population?

STUDENT: I think it's groovy but I wish they wouldn't talk in their own language a lot.

*This comment brought a chorus of support from others who noted it happened all the time, that it was rude and that they were left unsure if they were being talked about. And this has implications for the school in fostering positive relationships*

INTERVIEWER: So do you have many friends from Arabic backgrounds?

STUDENT: Yeah.

STUDENT: Yeah, we do. Not a heap. It's just that I don't like it when they talk in their own language. I mean, yeah it's fine if they talk in their own language when they're by themselves, or when it doesn't concern me, but, yeah, when you're sitting in a group and all of a sudden they'll go off and talk to someone else, it's like, are you talking about me?



***Student snapshot 4***

FEMALE STUDENT: I feel comfortable when I'm with my family, with my friends, at school, at home, but the least comfortable I am is when I'm with people that I don't know. If there's a group I don't know, I just walk away.

***Student snapshot 5***

FEMALE STUDENT: I feel most comfortable at home and at school with my friends when we go out because I can be myself even though I have expectations at home they don't take over my life or anything.

***Student snapshot 6***

FEMALE STUDENT: Where I feel comfortable is around my family, school, friends. I feel very comfortable because they know who I am and how I act around them. And where I don't feel comfortable is around a crowd that I don't know.<sup>23</sup>

---

23 See: <[www.teachingdiversity.org.au/Theme3/student1.php](http://www.teachingdiversity.org.au/Theme3/student1.php)>.

***Focus question 2: Do relationships differ within a multicultural context?***

***Focus question 3: Does our behaviour need to alter in a multicultural context?***

Prior to this unit, the teacher needs to ascertain whether or not the students have completed **Module 1, Unit 2, Focus question 1, ‘What is multiculturalism?’**.

If Module 1 was not completed prior to this unit, the following introductory activity could take place to help students.

***Revision activity: Multiculturalism (from Module 1, Unit 2)***

‘Multiculturalism’ is a much-used word that has a range of meanings associated with it. It can be used as:

- A word that describes the make-up of a particular society (the demographics).
- A word that describes a particular set of values and norms (such as respect, tolerance and equality of opportunity for all people in the community).
- A word that describes a government policy or policies which seek to support community harmony in a culturally diverse society.

Write the term ‘multiculturalism’ on the board. Ask students in pairs to write down their understanding of the meanings of this word. Write their key understandings on the board.

Provide students with a copy of Handout 2A from Unit 2. Explain that they are some views of students their own age about multiculturalism. Read the handout with the students:

Ask students to discuss the following:

- Student 5 says that ‘everybody in Australia is a foreigner of some sort and none of us owns this country’. What does this mean and do you agree?
- The students talk a lot about the values and attitudes that are important in a multicultural classroom. Write a list of these values and attitudes and discuss how they might affect the learning environment for students.
- What are the advantages and disadvantages of a multicultural classroom?

- The students identify the value of ‘respect’ as a key value which is important in a multicultural society. Explain what this value means **in action**: in the family, at school, in the community and in Australia.

Have students write in their workbooks on the meaning of multiculturalism and the values that support a multicultural society.

### ***Activity 9: ‘Box’ definition***

Revise the definition of multiculturalism. Divide the students into small groups and ask them to define a multicultural setting. Tell the group that one person needs to be named as the group representative to report back to the class.

Ask a representative from each group to write on the board in a box their group’s definition of a multicultural setting. Each box should be positioned on the outer rim of the board, leaving a blank box in the middle. By the end of this there should be 5 or 6 separate definitions on the board.

Discuss the definitions, and then as a class come up with a new definition which encapsulates the tone of the group definitions. Write this definition in the blank middle box.

Students should copy the definition into their workbooks.

### ***Activity 10: Group exploration***

Ask students to divide into the same groups to discuss and record what particular needs students might have in a multicultural setting. Ask the group to delegate another person to be the group representative this time.

The representatives report back to the whole class and the needs are written on the board. After a discussion about these needs, pose the following questions:

- How do these needs differ from the needs of students in a non-multicultural setting?
- Is there such a thing as a non-multicultural school in Australia?

### ***Activity 11: Discussion***

- Is our school a multicultural setting? Why? Why not?
- If it is, ask the students to rate on a 1–10 scale whether the school meets the type of needs listed.

- What changes should the school make?
- How can students work towards making these changes?
- How can parents work towards these changes?

***Activity 12: Written task***

Ask the students to respond to the following question in their workbooks:

- Are there particular aspects of a multicultural school which hinder or assist the development of healthy relationships among students, and between students and teachers?

***Activity 13: Review and summation***

Review all that has been discussed and explored within this unit. Specifically readdress the idea of healthy and unhealthy relationships.

## ASSESSMENT TASK: MULTICULTURAL SETTING

Ask students to write a piece which addresses the following questions:

- Do our relationships with others develop differently in a multicultural setting?
- Does our behaviour towards others need to alter in a multicultural setting?
- Are friendships with others as important in a multicultural setting as a monocultural setting?
- Describe a situation at school in which you were involved or observed in which an unhealthy relationship developed. Did this situation arise because of the multicultural setting, or could such an unhealthy relationship have arisen in any setting?

# Unit 7: Curriculum, school and culture

## VELS CHART: UNIT 7

Strand	Domain/ dimension	Relationship to standards
Physical, personal and social learning	Health and physical education <i>Health knowledge and promotion</i>	Students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.
	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... They evaluate their own behaviour in relationships and identify potential conflict and employ strategies to avoid and/or resolve it.
Discipline-based learning	English (one of the options for the creative section is to write a short story or piece) <i>Writing</i>	Students ... write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people ... events, ideas and information.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	<i>Speaking and listening</i>	<p>When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.</p> <p>They draw on a range of strategies ... to present spoken texts ... combining spoken and visual texts, and presenting complex issues of information imaginatively to interest an audience.</p>
	Humanities History <i>Historical reasoning and interpretation</i>	Students demonstrate an understanding of cultural influences on the ways people behave.



<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	<p>The Arts (Could be visual arts, music or drama depending on which activity the students choose for the extension activity)</p>	<p>Students apply decision-making skills to find the most effective way to implement ideas, design, create and make art works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities ... they apply their knowledge and understanding to design, create and produce art works ... they effectively use a range of traditional and contemporary media, materials and equipment and technologies.</p>
	<p>Science (May be incorporated if the student chooses science as the subject they wish to explore in the research activity and speech)</p>	<p>Year 9 National Statement of Learning for Science: Elaborations: ... they appreciate that people of diverse cultures have contributed to and shaped the development of science.</p>

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	Students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.
	<i>Presenting</i>	... select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation ... they provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

<b>Strand</b>	<b>Domain/ dimension</b>	<b>Relationship to standards</b>
	<i>Creativity</i>	They apply selectively a range of creative-thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex issues.
	<i>Reflection, evaluation and metacognition</i>	When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own minds and others' thinking and analyse alternative perspectives and perceptions.

## FOCUS QUESTIONS

1. What is a drugs policy and how does it function?
2. Do attitudes towards illicit drugs and relationships vary within cultures?
3. What is the availability of information about drugs for people from CALD backgrounds?
4. How much do we know about other religions?
5. In Australia, what are our attitudes towards the various religions?
6. How do we learn how to learn in a different culture?
7. What are the values of other cultures?

### ***Background: Drugs***

The Department of Education drug education program sits within the Student Learning Division. The drug education program implements and reviews ongoing, effective drug education in all Victorian schools based on a harm minimisation approach. The program recognises the need to deliver culturally appropriate, targeted and responsive drug education that addresses local needs, values and priorities.

Most schools have already developed a whole-school policy to drug education and the following student activities involve familiarity and evaluation of that policy.

For further information about the drug education program see: [www.education.vic.gov.au/studentlearning/programs/drugeducation/default.htm](http://www.education.vic.gov.au/studentlearning/programs/drugeducation/default.htm).

The Australian Drug Foundation Drug Info Clearing House also offers multicultural resources that teachers can download. [www.druginfo.adf.org.au/multicultural](http://www.druginfo.adf.org.au/multicultural).

## ***Focus question 1: What is a drugs policy and how does it function?***

### ***Activity 1: Exploration***

Secure a copy of your school's Drug Education Policy. If your school does not have one, access one from another school or search for one on the internet.

Ask the students:

- Did you know that the school has a drugs policy?
- Do you know where you can access this policy?
- What is a policy?

The last question can be the lead into the following group activity.

The Victorian Department of Education and Early Childhood Development has information about drug policies and their implementation. Students may be interested to read about the government's attitude towards drugs in schools at <[www.education.vic.gov.au/default.htm](http://www.education.vic.gov.au/default.htm)>.

### ***Activity 2: Evaluation***

Working in small groups (comprising different genders and cultural groups) ask students to read through the policy. Depending on the policy length and complexity, you may need to allocate certain sections to individual groups.

Ask students to consider the following questions:

- What is being said in this policy, or your group's section of the policy?
- What is the overall policy trying to achieve?
- Why is it important that students are taught about drugs?
- Should all schools have a drugs policy?
- What parts of the policy do you think are valuable? Are there some ideas that you would like to see included?
- What changes would you like to see made?
- How relevant is the policy to the school and its student body?
- How practical is the policy?

The answers should be written up in PowerPoint, if your classroom and facilities allow for this. The students may include pictures, charts or diagrams as applicable. Ask each group to present their work to the class.

The class should evaluate the group presentations based on the criteria presented in Handout 7C, or in a manner appropriate to the particular class.

***Focus question 2: Do attitudes towards illicit and legal drugs and relationships vary within cultures?***

Turn to Handout 7A, and examine the cartoon by Nicholson of the conversation in the Muslim bookstore. Ask the students:

- Is the cartoon funny?
- Why is it funny/not funny?
- What is the cartoonist saying? What irony is he using?
- Is the cartoon accurate?
- Is the cartoon a stereotype? (Unit 4 has focus questions regarding stereotypes).

***Activity 3: Questions***

Distribute Handout 7B and allow a few minutes for silent thought. Ensure the students that their answers **do not** have to be written down, they are just for silent consideration.

These questions raise some sensitive issues and may be best left as quiet reflection questions. However, if the class is comfortable and trusting, then some students may wish to give their responses to questions **which the teacher chooses**, as part of a general discussion. The rule, ‘whatever is said in class, stays in class’, must apply. Also, concepts of **respect, confidentiality** and **responsibility** must be adhered to.

This handout is designed to stimulate thought for the following activities.

***Activity 4: Cultural attitudes towards drugs***

Ask the students to pool information about different attitudes towards drugs and relationships in other cultures. This may be information that they have learned through their parents or families, via conversations with students from CALD (culturally and linguistically diverse) backgrounds, or attitudes they are aware of through the media.

Discuss the responses and ascertain whether or not the students think that attitudes towards drugs and relationships do vary among cultures. If the students think this is true, divide them into groups and ask them to consider whether school policies should recognise that diverse cultures have different perspectives on drug and relationship education.

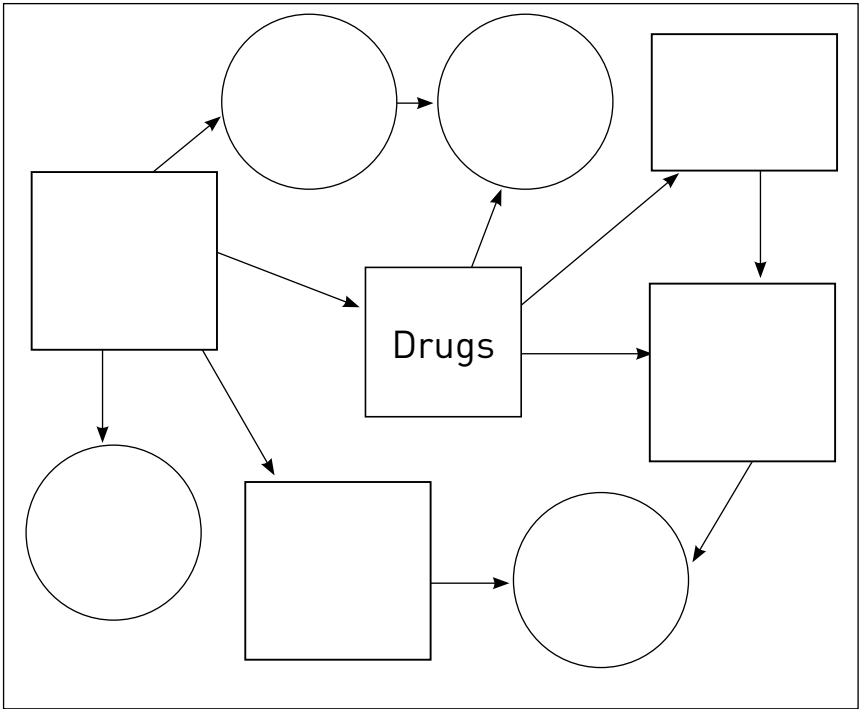
**Activity 5: Webs**

Give each group a piece of large white card to draw on. Allocate each group ‘illicit drugs’, ‘legal drugs’ or ‘relationships’. Discuss the difference between the two types of drugs to ensure that all students understand.

In the centre of the card the students write their subject ‘legal drugs’ ‘illicit drugs’ or ‘relationships’. Drawing on the information gathered in the previous activity, and the experience of the differing cultural backgrounds of the students, ask the students to place their ideas, questions and findings in shapes around the centre box.

This should include statements which reflect the possible differences which can occur between cultures in relation to the topic. To highlight the differences, ask the students to colour in the boxes or squares to indicate an attitude of a particular culture. For example, red for Lebanese, blue for ‘Aussie’, green for Irish, yellow for Sudanese, and so on.

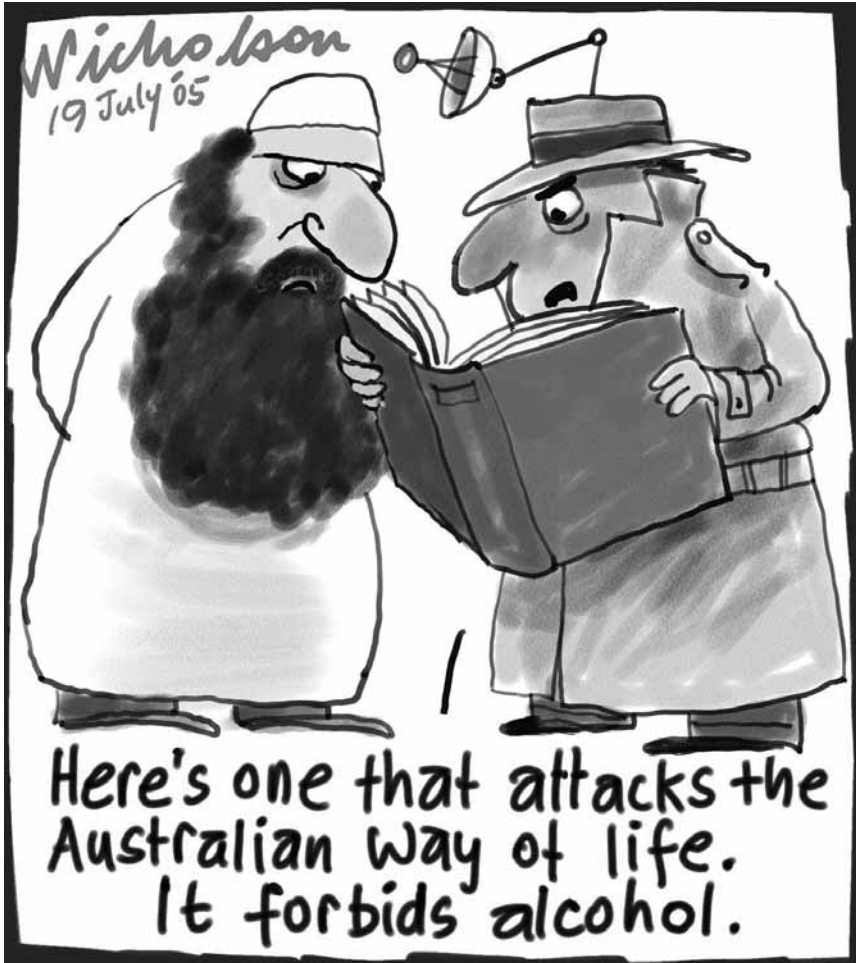
Finally, connections, links or statements should be made which connect the shapes. The final product looks rather like a ‘web’.<sup>24</sup>



<sup>24</sup> The web concept was sourced at the Victorian Department of Education and Early Childhood Development site: <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/)>.

HANDOUT 7A:  
LEGAL DRUGS CARTOON

Source: Nicholson, *Australian* newspaper, <[www.nicholsoncartoons.com.au](http://www.nicholsoncartoons.com.au)>.





## HANDOUT 7B: QUESTIONS FOR QUIET CONSIDERATION

---

Quietly consider the following questions but **do not** write your answers down:

- Do you drink alcohol? If not, when you are 18 years old will you consider drinking alcohol?
- Do your parents approve of you drinking alcohol? Do your parents know that you drink alcohol?
- When you are 18 years old will your parents approve of you drinking alcohol?
- Would your parents approve of you smoking cigarettes? Marijuana?
- Do you already smoke cigarettes?
- Consider why your parents do/do not consider smoking or drinking alcohol to be okay. Are there cultural, religious, health, financial or other concerns which they have?
- Do you think that Australians generally accept the use of illegal drugs more than other societies? Why/why not?
- Is it okay for you to have a friend of the same gender for a sleepover?
- Is it okay for you to have a friend of a different gender for a sleepover?
- If the answer to the above question was no, are there any circumstances under which your parents would allow a friend of a different gender for a sleepover at your house?
- Would your parents be concerned if you had a close friend who was a different gender from you?
- Are there any issues, religious/cultural, for you about physical contact with friends of either gender?
- Are you allowed to go out with your friends at the weekend or after school? Why/why not?
- When you are older, will you be able to choose the person you wish to marry? Why/why not?

## HANDOUT 7C: EVALUATION CRITERIA

**Give a mark of unsatisfactory, satisfactory, good, very good or excellent for each of the following criteria:**

	US	S	G	VG	Exc
Discussion of 'what parts of the policy are valuable.'					
Comment					
Ideas for possible inclusions in the policy					
Comment					
Changes the group would like to see made to the policy					
Comment					
Speaking (clear, audible, eye contact made?)					
Comment					
Visual aids (pictures, handouts...)					
Comment					
General presentation					

**General comments about the presentation**

***Focus question 3: What is the availability of information about drugs for people from CALD backgrounds?***

***Activity 6: Multilingual drugs folder***

This is a longer-term project in which students endeavour to find information about drugs in different languages. The information is collated in a folder which is then presented to the school health coordinator for use with parents and students from CALD backgrounds.

***Activity 7: Brainstorm***

Begin by brainstorming ideas for places where the students might access information about drugs in different languages.

***Activity 8: Homework task***

As a homework task, ask students to find two pieces of information about drugs in a language other than English. Share these in the next class.

***Activity 9: Class discussion***

In the next class display and discuss the ‘finds’. Compare and contrast the materials found.

How helpful are these?

Were these materials easy to access for a person from a CALD background?

What is the range of languages in which the information can be found?

***Activity 10: School resource folder***

Develop a school resource folder of multilingual information for parents and students. Present this in assembly to the health coordinator in the school. If possible, request that the class presents the folder and talks about the philosophy behind it.

***Focus question 4: How much do we know about other religions?***

***Focus question 5: In Australia, what are our attitudes towards the various religions?***

***Activity 11: Definition***

What is a religion? Ask each student to write their response in their workbook in complete silence. Ask a selection of students to read out their answers. Choose a few which are then written on the whiteboard.

