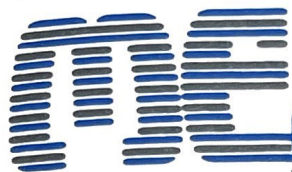


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Multiculturalism in Education NEWSLETTER

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E D I T O R

Brian van Wageningen

Education Department of South Australia

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Editorial Committee:

*Meredith Noble,
Sylvia Eliseo (Cover Design)*

FROM THE EDITOR

This issue focuses on the biggest multicultural event of the year when it comes to conferences - the Australian Institute of Multicultural Affairs initiated a National Research Conference, 1986: Ethnicity and Multiculturalism, May 14-16 at Melbourne University.

Participants from South Australia who had connections with the field of education were approached with a request to write about their impressions of the conference by way of a personal response. I received a representative selection which are included in this issue. For those who missed the deadline for this issue, some space will be reserved in the next one.

A special welcome as contributor to this illustrious Newsletter is extended here to the Superintendent of Studies, Multiculturalism in Education in the South Australian Education Department. Chris Majewski's overview leads off the AIMA Conference review section. Much, if not all, of what I was going to say has been written by the other contributors so that I can be brief in order to avoid duplication (the advantages of being editor?). I benefited greatly from personal interactions with other participants, many of whom had so far been names in print rather than persons in real life, and from discussions (debates!) in the other sessions I attended. I enjoyed the challenge of the opportunity to present a paper entitled "Allegiance and Loyalty: Aspects of Nationalism in a Multicultural Society" (a pruned version of the full 40 page paper, that is).

The paper provided an analysis of the interaction of the concepts of 'nationalism', 'ethnicity' and being 'Australian' and their educational implications for schools and curriculum. Considering the fact that there was an 'Education' option (4 sessions) for one afternoon of the programme, surprisingly little was said about the curriculum and what happens in schools.

Woolly thinking about nationalism and its implications for a pluralist society has led to bad mistakes in our Australian past. By analysing definitions and clarifying the meaning of terms frequently bandied about in an arbitrary, subjective way it was hoped the paper provided some clear insights into the correct use of terminology, thus avoiding the repetition of past mistakes in the course of our short history of non-Aboriginal settlement.

In addition the paper briefly analysed the negative framework of reference on which the Australian concept of nationalism is generally based. This has implications for citizens-to-be and for education in Australia. Much has already been done over the past ten years. Nevertheless, in schools there is little or no consensus about what (or even whether) notions smacking of "patriotism" should be taught. This has led to quite an ignorance on the part of students re such non-educational (?) concepts as national identity and what culture has to do with this. Our pluralist society demands that we come to terms with multicultural issues in the interest of a harmonious Australian society in the future. It is a challenge we ignore at our peril.

Fortunately it was agreed to base future conferences on single issues, the first one being Multiculturalism and Education - a promising future.

Brian van Wageningen

Ethnicity and Multiculturalism

1986 National Research Conference

May 14-16, 1986

VENUE:

The University of Melbourne
Richard Berry Building
Redmond Barry Building

The AIMA Conference brought out a large number of issues pertinent to the field of multiculturalism. Three of these, in my opinion, particularly deserve highlighting. They are:

- o mainstreaming and social mobility
- o educational disadvantage of non-English speaking background students; and
- o the politicisation of multiculturalism.

Mainstreaming and Social Mobility

The conference's opening paper was presented by Professor Jerzy Zubrzycki, who announced that he was going to be controversial and lived up to the promise. Professor Zubrzycki explored the question of whether migrants from minority ethnic backgrounds can afford to devote themselves to maintaining and developing their ethnicity in Australia, or whether this direction, which results in much social interaction occurring within the ethnic group, is detrimental to their socio-economic advancement within the mainstream society. This debate is, of course, not a new one and some of the arguments against "over-involvement" in ethnic groups underlay the assimilationist thrust of former policy eras. One does not want to be unfair to a veteran who has, in the past, made a most worthy contribution to the development of multiculturalism in this country, but a lot of the conference participants came away with the impression that the Professor came down on the side of exhorting people to move into the mainstream as the way to enhance their prospects of social mobility. It was interesting to hear Professor Sol Encel, immediately following this presentation, take issue with this view, using the example of the Australian Jewish community as a case in point. There can be little doubt that this group has made significant advances in terms of social mobility, arguably because of, rather than in spite of, their group identity and coherence.

Educational Disadvantage of non-English speaking background Students

The second major issue on which I would like to focus was contained in the presentation of Dr. Robert Birrell of Monash University. Dr. Birrell was not a popular personality at the conference, due to his well-known stand of arguing for reduction of migration to Australia on the grounds of the environmental damage which an increased population will cause. On this occasion, delivering a paper co-authored with Anne Seitz, he was arguing that "... an image of ethnic students as an underprivileged problem group deserving special compensatory attention ..." is not based on fact. My impression was that many of the listeners were too intent on wanting to dismiss the paper's conclusions to pay it the respect which it deserves. Much of the evidence and argumentation used by Birrell is academically respectable and needs to be examined closely. This is not to say that those of us working in the field should hang up our hats or turn our attention to other matters. None of us are in doubt about the existence of non-English speaking background students in the education system desperately in need of assistance. But we will need to be more precise with our generalisations. The arguments need to be entered seriously and because much of the available data is indicative and aggregate rather than conclusive and ethno-specific, there is an urgent need for more specific research to identify "scientifically" those needs which we know from experience to be only too real. My guess is that it will not be too long before the line of argument presented by Birrell will find sympathetic ears among cost-conscious bureaucrats, particularly in departments like Treasury and Finance. I intend to elaborate more on the Birrell paper in a forthcoming article but hope that the issue of researching educational outcomes for non-English speaking background students will be taken up more vigorously by our academic colleagues, research bodies like AIMA and the education systems.

