

Globalising Education Bill 2019

A Bill for

An Act for an Australian Specialised Bilingual Education System to Traverse Obstacles Surrounding Globalisation

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Explanatory notes

Relevance in Our World Today

The *Globalising Education Act* is relevant to our contemporary society, as there is a growing need for globally informed citizens. With the world easily accessible through the internet and modern transport, international relations are now more than ever a central aspect of everyday life. It is imperative that citizens are in a position to effectively interact with others around the globe, with a deep appreciation for the incredible diversity in today's world.

New South Wales represents a broad range of students with a variety of life experiences, being both multicultural and broad in range regarding socio-economic status. It is important to note the disparities in access to resources between rural and urban students. This bill consider these differences and aims to ensure that its clauses can be enacted equitably throughout all schools in New South Wales.

What the Bill Aims to Accomplish

Australian students must be equipped with the knowledge and attitude to successfully navigate an ever-expanding global society, in both social and cultural spheres of life.

The *Globalising Education Act* aims to achieve this by expanding students' world view through more culturally diverse approaches to primary and secondary education, such as the study of international literature, opportunities for greater cognizance of indigenous culture, and promoting a multicultural learning environment within schools.

Students will gain the following learning outcomes as a result of this bill:

- a) A thorough comprehension of a secondary language
- b) A deep appreciation and understanding of national and local Aboriginal cultures and histories
- c) The ability to recognise the importance of perspectives that differ to their own within a modern society
- d) The ability to respect others and their cultures in a changing Australia

Part 1 Preliminary

1 Name of Act

This act is the *Globalising Education Bill 2019*

2 Commencement

The Act shall commence at the beginning of the school year immediately following Royal assent from the NSW Youth Governor.

3 Objects

1. To better equip students for a multi-cultural, globalised future through a more culturally diverse approach to primary and secondary education
2. To equip students with a comprehensive knowledge and fluency in a language other than English through an improved languages education system
3. To introduce a multicultural and inclusive focus into the pre-existing English curriculum by engendering a greater range of literary diversity in the texts studied, and by fostering context learning around these texts
4. To better enforce the English syllabus regarding prescribed texts in stages four and five, by introducing more specific guidelines for its implementation
5. To foster greater appreciation of the stories and histories of Aboriginal and Torres Strait Islander people, dually through the aforementioned focus on Indigenous literature in the English curriculum, as well as through an annual program for years kindergarten to year ten on local and national Aboriginal and Torres Strait Islander history, stories, and culture.
6. To increase students' awareness of the presence of racism in today's world, and methods to effectively manage situations of racial discrimination, through the introducing of an annual educational workshop for years kindergarten to year ten
7. To increase inclusivity and belonging in schools by empowering senior prefects to better address racism in a school context through an educational program on the role of leadership in the management and eradication of racial discrimination

4 Definitions

- a) **Bilingual Education System** shall refer to a language program which aims to educate students on a minimum of two foreign languages, with the purpose of preparing them for post-school experiences in a multicultural society.
- b) **Global Citizen** - an individual who accepts the rights and responsibilities their place as a member of the world brings and who thus takes an active role in their wider community, proactively working with others in order to make the planet more equal, fair and sustainable.
- c) **Obstacles Surrounding Globalisation** - barriers which may hinder ease of life for future generations experiencing a rapidly globalising world, including but not limited to: a lack of the requisite skills and knowledge to stay relevant and competitive in a constantly globalising and advancing community and employment market; a lack of knowledge surrounding the diverse histories and stories of minority groups in a multicultural Australia due to a rapid increase in the diversity of cultures present in our society.
- d) **Primary Education** - the education of students from Foundation to Stage 3, as delivered by any educational institutions, public or private.
- e) **Secondary Education** - the education of students from Stages 4 - 6, as delivered by any educational institutions, public or private.
- f) **Stages:** referring to specific age groups within education: stage 1 represents years one and two; stage two represents years two and three; and so on and so forth until stage six, which represents years eleven and twelve.
- g) **Syllabus Mappings:** aspects of the syllabus that may be learned or experienced from or within a prescribed text.
- h) **World literature, International Literature, and Minority Literature** - literature originating from and created by members of a ethnic and/or cultural minority group historically underrepresented and/or disadvantaged within Australian society. This includes but is not limited to works by Aboriginal and Torres Strait Islander peoples. It also refers to literature originating from any non-English speaking nations. The terms are interchangeable.