Read a few different definitions of religion from various sources. Compare these to the definitions on the board. Choose three words in the definition which are the most crucial to the understanding of the term. Use these three words as a springboard for the final class definition which is then written in workbooks.

### ***Activity 12: Debunking myths***

Students should visit the Jewish Christian Muslim Association of Australia website at: <[www.jcma.org.au/otherprojects.html](http://www.jcma.org.au/otherprojects.html)>.

Click on ‘Student enter here’.

Ask students to complete the short student survey on religious tolerance and discuss the following:

What factors determine your level of tolerance of other religions?

Were you surprised by your own responses to any of the questions?

In the photograph activity:

- How many of the religions did you guess correctly?
- On what did you base your assumption? Face, clothes, race, gender?
- How difficult was it to identify people’s religion in the photograph activity?
- Did this activity challenge your perceptions of the followers of a particular religion?

### ***Activity 13: What do we know about other religions?***

Ask students to name as many religions as they can in their workbooks. Responses are written on the board.

Choose two or three religions to discuss and ask for information about these religions. **Request that students who are practising the particular religion which is being discussed refrain from contributing, even if the information offered by others is incorrect.**

When the ideas are listed, ask students who are knowledgeable about particular religions to comment as to the veracity of the class’s statements. A conversation about myths, prejudices and misconceptions may follow.

Ask the students whether or not they believe the responses the class gave to the request for information about particular religions demonstrated any particular attitudes, good or bad, which Australians have towards that religion. For example:

- Look at the language which was used to describe the religion.

- How many students were able to give any information about the religion apart from students who are practising it?
- Did some students respond with outlandish statements about particular religions which could not be justified?
- Can we make broad statements about the attitudes of Australians in general towards religions, or is this too varied?

## ASSESSMENT TASK: MAJOR RELIGIONS PROJECT TEACHER ADVICE

The assessment task which follows requires this brief class preparation. Distribute Handout 7D with the assignment instructions and then ask the class to develop a framework of key points and features of interest for researching each of the major religions. This might include key principles and beliefs, countries practising that religion and the number of people in Australia who practise that religion.

Divide the class into small groups to research the major religion. Ensure that all students are exploring a religion which they do not practise, or have not practised.

Ensure that a discussion takes place after the presentations in which students are given the opportunity to discuss any previous misconceptions or misunderstandings which they had about a particular religion, prior to the class work. Give them the chance to explain how these have been **changed/clarified/modified** for them during the topic.

# HANDOUT 7D: MAJOR RELIGIONS PROJECT

---

## STUDENT INSTRUCTIONS

---

### *Longer-term research project*

Groups should identify:

- the age of the religion;
- key principles and beliefs;
- significant festivals related to the religion;
- countries which practise the religion;
- number of people in Australia who practise the religion.

Students should explore a range of resources, which could include:

- interviewing a follower or followers of the religion;
- researching books and internet sites;
- talking to fellow students who practise the religion;
- attending a religious function with a school friend who practises the religion.

Each group will present their work to the class. Try to make your presentation interesting and informative. Use as many resources as possible and attempt to include some of the following:

- handouts
- visual aids
- verbal presentation
- PowerPoint presentation
- asking the class questions and encouraging discussion
- pictures which exemplify aspects of the religion
- snippets from documentaries or videos about the religion
- pictures

After each presentation, there will be a class discussion. We will have time for whole-class discussion and then particular students will discuss various religions with which they have personal experience.

***Further sources of information***

See: <[www.abc.net.au/compass/explore/christs.htm](http://www.abc.net.au/compass/explore/christs.htm)>.



## EXTENSION TASKS

### ***Interfaith workshop***

Organise some students to invite the Jewish Christian Muslim Association to conduct an interfaith workshop at the school.

Contact details: <[www.jcma.org.au/schoolshome.htm](http://www.jcma.org.au/schoolshome.htm)>.

Encourage students to think about what they would like to gain from the experience and to prepare some questions beforehand.

### ***Open-ended project***

At the conclusion of the workshop ask students to reflect upon what they have learned. Ask the students to consider a way in which they would like to reflect their experience of the workshop. They could record their experiences by:

- writing a reflective piece (poem/essay) about what they have learned;
- composing a song or compilation of music that informs an audience about the experience, or reflects the student's response to the workshop;
- creating a webpage that includes graphics and text relating to major ideas of each religion;
- constructing a poster of timelines, graphs and charts that identify dates and statistics about each religion;
- performing a play or skit that highlights some key issues/ideas highlighted by the workshop;
- creating a painting/sculpture etc. that expresses a synthesis of ideas about these major religions.

These activities could be completed individually, in pairs or as a group. The products could be displayed to a wider audience, particularly at multicultural or Harmony Day celebrations.

***Focus question 6: How do we learn ‘how to learn’ in a different culture?***

***Activity 14: Reflection***

Once the class is seated and quiet, the teacher reads the following snapshot to the class. No other activity precedes this. Allow for a brief silence at the end of the reading. Read through the second snapshot.

***Student snapshot 1***

STUDENT: ... you can't breathe in Lebanon. You have to be quiet and she [the teacher] has to see you looking at her. You can't be looking at the table or anything in Lebanon. Yeah, maybe you're not talking, but if you're drawing or writing letters or whatever, I don't know.

***Student snapshot 2***

STUDENT: I like it [Australian school system] because it's you know, there's understanding, teachers can't hit you, they ... tell you off but they can't yell at you...

Ask the students:

Who do they think was talking in the snapshot? What was the person talking about?

Do the students agree that it is good in the Australian system because the teachers cannot hit you?

Do they think it is true that Australian teachers cannot yell at you?

Do any of the students know any more about schooling in Lebanon? (this may have been a schooling system discussed in Module 2, Unit 5).

What is good about school classes in Australia?

What is not so good about school classes in Australia?

***Activity 15: The ideal classroom***

Put on the whiteboard:

An ideal classroom is ...

Distribute two sticky labels to each student. Request that each student write one thing on the label which they believe contributes to an ideal classroom. One by one all the students stick their responses on the board. Ask each student to come out to the board and collect a sticker

which is not their own. When they have all returned to their seats, ask each student to respond to the sticker with the following statement:

This is important because ...

It may be necessary to offer the option:

This is not important because ...

Each student returns to the board with both stickers and places these next to each other.

If a situation arises in which a student thinks that the idea on the sticky label is inappropriate or not important, they should be allowed to respond honestly and explain why they think this. This could become a topic of discussion.

### ***Activity 16: Post box***

Using a posting box, ask students to post any questions or highlight any issues about learning in the classroom. The teacher can collect these and then redistribute the pieces of paper, one to each student. The student must think of a solution to the problem which they write down on the back of the paper. These are then resubmitted to the teacher who uses a selection as a basis for a class discussion.

## ASSESSMENT TASK: CONCEPT MAP

Ask students to construct a concept map of what their ideal classroom would be like. The concept map could be produced on poster paper, on a computer or in another artistic form.

Ask students to share their ideas and discuss explicitly any differences that may arise from differing cultural perspectives. Also, ask the students to comment on whether the concept map would have looked different if they had completed it at the beginning of the topic, not at the end. What factors have influenced this? (Reference should be made to the original sticky label board.)

### ***What is a concept map?***

A concept map demonstrates the connection between concepts. Labelled arrows link the concepts, which have a downward-branching hierarchical structure. The relationships between the concepts are reflected by short statements such as ‘this leads to’, ‘results in’, ‘is required by’ or ‘contributes to’. Connecting phrases which are more appropriate to the student’s concept map could be used, such as ‘this was influenced by’, ‘this meant that I’, ‘this led me to’. Students may invent their own connecting phrases.<sup>25</sup>

---

<sup>25</sup> Various other thinking tools, graphic organisers, rubrics and assessment tools can be found at: <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools)>.

## ***Focus question 7: What are the values of other cultures?***

### ***Activity 16: Introduction***

Ask volunteers to read through the following snapshot. Explain that the students speaking are from Arabic-speaking backgrounds.

INTERVIEWER: How could they explore more cultures?

STUDENT 1: Well, I remember earlier, I think it was this year or last year, they had a thing where they displayed, ah, certain Arabic ... clothing, and all sorts of different things ...

STUDENT 2: And foods.

STUDENT 1: It would be more better if, like, there was a big room with a whole [lot of] different countries.

STUDENT 2: Some people don't come to this school 'cause they think it's like a Muslim school or something.

### ***Activity 17: Pair work***

Divide students into pairs and ask them to reflect on subjects in which they have learnt something about another culture. The students must be prepared to give examples of the types of activities they completed during this learning process. Answers should be written in workbooks.

Ask each pair to give two examples of subjects in which they have learnt about another culture.

Ask the class as a whole:

- Why might it be that aspects and contributions of different cultures are highlighted in some subjects but not others?
- Do some subjects lend themselves more easily to learning about other cultures?
- How could we learn about other cultures in Australian schools?

### ***Activity 18: Snapshot work***

Read the following **Student snapshot 1** to the class:

MALE STUDENT: Yeah, have a subject for it [Arabic and Islamic culture] like in history, all we learn about is the Anzac war and all that stuff. Why don't we learn about our culture as well?

**Ask the class:**

Do you think that 'all we learn about is the Anzac war and all that stuff?'  
Do you think the student has a point?

## ***Read through Student snapshot 2***

(A non-Arabic male student discusses the benefit of being in a multicultural school)

It actually helps you not to judge other people. So, um, if you go to a school that's all Asians or all Arabs or all something else, you're gonna stay, you're gonna stick with those kind of people for the rest of your life. You're never gonna have a lot of other friends that are different, other nationalities and religion, you're gonna stay with the same. And every time you are with someone, you're gonna think, well, oh right, he's white, he's black, I'm better than him. So it's better for you to actually mix with other nationalities, learn about religion, learn about culture, and then judge them.

### **Ask the class:**

Do you think that being in a multicultural school assists in your understanding of other cultures? Why? Why not?

### **Available internet activities**

The teacher support material includes ideas and links for teaching about different cultures in the classroom and curriculum areas. <[www.teachingdiversity.org.au/Theme7/resources4.php](http://www.teachingdiversity.org.au/Theme7/resources4.php)>.

One such link is to the *Racism. No way!* website science activity, 'Good Heavens': <[www.racismnoway.com.au/classroom/lesson\\_ideas/20031027\\_62.html](http://www.racismnoway.com.au/classroom/lesson_ideas/20031027_62.html)>.

In this activity students are asked to consider how diverse cultures have contributed to each discipline or area of learning. Students should complete this activity, in which they will be introduced to the many cultural myths and legends of the moon and how they influence people and their behaviour.

### ***Further internet source***

The Council on Islamic Education, Artistic Exchange: Europe and the Islamic World. See: <[www.cie.org/ItemDetail.aspx?id=N&m\\_id=28&item\\_id=224&cat\\_id=28](http://www.cie.org/ItemDetail.aspx?id=N&m_id=28&item_id=224&cat_id=28)>.

The website has an art activity through which students develop an understanding of the interrelatedness of Islamic and European art.

## ASSESSMENT TASK: RESEARCH ACTIVITY AND SPEECH

Choose your favourite curriculum subject, or a subject which you would like to explore more.

1. Discover the contributions that people from diverse cultures, and a culture other than their own, have made to the knowledge bank for that particular subject.
2. Select one of these key people for further study.
3. Identify the selected person's contributions to the knowledge about that subject and the path they took in their career.

'People' may include: writers, discoverers, leaders, artists, musicians, sportspeople, teachers or scientists.

The report is presented as a speech. Dress as your chosen person. The speech is in response to an award that you, as your chosen person, have received in recognition of your efforts in the subject area. Reminisce about your beginnings in the field and the path which you took in your work. The speech should inform the listeners about your contributions to the subject.

# Unit 8: Cultural and ethnic tensions

## VELS CHART: UNIT 8

Strand	Domain/dimension	Relationship to standards
Physical, personal and social learning	Interpersonal development <i>Working in teams</i>	Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes.
	<i>Building social relationships</i>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others ... They evaluate their own behaviour in relationships and identify potential conflict and employ strategies to avoid and/or resolve it.
	Civics and citizenship <i>Community engagement</i>	They develop an action plan which demonstrates their knowledge of a social ... issue ... They participate in a range of citizenship activities including those with a national ... perspective, at school and in the local community.



Strand	Domain/dimension	Relationship to standards
Discipline-based learning	English <i>Writing</i>	They write persuasive texts (in this unit, a speech) dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people ... events, ideas and information.
	<i>Speaking and listening</i>	When engaged in discussion they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. They draw on a range of strategies ... to present spoken texts ... combining spoken and visual texts, and presenting complex issues of information imaginatively to interest an audience.
	Humanities History <i>Historical reasoning and interpretation</i>	Students demonstrate an understanding of cultural influences on the ways people behave.

Strand	Domain/dimension	Relationship to standards
	<p>The Arts Drama</p> <p>In drama students devise, rehearse and design an ensemble performance. They construct sets, costumes and props suitable for a selected performance space, and present the performance.</p>	<p>Students apply decision-making skills to find the most effective way to implement ideas, design, create and make art works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities ... they apply their knowledge and understanding to design, create and produce art works ... they effectively use a range of traditional and contemporary media.</p>

Strand	Domain/dimension	Relationship to standards
Interdisciplinary learning	Communication <i>Listening, viewing and responding</i>	Students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding ... they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.
	<i>Presenting</i>	... select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation ... they provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
	Thinking processes <i>Reasoning, processing and inquiry</i>	They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

Strand	Domain/dimension	Relationship to standards
	<i>Creativity</i>	They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex issues.
	<i>Reflection, evaluation and metacognition</i>	When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own minds and others' thinking and analyse alternative perspectives and perceptions.

## FOCUS QUESTIONS

1. Beyond September 11: What motivates our behaviour?
2. What is inclusion and how do we promote this in a multicultural Australian society?
3. Who inspires us to work together and why?

### ***Focus question 1: Beyond September 11—What motivates our behaviour?***

Many people in Australia responded to the events such as the September 2001 terrorist attacks in the USA, the October 2002 bombings in Bali and the July 2005 bombings in London, by directing their anger at people of different ethnicities, specifically Arab Australians.

### ***Activity 1: Why do we do what we do?***

Begin with some introductory activities which highlight some of the motivations for people's behaviour. Hand out one scenario (Handout 8A) to student pairs. Allow a few minutes for each pair to devise their scene. The students need to decide what emotions and attitudes motivated the person to behave in this manner and create a scene which reflects this. Each pair acts out their scene, after which the teacher poses the questions:

- Who were the characters in the scene?
- What happened in that scene?
- What motivated the character or characters to behave like that?

List the possible motivations, and the emotions driving these, on the board. Discuss whether the students had experiences in which they felt emotions such as those listed. What did they do? In hindsight, do they think their behaviour was rational?

### ***Activity 2: Snapshots***

Students should read through the excerpts in Handout 8B.

Working in small groups, ask students to:

Identify the factors that motivate the behaviour of the people who abused and taunted women wearing the veil.

Consider what might be the **motives** or **motivations** of the people who abused or ridiculed the students and their friends.

Discuss whether this behaviour was justified.

Discuss any other motives or motivations people in the snapshots might have had for their behaviour.

Discuss times when the students have been held responsible for something they didn't do. What **emotions** or **feeling** did they have when they were being accused and possibly criticised or punished? Some of these stories should be reported back to the class.

Align this with how the students who were targeted for the abuse in the snapshots might feel.

### ***Activity 3: Letter***

Ask the students to write a 'letter to the editor'. In the letter the students should express their views on people's reactions to the various bombings and attacks and suggest alternate ways for people to channel their anger.

### ***Activity 4: Stereotypes: Picture and questions***

Prior to this activity the teacher needs to collect pictures from newspapers and magazines which show people of a range of ages, genders, cultures, clothes, facial features, situations etc. Gather these in a box with enough for the students to have two each.

Ask students to come to the front and collect a picture from the box. Do not show any other students.

In silence, the students should all answer the following questions about their person in their workbooks.

1. What is their age?
2. What is their gender?
3. Do they have children?

4. Are they married?
5. What is their job?
6. Where were they born?
7. Where did they go to school?
8. Are they religious and, if so, what is their religion?
9. What is their financial situation? Wealthy, poor, comfortable?

Place all the pictures on the floor and ask the students to sit in a circle around the pictures. One by one, half of the students should read their answers. Begin each sentence with ‘I am ...’; for example, ‘I am 70’, ‘I am a woman’, ‘I am a cook’, and so on.

After this, ask the class to guess which picture the student is talking about. Why do they think this?

Ask the students whether they think this activity will be made harder if the person’s age, gender, and marital and parental status are not identified?

Ask students to collect a new picture and complete the activity again. This time the students should leave out questions 1 to 4, and start with question 5.

Discuss whether this was a lot harder than the first activity.

Conclude the discussion by asking the following questions:

- How many did we get right overall?
- What were the reasons for our assumptions?
- Were we basing our answers upon stereotypes?
- Where do these stereotypes develop?
- Do the students think that stereotypes provide people with a certain comfort?

### ***Activity 5: Definition of a terrorist***

Ask students to complete this sentence in their workbooks.

**A terrorist is** \_\_\_\_\_

Once completed, each student should pass their definition onto another student who then underlines the most important word in the definition and hands it back. Ask all the students to stand in a circle. The teacher says ‘a terrorist is’. Each student follows with the word which was underlined in their definition, one after the other going around the circle.

While still in the circle, ask the students to remember words which were said. Decide which four words are most important. Devise a definition as a class.

Discuss the difficulty of creating an acceptable definition of terrorist. Extend this to the reasons why it is so difficult to devise an appropriate definition. Discuss any words which students found offensive or any prejudices which students observed.

Present the class with an official definition of terrorist and compare it to their definition.

- What are the similarities?
- What are the differences?
- Why do you think these differences exist?
- Does the class think there were influences which came into play in their definition which varied it from the official definition?
- Which definition does the class prefer?

### ***Activity 6: Learning triangle***

Distribute Handout 8C. Explain what a ‘learning triangle’ is: A graphic organiser that is designed to connect senses and emotions. The students reflect on both their feelings and knowledge. For more information on learning triangles go to: <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm)>.

Ask the students to fill out the learning triangle in relation to the focus question, *What motivates our behaviour?*

### ***Activity 7: Definition line***

This activity will appeal to a younger class, Years 7 or 8, or to an older class which is open to having some fun. Write the class definition of a terrorist on pieces of white card—one word per card. Put the cards in the middle of the circle and ask the appropriate number of students, one for each card, to race into the middle, grab a card and then order themselves into the definition in a straight line. Time each group. Heighten the level of difficulty by asking the groups to form the definition backwards



## HANDOUT 8A: MOTIVATION SCENARIOS

---

A woman in a shop leans over the counter and hits the shop assistant on the arm, then storms off in a furious manner.

A Year 9 girl, who is wearing a hijab, is spat at by a passer-by in the street.

A young boy is bullied by a much bigger and older boy, who then stands there laughing at the little boy's distress.

A group of 'Aussie' students reject a girl from their group saying, 'You're not really Aussie like us'.

A student is mocked in the schoolyard for his/her mode of dress which reflects a cultural or religious affiliation.

A group of Asian/Lebanese boys reject a boy from their group saying, 'You're not Asian/Lebanese enough'.

A student yells at a group of students from CALD backgrounds, saying, 'I can't understand anything you say. Speak English.'

A man passing an electronic store screams abuse about Muslims as he views a television showing the September 11 bombing. He then bursts into tears.

