



# EDUCATING FOR ASIA

EDUCATING FOR ASIA: ASIA IN SECONDARY SCHOOLS – ISBN: 978-0-9582964-7-2 REPORT AUTHOR: COLMAR BRUNTON



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# EXECUTIVE SUMMARY

## INTRODUCTION

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**THIS EXECUTIVE SUMMARY HIGHLIGHTS** the findings of an online survey of Heads of Departments in New Zealand secondary schools. It was commissioned by the Asia New Zealand Foundation (Asia:NZ) to inform its education programme and to be part of a campaign by Asia:NZ to unite business voices in a high-profile call for education about Asia in New Zealand (called the Business Education Partnership<sup>1</sup>).

The survey was designed to provide results from a representative sample of Heads of Departments in New Zealand secondary schools. Overall, 258 Heads of Departments took part from 73 schools throughout the country. The sampling approach ensured that Heads of Departments and schools were well distributed among New Zealand's regions. More detailed information about the sampling approach and procedure is contained in the full report.

The subject areas of particular interest to this research are art, drama, economics, English, geography, history, language studies, media studies, music, and social studies. This research focuses specifically on senior secondary school teaching programmes (i.e., Years 11, 12 and 13).

## KEY FINDINGS

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### Asia-related content in school teaching programmes

The online survey listed a number of ways that Asia-related content can be included in school teaching programmes, and asked Heads of Departments (excluding those for Asian languages) to indicate how Asia-related content had been included in the previous two years.

Less than a quarter of programmes (21 percent) have included Asia-specific topics or projects lasting several periods of study, and only one-third (33 percent) have included Asian themes or contexts of any duration. Just one-quarter of Heads of Departments (24 percent) say they include these more than once each year.

- Geography (67 percent) and history (59 percent) are the programmes most likely to include Asia-specific topics lasting several periods of study. However, 33 percent of geography programmes and 41 percent of history programmes have not included topics lasting several periods of study in the past two years.
- The subjects least likely to include topics lasting several periods of study or themes and contexts of any duration are: non-Asian language studies (14 percent), economics (17 percent), drama (25 percent), English (25 percent), media studies (28 percent) and music (28 percent).
- China (77 percent), Japan (62 percent) and India (54 percent) are the countries most likely to be included within Asia-specific topics or themes.
- Half of the Heads of Departments (51 percent) who have included topics lasting several periods of study or themes and contexts of any duration say at least some of this teaching is prescribed for teachers. Half (49 percent) say all teaching is optional. Heads of Department for history are most likely to include prescribed topics (88 percent do so).

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1. Web feature ► <http://www.asianz.org.nz/our-work/action-asia-business/bep>

## Incidental teaching, examples, case studies, current events and other Asia-related content

Incidental teaching, examples, case studies and current events are the types of Asia-related teaching most likely to be included at senior level in New Zealand secondary schools. Overall, 36 percent of programmes have included incidental teaching, 33 percent have included teaching about current events, 31 percent have included examples or case studies about Asia, and 23 percent have included Asia-related content in other ways in the past two years. Less than one-third of Heads of Departments (31 percent) say their programmes include these types of teaching once per month or more.

- Economics (54 percent) and media studies (58 percent) programmes are most likely to incorporate incidental short-duration or unplanned teaching.
- Geography (78 percent), history (66 percent) and social studies (61 percent) programmes are most likely to incorporate Asia-related current events.
- Geography (95 percent), history (73 percent), economics (57 percent) and social studies (53 percent) programmes are most likely to include examples of or case studies about Asia.

## Motivations and barriers to including Asia-related content

Heads of Departments who have included any Asia-related content in their departmental teaching programmes in the past two years were asked to indicate their motivations for doing so. They were also asked to rate a number of barriers to teaching Asian content in their schools, departments or classrooms on a scale from one (significant barrier) to five (not a barrier).

- The three main motivations for including Asia-related content are appropriateness to the topic (30 percent), the importance of the Asia region (16 percent) and the presence of Asian students (14 percent).
- The primary barriers to including more Asian content in school teaching programmes are availability of professional development (33 percent gave a one or two out of five), student subject choice (33 percent gave a one or two out of five) and availability of resources (32 percent gave a one or two out of five).
- Heads of Departments who have included no Asia-related content in their departmental teaching programmes in the past two years are more likely than others to say that curriculum opportunities (43 percent, cf. 19 percent of others), student interest (42 percent, cf. 19 percent of others), community interest (35 percent, cf. 14 percent of others) and staffing (30 percent, cf. 10 percent of others) are barriers to including Asia-related content.

## Asian languages in schools

It is important to consider the teaching of Asian languages in the context of school rolls. The majority of larger schools, with 500 to 999 students (84 percent) or 1000 or more students (88 percent), teach Asian languages.

Small schools, however, are much less likely to do so. Almost three-quarters (73 percent) of surveyed schools with 50 to 499 students do not teach any Asian languages.<sup>2</sup>

- Japanese is the Asian language most commonly taught in schools, followed by Mandarin. Some Heads of Department (1 percent) indicated their schools teach Korean, however not all Heads of Departments from those schools agreed, and no corroborating information could be found.

## School relationships with Asia

The vast majority of schools (97 percent) have some kind of link or relationship with Asia. The majority of schools have had visitors to their schools from Asia (86 percent) and enrol international fee-paying students from Asia (82 percent). Nearly two-thirds of schools (64 percent) employ Asian staff members and 59 percent have sister relationships with Asian schools or cities.

2. Note that schools with a roll less than 50 were not sampled for this project.

## Heads of Departments engagement with Asia

As well as measuring the Asia-related content taught in secondary schools, the survey assessed Heads of Departments level of interest in Asia and Asia-related issues, their sense of the importance of Asia, and their knowledge of Asia.

- All Heads of Departments were asked how important they felt the Asia region was on a scale from one (not at all important) to five (very important). Overall 80 percent of Heads of Departments say the Asia region is important, and give a score of four or five out of five. Compared with the general New Zealand population, Heads of Departments are more likely to say the Asia region is very important (55 percent, cf. 40 percent of the general population<sup>3</sup>).
- Three-quarters of Heads of Departments (75 percent) say they are quite or very interested in Asia and Asia-related issues. The main reasons for being interested relate to the teaching of Asian students and Asia-related subjects (43 percent), personal interest (40 percent) and the economic and political importance of Asia (38 percent).
- All Heads of Departments were asked to rate their overall knowledge of the countries, peoples and cultures of Asia in comparison with that of other New Zealanders. Heads of Departments could answer on a scale from one (far worse than average) to five (far better than average). Around half of Heads of Departments (51 percent) say their knowledge of Asia is better than average.

## Awareness of and involvement with Asia:NZ

All Heads of Departments were asked whether they had heard of Asia:NZ and whether they had been involved with Asia:NZ's initiatives and programmes in the previous 12 months.

- Half of all Heads of Departments (49 percent) say they have heard of Asia:NZ. Those more likely than average to have heard of Asia:NZ are Heads of Departments for Asian languages (87 percent), geography (74 percent), non-Asian language studies (70 percent), social studies (70 percent) and history (66 percent).
- Two percent of Heads of Departments say they have been involved with Asia:NZ's programmes and initiatives in the past 12 months. Five of the ten Heads of Departments who have been involved say Asia:NZ has helped them to engage with the peoples and countries of Asia during this time. This help has included funding for student travel, student and teacher involvement in the Lantern Festival, and a Korean studies workshop in South Korea.

## Travel to Asia

More than half (59 percent) of Heads of Departments have visited Asia, including 10 percent who have lived in Asia at some point. The countries most visited are Singapore (34 percent), Thailand (19 percent), Hong Kong (19 percent), Malaysia (18 percent) and Japan (17 percent).

## CONCLUSIONS

This research sought to understand the extent to which Asian content and contexts are included within senior secondary school teaching programmes. For the purpose of the research, Asia-related teaching was divided into two broad categories:

- Asia-specific topics or projects: These are longer-duration topics or projects lasting one or more periods of study.
- Other Asia-related content: This can include incidental short-duration or impromptu teaching, examples, case studies, current events and other Asia-related content.

Although teaching that is incidental will not provide the same breadth or depth of understanding of Asia as longer-duration topics or projects, it is important because it has the potential to contribute to students' general awareness of Asia and Asia-related issues, and to provide an understanding of the relevance and importance of Asia to New Zealand (especially if incidental teaching is included regularly within teaching programmes).