The Politicisation of Multiculturalism

One of the most pervasive features of the conference was an on-going debate between the Marxist and non-Marxist sections of participants. At the core of the arguments lies a question, brought out explicitly at the final plenary session, of whether multiculturalism should be used as a vehicle for broader egalitarian political agenda. It was clear that some participants saw little value in pursuing multiculturalism if it was not aimed at abolishing all social inequalities, such as differential wealth and income structures. Others warned that if multicultural politics come to be seen as the prerogative of only a narrow sector of the political spectrum, the field will be dangerously exposed. My view is that the latter argument has much merit. It is going to be difficult enough for us to achieve some crucial objectives which in terms of left-right politics are neutral, such as non-English speaking background participation in decision-making structures and adequate ESL provision.

*Chris Majewski,
Superintendent of Studies,
Multiculturalism in Education,
S.A. Education Department*

OVERVIEW OF THE AIMA CONFERENCE :

A PERSONAL PERSPECTIVE

The conference was opened by Dr. Theophanus, Victorian Member of Parliament, on behalf of Chris Hurford who was unable to attend.

The first morning session of the conference was presented by Professors Zubrzycki, Encel and Price. Their task was to present the various concepts of ethnicity and multiculturalism.

Professor Zubrzycki outlined multiculturalism as policy formation and adoption; cultural pluralism; equality of opportunity and access. He defined ethnicity as relating to identity which springs from primordial bonds such as blood and congruency. He discussed life options of all Australians, describing multiculturalism as a social, cultural and political system which allows the individual and society to develop.

He expressed some concerns about the development of multiculturalism and questioned the need for ethno-specific structures. He stressed that structural pluralism was only a short term measure. He discussed core culture and shared values with an emphasis on British heritage and Anglo-Saxon cultural values. Zubrzycki discussed cultural pluralism as being equality of access but not necessarily equality of outcomes.

He discussed appropriate models, frameworks and paradigms in multiculturalism. He refuted the culturalism paradigm and advocated balances to be achieved which included balances between cultural identity and social cohesion.

The title of his paper is "Multiculturalism and Beyond. The Australian Experience in Retrospect and Prospect".

Professor Encel discussed the historical basis of ethnicity and gave examples of ethnicity being used as part of political, social and cultural struggles. He indicated that groups choose certain grounds such as language and cultural mores and identify themselves as a distinct group. This process was called "closure".

He emphasised the integration of class and ethnicity and advocated that a class analysis is not sufficient to encompass ethnicity. He also discussed cultural diversity and structural pluralism; he believed that further work needs to be done on identifying those characteristics which are ethnic. The elements of ethnicity were described as being geographical, religious, kinship, language/dialect, racial. Networks permit and encourage support for groups and help establish primary and secondary relationships.

He believed that there were present in Australian society two extreme responses to multiculturalism. One was Marxist and simplistic; the other was nationalistic and mistaken. He stressed that cultural diversity is possible within structural pluralism and gave examples such as the Catholic and Jewish religions which have retained their ethnic distinctiveness.

The paper is entitled "The Concept of Ethnicity and its Application to Australian Society".

Professor Charles Price emphasised the need for multiculturalism but advocated that the concepts associated with ethnicity should be based on historical fact rather than fiction. He gave examples of some of the myths associated with ethnicity and multiculturalism e.g. the Germans in South Australia were not wine makers in Germany.

He also emphasised the need to compare the Australian situation with the United States, Canada, New Zealand and the United Kingdom. He discussed in some detail why ethnicity is an issue in the world today. He acknowledged an upsurge or revival in ethnic awareness both in old established groups and in immigrant groups. He acknowledged a "back to roots" movement in numerous countries. He also described some social, psychology and sociological explanations for an emphasis on ethnicity.

The demography of Australia was described in some depth and he included an emphasis on fertility rates and ethnic composition. He described that intermarriage was taking place between ethnic groups and advocated that in planning both policy and practice, changes in demography be taken into account. His paper is called "Ethnic Pluralism".

During the afternoon I attended the Education Policy section of the conference. Several papers were presented. One paper described the Yugoslav ethnic school in New South Wales. The title is "Reform in the Ethnic Schools: The Multicultural Model".

The paper emphasised parent participation in the ethnic schools and attributed the school's success of the past ten years to an involvement of parents of the students.

The paper entitled "Education, Language Policy and Teaching", delivered by Dr. Paul Tuffin and prepared by him and Romano Rubichi was very well received by the participants. It was complimented for its analysis of educational policy and its lucid description of the practical problems associated with the implementation of policy.

A talk entitled "Multiculturalism and Australian Studies" was given by David Stockley from La Trobe University. Participants expressed some concerns about the proposed Australian Studies course, particularly since it appeared to emphasise a monolingual and monocultural approach to Australian Studies.

Dr. Kerry Kennedy from the Curriculum Development Centre delivered a paper on "Analysis of the Role of a National Curriculum Agency in Promoting Multiculturalism". Some participants expressed concerns about the relative lack of involvement of CDC in promoting multiculturalism in education. It appears that the Centre has accepted multiculturalism as a broad philosophical perspective but is in fact not undertaking any specific projects or programmes to foster multiculturalism in education.