## HANDOUT 8B: STUDENT SNAPSHOTS

### *Student snapshot 1*

FEMALE STUDENT: Well, I don't know, like after 9/11, you know what happened in America, they all used to say to me, 'she's got a bomb in her pencil case', 'she's going to bomb the school', just 'cause I was a Muslim.

### *Student snapshot 2*

MALE STUDENT: It's hard to get a job these days 'cause you're Lebbo. No, I swear to God.

MALE STUDENT: And your name, and your name, some people have to change their name.

MALE STUDENT: My second name is Mohamed, and when they read that, they go, you're bad ...

MALE STUDENT: Yeah, every Lebbo makes trouble ...

MALE STUDENT: My brother can't even get a job 'cause his name's Osama.

### *Student snapshot 3*

MALE STUDENT: There was a big group right, everybody in the park, we were all there, we were just kicking back doing nothing, having a smoke and everything, the cops come up to us, they take all our names down, and we asked them what for, they go they just wanna know who's hanging around, and they didn't ask no one else, there was Anglo or Italian, they just asked all the Arabs, and they left off, they took off, 'cause it's always like that, everywhere we go, the cops take down *our* names.

MALE STUDENT: They took my name down ten times.

### *Student snapshot 4*

MALE STUDENT: Someone on the street. I was walking past, and he goes 'you black nigger'.

### ***Student snapshot 5***

MALE STUDENT: Like AFL, if you want to play AFL and your name's a Lebbo name, they don't choose you ...

MALE STUDENT: They don't accept you.

MALE STUDENT: Yeah, same for soccer too. They don't usually pick me for the Victorian team 'cause I'm Lebbo I think. Nah that's true.

MALE STUDENT: Maybe because you're shit.

MALE STUDENT: Maybe.

### ***Student snapshot 6***

INTERVIEWER: Did you experience this kind of racism before recent events?

MALE STUDENT: Not much, not much.

MALE STUDENT: Not before that Bin Laden dude.

MALE STUDENT: And I'm not very happy with him, I do not support him ...

MALE STUDENT: ... like how everyone reckons all the Lebbos support him.

MALE STUDENT: Yeah, they go, oh you terrorist ...

MALE STUDENT: Yeah, they call us terrorists because of him, because of Osama.

MALE STUDENT: I wanna hit him, man.

### ***Student snapshot 7***

FEMALE STUDENT: Especially when we don't speak English good to them. They start teasing me and things. They think they're the best, they talk English.

### ***Student snapshot 8***

FEMALE STUDENT: I think Australia is a good country, but sometimes Muslim ladies get treated very badly and differently. I think it should be a country of real freedom. And ladies with the hijab should feel free to do whatever they wish.

FEMALE STUDENT: It used to be good but ...

FEMALE STUDENT: Like all Arabs are terrorists.

FEMALE STUDENT: Especially girls with scarves.

FEMALE STUDENT: They get spat on ...

FEMALE STUDENT: Once this lady was walking, and she had a scarf on, and this guy came and pulled it off.

FEMALE STUDENT: Once I was going up to the tram, and the tram driver, he like opened the door for everyone else ... And then he closed it in her face 'cause she was wearing a scarf. And when me and my cousin went to go in, he closed the door on us ... and then she went back, and another lady came and opened the door for her but he didn't open it for us.

FEMALE STUDENT: I was at KFC in Coburg, and I was wearing the hijab with my brother, and this guy next to us, he's on crutches, he can't walk, so he stayed in the car and his wife or whatever, she went to get food, she got him chips or whatever, he got the hot chips and he licked it, and chucked it at me [laughter] and he goes, 'You Arab, go back to your ... go back to' ... you know, what's it called? And I looked at him, I go, I just swore at him ...

FEMALE STUDENT: What I would have done, I would have got anything and threw it, if it was a rock, I wouldn't care, and break their glass. If they think we're bad, then we can show 'em that we are bad ...

FEMALE STUDENT: But that's just stereotypes, just because that happened over there, doesn't mean we all have to act like that ...

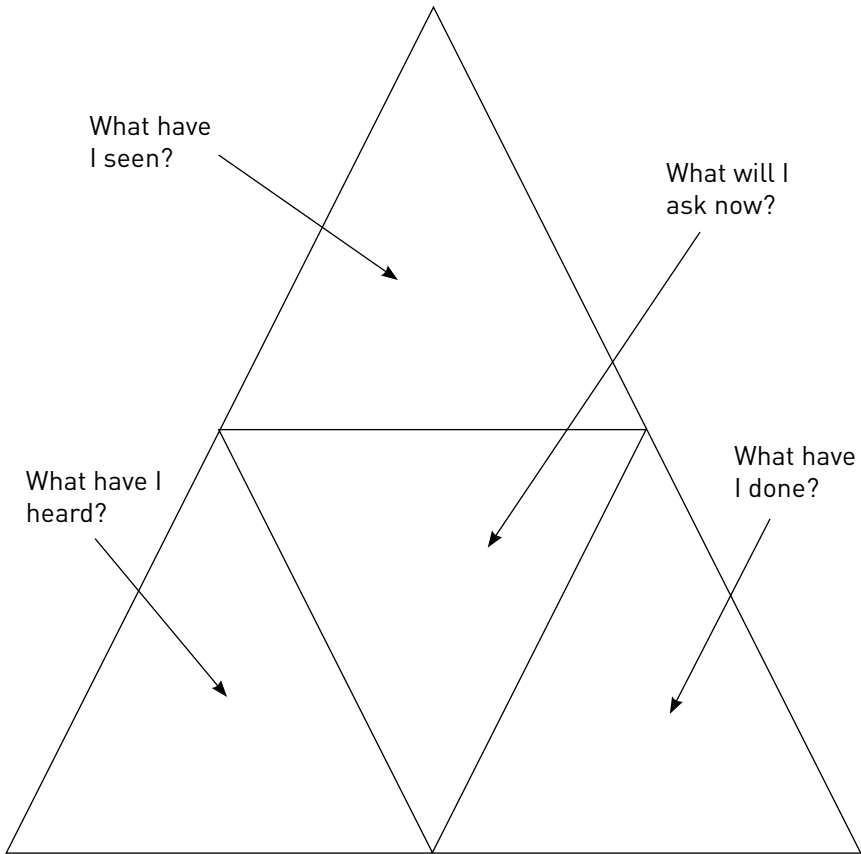
### ***Student snapshot 9***

FEMALE STUDENT: [Do you experience racism at school...?] Not with me, 'cause they can't tell that I'm Muslim because I'm not wearing the scarf but when I'm with my sister, she wears the scarf, like there was a time when she got um, like someone said something to her, like 'you're a Muslim slut' or something. And then that turned into a fight. Like when I'm alone, no-one will say anything to me 'cause they don't know what religion I am or anything, but when I'm with my sister there is racism.<sup>26</sup>

---

26 See: <[www.teachingdiversity.org.au/Theme5/student1.php](http://www.teachingdiversity.org.au/Theme5/student1.php)>.

## HANDOUT 8C: LEARNING TRIANGLE



### **What motivates our behaviour?**

Source: Victorian Department of Education and Early Childhood Development Student Learning, <[www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools)>.

## ***Focus question 2: What is inclusion and how do we promote this in a multicultural Australian society?***

### ***Activity 8: Exclusion game***

In this activity students are asked to consider whether their class/school is inclusive of all cultural groups.

Firstly, establish the meaning of the word 'inclusive'. This can be done by a simple activity such as the following:

'I cannot include you'.

Tell the class that you are going to choose people for a musical activity which involves rhythms and percussion. Firstly, explain that you are going to do something a little different and that no-one should take offence. As you choose people and ask them to move to one side of the room, begin to exclude students for reasons similar to the following: 'you have sleepers in your ears, you are not welcome', 'you have green eyes, you are not welcome', 'you do not have a pet dog, I cannot include you', 'you do not have an Mp3 player, you cannot join us', 'you just ate a bucket of chips, you cannot help us', 'you have fair hair, we don't include people like you.' It will help to make the exclusions a little silly, so that the risk of offence is lessened.

### ***Activity 9: Discussion***

Discuss the exclusion which took place and whether or not it was fair. Was there any reason for the teacher's exclusions based on the activity as a musical one?

Students should then answer the following questions in their workbooks before a general discussion.

- In Australian society, what reasons do people find to exclude other people from activities and events?
- Give examples which you as a student have encountered.
- What events in history do you know about which have involved exclusion?
- Are there situations where exclusion is appropriate?

If the students struggle with the last question, examples can be given such as excluding children from casinos, pregnant women from particular fair rides, under-age drinkers from hotels, and so on.

### ***Activity 10: Y Chart***

Working in groups of four, ask students to complete a Y chart for a school that is inclusive of all ethnic/cultural groups.

On a large sheet of paper the students should draw a large Y shape and label the three different outer spaces as ‘what it looks like, what it sounds like, what it feels like’. The students answer the question ‘what does the school that is inclusive of all ethnic/cultural groups *look like, sound like* and *feel like?*’

Display the completed Y charts around the room. Ask class members to walk around the classroom with their Y chart responses. Each student should consider the responses given by each group and how these varied from their own.

To conclude, ask students to reflect on how inclusive their school is of other cultures/ethnic groups. What things could they improve? Write these ideas in their workbooks.

### ***Activity 11: What is Harmony Day?***

Discuss Harmony Day with the class.

Harmony Day, which began in 1999, occurs on 21 March each year and celebrates Australia’s success as a diverse society united by a common set of values.

Since 1945 more than six million people have settled in Australia and in 60 years of post-war migration Australia’s population has jumped from 6 million to approximately 21 million.

Harmony Day recognises that Australians come from all over the world:

- 43 per cent of Australians were either born overseas or have at least one parent who was born overseas;
- overseas-born Australians come from nearly 200 countries;
- some Australians have been here for thousands of years;
- we speak over 200 languages, including 60 Indigenous languages.

### ***Activity 12: Harmony Day poster***

Ask students to design a Harmony Day poster. On the poster the student should include information which helps people to understand more about them. Include information about family, religion, culture, country of origin, favourite food, clothes they like to wear and any other information which the student feels encompasses them as a person.

**or**

**Harmony Day poster about my partner**

Divide students into pairs and ask them to research their partner. Present a poster which addresses all the aspects set out in the Harmony Day poster above, but about their partner.

### ***Activity 13: Who am I?***

The posters can be used in class as a ‘who am I?’ activity. Three students sit at the front of the class and a poster is put behind them. The students then ask the class questions, one by one, to ascertain whose poster they have behind them. The class is only allowed to respond with ‘yes’ or ‘no’. If students do not do individual posters for the Harmony Day activity a large name card will suffice.

After this activity, discuss whether certain questions assisted to more quickly identify the student. For example, identifying the cultural background of the student may help if this student is the only one, or one of only a few in the class from this background. In contrast, it may be no help to ask about the cultural background if there are many students in the class with the same origins.

### ***Activity 14: Kevin Rudd’s Sorry speech***

Prior to this activity the teacher needs to access the video of Prime Minister Kevin Rudd’s ‘Sorry’ speech which took place on 13 February 2008. Begin by explaining the background to the speech and then play some of the speech which is available at: <[www.smh.com.au/news/national/kevin-rudd-sorry-speech/2008/02/13/1202760379056.html](http://www.smh.com.au/news/national/kevin-rudd-sorry-speech/2008/02/13/1202760379056.html)>.

As the speech is being played ask the students to write down phrases or words which they think are important.

Divide the students into groups and distribute the speech to each group.

Allocate each group a page from the speech and ask them to cut out sentences and words which they think are crucial to the meaning of the speech. Prior to cutting, the students should colour the sentence or word with a bright red or blue.

### ***Activity 15: Rolling ball***

Paste the sentences and words on to a papier-mâché ball until the whole ball is covered. (This could have been prepared by the teacher or the class could make it.)

The teacher stands at the front of the room and throws the ball to individual students. The teacher then asks the student to stand up and read a sentence to the class. Discuss the sentence and what it refers to.



Following this, ask the students the following questions about the ‘Sorry’ speech:

Does this speech in any way assist Indigenous people to have a greater sense of identity? If so, why? If not, why not?

What positives can the students see which could result, or have resulted, from this speech?

What negatives can the students see which could result, and have resulted, from this speech?

What was the purpose of the speech?

### ***Activity 16: Sledging and taunts***

The language we use when talking to and about others can be very powerful in determining how people feel about themselves. In this activity students can consider the impact that verbal sledging and taunts may have on individuals. Visit the *Racism. No way!* website for lesson ideas. In particular, the lesson *Sledging Heroes* engages with the issue of racism in sport in Australia, using the particular lens of ‘sledging.’ Handouts are included on the site: <[www.racismnoway.com.au](http://www.racismnoway.com.au)>.

### ***Focus question 3: Who inspires us to work together and why?***

#### ***Activity 17: I have a dream***

As an introduction to this activity play some of the speech given in 1963 by Martin Luther King jnr. This can be found at: <[www.americanrhetoric.com/speeches/mlkihavedream.htm](http://www.americanrhetoric.com/speeches/mlkihavedream.htm)>, and/or some of Barack Obama’s inauguration speech given on 20 January 2009. This can be accessed on the internet through the various newspaper sites, for example, the *Australian* website: <[www.theaustralian.news.com.au](http://www.theaustralian.news.com.au)>, and use the search engine for ‘Obama’s Inauguration speech’.

If the classroom does not have the appropriate resources to play these speeches in class, the sites have full text versions.

#### **Discussion points**

Ask the students if they understand the background to Martin Luther King and Barack Obama’s speeches.

Discuss the importance of the speeches and the impact on America and the world. What differences? What similarities?

Discuss the difference between the ways these two leaders delivered their speeches—the use of modern technology, media, distribution of the speech and the use of the internet. This can be related back to

information learnt in Unit 4, Cultural stereotypes and the media.

Make particular note of the oft-quoted phrase 'I have a dream' from the Martin Luther King speech. Do the students think that Obama's speech has a similar phrase, or phrases, which will be repeated and used in the same way as 'I have a dream'? See some quotes from Handout 8D.

What particular aspects of the speeches do the students like/not like? Are there any quotes they think are particularly captivating or important?

If possible, watch the Obama speech and discuss the way in which he communicates, taking note of the tone of his voice and whether this changes throughout, eyes, hands, posture, change of tempo, pauses, looking at camera/looking at crowd. What do all these movements and gestures tell us as an audience about Obama, the speech, to whom he is appealing and the messages he is sending?

### **Ideas for mini activities**

The teacher performs parts of the speech, pretending that he/she is delivering it to a crowd of thousands.

Ask some of the students to act out parts of the speech. See Handout 8D.

Print out the speech and then cut it into various segments of one paragraph each, numbering the segments in order. Distribute to class, one segment per student. Ask the students with segments 1 through to 8 to line up. They then say their lines in turn, creating a continuous speech. The next group then has their turn, and so forth.

In order for this to be most effective the students must imagine that they are delivering it to a crowd. It would be more engaging if the remainder of the class behave like a crowd and cheer and clap at the appropriate moments.

**Notes to teacher:** these speeches can be related back to the discussions and activities completed in Module 1, Units 1, 2, 3 and 4:

- Identity
- Cultural diversity and multiculturalism
- Citizenship
- Stereotypes and the media.

### ***Activity 18: Responding to ‘Inspirational quotes’***

Have students explore some inspirational quotes which relate to the topic (Handout 8E).

Students should rank the quotes in order of personal appeal. Ask them to choose one quote which they find the most appealing. Write down answers to the following questions about your chosen quote:

- Have you ever heard of this person?
- Who do you think this person was?
- In what situation do you think this quote was made and why?
- What do you think was motivating these people to make their speeches?
- Why does this quote appeal to you so much?

ASSESSMENT TASK:  
SPEECH  
TEACHER ADVICE

*Teacher advice*

Prior to this task, the teacher should revise with the students some of the issues they have encountered throughout the modules or unit. Ask the students to identify an issue with which they were particularly engaged as a basis for their speech. It is suggested that feedback and assessment be provided by the class in response to the speeches. This is a very useful activity for the development of verbal skills, analytical skills and communication skills. Students are often very accurate in their assessment of other students' work.

Distribute copies of student instructions which follow.

## ASSESSMENT TASK: SPEECH STUDENT INSTRUCTIONS

### ***Student speech***

This project will develop over a number of lessons. You have to develop your own speech based on a topic which you have studied throughout either this unit, or another of the *Building Bridges: Creating a culture of diversity* units. This can be negotiated with your teacher. The speech should be two minutes long and at some stage the chosen quote should be incorporated.

You need to discuss in your workbooks what the issue is, what the speech is about and why it is being delivered. You also need to explain what has led up to this speech. Who are you as the speech maker? Who is the audience? How do you think the audience will react?

A transcript of the speech should be submitted. This should be accompanied by a written explanation of the background to the speech and its purpose.

Your speech will be delivered to the class in character. Bring props if you wish, for example, hat, scarf, jacket, walking stick, book, glasses, background music. A music stand from the music department could be used as a lectern.

The class will assist in the assessment process. Students will provide feedback and a grade on an individual basis.

## ***Discussion***

After all the speeches have been completed there will be a classroom discussion in which the following questions will be addressed. Consider these questions prior to the discussion.

What makes a good and effective speech? What elements of the class speeches were effective? What motivates people to make speeches? Were there elements of any speeches with which you could identify, and therefore had a strong reaction to? Why are the quotes in Handout 8E so memorable?

## EXTENSION ACTIVITY: PROMOTING PEACE AND HARMONY PROJECT

After negotiation with the teacher, choose an activity that helps promote harmony or peace within the school community. Some possible suggestions:

Create and display your chosen inspirational quotes which you believe reflect Australia's cultural diversity.

Build a web page which reflects the message of one of the quotes and post it on the school website.

Complete a poster presentation on the author of the quote and their humanitarian work.

Create a multicultural screen saver for display on the school computers.

Research the stories of families within the school community and include these in the school newsletter.

Use the school's public address system to create a radio broadcast focusing on the cultural diversity of music of the school community.

Many of you will have other ideas. Discuss these with the teacher first, before proceeding.

### ***Activity 19: Harmony Day websites***

Working in pairs, ask students to explore the Australian and Victorian Government websites on Harmony Day:

[www.harmony.gov.au/schools/index.htm](http://www.harmony.gov.au/schools/index.htm)

[www.harmony.gov.au/\\_docs/DiversityHarHD.pdf](http://www.harmony.gov.au/_docs/DiversityHarHD.pdf)

[www.culturaldiversity.vic.gov.au](http://www.culturaldiversity.vic.gov.au)

Ask students to discuss the following:

What is a minority group?

What are possible features and attributes that might distinguish a minority group?

Are minority groups only based on ethnicity?

### ***Activity 20: Harmony Day celebrations***

Working in small groups, students should develop a plan for Harmony Day celebrations at their school. The planning should include a range of activities that endeavour to include all minority cultural groups in the school community. Groups could share their ideas and develop a whole-class proposal. The proposal could be forwarded to the school administration or student/School Council with recommendations for the next Harmony Day.

### ***Activity 21: Concept map***

Using inspiration software, ask students to construct a concept map or mind map to explore the following statement:

What difference do you think it would make if students in all schools throughout the country were asked to explore the topic of Australia's cultural diversity?



## HANDOUT 8D: LUTHER KING/OBAMA

The following excerpts are taken from the speech given at the 'March on Washington', 28 August 1963.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition ...

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.' I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.<sup>27</sup>

Martin Luther King

---

<sup>27</sup> See: <[www.infoplease.com/spot/mlkspeeches.html](http://www.infoplease.com/spot/mlkspeeches.html)>. Available on many internet sites using search 'Luther King'.