Part 2 Clauses

1. Compulsory Foreign Language Education from Kindergarten to Year 10

Learning a language other than English from Kindergarten to Year 10 will be made mandatory. This will help to enhance global citizenship and cultural awareness, as well as improving cognitive functioning in memory, decision-making abilities, and multitasking.

- a. The languages taught in schools will be made available from those already offered by the NSW School of Languages, ensuring NESA standards are applied to all schools.
- b. Primary schools must provide at least one choice of foreign language, to be kept consistent through kindergarten to 6.
- c. High schools must provide at least two choices of foreign language, giving students the option to change their language choice from primary to secondary school.

2. Increasing the Diversity of Literature in the English Syllabus

The pre-existing English syllabus will be better implemented, with a general shift in the focus to include greater value for a wider range of perspectives, cultures and experiences in course objectives and in prescribed texts. This will be done by:

- a) The current curriculum dictates that for both stages four and five, the study of a variety of texts of forms including fiction, poetry, film, nonfiction and drama are mandatory. At least two texts from each form are required to be taught, and may be sourced from the list of 'Suggested texts for the English K–10 Syllabus'. The syllabus dictates a range of focuses that students should study within the prescribed texts, however this is not quantified, nor is it regulated.

The *Globalising Education Bill 2019* amends this issue by introducing the following quota within the syllabus to ensure that specific syllabus mappings are being taught consistently throughout NSW high schools:

A minimum of five texts, from any form, for each stage, must fall under one or more of the following syllabus mappings:

- Insights into Aboriginal experiences in Australia
 - Intercultural experiences
 - Insights about the peoples and cultures of Asia
 - Cultural, social and gender perspectives
- b) Within the current syllabus for Stage Six Advanced and Standard English, 'Objective D' reads:

“Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world.”

To increase the focus on diversity of culture and perspective, ‘Objective D’ will now read:

“Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: Recognise and appreciate the importance of the diverse range of global perspectives evident in texts through the in depth study of culture.”

This will also include a revision to the related outcomes, as shown below:

Advanced English: Outcomes

The year 11 course outcomes will remain the same (see below); however the year 12 outcomes, (which were originally near-identical to year 11 outcomes), will be updated to build on year 11 content, as follows:

Year 11 course outcomes <i>A student:</i>	Year 12 course outcomes <i>A student:</i>
EAL11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued	EAL12-7 Considers individual and collective experiences, and examines how these shape their relationships with others and their world
EAL11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning	EAL12-8 Discusses the philosophical connotations of culture and perspective within text, and its role in contributing to meaning

Standard English: Outcomes

The year 11 course outcomes will remain the same (see below); however the year 12 outcomes, (which were originally near-identical to year 11 outcomes), will be updated to build on year 11 content, as follows:

Year 11 course outcomes <i>A student:</i>	Year 12 course outcomes <i>A student:</i>
EN11-7 understands and explains the diverse ways texts can represent personal and public worlds	EN12-7 Examines how individual and collective experiences shape their relationships with others and their world
EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning	EN12-8 Discusses how ideas of culture and perspective contribute to meaning within texts

c) The 'Common Module' is the first area of study for the year 12 English Advanced, English Standard and English Studies course, and requires the selection of a prescribed text from a provided list. This list separates texts by form, in the following categories:

1. Prose fiction
2. Poetry, drama or shakespearean drama
3. Nonfiction, film or media

To increase the diversity of choice available to NSW high schools, at least one text must be added to each of these categories. These texts may be selected by NESA, and must include at least one of the following syllabus mappings (which are common to the english advanced, standard and studies syllabus):

- Insights into Aboriginal experiences in Australia
- Intercultural experiences
- Insights about the peoples and cultures of Asia
- Cultural, social and gender perspectives

3. Annual Workshops on Indigenous Education and Anti-Discrimination

In following with this bill's values of global citizenship and global diversity, two incursions will be made mandatory across all stages of NSW education, each occurring once a year.