The Chairperson for the afternoon was Professor Jayasuriya from the National Advisory and Co-ordinating Committee on Multicultural Education. He expressed confidence in the Federal and State governments in supporting multicultural education policy. Participants emphasised that a commitment to multiculturalism in education policies should be matched by more than tokenistic financial contribution.

On Thursday, 15th May I attended the sessions dealing with Women and Multiculturalism. The Chair was Ms. Frances Milne from the Federation of Ethnic Communities' Councils of Australia.

The first paper was given by Ms. Marie Kabala from AIMA. She presented a paper entitled "Well-being of Migrants in Australia: Case Studies of Polish Women". This project analysed interviews conducted with a number of Polish women and outlined their feelings during their migration and settlement.

Some comparisons were made between those women who migrated in the early fifties and those who migrated in the early eighties. The survey showed that the concerns of the older women centred largely on health issues, whereas the younger women were more concerned about employment and education issues.

A paper on "Outwork in Clothing and in Other Industries in New South Wales" was presented by Ms. Carol O'Donnell from the New South Wales Department of Industrial Relations. The paper indicated that there were many women of non-English speaking backgrounds who were being exploited in outwork, particularly in the clothing industry. Some strategies were identified for coping with this issue.

Ms. Fredericka Steen from the Department of Immigration & Ethnic Affairs presented a paper entitled "Women's Issues in a Multicultural Society". She emphasised the need for the issues of women of non-English speaking background to be addressed in women's issues generally. She pointed out that a report of the conference which was held in 1985 on issues relating to women of non-English speaking background was now available. She advocated research into areas of interest and concern for all women and particularly women of non-English speaking background.

Ms. Anne Seitz presented a paper entitled "Immigrant Women: The Neglected Dimension in Australian Social and Feminist Analysis". This paper stated that the needs of women of non-English speaking background are not being addressed in what is considered the mainstream feminist movement.

Participants at the conference indicated that some work had already been done in this area.

In the afternoon I attended the Education session which was chaired by Mr. Jim Giles from the South Australian Education Department.

The paper presented by Dr. Rodney Clifton from the Australian Council for Educational Research was entitled "Differences between Australians, English, Greeks and Italians in Academic Achievement".

Participants at the conference expressed concerns at some of the conclusions which Dr. Clifton drew from the statistics available. They were also concerned about his use of language, his use of nomenclature and his distinguishing between Australians, English, Greeks and Italian students. He agreed that the divisions which he had made were rather arbitrary and that the statistics were dated.

Another paper was presented by Dr. Robert Birrell, it was entitled "The Myth of Ethnic Deprivation in the Australian Education System". This paper presented a view that there was no ethnic deprivation in the Australian education system and that in fact, Italian and Greek students do well in the system. His statistics and analysis were challenged by the people at the conference.

Many participants expressed disappointment about the last two presentations. Outdated and debatable statistics were being used to sustain generalisations. Conferees had been looking forward to recent research and academically sound analysis of factual data.

Ms. Mary Kalantzis from the University of Wollongong presented a paper on "Racism and Pedagogy". In her paper she emphasised the need for multiculturalism to address racism. She stressed that multiculturalism must incorporate issues dealing with racism, otherwise it will remain a superficial social and cultural phenomenon.

The Friday morning sessions were entitled "Future Directions of Research" and various institutional overviews were provided. Dr. David Penman from the Australian Institute of Multicultural Affairs was present to listen to the views of various sectors.

Dr. Andrew Jakubowicz from the University of Wollongong presented a view from the academic sector. He gave a very interesting paper entitled "Social Science, Ethnicity and Immigration". He stated that multiculturalism needs to address the so-called "ethnic disadvantage", to discuss ethnicity as culture and not just as cultural celebrations, incorporate aspects of gender into the concept of ethnicity and discuss the relationship between nationalism and multiculturalism.

Mr. Peter Shergold from the Federation of Ethnic Communities' Councils of Australia (FECCA) outlined the research areas which FECCA deems important. They included the identification of particular areas to be researched; the incorporation of a gender analysis into research on multiculturalism and ethnicity; the examination of social mobility through longitudinal studies and other techniques; the discussion and the interpretation of ideology and methodology; and the involvement of the community in research activities.

Mr. Des Storer from the Victorian Ethnic Affairs Commission gave an overview of the research work being undertaken by the various State Ethnic Affairs Commissions.

Dr. David Cox from the National Population Council described various bodies which have a role in research and the work that they are doing. He emphasised the need for evaluation of past programmes and practices and the need for identifying specific categories within ethnicity and multiculturalism i.e. youth, immigration, pre-war/post-war migration etc. He saw a need for identifying specific issues such as educational access and equity, community relations and the development of the philosophy and ideology of multiculturalism.

Dr. James Jupp also talked about future research and he saw a need to research assimilation. He stated that assimilation was taking place and therefore needed to be analysed.

He also identified other specific areas of research, for example, the ageing population of Australia; the working class issues and the union movement. He claimed that policy research can sometimes be distorted by government priorities and therefore advocated research which was not necessarily directed by policy.