The following excerpts are taken from the speech given at Barack Obama's Inauguration as the 44th President of the United States of America on 20 January 2009 in Washington D.C.

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors ...

That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age ...

For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus—and non-believers. We are shaped by every language and culture, drawn from every end of this Earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace ...

To the Muslim world, we seek a new way forward, based on mutual interest and mutual respect. To those leaders around the globe who seek to sow conflict, or blame their society's ills on the West—know that your people will judge you on what you can build, not what you destroy. To those who cling to power through corruption and deceit and the silencing of dissent, know that you are on the wrong side of history; but that we will extend a hand if you are willing to unclench your fist.

Barack Obama

## HANDOUT 8E: INSPIRATION FROM NOTABLE FIGURES

---

There have been many people throughout history who have spoken about the importance of peace and respect to humanity. In doing so, they have inspired others to work towards harmony in their society. Examples are:

Friendship is the only cure for hatred, the only guarantee of peace.'

*Buddha (566–486 BC)*

You can develop the right attitude toward others if you have kindness, love and respect for them, and a clear realization of the oneness of all human beings.

*The Dalai Lama, 1989 Nobel Peace Laureate*

Irrespective of its sources, racism is racism. Ignorance is no excuse. Insecurity is not justification ... racism in all its forms should be uncompromisingly condemned.

*Michael Dodson, Aboriginal and Torres Strait Islander Social Justice Commissioner 1996*

If we have no peace, it is because we have forgotten that we belong to each other.

*Mother Teresa, Humanitarian (1910–97)*

For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work for it.

*Eleanor Roosevelt, Humanitarian, Educator,  
UN Spokesperson & 32nd US First Lady (1884–1962)*

As I have said, the first thing is to be honest with yourself. You can never have an impact on society if you have not changed yourself ... Great peacemakers are all people of integrity, of honesty, but humility. If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.

*Nelson Mandela (South African statesman and 1993  
Nobel Peace Laureate)*

If we wish to create a lasting peace we must begin with the children.

*Mohandas K. Gandhi (Mahatma Gandhi),  
Indian leader and pacifist (1869–1948)*

Source: Privacy copyright and disclaimer: <[www.harmony.gov.au/disclaimer.htm](http://www.harmony.gov.au/disclaimer.htm)>.



Part 3  
Parent Modules



## INTRODUCTION

---

Involvement in schools by parents and carers helps children achieve the best possible learning outcomes ...[parents] can participate in school life, both formally and informally, through school councils, parent clubs, volunteering and staying up to date with news about what is happening in education.

Victorian Department of Education and Early Childhood Development website:  
<[www.education.vic.gov.au/aboutschool/participation/default](http://www.education.vic.gov.au/aboutschool/participation/default)>.

The idea of the **school learning community**, recognising the role and contribution of **all** key stakeholders, is now widely recognised as an effective approach to learning for students in all settings. Learning communities foster openness, dialogue, inquiry, risk-taking and trust, for students, educators and parents.

Recent research indicates the many and diverse benefits for a school of a close relationship between the key stakeholders, including stronger student academic results and a sense of belonging and pride.

These modules focus on just one stakeholder group, parents, with a recognition that parents, particularly those parents who are new to Australia, are often sidelined from engagement with the school by a wide range of complex cultural imperatives and understandings. As they say, to be informed is to have power.

The particular setting for these modules is schools with Arabic Speaking Background (ASB) students and parents. However the modules have been deliberately written in a flexible way to indicate their



use in a range of school cultural settings, and schools are encourage to amend the modules to suit their needs and interests.

Another form of flexibility built into the package of modules is in the mode of delivery. Modules can be delivered in groups, in different order, in intensive short-course programs, or spread over a school year.

Yet another form of flexibility comes from our recognition that within parent groups, even from one cultural background, there is inevitably a wide range of needs, concerns, skills and interests.

Finally, experience has taught us that, although the focus of these modules in on enhancing parents' understandings about schooling in Australia, positive outcomes can only be achieved when the other two stakeholder groups—teachers and students—are actively engaged in the process.

**Module 1**  
Engaging Non-English  
Speaking (NESB) Parents  
and Assessing Needs

## Introduction

This module begins the series with a focus on:

- identifying parents' immediate needs;
- clarifying and addressing these needs;
- assisting parents by identifying a range of services available.

## Focus issue

What are the immediate needs of the ASB community in Australia in relation to schooling for their children?

## Objectives

The focus of this module is to assist ASB parents to work on resolving immediate needs and work on a plan to refer them where appropriate to other services. Specifically the objectives are to:

1. positively engage ASB parents in their children's education by welcoming them into the school community;
2. open an effective form of dialogue between parents and the school where both parties are positively working together for the benefit of the children;
3. identify, address and work to resolving immediate issues for parents and assist their settling into the school;
4. assist parents to shift the focus from basic settlement needs to start thinking about their children's education needs;
5. work towards facilitating the process of addressing school-related issues;
6. bridge the gap between parents' short-time needs and the school's long-time needs.

## Rationale

Not all parents have the same expectations of schools and parents often have different priorities for their children. But research suggests that parents have a shared interest in seeing their children attend schools that are safe and supportive and in which their children are happy and learning. They also look to schools to promote values such as respect for others, honesty, tolerance, fairness and pursuit of excellence.

Masters, G. N., 'Six of the best for highly effective schools', *Brisbane Courier-Mail*, 22 January 2004.

The focus of this introductory module is to begin the process of achieving a close synergy between all three key stakeholders—teachers, students and parents—in a school community. As mostly non-participants in the daily routines of schooling, the parent community is the stakeholder group with the most underdeveloped understandings. If this group of parents also happens to be recent arrivals to Australia and therefore to its education systems, then they are mostly unlikely to be able to join the school community and to assist their children in their schooling.

As in any teaching and learning situation, beginning with an understanding and analysis of the immediate needs of the learning is an effective strategy to ensure positive learning outcomes.

### **What are some social issues facing the ASB community in engaging with our schools in Australia?**

In Australia, the acceptance of such a range of immigrant groups has resulted in a rich culturally diverse community. However the experiences of the flows of migrant groups when settling in Australia varies considerably. Schooling is often the first common experience for newly arrived migrants. It can be a complex relationship, sometimes with a lack of understanding on both sides, and sometimes featuring a tendency to view all members of newly arrived communities as having exactly the same experiences and needs.

Some issues to consider are:

- The ASB community is itself diverse and complex in regard to social issues due to settlement and possibly a range of other experiences.
- These experiences may vary between families depending on a range of factors, including the migration experience and how long they have been in Australia.
- The needs of new immigrants and refugee parents and students are often very different to the needs of families who have been settled longer.
- For the first group of parents, the new arrivals, issues revolve around basic settlement needs such as housing, employment and qualification recognition, economic needs, lack of knowledge of community resources and services and, above all, lack of English skills, which is the key in addressing all the above problems.
- These needs present themselves strongly on first contact with parents and tend to diminish the opportunity to focus on education for their children in terms of personal discussion and a broader exchange of knowledge.

- In the first few years of immigration families keep very strong ties with homeland relatives and some take the responsibility of providing economic support for overseas family members.
- For the second group, for whom settlement needs are not relatively such an urgent matter, issues occur around dealing with the educational needs of their children due to their own lack of education prior to migrating. Inter-generational conflict between parents and children affects the level of interaction between students and parents and, consequently, the relationship with the school.

## **Suggested strategies**

**Key issue: How can we engage ASB parents in the education of their children?**

- The Cultural Diversity Facilitator (CDF) draws on the school enrolment data to create a list of ASB parents. Ideally, the CDF would have been present at enrolments and would have established personal contacts.
- The CDF individually contacts all parents by telephone and/or letter, early in the school year, in the appropriate language(s), perhaps with the assistance of other parents, to give notice of a meeting of ASB parents to be held at the school. Meeting time(s) to be discussed with the group of parents.
- With the assistance of other more established ASB parents, the CDF organises a draft agenda in appropriate language(s) for the meeting, perhaps to include the role of the CDF, demographic information about the school, forms of communication to parents, lists of teachers/subjects being taught, key people at the school, available resources in the area.
- In anticipation of some parents' issues, prepare school policy documents in appropriate language(s) on homework, sport, excursions, camps, examinations and uniforms.
- Inform all staff of the proposed meeting and invite relevant key personnel to attend.
- Prepare and distribute a list of available community resources in the area where the school is located.
- Prepare a welcoming meeting environment including appropriate direction signs, informing the school reception, seating in an appropriate room, name tags if appropriate, strategies for

recording attendance and notes of meeting, allowance of time for social gathering with appropriate refreshments, strategies for introductions, giving voice to all, closure of the meeting and future contacts.

- The CDF might consider a number of teaching and learning strategies to open the discussion and act as ‘ice-breakers’. For example, pre-planning for a nominated parent who feels comfortable in explaining her/his concerns, or using a role-play strategy in which some teachers and parents act out a ‘typical/probable’ scenario, or using a vignette discussion-opener like a quote from a parent such as: ‘Not enough homework. Confused. My son is in Year 9 and he is not even sure about reading’.

## Outcomes

As a result of participating in this first welcoming meeting, **parents** are:

- given support in accessing agencies, organisations, resources and services, to assist them in addressing their concerns;
- introduced to social support processes available to them at the school;
- learning a range of understandings and strategies to address their immediate concerns about schooling issues;
- able to begin to shift their focus from immediate needs to participation in their children’s education;
- feeling more informed and more comfortable in being able to approach the school for assistance.

## Resources

- Handouts providing parents with information about relevant social services available in their communities.
- Lists of contacts, together with a simple plan to assist parents in approaching agencies and act on advice.
- A list of names and contact information for the school’s team leaders and welfare team.

## Evaluation

- The number of parents who attend the meeting as a proportion of the total potential group.
- Observation of general discussion before, during and after the session.

- Number of participants who indicated that they are willing to participate in other activities.
- Follow-up phone calls to check the progress of particular issues.
- Long-term evaluation: keeping a record of number of parents coming to the school seeking assistance or to talk about issues.

## **Module 2**

# **Organising a Meeting with NESB Parents (1)**



## Introduction

This second module continues with a focus on:

- exchanging ideas between key school stakeholders;
- identifying a range of cultural issues;
- ‘building bridges’ and developing shared understandings;
- thinking positively about moving forward.

## Focus issue

Is there a need to build bridges to create stronger, culturally cohesive communities in Australia while at the same time celebrating cultural diversity?

## Objectives

The focus of this module is to create an open meeting to discuss cultural issues that affect students’ education. Specifically the objectives are to:

1. positively engage both ASB parents and teachers in sharing of understandings and ideas about schooling;
2. open an effective form of dialogue between parents and the school where both parties are ‘thinking education’;
3. enable teachers and staff to learn from parents about their cultural needs and educational aspirations and to share their potential contribution to the school curriculum;
4. enable parents to learn from teachers the broader educational framework of the school and the cultural imperatives that drive the school curriculum;
5. create an understanding that frankly addressing cultural challenges will facilitate broader school-related issues;
6. build a long-lasting bridge that will engage all members of the school community in well-informed, positive and compassionate dialogue.

## Rationale

Highly effective schools are characterised by outstanding school cultures ... Values of respect, tolerance and inclusion are promoted throughout the school and cultural and religious diversity are welcomed and celebrated ...

Masters, G. N., ‘Six of the best for highly effective schools’, *Brisbane Courier-Mail*, 22 January 2004.

The focus of this second module is to create spaces and opportunities for all school stakeholders to share, discuss, internalise and, where appropriate, to act on cultural issues. Schooling is the most common experience of us all. However, education systems are strongly reflective of the culture in which they are embedded. Most parents, regardless of their cultural background, have had a range of school experiences, both good and not so good. Central to the achievement of effective learning outcomes for students is the creation of spaces and opportunities for parents and teachers to share experiences, knowledge and aspirations.

**Is the feeling of ‘culture shock’ felt by many ASB parents about Australian schools an impediment to the academic and social achievements of their children?**

A key element in effective learning is effective communication. Communication that is well-informed, open, frank, sensitive and compassionate, taking the form of a conversation, is much more likely to create a positive learning community. In this context it is much more likely to be the teachers who have the initial and often unequal power: they have the insider language, the daily experiences with the students and the big picture of education. Culture shock, therefore, may well be felt by teachers who are unfamiliar with the expectations and aspirations of some members of the ASB community.

Some issues to consider are:

- Settlement within a new culture is often accompanied by a ‘culture-shock’ response.
- Social problems and sometimes conflicts can result from an inability to understand the new culture.
- Many parents, especially men, find it difficult to adapt to the new culture due to lost social status.
- An inability to understand or adapt to the new culture may result in a feeling of resentment or lack of appreciation towards the mainstream culture.
- Parents who have lived here for a longer period might have had negative experiences when trying to mix with the mainstream community. Some of them might have been subject to racist comments from members of the community.
- The lack of understanding and unfortunate experiences in their new culture may result in some parents clinging to their own culture in a very rigid way.

- Such experiences can result in a firm belief among ASB parents that schools are racist towards ASB students.
- Some ASB parents believe that schools are not meeting their cultural and educational expectations and needs.
- Building bridges requires all stakeholders to frankly examine their own values and beliefs and to be willing to enter conversations with an open perspective to things that may be very different. Schools can greatly assist this process by creating welcoming environments. Parents can assist the process by encouraging their community to be actively engaged in the dialogue.

## **Suggested strategies**

**Key issue: How can we have an open conversation in the interests of the students?**

- The role of the Cultural Diversity Facilitator (CDF) is critical in this activity, in terms of the organisation before the forum, the actual running of the forum and the following-up of unfinished business.
- Preparation includes the CDF contacting a sample of parents and teaching staff well in advance to discuss the proposed date and time of the meeting, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments, making appropriate seating arrangements, arranging visual displays and music.
- Using the school database and other sources, the CDF needs to contact a small group of known parents who would be willing to share their values, traditions in education and cultural experiences in a supportive environment.
- Although the number of participants will be unknown, it will be important for one group not to be so outnumbered by the other that potentially there is a sense of intimidation.
- The CDF may well need to be alert to potential areas of concern and interest and to assist teachers and other staff to prepare information, handouts, displays, etc regarding such areas as educational pathways and post school opportunities, for example, VCE, VCAL, VET, TAFE.
- Agreement by participants of the creation of a parent and teacher database for distribution, the recording of issues that need follow-up and mechanisms for future contact will enable all participants to develop a sense of positive outcomes being achieved.

- The CDF might consider a number of teaching and learning strategies to open the discussion and act as ‘ice-breakers’. For example, pre-planning for a nominated parent who feels comfortable in explaining her/his concerns, or using a role-play strategy in which some teachers and parents act out a ‘typical/probable’ scenario, or using a vignette discussion-opener like a quote from a parent such as: ‘Education in schools should be more serious that students feel they are not coming to just make friends’.

## Outcomes

As a result of participating in this open meeting, **parents** are:

- able to reduce their sense of cultural alienation by sharing and celebrating their cultural and traditional values;
- introduced to a range of other cultural values and traditions that are represented among teachers at the school;
- learning skills and understandings to address their own concerns and how they might assist teachers in addressing any culturally related issues affecting the school;
- able to positively engage in the school community as key stakeholders;
- introduced to the range of support available to them at the school;
- beginning to shift their focus from settlement issues to issues associated with their children’s education.

Additionally, after the open meeting, **teachers**:

- are able to enhance their insights into the cultural basis of ASB parents and students;
- together with other staff will enhance their knowledge about how the community deals with culturally related issues, enabling them to incorporate these understandings into their teaching and learning;
- will appreciate that there is a community resource that they can draw into their curriculum.

## Resources

- Information and/or brochures with relevant information about social services available for families.
- Lists of contacts, together with a simple ‘plan of action’ for parents to guide them through addressing their particular issue.
- A list of names and culturally specific resources for the school team.

- Department of Education brochures, websites, etc. about educational pathways.

## **Evaluation**

- The number of parents who attend the meeting as a proportion of the total potential group.
- The willingness of a group of parents to lead a discussion at the meeting.
- Observation of general discussion before, during and after the session.
- Number of participants who indicated that they are willing to participate in other activities.
- Follow-up phone calls to check the progress of particular issues.
- Long-term evaluation: Keeping a record of number of parents coming to the school seeking assistance or to talk about issues.

## **Module 3**

# **Organising a Meeting with NESB Parents (2)**

## Introduction

This third module complements the open meeting module with a focus on:

- identifying a range of cultural issues;
- building bridges across a broader cultural context by including community organisations;
- thinking positively about moving forward.

## Focus issue

To what extent do settlement issues impact on children's educational outcomes?

## Objectives

The focus of this module is to create an open meeting of parents and teachers with representatives from community organisations to discuss settlement and socio-economic issues that affect students' education. Specifically the objectives are to:

1. Strengthen the relationship between school staff, parents and community organisations.
2. Open an on-going and effective form of dialogue between parents and then school and community organisations, where all stakeholders are thinking education.
3. Raise awareness about issues related to settlement that the Arabic/ Assyrian parents may be facing.
4. Enhance the role of community organisations in school programs.
5. Enhance the school's awareness and understanding of local community organisations.
6. Assist ASB parents to think collaboratively about addressing settlement issues.

## Rationale

In considering settlement issues it is important to gain different perspectives. In general, young new settlers tended to emphasise the positive aspects of their settlement experiences, while older groups, including parents, dwelt on concerns and issues.

Watts, N., White, C. & Trin, A. 2002, 'Young Migrant Settlement Experiences and Issues: Two Perspectives', Occasional Publication, No 6, Massey University, Palmerston North, NZ.

The focus of this third module is to build on the goodwill established in the open meeting organised at the school by expanding both the range of issues to be considered and also the range of participants. Effective teaching and learning in schools can be seriously disrupted if parents are facing a number of settlement issues. Sometimes parents are unaware of the range of community support services available to them. Sometimes schools are unaware of parent settlement issues as a potential reason for explaining student behaviour. Sometimes students are unaware of the gravity of family settlement issues and/or do not wish to directly discuss these issues with their peers and teachers.

**Are settlement issues felt by many ASB parents an impediment to the academic and social achievements of their children?**

An element in effective teaching and learning, from a teacher's perspective, is an understanding of the background of their students. The diversity of students in any class only compounds this issue, so teachers often 'see what they get'. In other words, an understanding of broader and often 'hidden' information, like settlement issues, can assist in the teaching and learning process.

Some settlement issues to consider are:

- The ASB community is very diverse. Its diversity is reflected in the wide range of settlement issues that occurred over the various periods of migration. The various experiences have impacted differently within the Arabic community; for example, the Lebanese are long-term settlers, while the Iraqi and Assyrian settlers are new emerging communities.
- Many parents, like all new immigrants, suffer from settlement problems and feel insecure in the first period of migration.
- Many parents, and especially men, find it difficult to adapt to the new lower social status due to lack of employment.
- Sometimes, inability to solve their problems affects their ability to focus on their children's education and provide them support.
- Some parents who have lived here for a longer period may have had negative experiences trying to find work or improve their own education. This can result in an accumulation of social issues reflected in anti-social behaviour within the second generation.
- As a result of the above issues, some ASB parents may believe that the education system and the provision of social services in general are failing them.



- Some parents, therefore, may feel that the school is not meeting their cultural and educational expectations and needs.