3. This figure is taken from the Perceptions of Asia survey 2009.

**Web feature** ▶ <http://www.asianz.org.nz/our-work/knowledge-research/research-reports/social-research/perceptions-study-2009>

## Are Asian content and Asian contexts being taught to students at NCEA levels, to what extent and through which subjects?

Consistent with expectations, this research demonstrates that most senior secondary school programmes do not include longer-duration Asia-specific topics or projects. Just one-third (33 percent) of Heads of Departments have included Asia-specific topics or projects in their programmes in the past two years, and this teaching is concentrated primarily within subjects that can be viewed as the ‘traditional home’ for Asia-related content: geography, history and to some extent social studies. The proportion of Heads of Departments who have included Asia-specific topics or projects in subjects other than these is markedly lower.

Results for short-duration or incidental teaching about Asia are similarly low, with between 23 percent and 36 percent of Heads of Departments saying they have included these types of teaching in the past two years. However, this more incidental teaching spans a much broader range of subject areas, and is not concentrated within just two or three subjects. This is an important finding, because it shows that the creative arts (art, drama and music), media studies, English and (non-Asian) language studies all have the *potential* to include Asia-related content in some shape or form, even though Heads of Departments may perceive Asia-related content as less relevant to these subject areas.

*“I don’t have a lot of Asian topics in English, however recently we worked together with Social Studies and did our learning activities based around the Khmer Rouge and the effects on Cambodia and its people. This also led into a focus study on land-mines and their impact on those areas of Asia which still suffer from them.”*

HEAD OF DEPARTMENT FOR ENGLISH

## What are the motivations for teaching Asia-related content?

It is clear from the survey results that, when it comes to history and geography, perceived subject relevance is a key reason for including Asia-related content. This is the most likely reason for the incidence of longer-duration Asia-specific topics or projects being so high for these subjects, and why it is markedly lower for others. Although difficult to achieve, including more Asia-related teaching examples and contexts within national curriculum documentation may provide Heads of Departments with a greater mandate to include longer-duration Asia-specific topics or projects in their programmes.

*“It doesn’t come into my teaching subject much.”*

HEAD OF DEPARTMENT FOR DRAMA

As many teachers focus on the assessment criteria provided by NCEA (National Certificate of Educational Achievement) achievement standards as guidelines for curriculum development, there is a strong need for achievement standards in all relevant subject areas to include a focus on Asia-related content. This would provide significant influence in motivating Heads of Departments and teachers to include Asia-related content in their teaching, especially for longer-duration Asia-specific topics or projects. In addition, it would be fruitful for Asia:NZ to work with schools to develop internal assessment activities using Asia-specific topics as models.

*“It is not in any assessment that we do so it’s not taught.”*

HEAD OF DEPARTMENT FOR ECONOMICS

*“It doesn’t fit with the New Zealand curriculum.”*

HEAD OF DEPARTMENT FOR ECONOMICS

This report consistently illustrates close associations between engagement with Asia and the inclusion of Asia-related content. Heads of Departments who are interested in Asia, who believe Asia is important to New Zealand’s future, who have had personal experiences in Asia and who have good general knowledge of Asia are more likely to include Asia-related teaching in their departmental programmes. They are also more likely to prescribe at least some of this content for teachers.

This report lends clear support to initiatives aimed at increasing teacher engagement with Asia. Research among those involved in Asia:NZ's education initiatives report being better equipped to include Asia-related content in their teaching, increased networking opportunities, increased knowledge of Asia, and better overall engagement with Asia. Heads of Departments who are highly engaged with Asia are likely to *prioritise* Asia-related content in their programmes; this includes Heads of Departments for curriculum areas where Asia-related teaching may be seen as less relevant, and includes contexts where there is less community or student interest in Asia.

A related observation made in this report is that a Head of Departments engagement with Asia is a particularly strong predictor of the inclusion of *incidental* Asia-related teaching. However, by its very nature, this type of teaching cannot often be planned in advance or set by Heads of Departments. Consequently, it is a conclusion of this report that although Heads of Departments have an important influence over topics or projects that are taught within their departments, they have less influence over other teachers' more incidental or impromptu content.

Another important motivation for including Asia-related content is the presence of Asian students. This is one likely reason for Asia-related teaching being more prevalent at more affluent schools (which tend to have more Asian international fee-paying students), at Auckland schools, and at larger schools (which tend to be closer to higher-density main centres). What this suggests is that many Heads of Departments perceive Asia-related content to be relevant mainly for Asian students.

## What are the barriers to teaching Asian content?

According to Heads of Departments, the primary barriers to including more Asian content in school teaching programmes are availability of professional development, student subject choice, and availability of resources. It is encouraging that two of the primary barriers are availability of professional development and resources, because external organisations such as Asia:NZ can directly assist teachers in this regard (and already do).

However, for those who have included no Asia-related content in their programmes in the past two years, the main barriers are student interest, community interest and curriculum requirements. Again, increasing their sense of the *importance* of Asia to New Zealand's future should help to overcome these barriers, and should encourage teachers to prioritise Asian content over student interest and perceived curriculum relevance.

In summary, to increase the amount of Asia-related teaching in schools, Heads of Departments and teachers need to know

- a) *why* the teaching of Asia-related content to New Zealand students is important, and
- b) *how* they can include Asia-related content in their teaching programmes.

## Asia-related content in art programmes

Senior secondary school art is unlike most other subjects because it is mostly student directed. Teachers therefore have less influence when it comes to the inclusion of Asia-related content in senior art programmes. To increase the Asian content of senior art programmes, Asia:NZ should consider fostering students' interest in Asian art forms at junior secondary school levels.

*"We do not have a large proportion of Asian students in our classes, so I do not particularly promote the Asian aspect. However, in art I am keen to introduce students, especially at junior level, to a wide range of world cultures, both historical and contemporary. I believe this exposure to cultural diversity enriches both understanding and artistic production. The senior students taking Media Production have a more open brief and they would be encouraged to explore aspects of Asian culture if they so chose."*

HEAD OF DEPARTMENT FOR ART

## Concepts of Asia

Asia-specific topics and projects most commonly focus on China, Japan, India and Viet Nam. Interestingly, these are also some of the first countries the general New Zealand public bring to mind when asked to think about the Asian region.<sup>4</sup> Emphasising the size of Asia and variety of Asian countries within Asia:NZ's teaching resources should help to broaden students' knowledge of the geography of Asia.

Teaching examples and descriptions provided by Heads of Departments may provide a basis for the development of additional Asia-related resources

Finally, this report contains a wide variety of examples and descriptions of Asia-related teaching in all subject areas. These may serve as a useful basis for the development of additional Asia-related resources by Asia:NZ.

## RECOMMENDATIONS

Our recommendations for increasing the amount of Asia-related content taught in secondary schools are:

- We should continue to push for Asia-related content in NCEA achievement standards for all relevant subjects, and more explicit Asia-related teaching examples to support the implementation of the national curriculum. This is especially important for subject areas where Asia-specific topics or projects are not typically included. There are clearly opportunities for students to be exposed to Asia through drama, dance, art, music, English and media studies. More explicit curriculum and assessment requirements will provide teachers with a greater mandate to include Asia-related content in these areas.
- Asia:NZ's current education initiatives have been shown to be effective at increasing teacher engagement with Asia. If the resources can be made available, we recommend expanding these initiatives to provide more opportunities for greater numbers of teachers to personally experience and deepen their engagement with Asia. The research findings strongly suggest that a teacher who is highly engaged with Asia will teach Asia-related content, even for subject areas or in contexts that appear less Asia-related.
- For many Heads of Departments and teachers, it may not be immediately apparent how Asian content can be included 'incidentally' within their subject areas.
- Further small-scale qualitative research may be useful for collecting effective examples of how 'highly engaged' teachers include Asia-related content in their classrooms. This may be particularly useful for subjects such as art, drama, music, English and media studies.
- Related to the above, within its education initiatives Asia:NZ should continually emphasise the economic and cultural importance of Asia for all young New Zealanders. Doing so would help to overcome a view that Asian content is relevant only for Asian students. The result would be an increase in the Asia-related content taught in schools throughout the country, rather than just in those areas with a higher number of Asian students.
- To increase the Asia-related content in senior school art programmes, it may be best to focus on increasing student rather than teacher interest. This could be achieved by introducing Asian themes, topics and techniques to junior art students, and fostering an interest in Asia-related art forms and techniques at an earlier stage. Asia:NZ could consider developing a series of resources specifically targeting junior secondary school art programmes.
- Asia:NZ can help to broaden New Zealand's knowledge of the geography of Asia by placing emphasis on the size and variety of Asian countries in its resources, workshops and conferences.