The last session of the conference involved a brainstorming session with members of the conference. The various issues raised were that:

- the history of multiculturalism needs to be written;
- Aboriginal interests and concerns need a high profile;
- Women's issues should be incorporated into all discussions about multiculturalism and ethnicity;
- the perspectives of multiculturalism be seen as inter-related;
- specific action against racism be taken;
- the predominance of the sociological perspective be balanced by historical and economic perspectives;
- more co-ordination of effort in research and activities be carried out;
- issues to do with immigration and ethnic affairs be clearly identified;
- concepts need to be clarified and theoretical discussions continued;
- connections should be maintained with Canada which has a similar situation;
- the involvement of the communities in decision-making should be fostered;
- culturally specific support should be examined and supported;
- multicultural education in the tertiary area needs to be encouraged.

It was announced that the conference in 1987 would have as its theme:
Multicultural Education.

Copies of the abstracts of papers and copies of the papers presented by speakers are available from the MECC office.

Rosa Collanero,
 MECC

A SUMMARY OUTLINE OF VIEWS - AIMA CONFERENCE

For

1. Chance to meet researchers and fellow practitioners working in the multicultural area.
2. Some good theoretical papers and theoretical debates.
3. A few good practical papers, but nowhere near enough.
4. The Conference dinner was a very good idea.

Against

1. Too many topics - too many different agendas.
2. The plenary sessions should have been evenly spread throughout the Conference. The first session was far too long.
3. Too many people who had little in common with each other.
4. Too many 'second class' academics on the ethnic bandwagon. We were not impressed by Des Storer's presentation on the Ethnic Affairs Commissions, or by James Jupp's report on the ROMMPAS.
5. Too much being talked to, and not enough workshops. There was little opportunity for positive and valuable dialogue to take place in any shape or form.
6. Not enough practical papers providing directions to field workers.
7. The grouping of some agenda papers was inappropriate.
8. Papers should have been distributed before the conference to enable participants to read them prior to attending sessions. Sessions would then have become more of a discussion rather than a presentation of papers.

Suggested Improvements

1. Conference participants should have been used as a 'think tank' to generate ideas on policies, procedures etc. The conference was attended by over 450 people involved in the multicultural area, each of whom is an expert or leader in his/her field. These people should have been used to produce a meaningful end product which could have been used as a basis for change and improvement.
2. Smaller conferences of 20-30 people on single or related research-practical combined topics. The agenda of such conference/workshops could include:
 - . history
 - . current activities/practice
 - . future directions for practice
 - . future research
 - . co-operative ventures between researchers and government
 - . education/welfare/decision making etc.

3. A leavening of community people would have helped in presenting an alternative perspective on some issues.
4. Some overseas experts from, say, Sweden or Canada, to provide a differential viewpoint from another environment.

*Alex Gardini,
Stan Salagaras,
S.A. Ethnic Affairs Commission*

In one sense this conference was no different to any other conference one attends. Having sat through a boring paper one joins a conversation to hear someone enthuse over a paper that they have just heard. You berate yourself for not having taken that session where this brilliant paper was being delivered until you discover that the paper that made no sense to you was a cameo of excellence to someone else.

Yet the opportunities to share one's views about either the papers or multiculturalism in general were by and large limited to snatched moments over the tea or coffee urns. Clutching one's polystyrene cup one endeavoured to make some sense of what was happening. I heard few people award much in the way of praise to the planners for organising a conference centred virtually exclusively on input. Some tendered the apologia that this was a research conference but there seems little point in receiving information if there is not the opportunity to make some sense of it.

The first paper that I heard was given by Paul Tuffin and Romano Rubichi. An excellent paper looking at the rhetoric of teaching languages and what actually happens. However, once the paper had been delivered we broke for afternoon tea; no opportunity to entertain a serious discussion about the issues raised. So whilst I thought the paper excellent, there was no opportunity to test that perception against that of others.

The only session that did manage to break the straitjacket somewhat was the session dealing with the Blainey Debate and the issues surrounding it. The analysis of the newspaper reports indicated that the press was sometimes seeking to shape and direct the debate, sometimes attempting to follow public opinion but generally confused about what stance ought to be taken about migration. This led into a critical discussion about the muddleheadedness that is often the bane of discussions about migration and multiculturalism.

The paper in which this muddleheadedness was discussed was given by Bill Cope and Michael Morrissey "The Immigration Debate: Populism, Neoconservatism and Multiculturalism: Sketches towards a Thesis". Essentially they argued that one of the appeals of multiculturalism among the conservatives is that it has the potential to be a means of social control. Indeed the thrust for multicultural initiatives in England came hard on the heels of the Brixton riots. There had been programmes operating on a shoestring before those riots but the riots gave the movement renewed impetus.

Out of the discussions contained in that paper came some critical questions: what does it mean to describe Australian society as 'Anglo-Saxon' or 'Anglo-Celtic'? The problem with the terms is not that they cannot be justified but rather that they can be taken to imply that there is an equivalence between being from an English speaking background and being an Anglo-Australian. Certainly there is an enormous research gap in the needs of migrants from English speaking countries.

Another question related to the tendency of the conference to marginalise women's issues - none of the plenary speakers were women, yet there is certainly no shortage of women working in the areas.

So how to sum up this conference? I suppose it is fair to say that the conference emphasised that we have only begun to scratch the surface in our efforts to understand what it means to live in a multicultural society. This is all the more reason that we should be concerned about attempts to mainstream multiculturalism. How can we contemplate mainstreaming when there is still so much controversy about what multiculturalism means; when people from minority ethnic background are still excluded from the decision-making processes and when our institutions still reflect an assimilationist view of the world?