## **Suggested strategies**

### **Key issue: What contribution can local community organisations make to address ASB parents' settlement issues?**

- The role of the Cultural Diversity Facilitator (CDF) is critical in this activity, in terms of the organisation before the meeting, the actual running of the meeting and the follow-up of unfinished business.
- Preparation includes the CDF contacting relevant community organisations and a sample of parents and teaching staff well in advance to discuss the proposed date and time of the meeting, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments, making appropriate seating arrangements, arranging visual displays and music.
- Using the school database and other sources the CDF needs to contact a small group of known parents who would be willing to open a discussion by sharing their settlement experiences in a supportive environment.
- Although the number of participants will be unknown, it will be important for one group not to be so outnumbered by the other that there is a potential sense of intimidation.
- The CDF may well need to be alert to potential areas of concern and interest and to assist teachers and other staff and community organisations to prepare information, handouts, displays, etc. regarding such areas as finding employment or housing.
- Agreement by participants to the creation of a parent and teacher database for distribution, the recording of issues that need following up, and mechanisms for future contact will enable all participants to develop a sense of positive outcomes being achieved.
- The CDF might consider a number of teaching and learning strategies to open the discussion and to act as 'ice-breakers'. For example, pre-planning for a nominated community organisation to open the discussion, or using a role-play strategy in which some teachers, parents and/or community organisation act out a 'typical/probable' scenario, or using a vignette discussion-opener like a quote: 'At the beginning I was longing for this social life that we used to have ... In Lebanon, people drop in anytime to visit you,

here it is different ... We are busy and more isolated ... But I still miss home!

## Outcomes

As a result of participating in this open meeting of parents, teachers and community organisations, **parents** are:

- able to learn ways of separating school issues from community issues;
- assisted in prioritising their child's education over their settlement issues;
- learning skills, understandings and appreciations in how to access community resources;
- able to recognise that community organisations are advocating on their behalf;
- introduced to and are more comfortable in utilising the range of support available to them at the school.

Additionally, **teachers** are:

- able to enhance their insights into settlement issues affecting migrant parents that have an impact on the students' education;
- able to learn more about working in harmony with community organisations to address issues that are beyond the school's capabilities;
- willing to form an alliance with community organisations so as to best deal with the educational needs of new emerging communities;
- aware of the value of engaging community organisations in the school's programs.

## Resources

- Information and/or brochures with relevant information about community social services available for families.
- Lists of contacts, together with a simple 'plan of action' for parents to guide them through addressing their particular settlement issues.
- A list of names and culturally specific community resources for the school team.

## Evaluation

- The number of parents who attend the meeting as a proportion of the total potential group.
- The willingness of a group of parents who contribute to the discussion at the meeting.

- Observation of general discussion before, during and after the session.
- Number of participants who indicated that they are willing to participate in other activities.
- Follow-up phone calls to check the progress of particular settlement issues.
- Long-term evaluation: keeping a record of number of parents coming to the school seeking assistance or to talk about issues.
- The extent to which community organisations are willing to participate in other school activities and programs.

**Module 4**  
Understanding the  
Australian Education  
System

## Introduction

This fourth module moves from the specific needs of ASB parents to a broader discussion highlighting the differences and similarities between the Australian education system and Iraqi education system, with a focus on:

- identifying and comparing the main curriculum features in both systems;
- highlighting some cultural differences, for example, camps and health;
- discussing differences and similarities from the perspectives of the parents' school experiences;
- thinking positively about being actively involved in their children's school.

## Focus issue

To what extent is the Australian education system different from the Iraqi education system?

## Objectives

The focus of this module is to create an open meeting of parents and teachers to discuss the nature of education in Australia, specifically in their children's school, and to address any comparative education issues that may arise from the parents' previous experience in schools. Specifically the objectives are to:

1. Address broad questions including 'what is education?' and 'what is the purpose of schooling?'
2. Bridge the gap between understanding the two educational settings by highlighting both differences and similarities.
3. Strengthen the relationship between school staff and parents.
4. Empower parents with key information about schooling in Australia so that they can more easily enter educational discussions.
5. Enhance parents' understanding about the link between knowledge of the education system, active participation in the school and their children's sense of achievement.
6. Assist ASB parents to think collaboratively about addressing education issues.
7. Ensure that the school and teachers can clearly articulate the goals, policies and practices of the school.

## Rationale

Education systems reflect the broader cultural goals of any country. The focus of this fourth module is to enhance parents' knowledge and understanding about the Australian education system. This understanding, however confusing for some parents, is important in enabling parents to effectively communicate with both the school itself and with their children on a wide range of issues, from classroom behaviour to choices in education pathways. Research indicates positive links between schools, students and parents results in an increase in student academic achievement, school effectiveness and greater parent satisfaction and involvement.

### **Why is a smooth transition and participation in a new education system important as part of the settlement process?**

Most Victorian schools cater for communities made up of a wide range of cultural and social backgrounds and with a wide range of previous educational experiences. Although the language of instruction in Australian schools is English, there will invariably be many students for whom English is not the home language. For many students and parents the transition to a new education system can be confusing, confronting and may result in negative feelings when the system does not appear to be sensitive to different needs, desires and aspirations.

Some issues to consider are:

- The Arabic-speaking community is itself diverse and complex in regard to social and education issues. These perspectives and aspirations may vary between class issues, poverty experiences in the homeland, war experiences and social and economic losses.
- Most ASB communities have had a totally different experience with education in their original countries and so there is a potential for a great deal of misunderstanding of educational needs and expectations in the Australian system.
- Many of the parents will have some concerns ranging from very specific issues, for example, the relationship between teacher and students and home study, to broader issues, for example, the subjects taught in the school curriculum.
- Many parents find it difficult to understand the many acronyms and jargon of the Australian education system. It is the school's responsibility to take leadership in 'unlocking' this sometimes confusing information.

- As a result of the above issues some ASB parents may believe that the education system and the provision of social services in general are failing them.
- Some parents, therefore, may feel that the school is not meeting their cultural and educational expectations and needs.

## **Suggested strategies**

**Key issue: Is it possible to compare the Australian and the Iraqi education systems?**

- The role of the CDF is critical in this activity, in terms of the organisation before the meeting, the actual running of the meeting and the following-up of unfinished business.
- Preparation includes the CDF contacting a sample of parents and teaching staff well in advance to discuss the proposed date and time of the meeting, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments, making appropriate seating arrangements, arranging visual displays and music.
- Using the school database and other sources, the CDF needs to contact a small group of known parents who would be willing to open a discussion by sharing their education experiences and highlighting the key features of the Iraqi school system.
- Although the number of participants will be unknown it will be important for one group not to be so outnumbered by the other that there is a potential sense of intimidation.
- The CDF (or another member of the school staff) may open a discussion about the curriculum structure in Australia, focusing on such areas as health, drama, music and camps, noting and acknowledging the differences in the two systems. Some discussion about why the two systems are different would be useful. The discussion may need to consider not only curriculum but also broader school policies and practices.
- The discussion may well be more useful in small groups and some handout materials in appropriate languages may assist the discussion. Some focus of the discussion may well be on the generational differences in education between the schooling experiences of the parents in their homeland to that of their children.
- Agreement by participants of the creation of a parent and teacher database for distribution, the recording of issues that need

following up and mechanisms for future contact will enable all participants to develop a sense of positive outcomes being achieved.

- The CDF might consider a number of teaching and learning strategies to open the discussion and to act as ‘ice-breakers’. For example, pre-planning for a nominated parent to open the discussion, or using a role-play strategy in which some teachers and/or parents act out a ‘typical/probable’ scenario, or using a vignette discussion-opener like a quote: ‘My children’s behaviour in school and sometimes with me is very different to my behaviour with my parents or my teachers.’
- Allow some time to articulate and celebrate aspects of their children’s schooling that parents find exciting and useful.

## Outcomes

As a result of participating in this open meeting of parents and teachers, **parents** are:

- introduced to a new education system and curriculum choices;
- assisted in learning ways and skills to participate in their children’s education;
- beginning to shift their focus from their immediate needs to participation in their children’s education;
- able to develop trust and respect for the policies, practice and general culture of the school;
- introduced to the idea of a learning community comprising parents, teachers and students.

Additionally, **teachers** are:

- able to enhance their knowledge and insights into parents’ previous education knowledge and experiences;
- able to learn more about the parents’ interests, needs, desires and aspirations for their children;
- willing to form an alliance with parents so as to best deal with the educational needs of new emerging communities;
- aware of the special needs of ASB families and how to incorporate these into their everyday teaching and learning.

## Resources

- School and education system information and/or brochures with relevant forms, including Educational Maintenance Allowance (EMA), excursion forms, subject choice forms, etc.



- Sample of the school newsletter.
- A map of the school.
- Copies of the school's policies, including uniform, absenteeism, welfare, timetable.
- A list of names of key school support staff.
- Where appropriate, information in Arabic language of the education system in Australia and some relevant websites.

## **Evaluation**

- Informal assessment of the Australian education system by participating parents.
- The number of parents who attend the meeting as a proportion of the total potential group.
- The willingness of a group of parents who contribute to the discussion at the meeting.
- Observation of general discussion before, during and after the session.
- Number of participants who indicated that they are willing to participate in other activities.
- Follow-up phone calls to check the progress of particular education issues.
- Long-term evaluation: keeping a record of number of parents coming to the school seeking assistance or to talk about education issues.
- Possible checklist evaluation of parents' understanding of the two education systems (could be used in group discussions).

**Module 5**  
Facilitating Parental  
Involvement in Schools (1)

## Introduction

This fifth module moves from the specific needs of ASB parents to a broader hands-on activity in which some parents are invited to actively participate in the school's curriculum. This module has a focus on:

- identifying that some ASB parents have particular skills and interests that can be shared with the whole school community;
- appreciating that the skills and interests brought by the parent community can make a very positive contribution to the life of the school;
- enhancing the partnerships of the three stakeholders—parents, teachers and students—as a contribution to the concept of a learning community;
- valuing teaching and learning in its many diverse forms.

## Focus issue

How can parents, and especially ASB parents, make an active contribution to teaching and learning in the school curriculum?

## Objectives

The focus of this module is to create a 'Parent Teacher for a Day'. The strategy is to match skilled parents with a particular area of the curriculum and to invite them to participate by leading a session(s) in their area of expertise or interest. Some areas of the curriculum that parents might become involved in include sport, cooking, art/craft and humanities. Effective learning in these sessions might take several weeks or might be just a single contribution. This activity will enable teachers and parents to:

1. Address any stereotypes that parents or teachers may have had about each other and move forward with a sense of partnership.
2. Allow both teachers and parents to understand, appreciate and celebrate each other's strengths.
3. Allow parents to appreciate the context in which learning takes place.
4. Strengthen the relationship between school, staff and parents.
5. Empower parents by recognising that teaching and learning takes many forms.
6. Enhance students' appreciation that parents are a valuable educational resource and that they bring an important cultural perspective to learning.

7. Assist ASB parents to think collaboratively about addressing education issues.
8. Identify parents who might be able and willing to make a long-term contribution to the school.

## **Rationale**

Education is more than schooling. Our rapidly changing society and the increasing complexity of the challenges we all face mean neither parents nor teachers by themselves can educate all children well.

Everyone in the community must help.

Wescott Dodd, Anne & Konzal, Jean I. 2002, *How Communities Build Stronger Schools: Stories, strategies and promising practices for educating every child*, Palgrave, New York.

Research suggests that effective schools have high levels of parent and community involvement. Parents are encouraged to take an active role in discussing, monitoring and supporting their children's learning. Parents are involved in setting goals for the school and in developing school policies. One form of active involvement that parents can make is the sharing of their personal and particular skills and interests with the broader school community. The active involvement of parents in this process recognises that learning takes many forms and broadens the concept of 'what's worth knowing' in the school curriculum. Clearly, some parents have highly developed skills and interests, some closely connected to the current school curriculum, while others will be able to broaden the students' learning experiences outside the traditional curriculum. Schools should value a range of learning.

### **Why are parents important?**

The Victorian Department of Education has encouraged over several decades the concept of parent participation in education. This participation has taken many forms, from parent management of kindergartens, regulations that give parents a majority of members on school councils, to parents assisting teachers in the daily routines in the form of a teacher-aide.

Some issues to consider are:

- Due to recent immigration to Australia, many parents' involvement in schools is limited, depending on the parents' level of education, their proficiency with English language and/or their knowledge of the school system.

- Some parents may not have the capabilities to assist in school curriculum areas, but may be skilled in other trades or have specific skills and interests.
- Even parents with high levels of education may not be willing to participate in the school community if they lack the ‘cultural capital’ or know-how of effectively entering into discussions with the school.
- Parents can bring a new perspective to student learning and consolidate their educational relationship with their own children by being seen as someone who can make a contribution to the school.
- The contribution of parents can address the possible stereotypes parents have of teachers, and teachers have of parents.

## **Suggested strategies**

**Key issue: How can we prepare both parents and students for effective teaching and learning?**

- This activity is better placed sometime during the school year when parents have already attended meetings at the school and generally are feeling more comfortable about how the school operates. It is likely that parents would have begun to address some of their immediate settlement and school needs and are feeling more open to suggestions about how they might make a contribution to the school.
- The identification of parents who might be willing to participate in the program can be complex. At the beginning of the school year parents might have the program explained to them with notices of later invitations to participate. Parents may prefer to participate in pairs or small groups.
- The role of the CDF is critical in this activity, in terms of the organisation of the class. Like teachers, parents need to know all the practicalities of the program, including the number of students, their gender/age, cultural backgrounds, the allocated time, available resources, the role of the classroom teacher, if the class is related to the current curriculum, etc.
- Preparation includes the CDF contacting volunteer parents and teaching staff well in advance to discuss the proposed date and time of the class, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school

notices, preparing appropriate refreshments, making appropriate seating arrangements, etc.

- The CDF will need to seek permission for this activity from the school principal. There are a number of legal requirements that must be observed and may include telling all parents in advance about the activity and having a ‘supervising teacher’ also in the classroom.
- The CDF may well have to mentor the parents in the basic skills of teaching. Some parents may be highly skilled in their area but have limited presentation skills. The CDF may consider the use of a briefing meeting and discussion before the program commences, using perhaps videos of ‘typical’ classes as a point of reference to illustrate such aspects as lesson preparation, timing, engaging students in activities and concluding the class.
- The CDF (or another member of the school staff) may need to remind the students of the visiting parent and the focus of the presentation. Some preparation might be required of the students in order to assist them to engage with the parent presenter.
- The CDF might consider a number of teaching and learning strategies to open the discussion and conclude the presentation, for example, having students thank the parent.

## Outcomes

As a result of participating in this Parent Teacher for a Day, **parents** are:

- able to consider the role of the teacher in a more practical light;
- assisted in their thinking about effective teaching and learning strategies both in a classroom setting and in their home;
- able to recognise that their expertise is valuable and can be communicated to others;
- able to enhance their personal sense of efficacy;
- able to consider and appreciate the challenges teachers face in a multicultural classroom;
- able to value the partnership of school and parent;
- able to develop trust and respect for the policies, practice and general culture of the school;
- introduced to the idea of a learning community comprising parents, teachers and students.

Additionally, **teachers** are:

- able to enhance their knowledge and insights into the parents' previous education knowledge and experiences and to see them as a valuable curriculum resource;
- able to learn more about the parents' interests, needs, desires and aspirations for their children;
- willing to form an alliance with parents so as to best deal with the educational needs of the students;
- aware of the special needs of ASB families and how to incorporate these into their everyday teaching and learning;
- able to learn a new skill and/or understanding.

## **Resources**

- School curriculum handouts related to the parents' presentation to the current curriculum.
- A map of the school.
- A list of names of all students and 'supervising' staff.
- A list of relevant resources, if any, at the school.

## **Evaluation**

- Informal observation of the presentation.
- Discussion with students after the presentation.
- Frank feedback given to the parent teacher from the perspective of the supervising teacher and the students.
- The desire of students and teachers to continue the program with an extended series of activities.
- The number of parents who were willing to be a Parent Teacher for a Day.
- Number of participants who indicated that they are willing to participate in other activities.
- Long-term evaluation: keeping a record of number of parents coming to the school seeking assistance or to talk about education issues.
- Possible checklist evaluation of parents' understanding of the two education systems (could be used in group discussions).

**Module 6**  
Facilitating Parental  
Involvement in Schools (2)



## Introduction

This sixth module is a continuation from the previous module in providing another opportunity for parents to actively participate in the school's curriculum. This module has a focus on:

- further identifying that some ASB parents have particular skills and interests that can be shared with the whole school community;
- building on the skills and interests brought by the parent community can make a very positive contribution to the life of the school;
- enhancing the partnerships of the three stakeholders—parents, teachers and students—as a contribution to the concept of a learning community;
- broadening the range of opportunities to contribute to the school's program;
- valuing teaching and learning in its many diverse forms.

## Focus issue

How can parents, and especially ASB parents, make an active contribution to teaching and learning in the school curriculum?

## Objectives

The focus of this module is to build on and enhance the Parent Teacher for a Day activity. The strategy is to match more skilled parents with particular areas of the curriculum and to invite them to participate by leading a session(s) in their area of expertise or interest. Some areas of the curriculum that parents might have become involved in as part of the first Parent Teacher for a Day activity include sport, cooking, art/craft and humanities. The aim of this activity is threefold. Firstly, to maintain the level of interest and commitment shown by parents during the first Parent Teacher for a Day. Secondly, to enlarge the pool of parents so that it is not the same parents who are participating. Thirdly, parents now can be called on to broaden their contribution to other areas of the curriculum and to other activities in the school. Effective learning in these sessions might take several weeks or might be just a single contribution. This activity will enable teachers and parents to:

1. address any stereotypes that parents or teachers may have had about each other and move forward with a sense of partnership;
2. allow both teachers and parents to understand, appreciate and celebrate each other's strengths;

3. allow parents to appreciate the context in which learning takes place;
4. strengthen the relationship between school, staff and parents;
5. empower parents by recognising that teaching and learning takes many forms and embraces at least academic, social, physical and emotional learning;
6. enhance students' appreciation that parents are a valuable educational resource and that they bring an important cultural perspective to learning;
7. assist ASB parents to think collaboratively about addressing education issues;
8. identify parents who might be able and willing to make a long-term contribution to the school;
9. consider a wider range of school activities in which parents might be actively engaged.

## Rationale

Education is more than schooling. Our rapidly-changing society and the increasing complexity of the challenges we all face mean neither parents nor teachers by themselves can educate all children well.

Everyone in the community must help.

Wescott Dodd, Anne & Konzal, Jean I. 2002, *How Communities Build Stronger Schools: Stories, strategies and promising practices for educating every child*, Palgrave, New York.

Research suggests that effective schools have high levels of parent and community involvement. Parents are encouraged to take an active role in discussing, monitoring and supporting their children's learning. Parents are involved in setting goals for the school and in developing school policies. One form of active involvement that parents can make is the sharing of their personal and particular skills and interests with the broader school community. The active involvement of parents in this process recognises that learning takes many forms and broadens the concept of 'what's worth knowing' in the school curriculum. Clearly, some parents have highly developed skills and interests, some closely connected to the current school curriculum, while other parents will be able to broaden the students' learning experiences outside the traditional curriculum. Schools should value a range of learning.

## **Why are parents important?**

The Victorian Department of Education has encouraged over several decades the concept of parent participation in education. This participation has taken many forms, from parent management of kindergartens, regulations that give parents a majority of members on school councils, to parents assisting teachers in the daily routines in the form of a teacher-aide.

Some issues to consider are:

- Due to recent immigration to Australia, many parents' involvement in schools is limited depending on both the parents' level of education, their proficiency with English language and/or their knowledge of the school system.
- Some parents may not have the capabilities to assist in school curriculum areas, but may be skilled in other trades or have specific skills and interests.
- Even parents with high levels of education may not be willing to participate in the school community as they may lack the 'cultural capital' or know-how of effectively entering into discussions with the school.
- Parents can bring a new perspective to student learning and consolidate their educational relationship with their own children by being seen as someone who can make a contribution to the school.
- The contribution of parents can address the possible stereotypes parents may have of teachers, and teachers of parents.