4. This figure is taken from the Perceptions of Asia survey 2009.

**Web feature** ▶ <http://www.asianz.org.nz/our-work/knowledge-research/research-reports/social-research/perceptions-study-2009>

# INTRODUCTION

## THE NEED FOR THIS RESEARCH

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The Asia New Zealand Foundation (Asia:NZ) was established in 1994. Its aim is to develop more extensive and effective economic and cultural relationships in the Asian region by building and sustaining New Zealanders' knowledge and understanding of the countries, peoples, cultures and languages of Asia.

A key objective for Asia:NZ is to prepare New Zealanders to increase their engagement with Asia, and Asia:NZ has put in place a variety of initiatives and programmes to achieve this. These programmes target those in the business, education, culture and the arts, media, and academic sectors. They are designed to provide professional development opportunities, networking and knowledge transfer opportunities, and opportunities for international engagement, as well as financial assistance in the form of scholarships and research and travel grants.

This particular research project was commissioned to:

1. Inform Asia:NZ's education programme. It will provide key information about the amount of Asian content currently taught in New Zealand schools, how that content is being included, and how best to support teachers to prepare young people to engage confidently with Asia.
2. Be part of a campaign by Asia:NZ to unite business voices in a high-profile call for education about Asia in New Zealand (called the Business Education Partnership<sup>5</sup>), with the aim of producing a Statement for Asia Awareness.

The central questions of this research are:

- Asian content and Asian contexts being taught to students at NCEA (National Certificate of Educational Achievement) levels?
- if yes, to what extent, through which subjects and why?
- if not, why not: what are the perceived barriers?

The subject areas of particular interest to this research are art, drama, economics, English, geography, history, language studies, media studies, music and social studies. This research focuses specifically on senior secondary school teaching programmes (i.e., Years 11, 12 and 13).

## METHODOLOGY

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This project was designed to provide results from a representative sample of Heads of Departments in New Zealand secondary schools.

It was agreed at the outset that working with a representative sample of schools, and maximising efforts to achieve a response from those schools and Heads of Departments, would be preferable to sending out a large number of questionnaires but obtaining a low response rate (such as attempting a 'census' but not making efforts to ensure returns from everyone contacted through that census). A census approach was deemed cost prohibitive. While it could have resulted in a reasonable number of returned questionnaires, rates of non-response would have left lingering questions about the representativeness of the results.

This project was therefore carried out in the following stages:

1. Schools were stratified by region and decile: New Zealand secondary schools with more than 50 students were stratified by regional authority and school decile (Deciles 1 to 5 and 6 to 10).
2. Schools were sampled for the research: Two hundred and fifty-four schools were sampled for the research out of 458 secondary and composite schools with more than 50 students. Schools were randomly selected within each stratum to ensure the initial school sample was representative by region and school decile.

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5. Web feature ► <http://www.asianz.org.nz/our-work/action-asia-business/bep>

3. Schools were recruited: Asia:NZ wrote to each school principal to request their school's involvement in the research. Colmar Brunton followed up seven to ten days later by telephoning each school. One hundred and seven schools agreed to help us contact their Heads of Departments, providing a response rate of 42 percent from school principals.
4. Heads of Departments were recruited: During recruitment calls, Colmar Brunton interviewers collected names and contact information for Heads of Departments at each school. Information collected about schools and Heads of Departments was used to weight for survey non-response at the data processing stage.
5. Online survey invitations were sent to Heads of Departments: Invitations to a 13-minute (average) online survey were emailed to schools and/or Heads of Departments on Monday 7 September 2009, and progressively as more schools and Heads of Departments were recruited for the project. A total of 771 Heads of Departments were sent individualised emails containing a unique survey link.
6. Reminder emails and reminder calls: Schools and Heads of Departments were sent two reminder emails and more than 60 schools received reminder telephone calls. Reminder calls targeted specific schools to ensure good representation of schools and Heads of Departments in areas with low Asian populations. A total of 285 surveys were completed by Sunday 25 October, providing a Heads of Departments response rate of 37 percent. These 285 surveys were received from Heads of Departments at 73 of the 107 schools that agreed to help us with the research. As can be seen in Table 1 below, the distribution of schools in each region closely represented the expected targets, so minimal weighting and adjustment by region was required.

	REPRESENTED IN SURVEY	EXPECTED RESPONSE
Auckland region	27%	23%
Waikato region	7%	11%
Wellington region	11%	11%
Other North Island	26%	29%
Canterbury region	15%	12%
Otago region	5%	6%
Other South Island	8%	8%

**Table 1. Regional profile of schools in the survey (i.e., those with responding Heads of Departments) and the expected profile based on the distribution of schools throughout New Zealand**

7. Post-survey weighting: Survey results were weighted by the number of Heads of Departments within regions and by subject. Information for weighting purposes was obtained from the Ministry of Education and during recruitment calls (see more information about weighting below).

## Programmes of interest to this research

Throughout this report the term 'programmes' is used to encompass the school subjects that are the focus of this research. Those subjects are art, language studies, drama, economics, English, geography, history, media studies, music and social studies.

Some Heads of Departments, especially those at smaller schools, are responsible for overseeing more than one subject area. Those subjects not the focus of this research are included in the results under 'other subject areas'.

## Rationale for surveying Heads of Departments

It is useful to keep in mind that this is a survey of Heads of Departments, rather than a survey of schools or a survey of all teachers. The rationale for surveying Heads of Departments is that:

- a) they are the people best placed to answer the questions about departmental programmes as a whole, and
- b) they are likely to have an influence on the content of their departmental teaching programmes.

To check the latter assumption, during the survey all Heads of Departments were asked how much input they personally had in setting the content of their departmental teaching programmes. The vast majority of Heads of Departments (97 percent) say they have a lot of influence or some influence over the content of their programmes; three-quarters (75 percent) say they have a lot of influence.

## Rationale for surveying Heads of Departments about the past two years of their teaching

At the outset it was thought that the amount of Asian content taught at senior secondary school levels in New Zealand would be low. As this research sought to learn what motivates Heads of Departments to include Asia-related content, and what Asia-specific topics are taught in schools, it was decided to ask Heads of Departments about the previous two years of their teaching programmes.

When interpreting results for the amount of Asia-related content taught in schools, it is important to keep this two-year timeframe in mind. If the survey had required Heads of Departments to consider just the previous 12 months' teaching, these figures would have been lower and fewer examples of Asia-related teaching would have been provided. This is especially the case for more incidental teaching which, by its very nature, is difficult to schedule into an annual teaching programme.

## Why and how the survey results are weighted

Weights are often applied to survey data during analysis to adjust for factors such as differential selection probabilities, non-response patterns and sample skews. As this project was carried out using a self-selection survey methodology, there was a possibility that Heads of Departments with an interest in Asia would be more likely to take part. This includes Heads of Departments from large urban schools where there are more Asian students, and Heads of Departments for Asian language subjects. To weight the survey data we used information collected during initial telephone calls made to schools. Weighting was carried out as follows:

1. During initial telephone calls, interviewers collected information about the number of Heads of Departments at each school and the subject(s) for which each Head of Department was responsible. This allowed us to calculate the number of responses we should receive from Heads of Departments in each region, and the proportion of responses that should be received for each subject area.
2. At the completion of fieldwork the data was inspected to check how it deviated from these sample proportions. As expected, the survey data slightly over-represented Heads of Departments from Auckland and Canterbury, and slightly under-represented Heads of Departments from Waikato, Otago and other locations. The survey data also slightly over-represented Asian language Heads of Departments, and Heads of Departments for subjects that more commonly include Asia-related content.
3. Weights were applied to the data to align it with expected sample proportions collected at Step 1, above.

# DETAILED RESULTS

# ASIA-RELATED TEACHING IN SECONDARY SCHOOLS

## Asia-specific topics or projects

During the survey Heads of Departments (excluding those for Asian language programmes) were asked whether they had included Asia-specific topics or projects in their teaching programmes in the previous two years for their Year 11, 12 and 13 students.