John Tons

Languages & Multicultural Centre

The elitist disposition of academics researching contemporary multicultural themes was made manifest at the very outset of this Conference by a none-too-subtle introduction to the concept of "patriarchy", within which the mantle is currently shared by a small handful of eminent persons engaged in frenzied and competitive esoterica. These dinosaurs jostled and jockeyed for position, enunciating scholarly theories supported by the predictable macro statistics elicited from 'amorphous' anthropological subjects of NESB. The Conference was a patent exercise in self-congratulation, aimed at drawing a dubious well-debated 'consensus' from obsequious participants, and obscuring any real and meaningful evaluation of the nature of class, gender and ethnicity within the social forces currently interacting in Australian capitalism. Despite well-intentioned efforts of AIMA staff, the Conference structure was awful. The sheer size of the numbers involved (over 350) prevented positive and valuable dialogue taking place in any shape or form. AIMA needs to further accelerate its substantial progress of late towards credibility, by strengthening its advocacy role in real interaction with the Community, within which incidentally are to be found creative and committed Australians with a firm and altruistic grip on reality. These are AIMA's "primordial" interests.

M. Radis

IMPRESSIONS OF THE ETHNICITY AND MULTICULTURALISM 1986 NATIONAL RESEARCH CONFERENCE

Overall, it was an excellent opportunity to listen to a variety of well known speakers, doyens in their own fields and participate in discussions with colleagues from all over Australia. The plenary session contained Professor S. Encel, Professor J. Zubrzycki and Professor C. Price. They spoke on theories of Ethnicity, Ethnic Pluralism and Multiculturalism and beyond, all these presentations were of an exceptionally high standard and gave me encouragement and enthusiasm to pursue these issues of ethnicity and multiculturalism more vigorously in the academic sphere. All three presentations were stimulating, thought provoking and challenging.

On the first afternoon, several sessions of proffered papers kept me occupied though not to the same extent that I was hoping from the proceedings of the plenary session. None of these contributions were of exceptional quality mainly because of haphazard presentation, lack of proper sound facilities in the lecture rooms, commensurate with the volume of attendees which made it difficult for the people in the back of the lecture rooms to hear the proceedings.

The second day was very successful from my own perspectives. I attended the sessions on Ethnic Women and the Ethnic Aged. The session on Ethnic Women was alive, interesting and gave deep insight to the challenges in the modern times. The papers were well researched and well documented. The contents ranged from considerations of the well-being of the migrant woman, the neglected dimensions of the immigrant woman in Australian Feminist analysis, problems of immigrant female workers in clothing industry and the necessity for research on immigrant women and their needs.

In the session on the Ethnic Aged several excellent papers were presented. The topics varied from considerations of their Past, Present and Future, Ethnic Aged and the Local Government, Ethnic Aged and their Carers, and various other aspects of social importance. This was indeed the session which made my presence at the Conference an invaluable experience. It was a highlight because it gave me a much broader understanding of the magnitude of work that has already been done in other states on this important area of special societal need in this community.

In a way my attendance at this Conference was an eye-opener, for it gave me the encouragement and an insight into the various aspects of the challenge ahead, factors so often lost in the day to day routine activities that we are expected to do. I enjoyed my three days in Melbourne for it gave me the opportunity:

- (1) to acquaint myself new, effective and valuable information on Multiculturalism;
- (2) to become aware of new research and academic perspectives on Multiculturalism which will be of value in augmenting the units which I teach at the SACAE. The Units which will be directly benefited are:
 - Ethnic and Aboriginal Women
 - Ethnic Aged in Australia
 - Introduction to the Families in Australia
 - Racial and Ethnic Minorities in Australia
 - Social Psychology

- (3) finally, of course, it gave me the privilege to meet other academics and fellow members in my profession who share my concern in this important area of Sociology.

*Karobi Mukherjee,
Lecturer in Sociology & Women's Studies,
S.A. College of Advanced Education, Salisbury*



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PASSWORDS Years 9-10 Thursdays 2.05 - 2.35 pm 9 October to 11 December

Passwords is a series that suggests some ideas/skills/
language that allows students to:

- Compare and contrast
- Analyse data
- Talk about cause and effect
- Make realistic generalisations
- Make predictions and hypotheses
- Read "between the lines"
- Develop arguments

Since this is a new programme I would be very interested in receiving teachers' evaluative comments either by letter or telephone.

For the information of ESL teachers a free book/work-sheets will be available shortly to accompany the programmes. They can get it by contacting Glenys Melgaard, Education Officer, Australian Broadcasting Corporation, 85 North East Road, Collinswood.
Telephone 44 0338.

ONE WAY OF APPROACHING PEACE STUDIES WITH YOUNG CHILDREN

At the Centre where I work, we wanted to introduce peace studies, but carefully and quietly without alarming what is an essentially conservative parent body. So we decided to do it by introducing justice and development studies which are of course, by their very nature, linked in many ways to peace and disarmament issues.

We decided to adopt Community Aid Abroad's "Australian Aware" project. Each month we receive enough of the C.A.A. brochures to send one home with each child. Each month a different project is described in the brochure, thereby providing a different teaching focus each month. Children bring a minimum of 20 cents each, and we incorporate a different way of collecting the money each month as part of the overall learning around the topic. For example, last month when we were collecting money for a land reclamation programme in Maharashtra state, India, we talked about soil erosion. We planted wheat in containers and watered some with salty water, some with ordinary water and some not at all. We then tried to wash away the soil that had wheat growing on it and compared it with soil that had nothing to hold it. We went for a walk on reserve land nearby which was very dry and cracked out and looked for the cracks and discussed how it would be to try and grow vegetables there. We got hold of a hand-operated wheat grinder, as well as a wooden mortar and pestle, and ground up wheat to make our own wholewheat flour. This we made into chappatis, which were eaten with much gusto and requests for more. The money that was collected was taped onto a picture of a giant wheat plant by the children as they brought it in and this was displayed next to a globe of the world, where we located India and Australia.