## **Suggested strategies**

**Key issue: How can we prepare both parents and students for effective teaching and learning?**

- This activity is better placed sometime during the school year when parents have already attended meetings at the school and generally are feeling more comfortable about how the school operates. It is likely that parents would have begun to address some of their immediate settlement and school needs and are feeling more open to suggestions about how they might make a contribution to the school.
- The CDF will need to ensure that earlier information about the structure of the school is again readily available to parents. The purpose of this information is to indicate the range of areas

that parents can participate in including classroom activities, membership of school council and committees, parent groups, canteen duty, sports coaching, excursion helpers, maintenance roster, etc.

- The identification of parents who might be willing to participate in the program can be complex. At the beginning of the school year parents might have the whole school program explained to them with notices of later invitations to participate.
- The role of the CDF is critical in this activity, in terms of the organisation of the activities. Like teachers, parents need to know all the practicalities of the program, including the number of students, their gender/age, cultural backgrounds, the allocated time, available resources, the role of the classroom teacher and whether or not the class is related to the current curriculum.
- Preparation includes the CDF contacting volunteer parents and teaching staff well in advance to discuss the proposed date and time of the activities, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments, making appropriate seating arrangements, etc.
- The CDF will need to seek permission for these activities from the school principal. There are a number of legal requirements that must be observed and may include telling all parents in advance about the activity and having a 'supervising teacher' also in attendance.
- The CDF may well have to mentor the parents in the basic skills of teaching and supervision. Some parents may be highly skilled in their area but have limited presentation skills. The CDF may consider the use of a briefing meeting and discussion before the program commences, using perhaps videos of 'typical' classes as a point of reference to illustrate such aspects as lesson preparation, timing, engaging students in activities and concluding the activities.
- The CDF (or another member of the school staff) may need to remind the students of the visiting parent and the focus of the presentation. Some preparation might be required of the students in order to assist them to engage with the parent presenter.
- The CDF might consider a number of teaching and learning strategies to open the discussion and conclude the presentation/ activities, for example, having students thank the parent.

## Outcomes

As a result of participating in this enlarged Parent Teacher for a Day, **parents** are:

- able to consider the role of the teacher in a more practical light;
- assisted in their thinking about effective teaching and learning strategies both in a classroom setting and in their home;
- able to recognise that their expertise is valuable and can be communicated to others;
- able to enhance their personal sense of efficacy;
- able to consider and appreciate the challenges teachers face in a multicultural classroom;
- able to value the partnership of school and parent;
- able to develop trust and respect for the policies, practice and general culture of the school;
- introduced to the idea of a learning community comprising parents, teachers and students.

Additionally, **teachers** are:

- able to enhance their knowledge and insights into parents' previous education knowledge and experiences and to see them as a valuable curriculum resource;
- able to learn more about the parents' interests, needs, desires and aspirations for their children in a range of learning contexts;
- willing to form an alliance with parents to best deal with the educational needs of the students;
- aware of the special needs of ASB families and how to incorporate these into their everyday teaching and learning;
- able to learn a new skill and/or understanding.

## Resources

- School curriculum handouts related to the parents' presentation/contribution to the current curriculum and broader school activities.
- A map of the school.
- A list of names of all students and 'supervising' staff.
- A list of relevant resources, if any, at the school.

## Evaluation

- Informal observation of the presentations/participation.
- Discussion with students after the presentations/participation.
- Frank feedback given to the parent teacher from the perspective of the supervising teacher and the students.
- The desire of students and teachers to continue the program with an extended series of activities.
- The number of parents who were willing to be a Parent Teacher for a Day.
- Number of participants who indicated that they are willing to participate in other activities.
- Long-term evaluation: keeping a record of number of parents coming to the school seeking assistance or to talk about education issues.
- Possible checklist evaluation of parents' understanding of the two education systems (could be used in group discussions).

## **Module 7**

# Hosting a Ramadan Dinner

## Introduction

This seventh module is a special event in the calendar of ASB parents—a dinner to be held during the month of Ramadan for teachers, students, parents and their families. This module has a focus on:

- bridging the gap in understanding about Muslim culture;
- bringing together all members of the school community to experience, enjoy and celebrate the tradition and culture;
- enhancing the partnerships of the three stakeholders—parents, teachers and students—as a means of sharing common education goals;
- broadening the range of opportunities to contribute to the school’s program;
- valuing the diversity of cultural traditions in the school community.

## Focus issue

How can we acknowledge and celebrate the cultural diversity in our school community?

## Objectives

The focus of this module is to hold a dinner during the month of Ramadan, for teachers, students, parents and their families. The dinner will be held after sunset and will provide all the traditional types of food that are served during Ramadan.

This activity will enable teachers, students and parents to:

1. provide greater understanding of the Muslim culture, particularly the happenings of the month of Ramadan;
2. allow parents to include their children’s teachers in a traditional and religiously significant event;
3. interact and build foundations for further communication;
4. enhance the respect by students of their parents’ traditions and culture as something valuable;
5. experience learning in a non-classroom and enjoyable environment;
6. strengthen the relationship between school, staff, students and parents;
7. enhance students’ appreciation that parents are a valuable educational resource and that they bring an important cultural perspective to learning;
8. assist ASB parents to think collaboratively about addressing education issues.



## Rationale

The Multicultural Victoria Act (2004) recognises that multicultural education requires a holistic approach to schooling ... It promotes cultural pluralism as a dynamic and enriching social value and encourages respect by all cultures for all cultures.

Department of Education & Early Childhood Development, <[www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)> (accessed 15 March 2008).

Parents with children in Victorian schools are encouraged to actively participate in a wide range of school activities. The diversity of parents, however, in every school suggests that their contributions can also be very diverse, ranging from volunteering a particular skill, to joining a committee, to sharing their cultural traditions. All of these are valuable contributions and schools need to be creative to acknowledge and celebrate the various forms of parent participation. The sharing of particular cultural traditions can be a powerful mechanism to recognise and celebrate cultural diversity as the sharing affirms the democratic rights of freedom of religion and the importance of developing a culturally inclusive curriculum.

### **Why should schools develop culturally inclusive programs?**

The Victorian Department of Education and Early Childhood Development provides a curriculum framework for all public schools. It is the prerogative of schools, however, to modify this framework to suit the goals and aspirations of their school community. So schools in Victoria have a common core curriculum, but how they package the program is up to each school. A school with a very culturally diverse student population can develop inclusive programs to reflect these demographics.

Some issues to consider are:

- There is sometimes a gap between parents, students and teachers particularly when it comes to understanding each other's cultures.
- Language and other cultural barriers can seriously affect communication in the school community.
- Some parents may feel, as a minority group, that the school is not appreciating their culture.
- Parents' traditions and opinions can greatly influence the students' opinions.
- If the parents' culture is valued and enjoyed by the school, parents are more likely to get involved in the school.

- Parents have their own ‘family curriculum’ which is based on the parents’ culture, traditions and values.

## **Suggested strategies**

**Key issue: What is the significance of Ramadan to the Muslim community?**

This activity is better placed sometime during the school year when parents have already attended meetings at the school and generally are feeling more comfortable about how the school operates. It is likely that parents would have begun to address some of their immediate settlement and school needs and are feeling more open to suggestions about how they might make a contribution to the school, in this case in the form of organising an important cultural event.

- The identification of parents who might be willing to participate in the program can be complex. At the beginning of the school year parents might have the whole school program explained to them with notices of later invitations to participate.
- The role of the Cultural Diversity Facilitator (CDF) is critical in this activity, in terms of the organisation of the activity. Preparation includes the CDF contacting volunteer parents and teaching staff well in advance to discuss the proposed date and time of the activity, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments and entertainment, making appropriate seating arrangements, etc.
- The CDF will need to seek permission for this activity from the school principal. There are a number of legal requirements that must be observed as the event will be held outside school hours.
- The CDF may well have to encourage the formation of a parent support committee.
- The CDF (or another member of the school staff) may need to remind the students of the significance of Ramadan. Some classroom preparation might be required of students in order to assist them to acknowledge and appreciate this cultural tradition.
- The CDF might consider a number of teaching and learning strategies to open the dinner and conclude the event, for example, asking a parent to explain Ramadan, having students thank the parents, etc.

## Outcomes

As a result of participating in the Ramadan dinner, **parents** are able to:

- feel more comfortable and confident in approaching the school and the teachers;
- recognise that their expertise is valuable and can be communicated to others;
- enhance their personal sense of efficacy;
- value the partnership of school and parent;
- develop trust and respect for the policies, practice and general culture of the school;
- feel more confident with the idea of a learning community comprising parents, teachers and students.

Additionally, **teachers** are able to:

- enhance their knowledge and insights into parents' cultural traditions, knowledge and experiences and to see them as a valuable resource;
- learn more about the parents' interests, needs, desires and aspirations for their children in a range of learning contexts;
- be aware of the special needs of ASB families and how to incorporate these into their everyday teaching and learning;
- learn a new skill and/or understanding;
- enjoy and share in a possible new cultural tradition.

## Resources

- Handouts for students and teachers about some aspects of the Muslim culture and specifically Ramadan.
- A map of the school.

## Evaluation

- Informal observation of the event noting in particular the level of interaction and enjoyment.
- Discussion with students in class after the dinner.
- The desire of students, parents and teachers to continue the program with an extended series of activities.
- The number of parents who were willing to participate.
- Number of participants who indicated that they are willing to participate in other activities.
- Long-term evaluation: Keeping a record of number of parents coming to the school seeking assistance or to talk about education issues.

## **Module 8**

# Hosting a Community Cultural Event

## Introduction

This eighth module is another cultural event to be held at the school for teachers, students, parents and their families. The cultural event can come from any tradition relevant and/or of interest to the school community. This module has a focus on:

- bridging the gap in understanding about another culture;
- bringing together all members of the school community to experience, enjoy and celebrate the traditions and culture of the school community;
- enhancing the partnerships of the three stakeholders—parents, teachers and students—as a means of sharing common education goals;
- broadening the range of opportunities to contribute to the school’s program;
- valuing the diversity of cultural traditions in the school community.

## Focus issue

How can we acknowledge and celebrate the cultural diversity in our school community?

## Objectives

The focus of this module is to hold a relevant cultural event, for teachers, students, parents and their families. The event will reflect at least one cultural tradition held by members of the school community. Some examples might include an Aussie BBQ, Chinese New Year, Nowruz, etc.

This event will enable teachers, students and parents to:

1. provide greater understanding of a range of cultures;
2. allow parents to include their children’s teachers in a traditional significant event;
3. interact and build foundations for further communication;
4. enhance the respect by students of their parents’ traditions and culture as something valuable;
5. experience learning in a non-classroom and enjoyable environment;
6. strengthen the relationship between school, staff, students and parents;
7. enhance students’ appreciation that parents are a valuable educational resource and that they bring an important cultural perspective to learning;

8. assist parents to think collaboratively about addressing education issues.

## **Rationale**

The Multicultural Victoria Act (2004) recognises that multicultural education requires a holistic approach to schooling ... It promotes cultural pluralism as a dynamic and enriching social value and encourages respect by all cultures for all cultures.

Department of Education & Early Childhood Development, website, <[www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)> (accessed 15 March 2008).

Parents with children in Victorian schools are encouraged to actively participate in a wide range of school activities. The diversity of parents, however, in every school suggests that their contributions too can be very diverse, ranging from volunteering a particular skill, to joining a committee, to sharing their cultural traditions. All of these are valuable contributions and schools need to be creative to acknowledge and celebrate the various forms of parent participation. The sharing of particular cultural traditions can be a powerful mechanism to recognise and celebrate cultural diversity as the sharing affirms the democratic rights of freedom of religion and the importance of developing a culturally inclusive curriculum.

### **Why should schools develop culturally inclusive programs?**

The Victorian Department of Education and Early Childhood Development provides a curriculum framework for all public schools. It is the prerogative of schools, however, to modify this framework to suit the goals and aspirations of their school community. So schools in Victoria have a common core curriculum, but how they package the program is up to each school. A school with a very culturally diverse student population can develop inclusive programs to reflect these demographics.

Some issues to consider are:

- There is sometimes a gap between parents, students and teachers, particularly when it comes to understanding each other's cultures.
- Language and other cultural barriers can seriously affect communication in the school community.
- Some parents may feel, as a minority group, that the school is not appreciating their culture.
- Parents' traditions and opinions can greatly influence the students' opinions.

- If the parents' culture is valued and enjoyed by the school, parents are more likely to get involved in the school.
- Parents have their own 'family curriculum' which is based on the parents' culture, traditions and values.

## **Suggested strategies**

**Key issue: What are some significant cultural events celebrated by members of the school community?**

This activity is better placed sometime during the school year when parents have already attended meetings at the school and generally are feeling more comfortable about how the school operates. It is likely that parents would have begun to address some of their immediate settlement and school needs and are feeling more open to suggestions about how they might make a contribution to the school, in this case in the form of organising an important cultural event.

- The identification of parents who might be willing to participate in the program can be complex. At the beginning of the school year parents might have the whole school program explained to them with notices of later invitations to participate.
- The role of the CDF is critical in this activity, in terms of the organisation of the activity. Preparation includes the CDF contacting volunteer parents and teaching staff well in advance to discuss the proposed date and time of the activity, preparing letters of invitation in appropriate languages, telephoning and emailing parents, preparing welcoming school notices, preparing appropriate refreshments and entertainment, making appropriate seating arrangements, etc.
- The CDF will need to seek permission for this activity from the school principal. There are a number of legal requirements that must be observed as the event will be held outside of school hours.
- The CDF may well have to encourage the formation of a parent support committee.
- The CDF (or another member of the school staff) may need to remind the students of the significance of the cultural event. Some classroom preparation might be required of the students in order to assist them to acknowledge and appreciate this cultural tradition.
- The CDF might consider a number of teaching and learning strategies to open the event and conclude the event, for example, asking a parent to explain the event, having students thank the parents, etc.

## Outcomes

As a result of participating in the cultural event, **parents** are able to:

- feel more comfortable and confident in approaching the school and the teacher;
- recognise that their expertise is valuable and can be communicated to others;
- enhance their personal sense of efficacy;
- value the partnership of school and parent;
- develop trust and respect for the policies, practice and general culture of the school;
- feel more confident with the idea of a learning community comprising parents, teachers and students.

Additionally, **teachers** are able to:

- enhance their knowledge and insights into parents' cultural traditions, knowledge and experiences and to see them as a valuable resource;
- learn more about the parents' interests, needs, desires and aspirations for their children in a range of learning contexts;
- become aware of the special needs of families and how to incorporate these into their everyday teaching and learning;
- learn a new skill and/or understanding;
- enjoy and share in a possible new cultural tradition.

## Resources

- Handouts for students and teachers about some aspects of the culture.
- A map of the school.

## Evaluation

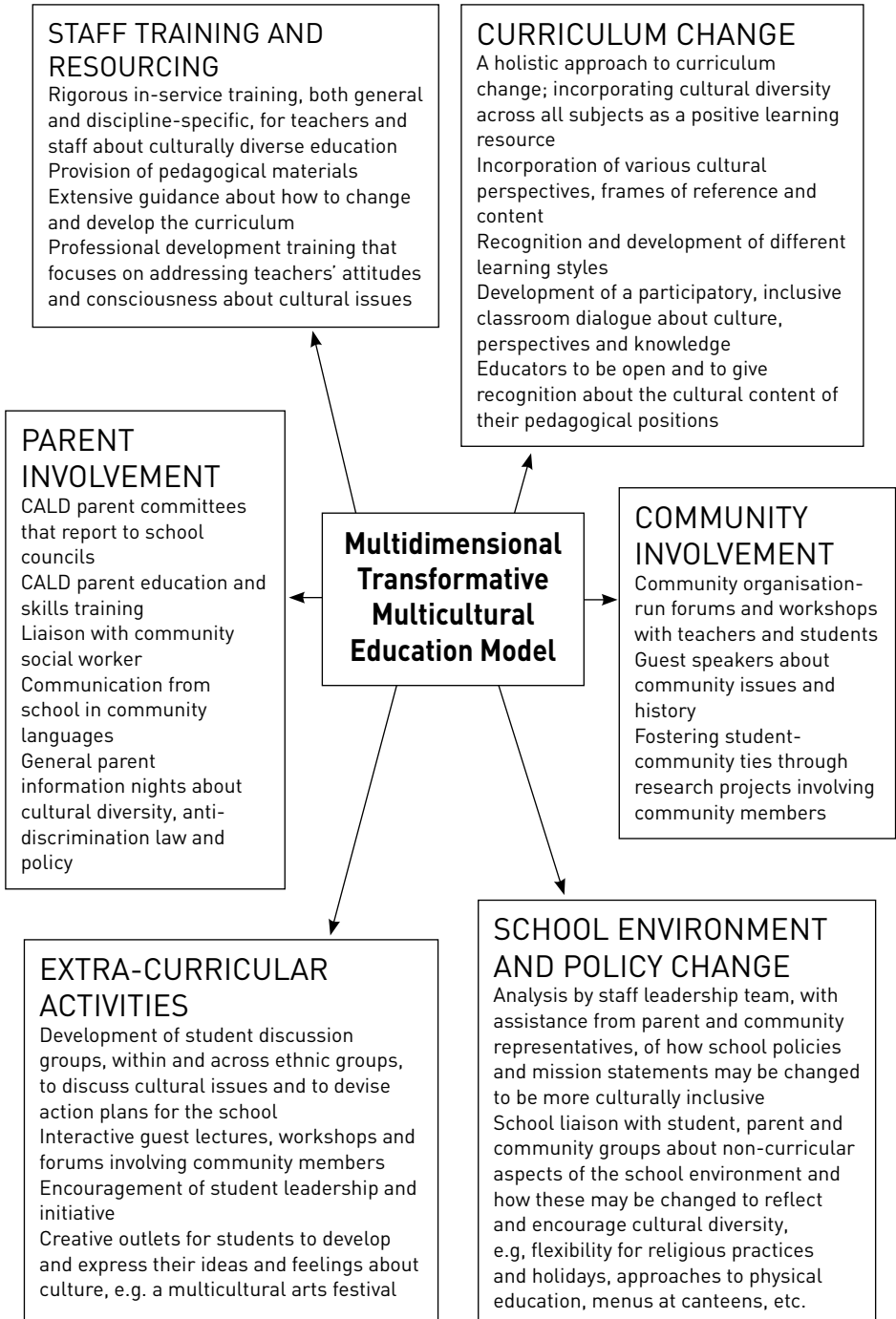
- Informal observation of the event noting in particular the level of interaction and enjoyment.
- Discussion with students in class after the event.
- The desire of students, parents and teachers to continue the program with an extended series of activities.
- The number of parents who were willing to participate.
- Number of participants who indicated that they are willing to participate in other activities.
- Long term evaluation: Keeping a record of number of parents coming to the school seeking assistance or to talk about education issues.





# Appendices

# APPENDIX A



## APPENDIX B: MULTICULTURAL VICTORIA ACT 2004, IMPLICATIONS FOR SCHOOLS

The *Multicultural Victoria Act 2004* aims to establish principles of multiculturalism and foster a common understanding of the importance of cultural diversity and how it enriches Victoria. The Act came into operation at the beginning of 2005.

At the local school-level, principles and policies consistent with this legislation will be reflected in schools' governing documents and frameworks, including the Accountability and Improvement Framework, the Student Code of Conduct and the Codes of Practice for principals, staff, school councils and the school community.