When interpreting these results it is important to keep this two-year timeframe in mind. It was suspected by Asia:NZ at the outset that the incidence of Asia-related teaching in New Zealand schools would be low, so a two-year period was chosen to ensure the survey captured a broad range of Asia-related topics and subjects (these results are presented later in this report).

If Heads of Departments had been asked to think only about the previous 12 months, the incidence of Asia-related teaching might have been lower. This would particularly have been the case for shorter-duration or more incidental teaching which, by its very nature, cannot be 'scheduled' into annual teaching programmes on a regular basis.

Consistent with expectations, results show that the majority of Heads of Departments do not include Asia-specific topics or projects in their teaching programmes. Just one-fifth (21 percent) say they have included Asia-specific topics or projects lasting several periods in the past two years, and just one-third (33 percent) have included Asia-specific topics or projects lasting any duration.



Figure 1.

## ASIA-SPECIFIC TOPICS AND PROJECTS ARE CONCENTRATED PRIMARILY WITHIN TWO SUBJECTS

Figure 1, on page 13, illustrates that Asia-specific topics and projects are concentrated primarily within just two subject areas: history and geography. More than half of social studies programmes (55 percent) have not included any Asia-specific topics or projects in the past two years, and the incidence of Asia-specific topics or projects is markedly lower for drama, economics, English, media studies and music.

The higher incidence of Asia-specific topics and projects in history and geography may be driven partly by the perceived relevance of Asia to these curriculum areas.

*“Students need to know about the world and Asia is a very important part of it.”*

HEAD OF DEPARTMENT FOR GEOGRAPHY

*“The historical context, and the link to global issues.”*

HEAD OF DEPARTMENT FOR HISTORY

Figure 1 also shows that just 41 percent of Heads of Department for art have included Asia-specific topics or projects. However, senior-level art programmes are more student directed, so Heads of Department will have less direct influence over art subject matter.

*“The students are self-directed in their learning and select their own topics to study and explore in their art. They are encouraged to draw on areas of interest and knowledge.”*

HEAD OF DEPARTMENT FOR ART

## HEAD OF DEPARTMENT ENGAGEMENT WITH ASIA IS ASSOCIATED WITH THE INCLUSION OF ASIA-SPECIFIC TOPICS AND PROJECTS

Further analysis reveals that teachers who are more engaged with Asia and Asia-related issues are more likely to include Asia-related projects or topics in their teaching programmes. Heads of Departments more likely than average (33 percent) to include Asia-specific topics or projects include those:

- who are very interested in Asia and Asia-related issues (48 percent)
- who feel the Asia region is important to New Zealand’s future (37 percent)
- who say their knowledge of Asia is better than average (45 percent)
- who have visited or lived in Asia (42 percent).

*“Students of New Zealand need to understand that New Zealand needs to be included in the growing significance of Asia’s position in the world.”*

HEAD OF DEPARTMENT FOR SOCIAL STUDIES

*“I would like my students to know more than what is required from the curriculum.”*

HEAD OF DEPARTMENT FOR (NON-ASIAN) LANGUAGE STUDIES

## ASIA-SPECIFIC TOPICS OR PROJECTS ARE MORE PREVALENT WHERE THERE ARE MORE ASIAN STUDENTS

The presence of Asian students is also a factor that contributes to the prevalence of Asia-specific topics or projects taught in schools. Heads of Departments are more likely than average (33 percent) to include Asia-specific topics or projects if:

- they teach at a school with 60 or more Asian students (39 percent have included Asia-specific topics or projects) or 60 or more international fee-paying students from Asia (44 percent have included Asia-specific topics or projects)
- they teach at schools in the Auckland (36 percent) or Canterbury region (39 percent)
- they teach at larger schools, which are typically located close to main centres (37 percent of schools with 1000 or more students include Asia-specific topics or projects, cf. 31 percent and 26 percent who teach at schools with 500 to 999 and 50 to 499 students respectively).

### OTHER NOTABLE DIFFERENCES

Finally, additional sub-analyses reveal some other findings of note.

- Heads of Departments at more affluent schools are more likely to include Asia-specific topics and projects within their departmental teaching programmes.
  - Heads of Departments at private schools are more likely to include Asia-specific topics or projects (63 percent, cf. 33 percent on average).
  - Heads of Departments at higher-decile schools are more likely to include Asia-specific topics or projects (39 percent of Decile 7 to 10 schools, compared with 26 percent of Decile 1 to 6 schools).
- Although not statistically significant, younger Heads of Departments (under the age of 40) are more likely than those aged over 40 to include Asia-specific topics or projects in their departmental teaching programmes (39 percent have done so, cf. 29 percent aged 40 or over).

### HOW FREQUENTLY ASIA-SPECIFIC TOPICS AND PROJECTS ARE INCLUDED WITHIN TEACHING PROGRAMMES

**HEADS OF DEPARTMENTS WERE ASKED** to say how frequently Asia-specific topics and projects had been included in their programmes in the previous two years. As can be seen in Figure 2, just one-quarter of Heads of Departments (24 percent) say they include Asia-specific topics or projects more than once a year. Consistent with the results presented above, history (61 percent) and geography (59 percent) are the programmes most likely to include Asia-specific topics or projects more frequently.

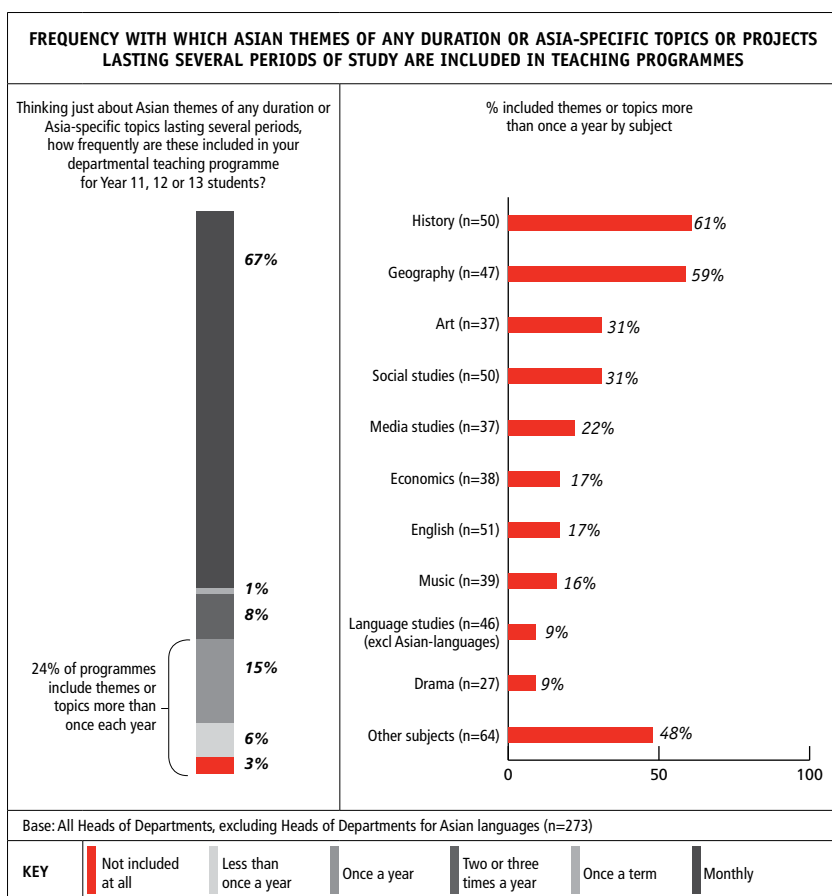


Figure 2.

A further analysis of those who have included Asia-specific topics or projects reiterates the significance of teacher engagement with Asia. Overall, 78 percent of Heads of Departments who include Asia-specific topics or projects do so more than once per year. This proportion increases significantly if Heads of Departments are ‘very interested’ in Asia and Asia-related issues (90 percent) or if they feel the Asia region is ‘very important’ to New Zealand’s future (84 percent).

*“I have travelled widely in Asia... I am good friends with a range of Asian people and have worked with Chinese poets and written about art in China for Art New Zealand. I have a degree in Asian History.”*

HEAD OF DEPARTMENT FOR CREATIVE ARTS

*“I have lived and worked in Malaysia and Singapore. My last school was predominantly made up of Korean, Chinese, Japanese and Vietnamese.”*

HEAD OF DEPARTMENT FOR ENGLISH

### COUNTRIES INCLUDED WITHIN ASIA-SPECIFIC TOPICS AND THEMES

Heads of Departments who have included Asia-specific topics lasting several periods, or themes and contexts of any duration, in their teaching programmes were asked to indicate which Asian countries were included. As can be seen in Figure 3 below, Asia-specific topics and projects most commonly focus on China (77 percent), Japan (62 percent), India (54 percent) and Vietnam (41 percent).