So this kindergarten of 4-5 year olds were able to get many different levels of learning out of one project for the month, as well as collecting \$21:00 for Australians Aware for February. Parents really support the projects and are interested in what we teach and how we go about it.

A detailed send home note was written and distributed about the benefits of adopting a C.A.A. project once a month, and it is handed out to new arrivals regularly. Most parents seem to agree that it is important too, that our children realise how well off and lucky we are in Australia. However, we make a point of emphasising many aspects of the particular culture and society so that we are not talking always about "poor" people. It's fun, and we look forward to each month's project for new ideas.

Kathy Bodnar
(Peace Education)

PARENT PARTICIPATION AND INVOLVEMENT IN

EDUCATION IN A MULTICULTURAL SOCIETY

The following guidelines have been developed to help teachers in preparing for consultation with parents.

We believe that these are essential considerations when consulting parents.

PARENT CONSULTATION IS

- Finding out and not assuming
- Asking - not telling
- Not imposing one group's values onto others
- A two-way process
- Discussing
- Listening
- Respecting opinions, values and beliefs
- Sharing information and ideas
- Being approachable
- Willingness to understand
- Being open-minded
- Caring
- Being unselfish
- Being genuinely interested/concerned

Parental Involvement

It should be accepted that:

- Some parents don't want to be involved. Most parents are not aware of their rights, or of the value of being involved in their children's education at school.

Parents from all backgrounds need to be consulted and encouraged to participate on a regular basis. This needs to become a natural process in school life. Without this consultation are we not continuing to impose our values on the children we teach? Also, are we overlooking the importance of the home as the major influencing force?

Things that could be done to create an inviting atmosphere and encourage parent involvement

- The first few moments of contact are important.
- Be relaxed and make the parents feel relaxed. Take time to learn names at the introduction. Don't be afraid to ask for help in pronunciation.
- Acknowledge parents' concern in newsletters or in other ways so that it is seen that informal input is valued and acted upon.
- Acknowledge and publicise all levels of involvement by parents.
- The main focus should be on communication. Parent/teacher/school communication should be a two-way process of accepting and respecting what each has to offer to the situation.
- A unifying theme or focus to bring parents together. Something that takes away the threatening and alienating nature of the meeting. It seems that for lots of parents to attend there needs to be a major focus.
- Change the meeting structure.
- Inservice school councils to examine their own values.

- Respect for others should be expected of the school council/power group. Perhaps they should be inserviced to have multicultural values. It should not be a "one off" session but an on-going process. This could also happen by making the council aware of the multicultural aspects of school policy.
- Teachers who are selected as representatives on a school council should be good facilitators and sensitive to "people issues".
- Facilitators should encourage and support non-English speaking background parents to express their views clearly so that the group does understand what is actually said.
- Use interpreters to facilitate two-way communication at meetings. Interpreters are often only needed when non-English speaking background parents wish to respond to an English speaking group. "Cultural sub-groups" are seen as possibly being divisive.
- Value other languages as a valid way of communicating within our society.
- Steer away from the ethnic food contribution idea. Present it as an option, not a requirement or expectation.
- Provide the newsletter in a range of languages on one sheet, i.e. all languages go to all parents.
- Newsletters can be sent home in English but add a list of phone numbers of people willing to act as contact people to assist in information sharing. Are newsletters currently too long? Are they full of trivia?
- Translate report cards, but, explain that it is realised that educational jargon is difficult to understand at the best of times and that it is done also to enable grandparents/relatives here or overseas to also understand their contents.
- Network - use key people in the community.
- Liaison persons need to have a good knowledge of school and being a parent. Teachers are not always best for this role.
- Act as a facilitator for self development activities. Offer a wide enough range of options to attract parents e.g. crafts, which have an educational focus.
- In schools, who are the students on SRC councils and other decision-making bodies? There should be a balanced representation in these groups so that all children learn skills that will help them as parents to share their opinions/power with decision-making bodies.
- Ask prospective principals, at their interviews, to say what they are going to do to foster the involvement of all parents.
- If society is expecting/pressuring both parents to work they should be given time off to attend meetings.

Classroom based activities to encourage parent involvement

- Open days/nights.
- Asking for help from parents.
Junior Primary is easier but involvement at a meaningful level is valued by children of all ages.
- Ask parents to hear children read.
- Invite parents of non-English speaking backgrounds to come in and hear reading, join in conversations, teach an aspect or theme as part of the community language programme.
- Contact parents by phone, inform and consult when there is a need.
- Involve parents in a resource review.
- Hold a class party for parents in a home.

Further considerations

- There should be an acknowledgement by teachers that parents have rights as to what and how their children are being taught.