The relevant responsibilities for the various elements of the school community are outlined below.

**Principals** are committed to:

- Ensuring that the school curriculum, leadership and management practices promote and affirm principles of multiculturalism.
- Making staff, students and members of the school council aware of the legislation—particularly the principles of multiculturalism.
- Monitoring the school environment in terms of promoting and preserving diversity and cultural heritage and overseeing the school's efforts to incorporate the principles of multiculturalism.
- Modelling appropriate behaviour and promoting a climate of mutual respect.
- Making available translations of the school's diversity and equal opportunity policies, including complaints processes, to ensure they are accessible to staff, students and parents from language backgrounds other than English, as appropriate.

**School councils** are committed to:

- Ensuring that the contents of *any existing policy document* including the Accountability and Improvement Framework, particularly the

school profile, codes of practice and the student code of conduct, reflect the principles of multiculturalism:

- all members of the school community are entitled to mutual respect and understanding regardless of their cultural, religious, racial and linguistic backgrounds;
  - promoting and preserving diversity and cultural heritage among members of the school community;
  - all members of the school community (regardless of background) can work together to build a positive and progressive future;
  - all members of the school community are equally entitled to access opportunities and participate in and contribute to the social, cultural, economic and political life of Victoria;
  - all Victorians have a responsibility to abide by the State’s laws and respect the democratic processes under which those laws are made.
- Encouraging and facilitating the participation by all parents in school community activities and decision making, taking into account the principles of multiculturalism.
  - Ensuring that all of the school’s current and future policies are consistent with the principles of multiculturalism.

**School staff** are committed to:

- Examining their own culture, and the role it plays in influencing how they view and interact with the world.
- Promoting and affirming diversity in all aspects of their work practices and interactions with students, parents and other staff.
- Ensuring curriculum programs and classroom materials incorporate multicultural perspectives and reflect a range of cultural experiences.
- Valuing and building on students’ knowledge and experience.
- Using teaching and assessment strategies that cater for a range of learning styles, and allow for differences in perspective.
- Monitoring the school environment in terms of promoting and preserving diversity and cultural heritage and assisting the school’s efforts to incorporate the principles of multiculturalism.
- Modelling appropriate behaviour and promoting a climate of mutual respect.

**Students** are expected to:

- Abide by the Student Code of Conduct, in particular the principles concerned with the valuing of student individuality, including that of race, gender or cultural diversity.
- Participate in cultural awareness, anti-racism and other curriculum-linked strategies aimed at increasing respect for diversity.

## APPENDIX C: BROADMEADOWS SECONDARY COLLEGE: CULTURAL DIVERSITY CHARTER

---

Broadmeadows Secondary College (now part of Hume Central Secondary College), as a culturally diverse school, pledges to maintain its harmonious and inclusive school community by:

- **committing** to reconciliation by respecting and acknowledging the Indigenous peoples the Kulin Nation, the Wurrundjerri Tribe, whose land on which the school now stands;
- **empowering** members of the school community to understand their rights and take up their responsibilities in order to reach their full potential thereby ensuring that the school achieves its vision;
- **living out** the vision statement of the school and the core values of trust, resilience, flexibility, responsibility and the development of social conscience;
- **identifying and catering** for the educational needs of our diverse student population;
- **celebrating** the strengths that are derived from the diversity of the school;
- **recognising** that the richness and uniqueness that diversity brings is to the benefit of all members of the school community;
- **encouraging** the participating of the entire school community, including relevant stakeholders, in the educational life of the school community irrespective of gender, age, religion, ability, sexual orientation and cultural and linguistic background;
- **collaborating** with members of the school community and stakeholders in the development of the school's policies and practices.

## APPENDIX D:

# PRINCIPLES OF LEARNING AND TEACHING

---

This table demonstrates links between the component of each of the Principles of Learning, classroom practices and learning activities.

<b>Principles of learning and teaching</b>	<b>This principle can be demonstrated when</b>	<b>Explicit links to the teaching of Diversity activities</b>
<p>1. The learning environment is supportive and productive.</p>	<p>1.1 The teacher builds positive relationships through knowing and valuing each student.</p> <p>1.2 The teacher promotes a culture of value and respect for individuals and their communities.</p> <p>1.3 Teaching strategies promote students' self-confidence and willingness to take risks with their learning.</p> <p>1.4 Each student experiences success through structured support, the valuing of effort, and recognition of their work.</p>	<ul style="list-style-type: none"> <li>• Questions are targeted to individual student needs and cultural perspectives.</li> <li>• Activities validate cultural background and the experiences of individual students.</li> <li>• Learning activities in the class are connected to the experiences of students and their communities.</li> <li>• Establishment of a safe classroom environment where different student contributions are acknowledged as valuable i.e. through discussions, acknowledgement and celebration of different cultural/religious days, student work of diverse cultures displayed.</li> <li>• Opportunities for students to inquire into differences in community values and perspectives through interview, links to wider community.</li> <li>• Encouragement of students to share their cultural perspective and experiences through paired and group activities.</li> <li>• Learning activities are designed to encourage collaborative work practices and the sharing of learning within the class.</li> </ul>



<b>Principles of learning and teaching</b>	<b>This principle can be demonstrated when</b>	<b>Explicit links to the teaching of Diversity activities</b>
2. The learning environment promotes independence, interdependence and self-motivation.	<p>2.1 The teacher encourages and supports students to take responsibility for their learning.</p> <p>2.2 The teacher uses strategies that build skills required for productive collaboration.</p>	<ul style="list-style-type: none"> <li>• Students are given the opportunity to choose between learning tasks or determine the steps/parameters of open ended tasks. For example, planning school harmony day, research on cultural expectations of schooling.</li> <li>• Student activities focus on collaborative strategies of group work/paired work.</li> </ul>
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.	<p>3.1 Teaching strategies are flexible and responsive to the values, needs and interests of individual students.</p> <p>3.2 The teacher utilises a range of teaching strategies that support different ways of thinking and learning.</p> <p>3.3 The teacher builds on students' prior experiences, knowledge and skills.</p> <p>3.4 The teacher capitalises on students' experience of a technology rich world.</p>	<ul style="list-style-type: none"> <li>• Learning activities investigate the role of the media to challenge cultural stereotypes.</li> <li>• Learning activities that acknowledge and investigate a range of personal and religious differences about a topic/issue.</li> <li>• Students are given the opportunity to present learning material in a range of different modes. For example, based on multiple intelligences/ICT.</li> <li>• Activities are open ended to allow students to work at different levels and pace.</li> <li>• Learning activities explicitly link new ideas with the language and cultural perspectives students' bring to the classroom.</li> <li>• A range of technologies are utilised in meaningful learning activities for students including inspiration, internet search, multimedia, photography.</li> </ul>

<b>Principles of learning and teaching</b>	<b>This principle can be demonstrated when</b>	<b>Explicit links to the teaching of Diversity activities</b>
<p>4. Students are challenged and supported to develop deep levels of thinking and application.</p>	<p>4.1 Teaching sequences promote sustained learning that builds over time and emphasises connections between ideas.</p> <p>4.2 The teacher promotes substantive discussion of ideas.</p> <p>4.3 The teacher emphasises the quality of learning with high expectations of achievement.</p> <p>4.4 The teacher uses strategies that challenge and support students to question and reflect.</p> <p>4.5 The teacher uses strategies to develop investigating and problem-solving skills.</p>	<ul style="list-style-type: none"> <li>• Learning activities build upon students' understanding of issues relating to cultural diversity.</li> <li>• Learning activities are connected to life outside school.</li> <li>• Opportunities for sustained class discussions of key ideas relating to cultural diversity.</li> <li>• Students are encouraged to challenge, speculate and build on others' contributions/ideas.</li> <li>• Learning tasks are designed to encourage and support students to move beyond their current understandings of cultural diversity and think more deeply about ideas.</li> <li>• Tasks challenge students to analyse, evaluate and create.</li> <li>• Learning activities such as planning whole school events allow for students to develop decision-making and time-management skills.</li> </ul>

<b>Principles of learning and teaching</b>	<b>This principle can be demonstrated when</b>	<b>Explicit links to the teaching of Diversity activities</b>
<p>5. Assessment practices are an integral part of teaching and learning.</p>	<p>5.1 Assessment practices reflect the full range of learning program objectives.</p> <p>5.2 The teacher ensures that students receive frequent constructive feedback that supports further learning.</p> <p>5.3 The teacher makes assessment criteria explicit.</p> <p>5.4. Assessment practices encourage reflection and self-assessment.</p>	<ul style="list-style-type: none"> <li>• Whilst assessment tasks are not included in the teaching diversity package many of the learning activities in the teaching diversity modules present opportunities for students to demonstrate their knowledge and skills at different levels.</li> <li>• Activities encourage student reflection and comments and these are useful to inform teacher planning and further learning activities; that is, assessment for learning.</li> <li>• The collaborative, extended nature of many learning activities give teachers an opportunity to provide ongoing and timely support for student learning.</li> <li>• Several learning activities provide an opportunity for students to discuss their learning explicitly with others and to review prior ideas and compare them with current understandings.</li> </ul>

<b>Principles of learning and teaching</b>	<b>This principle can be demonstrated when</b>	<b>Explicit links to the teaching of Diversity activities</b>
<p>6. Learning connects strongly with communities and practice beyond the classroom.</p>	<p>6.1 Students engage with contemporary knowledge and practice.</p> <p>6.2 The teacher plans for students to interact with local and broader communities.</p> <p>6.3 The teacher uses technologies in ways that reflect professional and community practices.</p>	<ul style="list-style-type: none"> <li>• Learning tasks aim to link student learning to aspects of real life; that is the understanding of Australia’s diverse cultures.</li> <li>• Activities encourage students to explore origins of cultural values and practices.</li> <li>• Student opinions /proposals can be presented to the broader community. For example, letter to newspaper editor, proposal to school council or local council or community group for consideration.</li> <li>• Arranging links with other schools, classrooms or professional institutions, for school incursions and cultural excursions.</li> <li>• Students are encouraged to present/ publish learning activities using a range of ICT medium.</li> </ul>

Source: <[www.education.vic.gov.au/studentlearning/teachingprinciples/principles/default.htm](http://www.education.vic.gov.au/studentlearning/teachingprinciples/principles/default.htm)>

## APPENDIX E: INQUIRY-BASED LEARNING

Steps	Processes	Questions	Activities
Tuning in	Engagement and gathering prior knowledge. Pre-assessment. Questions for inquiry. Goal-setting. Students may require immersion in the topic if little is known/experienced of the topic.	Why should we investigate issues of cultural diversity? What do we already know about cultural diversity? What feelings or opinions do you have about cultural diversity?	Discussing a value dilemma. Considering a case study. Having a visitor to the class. Brainstorming for ideas.
Finding out	Experiences, research and texts that add to knowledge-base. Emphasis on gathering data first-hand.	How are we going to find out about this? Who, what, where is information we can use about cultural diversity?	Constructing an action plan. Surveys and interviews. Viewing film, music.
Sorting out	Organising, analysing and communicating the information gathered using a range of learning areas.	How can we categorise the information? What connections can we see?	Using computer databases. Group discussions. Recording data.
Going further	Raising new questions. Extending experiences. Challenging assumptions. Students follow personal inquiry into own questions.	What unexpected information have we discovered? Can we follow new lines of investigation?	Hypothesising about new outcomes. Seeking further opinions and data.
Making conclusions and reflection	Stating understandings—what do we now know? How do we feel? High-level thinking about the topic. Identifying avenues for action and application. Generalising (should be done throughout).	What can we now say about ...? What evidence do you have to support your opinion? How certain are you of your conclusion?	Giving a report. Making a video. Holding a debate. Presenting a role-play. Preparing a display.

<b>Steps</b>	<b>Processes</b>	<b>Questions</b>	<b>Activities</b>
Taking action	Taking action. Reflecting on the learning. What, how and why learning has come about. What did I learn about this topic? What did I learn about myself? What should I/we do now? What do we still want to learn?	What might we be able to do about the issue? Who else might support us about this issue? How can we make others aware of the issue? What might happen if we do nothing?	Working with other members of the community. Investigating role of decision makers. Involving other students/teachers in the issue. Presenting findings to wider audience.

Source: Adapted from K. Murdoch 2004, 'Basic Overview of Integrated-Inquiry Process', *Classroom Connections*, p. 5.

## APPENDIX F:

---

## GLOSSARY

---

- Ancestors:** Your relatives who lived before you.
- Bibliography:** List of books and other resources used in your research study.
- CALD:** Culturally and linguistically diverse.
- Characteristic:** Something about you as an individual that identifies or separates you.
- Citizen:** A person who lives in a town or city, or who was born or naturalised in a particular country.
- Citizenship:** The conditions under which a citizen must live—the rights and duties.
- Community:** People who are living or working in the one area. Sometimes it refers to people with the same cultural and/or religious beliefs. For example, a town, a school or a religious centre.
- Concept:** Thought, general idea.
- Cultural stereotype:** A fixed or standard image of a cultural group. This image is not necessarily accurate.
- Culture:** The ideas, beliefs, values and knowledge which unite particular people.
- Customs:** Habits and typical ways of behaving.
- Dual:** Indicates that there are two.
- Ethnicity:** Relating to a group of people who have particular racial, religious, linguistic and other common traits.
- Identity:** The parts of you, such as personality, religion, cultural background, job, languages spoken, your appearance ... what you would talk about to describe yourself.
- Immigration Department:** Government workers who are in charge of helping all new people who come to live in a country.
- Individual:** This relates to the idea that we are all different—there are no two people who are the same. We are all ‘individuals’.
- Media:** Generally refers to the ways in which we get our information about current events. Newspapers, radio and television are the most common forms of media.

**Migrant:** A person who moves from one country to live in another country.

**Perspectives:** A point of view, or idea, about a situation.

**Policy:** Plan of action.

**Refugee:** A person who has escaped from a dangerous situation. Often refers to a person who goes to live in another country after escaping from a dangerous, war-torn country.

**Stereotype:** An image of a person, or group of people. The image may be commonly accepted, but is not necessarily accurate.

**Values:** The types of things we believe are important and desirable. These are often the attitudes and behaviours we respect.

**VCAA:** Victorian Curriculum Assessment Authority. This body is responsible for all the curriculum and assessment programs in Victorian schools: <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

**VELS:** Victorian Essential Learning Standards. This is used in the Victorian primary and secondary educational system: <<http://vels.vcaa.vic.edu.au>>.



## REFERENCES

---

- Victorian Multicultural Commission, *All of us, Victoria's Multicultural policy*, 2009, <http://www.multicultural.vic.gov.au/Web24/vmc.nsf/HeadingPagesDisplay/PublicationsAll+of+Us+Victorias+Multicultural+Policy?OpenDocument>, viewed 24 November 2009.
- Victorian Department of Education and Early Childhood Development, *Education for Global and Multicultural Citizenship, A Strategy for Victorian Government Schools, 2009-2013*, <http://www.eduweb.vic.gov.au/edulibrary/public/commrel/policy/multicultural-ed-strategy.pdf>, viewed 24 November 2009
- Hirst, J 2007, *The Australians: Insiders and Outsiders on the National Character*, Melbourne, Black Inc.
- Masters, G N, 'Six of the best for highly effective schools', *Brisbane Courier-Mail*, 22 January 2004.
- Ministerial Council on Education, Employment, Training and Youth Affairs, 2008, *Melbourne Declaration on Educational Goals for Young Australians*, [http://www.mceetya.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf), viewed 24 November 2009.
- Multicultural Victoria Act 2004*, <http://www.multicultural.vic.gov.au/web24/vmc.nsf/allDocs/RWPF2D611A5E6710709CA2572F1001D0564?OpenDocument>, viewed 24 November 2009.
- Murdoch, K 2004, 'Basic overview of integrated-inquiry process', *Classroom Connections*, Armidale, Vic, Eleanor Curtain Publishing.
- Australian Government Department of Education, Employment and Workplace relations, *National Framework for Values Education in Australian Schools*, <http://www.valueseducation.edu.au/values/>, viewed 24 November 2009.
- Ministerial Council for Education, Early Childhood Development and Youth Affairs, *National Statements of Learning*, [http://www.mceecdya.edu.au/mceecdya/statements\\_of\\_learning,22835.html](http://www.mceecdya.edu.au/mceecdya/statements_of_learning,22835.html), viewed 24 November 2009.
- Victorian Department of Education and Early Childhood Development, *Principles of Learning and Teaching*, <http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>, viewed 24 November 2009.
- Trewin, D 2007, *Year Book Australia*, Australian Bureau of Statistics, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1301.02007?OpenDocument>.
- Victorian Essential Learning Standards (VELS)*, <http://vels.vcaa.vic.edu.au/parent/index.html>, viewed 24 November 2009.
- Watts, N, White, C & Trin A 2002, *Young Migrant Settlement Experiences and Issues: Two Perspectives*, Occasional Publication, No 6, Palmerston North, Massey University.
- Wescott Dodd, A & Konzal, JI 2002, *How Communities Build Stronger Schools: Stories, Strategies and Promising Practices for Educating Every Child*, New York, Palgrave.

Note: References in italics are to photos or illustrations.