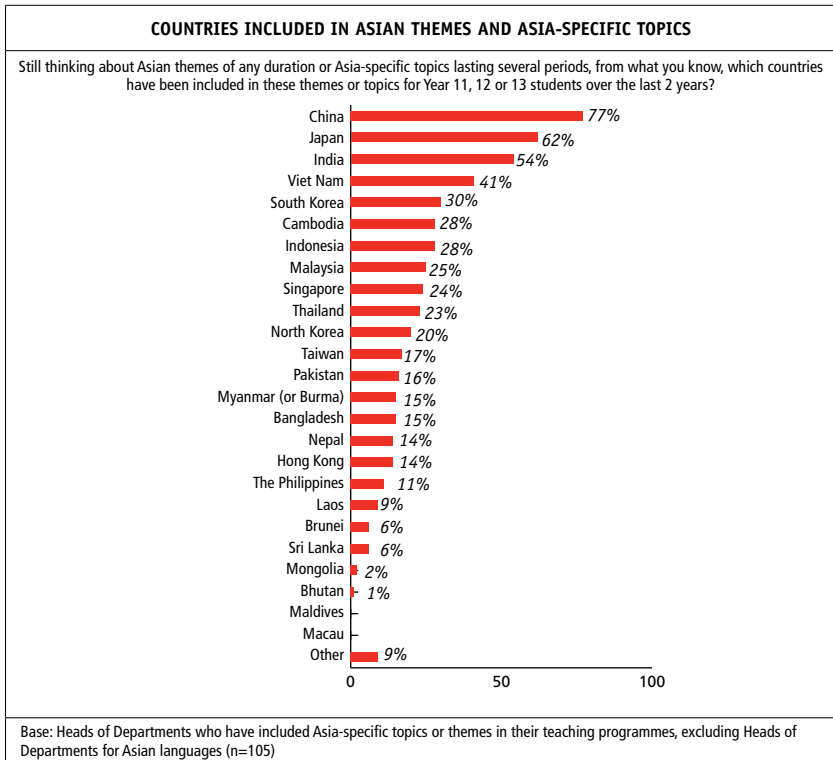


Figure 3.

Interestingly, these are also some of the first countries the general New Zealand public bring to mind when asked to think about the Asian region.<sup>6</sup> Emphasising the size of Asia, and variety of Asian countries, within Asia:NZ's teaching resources and other education initiatives should help to broaden students' knowledge of the geography of Asia.

Some subjects are more likely than average to include teaching about particular Asian countries. These are:

- economics – South Korea (59 percent), Taiwan (59 percent) and Thailand (53 percent)
- geography – India (73 percent) and Bangladesh (38 percent)
- history – Viet Nam (86 percent), Cambodia (62 percent), North Korea (40 percent) and Laos (29 percent)
- social studies – India (76 percent), Bangladesh (40 percent) and Myanmar (33 percent)
- drama – Japan (97 percent).

### PRESCRIBED OR OPTIONAL CONTENT

All Heads of Departments who had included Asia-specific topics or projects for their Year 11, 12 and 13 students were then asked whether those topics had been prescribed or optional for teachers.

Half (51 percent) of these Heads of Departments say at least some themes and topics are prescribed. Few Heads of Departments (10 percent) who have included Asia-specific topics or projects say they are all prescribed.

Owing to small base sizes for some subject areas, analyses by subject are indicative only. However, results indicate that history (88 percent) and economics (86 percent) are the subjects mostly likely to include prescribed Asia-related teaching.

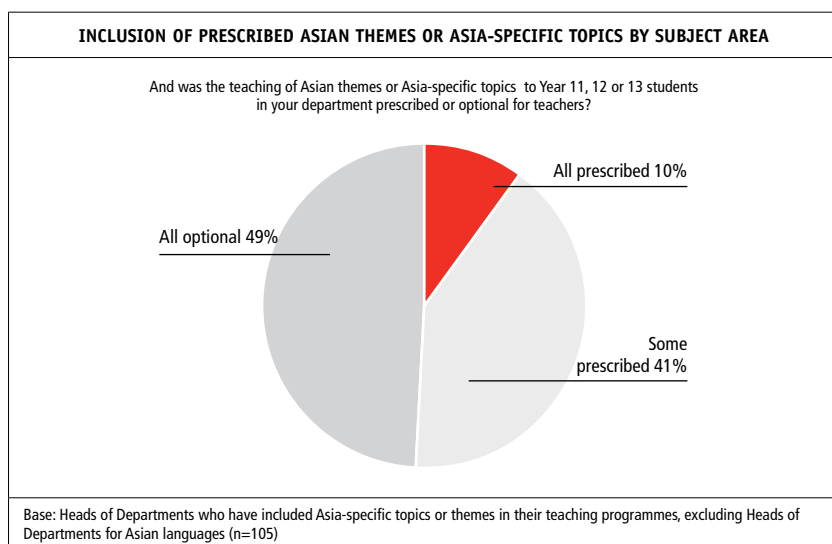
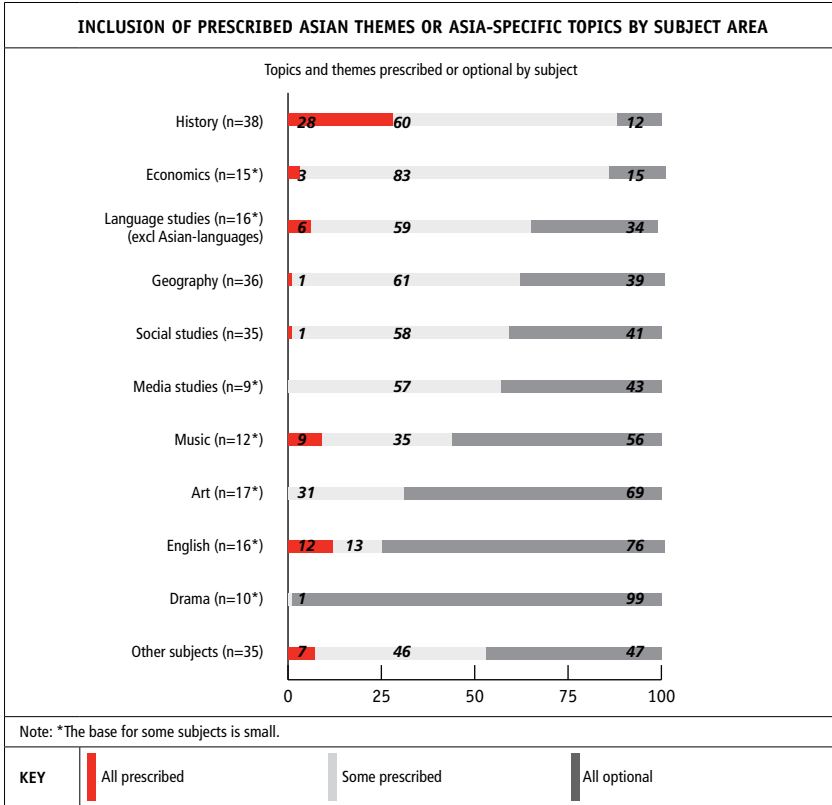


Figure 4A.

6. See Perceptions of Asia survey 2009.

Web feature ▶ <http://www.asianz.org.nz/our-work/knowledge-research/research-reports/social-research/perceptions-study-2009>



**Figure 4B.**

Further analysis reveals that, as well as being more likely to include Asia-specific topics and projects in their teaching programmes, Heads of Departments more engaged with Asia and Asia-related issues are also more likely to prescribe this content for teachers. This includes Heads of Departments who:

- are very interested in Asia and Asia-related issues (62 percent, cf. 51 percent on average)
- say their knowledge of Asia is better than average (57 percent, cf. 51 percent on average)
- have visited or lived in Asia (55 percent, cf. 38 percent who have not).

We asked Heads of Departments for the names or a brief description of the prescribed themes or topics they have included. As can be seen from the selection of responses on the following pages, a wide variety of Asian topics and themes are included within secondary school teaching programmes.