- We accept that Jehovah's Witness have a right to not participate. Why is it difficult if someone does not want to participate/agree because of cultural reasons?
- Options should be clear in the facilitators'/teachers' minds and concentration should be on objectively presenting options.
- Change needs to be slow
 - at each person's own stage
 - the awareness stage is the most important.
- Change should not undermine children's existing values.
- Give children the skills to handle conflict situations. This needs to be done at an early age. Foster self discovery/problem solving skills
 - avoid "the teacher knows best" attitude.
- The I/we dilemma. Am I more important than the group or family? Are the problem solving skills we are teaching kids applicable to all cultural groups?
- We should not aim for children changing parents' attitudes. We should aim for being accepting of current situations and for the presenting of options.
- SBS TV shows a broad global dimension to non-English speaking background parents and to the community in general. Non-English speaking background parents are able to see their own culture in change. It cannot be assumed that because values within a culture have changed in a home country that they are necessarily better or worse than those maintained by the group here.
- SBS has male/female sports presenters. Good role models are presented.
- At all times, all jobs need to be seen as equal options. Parenting/motherhood included. Traditional male jobs should not be seen as more favourable.

Group Members:

Sylvia Bojanic
 Debra Burke
 Gordana Djorẽm
 Irene Janiszewski
 Isabella Salamone
 Chris Stokes

Girls and Multicultural Education Project

RESOURCES

Many schools were successful last term in Grant applications for the setting up of suitable resource collections, to support culturally inclusive curriculum developments. Our own bibliography Starting Point has proved very useful as a selection tool especially when it has been distributed at in-service workshops where materials were displayed and discussed. There are of course many other selection aids including Supplier and Publishers catalogues. The Resource Centre staff are also available to discuss selection of resources for specific needs.

Materials in languages other than English are now represented in the information booklet Languages which is one of the selection booklets distributed by the R-7 Curriculum Support Materials Scheme. The set of booklets which include General Curriculum Areas - Language Arts, Languages, Mathematics, Social Studies is being distributed to all State primary schools during August. The order forms (E.D.O. 16) must be completed and returned by 10th October, 1986.

Schools selecting from the lists are able to purchase materials at a substantial saving. New LOTE items listed this year include the Spot series in Bahasa Malay

- Chinese simplified
- Chinese/English
- English
- German
- Greek
- Italian
- Japanese
- Maltese
- Spanish
- Vietnamese.

A full set of English titles with a full set of any other appropriate language titles provides an excellent parallel text resource which is the next best thing to a bilingual text.

Recommendations for the 1988 list are now being called for. If you have any suggestions about materials for English as a Second Language or LOTE materials which you would like to see included on the lists, send the items with a note about how you have used them to me or any of the Language & Multicultural Centre Advisers. The items will then be reviewed and submitted to the selection committee. Recommendations will be finalised between October 1986 and March 1987.

The English Language Accessions List No. 22 now available, reflects the changing role of the L. & M.C. Resource Centre. More materials specific to the discussion of curriculum change especially where the interests of non-English speaking background students are a concern are available.

Computers in education, especially in their use as tools for specific language teaching purposes, has also been a selection focus.

The updating of the collection of Russian language materials has also included new materials in English language about Russia and its culture. This material was selected with the help of our Russian language teachers at a special resource workshop held in Term I. A similar workshop held at the beginning of Term II with our Spanish language teachers has resulted in a revitalised Spanish language collection and many new titles about Spain and South American countries in English.

The selection workshops have been a special highlight for me this year. It is so encouraging to have classroom teachers directly concerned in the selection process, after all the students/classroom are our ultimate target.

Book News No. 4, the Resource bibliography from the E.S.L. curriculum task group Focus on Oral Communication, cont, is now available.

We have received many encouraging comments on this publication. All reports say that it is extremely useful, just "big enough" to read and items included have been readily available. But! not enough material suitable for primary level. Perhaps this will be remedied in Book News No. 5.

If you have any resource items which you would like to share with other teachers through Book News, just send them to the:

E.S.L. Curriculum Task Broup (Resources),
C/- Margaret Stockley,
Languages & Multicultural Centre,
139 Grote Street,
ADELAIDE. 5000

or Courier R2/1

• SHOW ME ENGLISH

Kate Chanock

Price

\$4.50

Postage & handling

\$1.50

This book consists of a set of pictures together with a suggestions for using them in lessons. It is designed for the use of Home Tutors and their students, although it can be adapted to a number of other learning situations, for use at any level of English and with students of any educational background. Because a large number of students in the Home Tutor Scheme are housebound women, the pictures cover contexts relevant to their situation, at the same time linking them to their surroundings and catering for other sorts of students by providing opportunities to talk about employment, transport, driving, transactions, contracts and travel.

• TEACHING PACKAGES - SITUATIONS

Judith Jones and Kate Chanock

Price

\$5.50

Postage & handling

\$1.50

This book, although designed for the use of Home Tutors, is adaptable for use in other situations. It aims to help students to feel confident in understanding, initiating conversations and making appropriate replies in each of twelve situations: - meeting people; shopping; finding people and places; banking; using the post-office; finding a job; travel; using the telephone; going to the doctor; going to the infant welfare centre; buying or renting a house; going to hospital.



National Curriculum
Resource Centre

5th Floor, Renaissance Centre
127 Rundle Mall, Adelaide, S.A. 5000



In 1985 the State Film & Video Library of South Australia, with the assistance of the Multicultural Education Co-ordinating Committee (MECC) and the Senior Secondary School Students Projects (4S), presented a free season of films and videos at the Capri Cinema.