## A

Aboriginal smoke ceremony, *60*  
 Adult and Community Education (ACE) providers, 150  
 ‘Advance Australia Fair’, *59*  
 Amrozi, *118*  
 Andrews, Kevin, *117*  
 Anti-Racism Action Band (A.R.A.B.), 17  
 apprenticeships, 150  
 Arabic speaking background (ASB)  
   people/parents, 158–9; *see also*  
   CALD (cultural and linguistically diverse) parents  
   attitudes towards, 27  
   beginning synergy with schools, 231  
   benefits from communication and meetings, 239  
   communication with, 237–8, 269  
   culture shock about Australian schools, 237–8  
   diversity of community, 243, 249  
   evaluation of meetings with, 240  
   feedback on parent involvement at school, 258  
   further resources for, 239–40  
   identification of willing volunteers among, 256–7, 260, 269  
   low social status an unemployment, 243  
   needs of community, 230  
   objectives of communication with, 236  
   organising meetings with, 236–40  
   outcomes after Ramadan dinner, 270  
 Parent Teacher for a Day program, 254–8, 260–5

Ramadan dinner for school  
   community, 267–70  
 resolution of settlement issues, 242–5  
 role of Cultural Diversity Facilitator, 232–3  
 skills of, 254, 260  
 social issues for community, 231–2  
 strategies to engage parents in children’s education, 232–3  
 and understanding of Australian education system, 248–52  
 value of participation at school, 257  
 arts and developing positive relationships at school, 152  
 Asia Education Foundation, 37  
 assessment tasks, 38  
   concept map, 191–3  
   DIGA exercise, 160  
   expectations of self, family and teachers, 130–1  
   fight for citizenship rights, 92–4  
   history of Australian immigration, 72–3  
   multicultural setting, 168  
   personal pathways, 145  
   post 9/11 Australian impacts, 113–14  
   research activity and speech, 194  
   speech: student instructions, 216–17  
   speech: teacher advice, 215  
 assimilation, 29  
 attendance at school, 125–9, 132–3, 134–5  
 Australia  
   images of, 58–9  
   multicultural and multilingual society, 29  
 Australia Day citizenship ceremony, 62  
 Australian Citizenship Pledge, 89

- Australian citizenship test, 89–90
- Australian education system; *see also* schools
  - comparison with Iraqi system, 248–52, 250–1
  - evaluation of, 251–2
  - information for parents about, 248–9
- Australian Electoral Commission, 37
- Australian identity
  - assessment task, 53–4
  - brainstorming activity, 50–1
  - handout, 55
  - oral presentation, 53–4
  - share boxes activity, 50–1
  - views about (extension activity), 51–2
- Australian immigration, assessment task, 72–3
- Australian Journalists Association’s Code of Ethics, 108, 111
- Australian Research Council Linkage Project, 27
- Australian values
  - handout, 84–5
  - list of, 84
  - meanings of, 83
- Australian way of life, 57
  
- B**
- Bali bombing, 118
- Becoming an Australian Citizen* (Dept. of Immigration), 84
- Blueprint for Government Schools, 16
- Broadmeadows Secondary College
  - Cultural Diversity Charter, 7–8, 282
  
- C**
- CALD (cultural and linguistically diverse) parents
  - experiences of, 9–10, 23
  - interpreters and translators for, 23
  - organising meetings with, 236–40
  - represented at meetings/events, 23
  - on school council, 23
  - support networks, 23
  - welfare coordinators for, 23
- Centre for Multicultural Youth Issues (CMYI), 10
- charter goals and priorities of schools, 6
- Checklists
  - Community Partnerships, 24
  - Cultural Diversity Charter, 20–1
  - Curriculum as a Cultural Resource, 22
  - Engaging CALD parents, 23
  - Pedagogical Practice, 21
  - purpose of, 19
  - tasks after completion, 20
  - when to complete?, 20
  - who completes?, 19–20
- Chinese New Year, 272
- citizenship
  - fight for rights, 92–4
  - focus questions, 81–3
  - further resources, 93–4
  - how to become a citizen, 86–7
  - rights and responsibilities, 81–3
  - values underpinning, 83
  - VELS Chart, 77–80
  - what should citizen know, 86
- citizenship test, 86–7, 89–90
- civics and citizenship education, 16–17, 36–7
- civil and political rights, 91
- class discussion on identity, 46–7
- classroom, ideal, 189–90
- Code of Ethics of Australian Journalists Association, 108, 111
- communication with NESB parents, 139–40, 155–6, 232–3, 238–9, 242–6, 249, 273
- community cultural event, 272–5
- Community Grants, 18
- community involvement in education, 254–8, 260–5, 278
- community languages, 8
- community liaison worker, 8
- community organisations
  - objectives about meetings with parents, 242
  - partnerships with schools, 17, 24
  - strategies on ASB parents’ settlement issues, 244–5
  - strategy to approach, 24
  - support to schools, 24
- community partnerships, 16–18, 24

- concept map, 43–4, 191–3, 219
  - countries of birth of Australians, 69, 72, 74–5
  - cricket, international test, 61
  - Cultural and ethnic tensions
    - assessment task: speech/student instructions, 216–17
    - assessment task: speech/teacher advice, 215
    - extension activity, 218–19
    - focus questions, 200–3, 209–14
    - inspiration from notable figures (handout), 222–3
    - learning triangle (handout), 208
    - Luther King/Obama (handout), 220–1
    - motivation scenarios (handout), 204
    - promoting peace and harmony project, 218–19
    - student snapshots (handout), 205–7
    - VELS Charts, 195–9
  - cultural background, 157
  - Cultural Diversity Charter, 6–8
    - of Broadmeadows Secondary College, 7–8, 282
    - Checklist, 20–1
  - Cultural Diversity Facilitator, 8, 14, 232–3, 238–9, 244–5, 250–1, 256–7, 262–3, 269, 274
  - cultural diversity in Australia, 4–5
  - cultural event at school
    - ideas for, 274
    - objectives, 272–3
    - outcomes, 275
    - permission and legal requirements, 274
    - rationale, 273–4
    - resources and evaluation, 275
    - role of CDF in, 274
    - suggested strategies, 274
    - teaching and learning strategies and, 274
  - cultural organisations, school activities with, 24
  - cultural pluralism, 268
  - cultural stereotypes and the media, 119
    - assessment task, 113–14
    - cartoon handout, 101–2
  - Code of Ethics, Aust. Journalists Association, 111
  - focus questions, 98–100, 103, 108–9, 112
  - further resources, 120
  - news sources handout, 110
  - PMI (plus/minus/interesting) chart handout, 107
  - post 9/11, 113–14, 115–19
  - student snapshots handout, 104–6
  - VELS Chart, 95–120
  - culturally inclusive programs, 273–4
  - culture shock by new arrivals, 237–8
  - cultures in the school community;
    - events, speakers, meetings for, 23
  - curriculum, school and culture
    - change in, 278
    - evaluation criteria (handout), 181
    - focus questions, 175–8, 182–4
    - incorporation of cultural and linguistic diversity into, 12
    - legal drugs cartoon (handout), 179
    - links to TLMs, 30–1
    - major religions project (assessment task), 185–7
    - major religions project (handout), 186–7
    - modification by schools, 268, 273
    - questions for quiet consideration (handout), 180
    - relevance to students and teachers, 11–12
    - structure in Australia, 250
    - transformative approach, 12
    - VELS Charts, 169–74
  - Curriculum as a Cultural Resource (checklist), 22
- D**
- democracy, rights and responsibilities in, 81–3
  - Department for Victorian Communities, links to multicultural organisations and businesses, 18
  - Department of Education and Early Childhood Development (DEECD), website information on multiculturalism, 7, 13

Department of Immigration and  
Citizenship (Cwth), Diverse Australia  
Program, 8

developing positive relationships at  
school  
assessment task: DIGA exercise, 160  
assessment task: multicultural  
setting, 168  
focus questions, 154–9, 165–7  
healthy and unhealthy relationships  
(handout), 161  
student snapshots (handout), 162–4  
VELS Charts, 150–3

DIGA (describe/interpret/generalise/  
apply) exercise, 160

Discipline-based learning (VELS strand)  
citizenship, 78–9  
cultural and ethnic tensions, 196–7  
cultural diversity and  
multiculturalism, 64–5  
cultural stereotypes and the media,  
96  
curriculum, school and culture,  
170–2  
developing positive relationships at  
school, 151–2  
expectations of self, family and  
teachers, 123–4  
identity, 41

Discovering Democracy initiative, 16  
diversity, 29

*Diversity—An Educational Advantage*  
Project, 4, 8, 14–15

Do, Khoa, 56  
dual identity, 46

## E

E5 Instructional Module, 13  
education systems, differences in,  
136–7, 248–52  
educational establishment, schools’  
relationships with, 16–17  
Effective School Module, 7  
ethnic identity, 46  
Expectations of self, family and  
teachers  
assessment task, 130–1  
differences in education systems  
(handout), 136–7

expectations of students, 142–3  
extension topic: alternative  
pathways, 144–6  
focus questions, 125–9, 138–40,  
142–3  
further resources, 145  
investigation project, 130–1  
laws and expectations for school  
attendance (handout), 134–5  
learning pathways (handout), 149  
parents’ expectations, 146–9  
parents on strike (handout), 141  
student snapshots, 147–9  
Susie’s decision (handout), 132–3  
VELS Charts, 122–4  
extension topics  
alternative pathways, alternative  
success stories, 144–5  
interfaith workshop, 188–9  
promoting peace and harmony  
project, 218–19  
extra-curricular activities, 278

## F

‘family curriculum’, 269, 274  
films on theme of identity, 54  
Flagship Strategy 1 initiative, 17  
focus questions  
citizenship, 81–3  
countering racism, 112  
cultural and ethnic tensions, 200–3  
cultural stereotypes and the media,  
98–102  
developing positive relationships at  
school, 154–65  
expectations of self, family and  
teachers, 125–9, 138–40, 142–3  
identity, 43–4  
inclusion and exclusion, 210–11  
inspiration to work together,  
212–13  
Kevin Rudd’s Sorry speech, 211–12  
Martin Luther King speech, 212–13  
multiculturalism, 66–7  
Obama speech, 212–13  
relationships in multicultural  
context, 165–7  
sledding and taunts, 212  
‘who am I?’ activity, 211

friendships, 155, 156–9; *see also*  
relationships  
funding of school resources, 17

## G

global pressures, 28–9  
glossary of terms, 35  
Grassby, Al, 57  
group comparisons, 44  
*Guidelines for Managing Cultural and  
Linguistic Diversity in Schools*, 7

## H

Habib, Maha, 119  
Habib, Mamdouh, 119  
handouts, 113–14  
    Australian citizenship test, 89–90  
    Australian identity, 55  
    Australian values, 84–5  
    Barack Obama speech, 221  
    differences in education systems,  
    136–7  
    ethnic/dual identity, 46  
    healthy and unhealthy relationships,  
    161  
    identity chart, 45  
    inspiration from notable figures,  
    222–3  
    laws and expectations for school  
    attendance, 134–5  
    learning pathways, 149  
    learning triangle, 208  
    Martin Luther King speech, 220  
    motivation scenarios, 204  
    multiculturalism by numbers, 74–5  
    news sources, 110  
    parents on strike, 141  
    perspectives of students, 48–9, 68  
    post 9/11 Australian impacts, 115–19  
    student snapshots on cultural and  
    ethnic tensions, 205–7  
    student snapshots on cultural  
    stereotypes, 104–6  
    student snapshots on positive  
    relationships, 162–4  
    Susie’s decision, 132–3  
    teachers’ views on multiculturalism,  
    88  
    views of Australia, 56–62

Haneef, Mohamed, 117  
Harmony Day, 218–19  
Hicks, David, 116  
holistic project model, 4–5, 273  
Human Rights and Equal Opportunity  
    Commission, 36  
Humanitarian Program, 76  
Hume Central Secondary College, 282

## I

‘I have a dream’ (Martin Luther King  
speech), 212–13  
identity; *see also* ethnic identity, dual  
identity  
    class discussion on, 46–7  
    definitions of, 44  
    films on, 54  
    focus questions, 43–4, 46–7  
    personal writing on, 44  
    reflective paragraph, 47  
    teaching and learning activities,  
    43–4, 46–7  
identity chart, 43, 45  
illegal immigrants, 58  
immigration and refugee policy, 69–71,  
    76; *see also* migration categories,  
    migration program  
Indian students, protest by, 62  
inquiry-based learning, 32, 288–9  
inspirational quotes, 215, 222–3  
Interdisciplinary learning (VELS  
strand)  
    citizenship, 79–80  
    cultural and ethnic tensions, 198–9  
    cultural diversity and  
    multiculturalism, 65, 79–80  
    cultural stereotypes and the media,  
    97  
    curriculum, school and culture,  
    173–4  
    developing positive relationships at  
    school, 152–3  
    identity, 41–2  
interfaith workshop, 188–9  
international events and ethnic  
    relationships, 103  
interpreting services, 8, 9, 23  
interview project, 127–8  
Iraqi children, 115

## K

- 'Classroom Kaleidoscope' classroom materials, 37
- Knowledge Bank case studies, 17

## L

- languages other than English and Anglo students, 157–8
- information to parents in, 8
- laws and expectations for school attendance, 134
- learning in different cultures, 189–90
- learning pathways, 144–6, 149
- Level 6 school program, 32
- lifelong learning, 149
- Living in Harmony Project, 7–8, 17, 18

## M

- Making Multicultural Australia, 37
- mateship, 56
- media in Australia
  - analysis of, 108
  - monitoring, 108–9
  - news sources handout, 110
- meetings on students' education
  - evaluation of, 245–6
  - objectives, 242
  - parents' role, 245
  - rationale, 242–4
  - teachers' role, 245
- Melbourne Declaration, 22
- mentoring of parents, 263
- migration categories, 71
- migration program, planning of, 76
- minority group, 218
- Model for Best Practice, 3–4
- Multicultural perspectives in Victorian schools (resource kit), 7
- Multicultural policy (Victoria), 7
- multicultural society, values and beliefs of, 67
- Multicultural Victoria Act 2004*, 7, 268, 273, 279–81
- multiculturalism
  - definition, 66–7, 165, 166
  - focus questions, 66–7
  - needs of students, 166
  - students' understanding of, 165–6

- multidimensional transformative multicultural education model, 278

## N

- national events and ethnic relationships, 103
- National Framework for Values Education in Australian Schools, 30
- National Statements of Learning, 30
- Nicholson cartoons, 57
- 9/11 and consequences, 103, 104–5, 113–14
- non-English-speaking parents, *see* CALD (cultural and linguistically diverse) parents
- Nowruz, 272

## O

- Opening the School Gate: Engaging CLD Families in Schools*, 10

## P

- parent involvement at schools, 8–10, 9, 138–40, 227–8, 252, 268, 273, 278
  - in curriculum, 254–8
  - diversity of contributions, 273
  - evaluation of, 258
  - further resources on, 258
  - identification of willing parents, 256, 263
  - levels of involvement, 255–6
  - mentoring of parents, 263
  - Parent Teacher for a Day program, 254–8, 260–5
  - preparation for involvement, 262–3
- parent modules, purpose of, 9
- Parent Teacher for a Day program, 254–8, 260–5, 263–4
- parents
  - Arabic speaking background (ASB), 227–8
  - concerns about schools, 249–50
  - culture valued by schools, 268
  - effective communication with, 139–40, 250–1
  - expectations of schools, 230, 250–1
  - expectations of students, 146–8
  - influence on students, 273

- parents (*cont.*)
    - and information about Australian schools, 248–52
    - needs of Arabic speaking community, 230–4
    - outcomes from community organisation meetings, 245
    - outcomes from cultural event at school, 275
    - outcomes of communication, 233
    - Parent Teacher for a Day program, 254–8, 260–5
    - pressures and limitations on, 9
    - skills/strengths of, 260–1
    - on strike, 141
    - translation/interpreting service for, 9
    - types of assistance/involvement in schools, 262
  - Parents Victoria, 10
  - ‘pass the conch’ activity, 156–9
  - pedagogical practice, 11, 21
  - performance or role-play
    - on ethnic/dual identity, 46
    - on health/unhealthy relationships, 155–6, 159
  - rights and responsibilities in democracy, 81–3
  - personal pathways, 144–6
  - Physical, personal and social learning (VELS strand)
    - citizenship, 77–8
    - cultural and ethnic tensions, 195
    - cultural diversity and multiculturalism, 63
    - cultural stereotypes and the media, 95
    - curriculum, school and culture, 169–70
    - developing positive relationships at school, 150–1
    - expectations of self, family and teachers, 122–3
    - identity, 40
  - PMI (plus/minus/interesting) chart, 103, 107
  - policy objectives, 16–17
  - principals’ role in fostering cultural diversity, 279
  - principle of change, 12
  - ‘Principles of Learning and Teaching’ (PoLT; DEECD), 30–1, 283–7
  - professional development, 14–15, 21, 33, 278; *see also under* teachers
  - promoting peace and harmony project, 218–19
  - protest
    - against Hicks detainment, 116
    - by Indian students, 62
- R**
- Racial Discrimination Act*, 112
  - racism, countering, 112
  - Racism. No way!* strategies, 7, 35
  - Ramadan, 157, 269
  - Ramadan dinner for school
    - community objectives of, 267
    - outcomes, 270
    - parent support committee, 269
    - permissions and legal requirements, 269
    - rationale, 268
    - resources and evaluation, 270
    - suggested strategies, 269
    - teaching and learning strategies linked to, 269
  - refugee and immigration policy, 69–71, 76
  - Registered Training Organisations (RTOs), 149
  - relationships, 156–9; *see also* friendships
    - healthy and unhealthy, 161
    - in multicultural context, 165
    - between parents and teachers, 260–1
  - resources
    - community partnerships, 17–18
    - curriculum and pedagogy, 12
    - and external funding of schools, 17
    - fight for citizenship rights, 93–4
    - history of Australian immigration, 72–3
    - parental involvement, 9–10
    - for parents, 245
    - school structures, 7–8
  - respect in a multicultural society, 166



rights and responsibilities of  
citizenship, 81–3  
role-playing, 155–6

## S

school councils, 138, 279–80  
school environment and policy  
change, 278  
school learning community, 227  
school newsletters, translating of, 9  
schools; *see also* attendance at school;  
Australian education system  
absence/attendance at, 125–9  
differences between Australian and  
abroad, 125–9, 130–1, 136–7,  
248–52  
experience of older person at, 127  
learning in different cultures,  
189–90  
multicultural setting of, 166–8  
reflection of multicultural society, 29  
resources and information about,  
251–2  
values of highly effective, 236–7  
sensitive issues, 38  
settlement issues and resolution, 242–5  
sharing findings, 44  
*Single Mothers: A resource for parenting  
solo*, 10  
social issues for Arabic community in  
Australia, 231–2  
speech by student, 215–17  
sport, 61, 60  
stereotypes, 98–102, 256, 260  
stories of migrants, 70  
Strategic Partnership Program  
(DEECD), 17–18  
Student Code of Conduct, 281  
Student Engagement Guidelines, 38  
student snapshots  
cultural diversity and  
multiculturalism, 68  
cultural stereotypes and the media,  
99–100  
expectations of self, family and  
teachers, 142–3, 146–8  
finding my place, 48–9  
on healthy/unhealthy relationships,  
156–8, 162–4

identity, 48–9, 61  
learning about other cultures, 192–3  
students  
maintenance of cultural heritage, 11  
and parent involvement at schools,  
263–4  
social disadvantages of, 8–9  
Student Engagement Guidelines, 38  
success stories, 70, 82  
Susie's decision (handout), 132–3  
Sydney Opera House, 58

## T

TAFE courses, 150  
teacher support materials, 13, 14–15  
as curriculum resource, 15  
design of, 14–15  
as professional development  
resource, 15  
resourcing and training with, 15  
User Guide, 13  
teachers; *see also* professional  
development  
advice to, 34–8  
benefits of meetings with ASB  
parents, 239  
developing transformative  
curriculum, 12  
limited experience and training of, 9  
outcomes after Ramadan dinner,  
270  
outcomes from cultural event at  
school, 275  
outcomes of community  
organisation meetings, 245  
role in fostering cultural diversity,  
280  
training of, 278  
and value of parents' participation at  
school, 258, 264  
views on multiculturalism, 88  
teaching and learning activities, 35  
Teaching and Learning Modules  
aims, 30  
audience for, 29  
content and organisation, 31  
curriculum links, 30–1  
funding of, 27  
implementation, 32

Teaching and Learning Modules (*cont.*)  
key ideas and concepts, 29–30  
origin and context of, 27  
purpose of, 13, 28–9  
themes, 31  
training pathway, 149  
translation services, 9, 23

## U

unemployment and low social status,  
243  
United Nations High Commissioner  
for Refugees (UNHCR), 76  
university courses, 149

## V

Values Education initiative, 16, 36  
values of other cultures, 192–3  
VELS Charts; *see also* Victorian  
Essential Learning Standards  
(VELS)  
Unit 1: Identity, 40–2  
Unit 2: Cultural diversity and  
multiculturalism, 63–5  
Unit 3: Citizenship, 77–80  
Unit 4: Cultural stereotypes and the  
media, 95–120  
Unit 5: Expectations of self, family  
and teachers, 122–4

Unit 6: Developing positive  
relationships at school, 150–3  
Unit 7: Curriculum, school and  
culture, 169–74  
Unit 8: Cultural and ethnic tensions,  
195–9

Victorian Arabic Social Services  
(VASS), 7–8, 27

Victorian Essential Learning Standards  
(VELS); *see also* VELS Charts  
community connections, objectives  
about, 16

Curriculum and Standards  
information, 13  
information for parents about, 9  
and Teaching and Learning  
Modules, 30, 32

## W

whole-school approach, 33  
women's netball game, 60  
writing by students  
on ethnicity and identity, 47  
on 'My Identity', 41  
relationship to standards or learning  
focus, 41

## Y

Young Australian of the Year 2005, 56