**DETAILED EXAMPLES OF ASIAN THEMES AND CONTEXTS INCLUDED IN NEW ZEALAND TEACHING PROGRAMMES**

*To learn more about how and why Asian themes or contexts are included in New Zealand teaching programmes, and to provide a resource to Asia:NZ for potential resource development, we asked Heads of Departments to think overall about their departmental teaching programmes, and to describe the best example of an Asian theme or context they have included.*

*The examples are too extensive to be listed here. A comprehensive selection has been provided in Appendix A, on page 43, of this report under each subject area.*

## ART

- Whakapapa (genealogy) (Years 11/12)
- Art cultural contexts as they arise (Years 11/12/13)

## DRAMA

- Performing a scene from a scripted drama (Year 11)
- Theatre genre (Year 12)
- Devised theatre (human rights) (Year 12)
- Musical theatre forms (Year 12)

## ECONOMICS

- China's influence (Year 13)
- World stock markets (Year 13)
- Trade (Years 11/12/13)
- Policies (Years 12/13)
- Development (Years 12/13)

## ENGLISH

- Balzac and the Little Chinese Seamstress, Dai Sijie (Years 12/13)
- An Artist of the Floating World, Kazuo Ishiguro (Year 13)
- Anil's Ghost, Michael Ondaatje (Year 12)
- Family Matters, Rohinton Mistry (Year 13)
- The God of Small Things, Arundhati Roy (Year 13)
- Mao's Last Dancer, Li Cunxin (Year 11)
- Chinese Cinderella, Adeline Yen Mah (Year 11)
- Hiroshima, John Hersey (Year 11)
- The Killing Fields, film director: Roland Joffe (Year 12)
- Q and A, Vikas Swarup (Year 12)
- Use of travel articles from Asia as exemplars for travel writing (Year 13)

## GEOGRAPHY

- Population policy in China (Years 11/12)
- Monsoon climate (Year 11)
- Developing countries (India and Pakistan) (Year 11)
- Flooding issues (Bangladesh) (Years 11/13)
- Role of religion and tradition in birth rates (Years 11/12)
- Three Gorges Dam (Years 11/12/13)
- Natural hazards (earthquakes, volcanism) (Years 11/13)
- Living conditions monsoon Asia (Year 11)
- Singapore as a city of global importance (Year 12)
- Cambodia conflict and land mines (Year 12)
- Vietnam War (Year 12)
- Boxing Day Tsunami (Year 11)
- Bali tourism development (Year 13)
- Communist revolution in China (Year 13)
- Population in monsoon Asia (Years 11/13)
- Earthquake study (Tangshan, China) (Years 11/12/13)
- Impact of differing religions and belief systems on societies (Years 11/12/13)
- Population in India (Year 11)

- Population in Singapore (Year 11)
- Volcanic case studies from Indonesia (Year 11)
- Cyclones in Burma/Myanmar (Year 11)
- Pinatubo eruption in the Philippines (Year 11)

## HISTORY

- Russo-Japanese War (Year 12)
- Gandhi and passive resistance in India (Year 12)
- War in Viet Nam, Cambodia, and Laos (Year 12)
- Racism in New Zealand in the 19th century: a focus on Chinese miners (Year 13)
- Revolution in China (Year 11)
- Korean War (Year 12)
- Asian aspects of the origins of WWII (Year 11)
- Cold War (Year 12)
- Indian Independence (Year 12)
- Chinese revolution (Years 11/12)
- Viet Nam and the Indo-China conflict (mainly the Viet Nam War) (Years 11/12)
- Manchurian Crisis (Year 11)

## MEDIA STUDIES

- The media industry using Sony as an example (Year 13)
- Media audience using expanding Asian markets as an example (Years 12/13)
- Representation of race and culture (Year 12)

## MUSIC

- Indian music (Year 11)
- Chinese music (Year 11)
- Gamelan music from Indonesia (Year 11)
- Japanese music (Year 11)
- Cultural music and special events (Year 11)

## NON-ASIAN LANGUAGE STUDIES

- Housing (Year 11, French)
- Family life (Year 11, French)
- Commerce and shopping (Year 11, French)
- Transport in Asia (Year 11, ESOL)
- Writing about your city and your country (Years 11/12, ESOL)
- Customs – specifically, weddings in different Asian countries (Year 11, ESOL)
- Education in Asian countries compared with New Zealand (Year 13)

## SOCIAL STUDIES/SOCIAL SCIENCE

- Urban settlements in Singapore (Year 12)
- Development inequalities in India and China (Year 12)
- Population studies in Japan (Year 11)
- Ho Chi Minh and Vietnamese independence (Year 12)
- Gandhi and Indian nationalism and independence (Year 12)

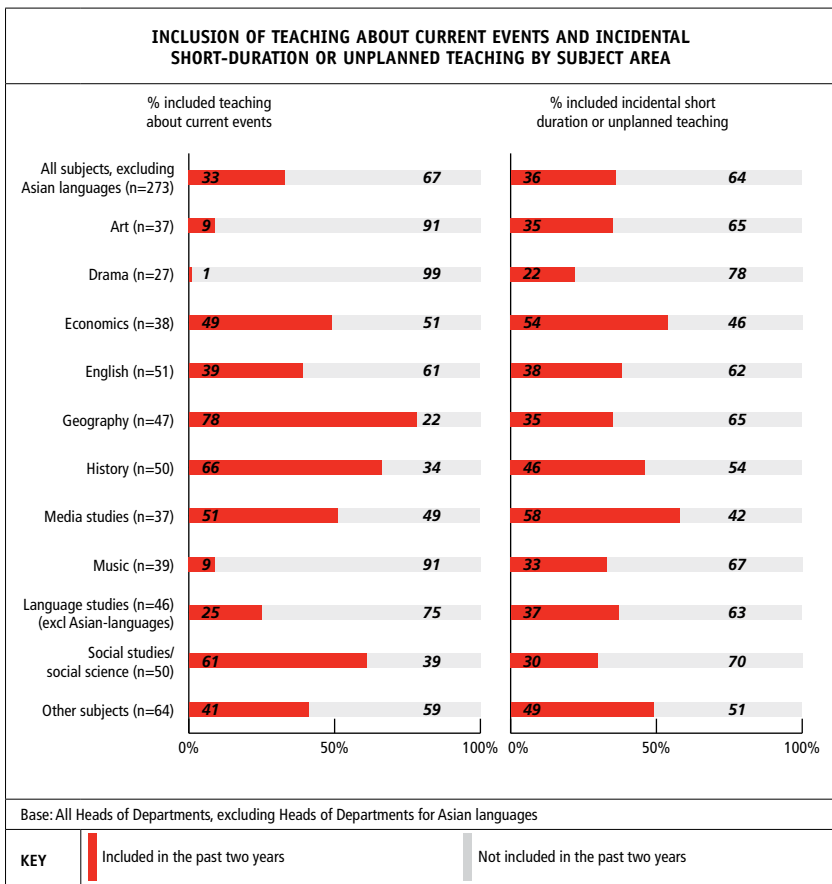
## Other Asia-specific content: Incidental teaching, examples, case studies and current events

As well as topics or projects lasting one or more periods of study, Asia-specific content can be included in teaching programmes in other ways. These can include incidental teaching, examples, case studies, current events and other Asia-related content.<sup>7</sup> Although this type of content may not provide the same breadth or depth of understanding as teaching lasting, multiple periods of study, it is important because it has the potential to contribute to students' general awareness of Asia and Asia-related issues, and to provide some understanding of the importance of Asia to New Zealand.

During the survey, Heads of Departments (excluding those for Asian language programmes) were asked whether they had included these types of incidental or short-duration teaching in their programmes in the previous two years for their Year 11, 12 and 13 students. Figure 5, below, and Figure 6, on page 21, illustrate that around one-third of Heads of Departments have.

- Thirty-three percent have included teaching about current events in the past two years.
- Thirty-six percent have included incidental short-duration or unplanned teaching in the past two years.
- Thirty-one percent have included examples or case studies about Asia.
- Twenty-three percent say they have included Asia-related content in other ways.

Given the importance of the Asian region to New Zealand, the ease with which some of this content can be included during teaching, and the fact that we asked about teaching over a two-year period, these results are probably considerably lower than desired by Asia:NZ.