The Catalogue of the same name OTHER IMAGES: OTHER WORDS will shortly be distributed to primary and secondary schools as a reference guide to films and videos available for loan from the State Film & Video Library. Compiled by Angela Tolley (State Film & Video Library) in consultation with Jennifer Gilbert (MECC), Carmen Liddane (Hindmarsh Primary School) and Sandra Chynoweth (Languages & Multicultural Centre), the catalogue is intended to facilitate the borrowing of visual resources for use in both the classroom and community. It has a cross-referenced index with some 650 titles with borrowing numbers and synopses.

The concept of the catalogue is deliberately extending the parameters of multicultural studies by introducing alternative directions and areas of pursuit. Its contents highlight a selection of the library's best - in many cases award-winning - films and videos, bringing borrowers up to date with the latest acquisitions on the subject of multiculturalism.

It is hoped that OTHER IMAGES: OTHER WORDS will, by its very focus, stimulate an active interest in multicultural issues, at the same time promoting the incorporation of visual resources in the curriculum.

The catalogue was released FREE OF CHARGE in July, 1986.

For further enquiries, please contact Angela Tolley, State Film & Video Library of South Australia, 113 Tapley's Hill Road, HENDON 5014. Telephone 268 7366.

SUPERINTENDENT OF STUDIES, Multiculturalism in Education, Job Brief Expands Dramatically

* Test Your Proofreading Skills!

Apart from the above heading, this is a genuine Gazette item. It was probably intended as a 'spot-the-printing-error' exercise, but has some interesting implications.

I suppose both English and non-English speaking backgrounds are included in the new multicultural category and will be represented on the Committee. I think we should speak to and about the animals in their own languages.

Editor

CODE OF PRACTICE FOR THE CARE AND USE OF ANIMALS IN SCHOOLS

On 1 August 1986 the Prevention of Cruelty to Animals Act was proclaimed. This Act requires the Education Department to apply for a licence to be able to continue to use animals for educational purposes. This licence will apply to all levels of schooling. Two major conditions to enable the Education Department to be granted a licence are:

- the establishment of a Departmental Animal Ethics Committee
 - the adoption of an approved code of practice for the use and care of animals.
- An Animal Ethics Committee is being established and an approved code will be published shortly as a supplement to the Education Gazette. As this code is a requirement of the new Act schools will be obliged to follow its directives.

The Code has been specifically prepared for schools and should ensure that children's experiences with animals are respectful and considerate of their needs. It will provide essential guidelines for the use and care of animals in schools as part of the school curriculum.



Video

- What is stereotyping?
- Is there an 'Australian' identity?
- What is ethnicity?

The 15 minute Video uses a quiz show format to raise questions about ethnic stereotyping using examples from advertising. It is readily accessible to upper primary and lower secondary students.

Video available on loan from:

- State Film Centre, Victoria,
(03) 651 1301
- Film & Video Collection,
Curriculum Branch,
Victorian Ministry of Education,
(03) 341 4415

(Other states check also with your State Film Centre and Department of Education.)

Study Guide

- How the mass media works
- Stereotyping
- News media representation of minorities
- Film and video resources

The 32 page Study Guide provides teachers with a broad range of material which can be applied to Media Studies, Social Studies, Multicultural Education, English and History. It is especially useful at the senior secondary level and in schools which use newspapers as a resource in education.

Study Guide — Individual copies available free from:

- Applied Media — Marketing,
Materials Production, Curriculum
Branch, Ministry of Education,
Level 1, Rialto Towers, Collins St.,
Melbourne. Tel: (03) 628 2097.
- CHOMI, 133 Church St.,
Richmond 3121, (03) 428 4948.
Multiple copies (nominal charge
for handling and postage) available
from A.T.O.M., PO Box 222,
Carlton South 3053, (03) 62 2615.

Seen One, Seen 'Em All project funded by the Ministerial Advisory Committee on Multicultural and Migrant Education. Commissioned by the Clearing House on Migration Issues. Study Guide published by Australian Teachers of Media Inc. Video produced by Seven Dimensions Pty. Ltd.



Video and Study Guide

This video and its accompanying Study Guide provide a launching point for classroom discussion, activity and further study, suitable for a number of curriculum areas and a wide range of age groups.

SEEN ONE, SEEN 'EM ALL

Australia, 1985, VHS, Colour, 15 mins.
Produced by: Seven Dimensions,
18 Armstrong Street, Middle Park,
Victoria 3206. Tel (03) 690 8811.

RE M I N D E R

Assessing and Developing Written Language Skills Workshop

Wednesday 1st October, 1986

4.00 - 7.00 p.m.

Conference Room

S.A.I.T.

Greenhill Road

1. Introduction
2. Strategies for Assessing Written Language - an ESL Perspective
- a Special Ed. Perspective
3. Group Tasks - Assessing Samples of Written Language.
- Developing Strategies for Programming.
4. Evaluation of Assessment techniques.
5. Future Directions.

IMPORTANT

- * Please bring 6 copies of ONE piece of written work that you would like a group to assess.
- * Please return tear-off slip by Friday 29th August, 1986

ENQUIRIES AND APPLICATION TO:

Libby Brown
SSACS
1st Floor, Elizabeth House
Oxenham Drive
ELIZABETH 5112 Courier R2/37

or

Colleen Bradtke
Languages & Multicultural
Centre
139 Grote Street
ADELAIDE SA 5000 Courier R2/1

TO REGISTER FOR THE WORKSHOP PLEASE FILL OUT AND RETURN TO ONE OF THE ABOVE.

NAME: _____

SCHOOL: _____

PLEASE INDICATE

Class teacher/ E.S.L. teacher/ Special Ed. teacher/Other (Please State)