- a) Indigenous Education: this workshop aims to increase students' awareness of aboriginal histories and appreciation for local and national indigenous cultures.
 - i) The workshop will run for students in years kindergarten to year ten for a duration of three hours, and should be tailored to suit the academic and emotional maturities of the specific age group
 - ii) Indigenous elders and youth volunteers would run the program to ensure that their history and culture is taught correctly and with full respect by those who are most knowledgeable in the subject
 - iii) The workshop will immerse students in local and national Aboriginal and Torres Strait Islander culture, traditions and history, allowing for a greater and more in-depth understanding the overall experience of Aboriginal and Torres Strait Islander people, specifically covering the topics of:
 - 1) Experiences of Aboriginal and Torres Strait Islander people during colonisation
 - 2) The struggle for autonomy and legal recognition, including land rights and the stolen generation
 - 3) The dreamtime and relationship with the land
 - 4) Kinship and family structures
 - 5) Customary law
 - 6) Cultures of the local Aboriginal people
 - 7) Contemporary indigenous identity and social issues
- b) Anti-Discrimination: this workshop aims to improve a student's ability to recognise and efficiently handle situations of racial discrimination.
 - i) The workshop will run for students in years kindergarten to year ten for a duration of three hours
 - ii) The workshop should cover the following topics:
 - 1) What situations of racial discrimination look like
 - 2) How to effectively handle and defuse situations of racial discrimination
 - 3) How to encourage positive relations within a diverse world
 - iii) A distinct three-hour workshop for high school senior prefects or school leaders will also be implemented, building on the knowledge gained from the above stated topics learnt in previous years. A focus on the importance and role of leadership in the management and eventual eradication of racial discrimination will be added to the program. Student leaders will gain the ability to effectively

handle situations of racist behaviour, build a school culture that is more accepting of multiculturalism, and create a non-tolerant atmosphere surrounding racism.

- iv) A NESA approved resource list relating to the above topics should be compiled and made available for use within this program.
- v) This program would be run by volunteers within the field of multicultural social work or youth work, or other select individuals, including teachers, as selected by the school, who would be best equipped to encourage positive behaviours and atmospheres within school environments and the wider community.

Part 3

Amendments

Clause number	1
Existing clause wording	"Kindergarten to Year 10"
Amendment request	Delay the year that the program commences from Kindergarten to Year 3
New clause shall now read	<p>1. Compulsory Foreign Language Education from Year 3 to Year 10</p> <p>Learning a language other than English from Year 3 - Year 10 will be made mandatory. This will help to enhance global citizenship and cultural awareness, as well as improve cognitive functioning in memory, decision-making abilities, and multitasking.</p> <ul style="list-style-type: none"> d. The languages taught in schools will be made available from those already offered by the NSW School of Languages, ensuring NESAS standard resources are readily accessible. e. Primary schools must provide at least one choice of foreign language, to be kept consistent through Year 3 to 6 f. High schools must provide at least two choices of foreign language, giving students the option to change their language choice from primary to secondary school

Clause number	2
Existing clause wording	"For those who require additional provisions they should be available"
Amendment request	Add a new clause which details exemption to the compulsory LOTE program for students with learning disabilities, or students who already speak English as a second language.
New clause shall now read	<p>D. Special exceptions and provisions may be given to certain students who fall under the following categories, so as to equitably apply the Compulsory Foreign Languages program:</p> <ul style="list-style-type: none"> i. Students with intellectual or learning disabilities ii. Students who speak English as a second language.

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