**Figure 5.**

7. Please note, in the interest of brevity we refer to these types of teaching as 'incidental teaching'.

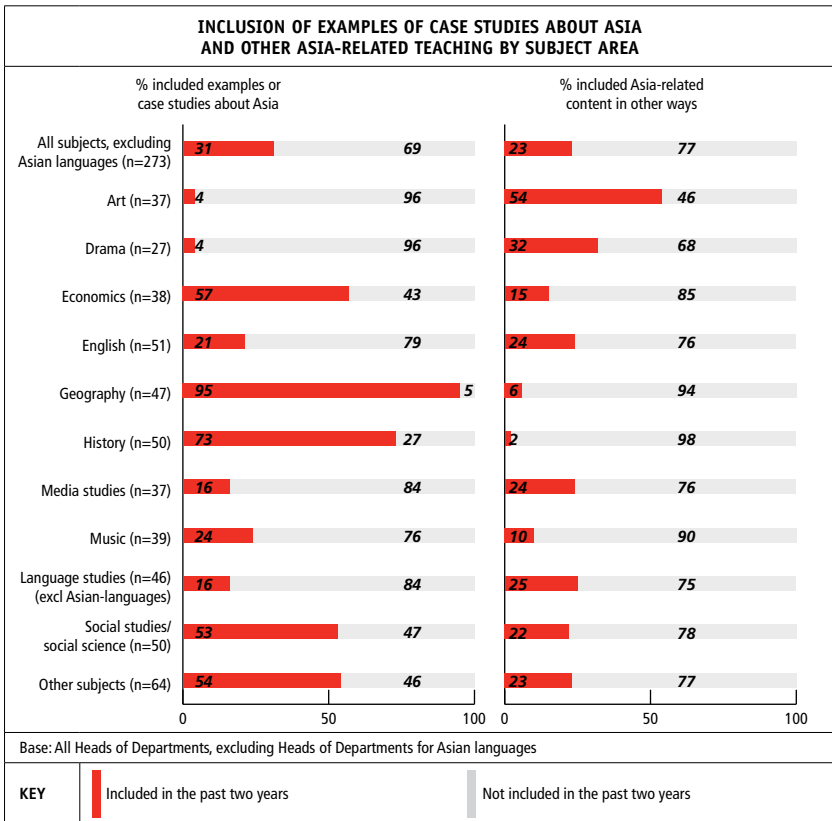


Figure 6.

### INCIDENTAL TEACHING ABOUT ASIA IS NOT CONFINED TO PARTICULAR SUBJECT AREAS

Interestingly, unlike the inclusion of longer-duration Asia-specific topics or projects, incidental teaching spans a broader range of subject areas. This is an important finding because it shows that subjects other than geography and history have potential to include Asia-related content in some shape or form, even though many Heads of Departments perceive Asia-related content as less relevant to these curriculum areas.

This begs the question: what is it that prompts Heads of Departments to include teaching about Asia in curriculum areas other than geography and history? Further analysis strongly suggests that Heads of Departments who are more engaged with Asia are more likely to include Asia-specific incidental teaching in their programmes. This association is considerably more pronounced than it is for longer-duration projects and topics.

As can be seen in Figure 7, below, Heads of Departments with a high level of interest in Asia, who see Asia as very important to New Zealand’s future and who feel that their knowledge of Asia is better than the average New Zealander’s are considerably more likely to include teaching on current events, incidental short-duration or unplanned teaching, and examples or case studies about Asia.

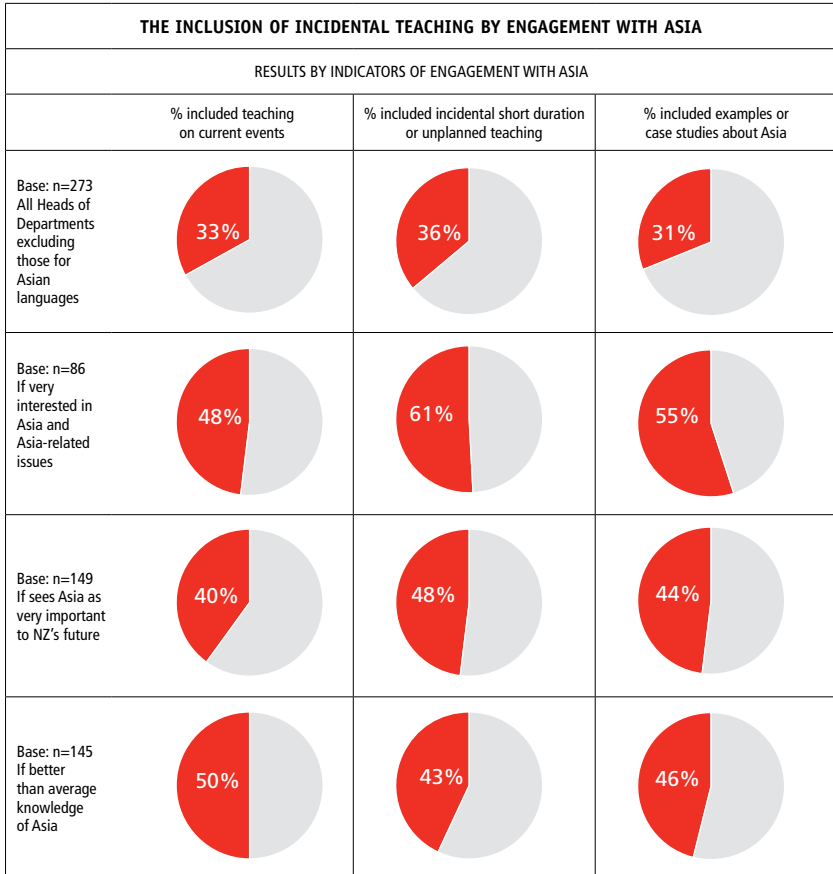


Figure 7.

### HOW FREQUENTLY INCIDENTAL TEACHING, EXAMPLES, CASE STUDIES, CURRENT EVENTS AND OTHER ASIA-RELATED CONTENT ARE INCLUDED WITHIN TEACHING PROGRAMMES

Heads of Departments were asked to say how frequently incidental teaching, examples, case studies, current events and other Asia-related content had been included in their teaching programmes for Year 11, 12 and 13 students in the previous two years. As can be seen in Figure 8, on page 23, nearly one-third (31 percent) of programmes include incidental teaching, examples, case studies, current events and other content at least once per month.

When it comes to the frequency of incidental teaching, the programmes most likely to include these more than once each month are those that may be seen by some as the ‘traditional home’ of Asia-related teaching in schools. These subjects include economics (65 percent), geography (63 percent), history (51 percent) and social studies (49 percent).

*The creative arts, media studies, English and (non-Asian) language studies are least likely to include incidental content frequently. It may be harder for teachers to see how Asia-related content is applicable to these subject areas. Schools and teachers may benefit from explicit examples and case studies that illustrate how Asian content can be included within each of these programmes to the benefit of their students.*

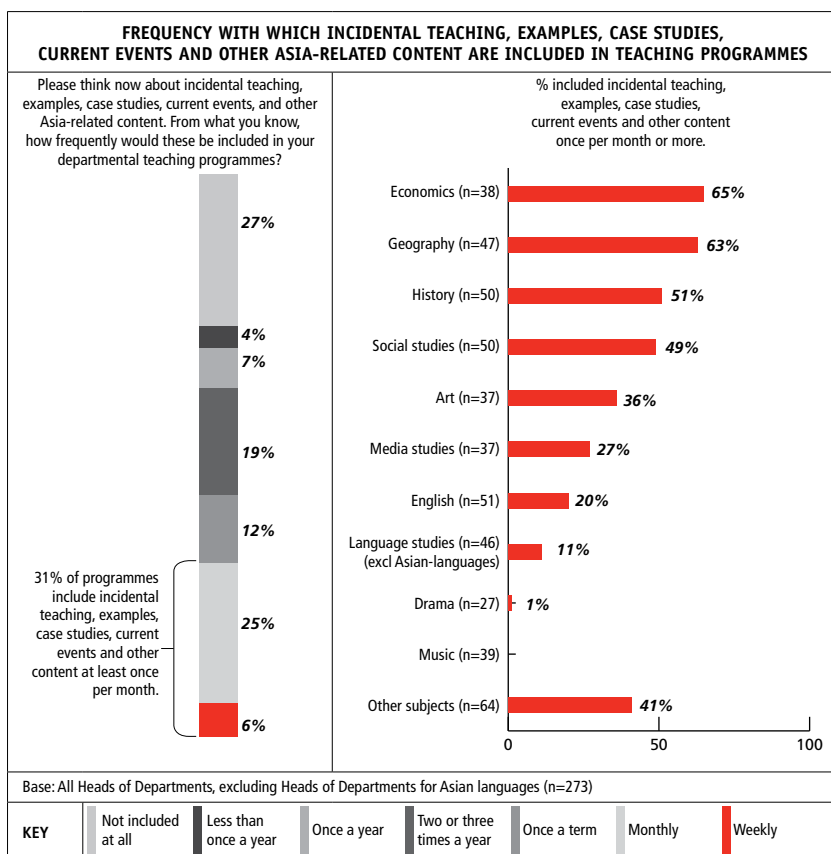


Figure 8.

Once again, sub-analysis supports earlier findings that Heads of Departments' engagement with Asia is associated with the inclusion of Asia-related content. The following Heads of Departments are more likely to include incidental teaching at least once per month:

- Those who are very interested in Asia and Asia-related issues (43 percent, cf. 32 percent who are quite interested and 14 percent who are less than quite interested).
- Those who feel the Asia region is important to New Zealand's future (36 percent, cf. 9 percent who do not feel the Asia region is important).
- Those who say their knowledge of Asia is better than average (40 percent, cf. 21 percent whose knowledge is average or worse than average).
- Those who have visited or lived in Asia (35 percent, cf. 24 percent who have not).
- Those who are aware of Asia:NZ (43 percent, cf. 18 percent who are not).

## INCIDENTAL TEACHING ABOUT ASIA IS MORE PREVALENT WHERE THERE ARE MORE ASIAN STUDENTS

The presence of Asian students is also an important factor that contributes to the amount of incidental Asia-related teaching in schools. Heads of Departments more likely to include incidental Asia-related teaching at least once per month are those:

- who teach at a school with 60 or more Asian students (40 percent) or 60 or more international fee-paying students from Asia (51 percent)
- who teach at schools in the Auckland (39 percent) or Canterbury region (38 percent)
- who teach at larger schools, which are typically located close to main centres (37 percent of schools with 1000 or more students include Asia-related teaching at least once per month, cf. 29 percent and 19 percent who teach at schools with 500 to 999 and 50 to 499 students respectively).

## TEACHING ABOUT ASIA IS MORE PREVALENT AT MORE AFFLUENT SCHOOLS

Interestingly, much like the teaching of Asia-specific projects and topics, incidental Asia-related teaching is also more prevalent at more affluent schools. Heads of Departments who teach at higher-decile schools (37 percent at Decile 6 to 10 schools, cf. 19 percent at Decile 1 to 5 schools) or at private schools (54 percent, cf. 29 percent at state schools) are more likely to have included incidental Asia-related teaching in the past two years.

This may be partly because there are more Asian students at these schools.

- 75 percent of Decile 6 to 10 schools have more than 30 Asian students (cf. 49 percent of Decile 1 to 5 schools), and 45 percent have more than 30 Asian international fee-paying students (cf. 18 percent of Decile 1 to 5 schools).
- 89 percent of private schools have more than 30 Asian students (cf. 46 percent of state schools), and 45 percent have more than 30 Asian international fee-paying students (cf. 34 percent of state schools).

## Motivations, barriers and enablers to including Asia-related content

One aim of this research was to uncover the motivations and barriers to teaching Asia-related content in senior secondary school programmes. This information is of importance as it can help Asia:NZ to think strategically about how to support and promote Asia studies in schools.

### CURRENT MOTIVATIONS FOR INCLUDING ASIA-RELATED CONTENT IN CLASSROOM PROGRAMMES

Heads of Departments who have included any Asia-related content in their departmental teaching programmes were asked to indicate their motivations for doing so. As can be seen in Figure 9 below, a large proportion of Heads of Departments agrees that appropriateness to the topic (69 percent), student interest (63 percent) and current events (58 percent) motivate them to include Asia-related content in their teaching programmes.

However, the three main motivations for including Asia-related content are appropriateness to the topic (30 percent), the importance of the Asia region (16 percent) and the presence of Asian students (14 percent). This is an encouraging result for Asia:NZ, for which a key aim is to increase New Zealanders' sense of the importance of Asia. Programmes and initiatives designed to achieve this may well result in the inclusion of more Asia-related content in schools.

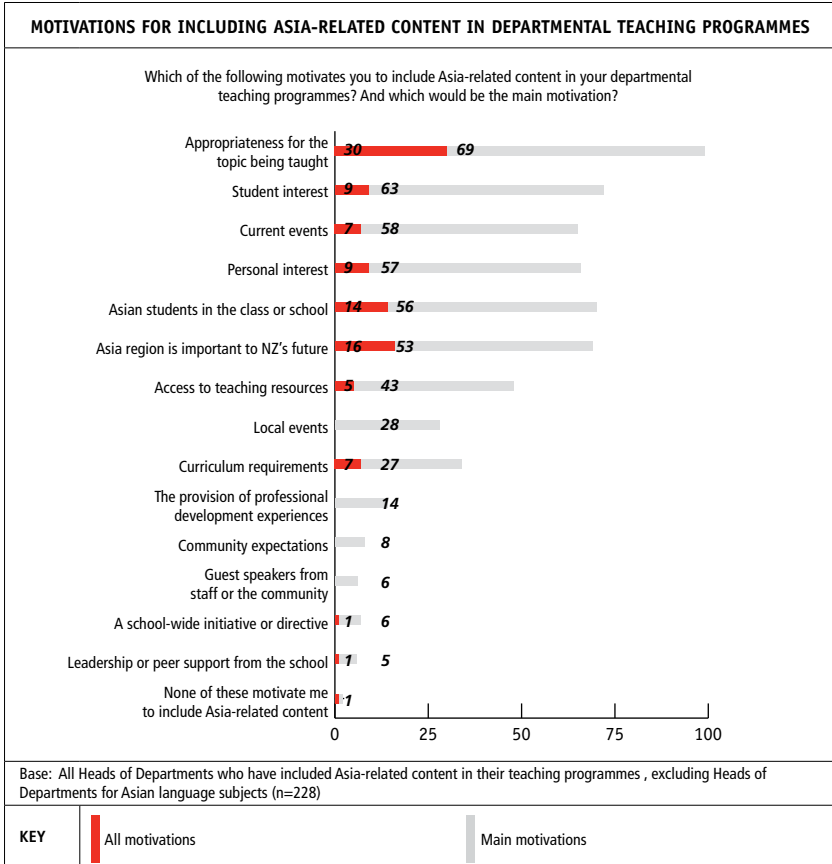


Figure 9.

Table 2, on page 26, displays the main motivations for each subject area. Statistically significant differences from average are highlighted in red (higher than average) or grey (lower than average).

Economics (59 percent), geography (31 percent), history (23 percent) and social studies (17 percent) Heads of Departments are more likely than others to say their main motivation is the importance of the Asia region. These findings reiterate that teachers of subjects not traditionally viewed as Asia related may benefit from programmes designed to increase their perceptions of the importance of Asia, and to educate and inform them about how Asia-specific teaching can be included within their subjects.

	Total (n=228)	Art (n=32)	Drama (n=20)	Economics (n=35)	English (n=47)	Geography (n=47)	History (n=49)	Media studies (n=36)	Music (n=25)	Language studies (n=35)	Social studies (n=48)	Other (n=61)
	%	%	%	%	%	%	%	%	%	%	%	%
Appropriateness for the topic being taught	30	27	16	12	31	35	48	50	23	17	50	36
Asia region is important to NZ's future	16	3	8	59	10	31	23	-	7	3	17	31
Asian students in the class or school	14	31	18	10	31	-	-	10	14	8	-	5
Personal interest	9	-	9	-	7	6	13	2	40	16	9	-
Student interest	9	38	7	3	1	3	4	7	6	18	7	12
Current events	7	-	10	14	4	4	4	20	-	3	12	10
Curriculum requirements	7	-	12	-	6	15	6	3	9	9	-	5
Access to teaching resources	5	-	19	-	10	6	2	8	-	-	6	1
Leadership or peer support from the school	1	-	-	-	-	-	-	-	-	9	-	-
A school-wide initiative or directive	1	-	-	-	-	-	-	-	-	7	-	-
None of these	1	-	-	-	-	-	-	-	-	9	-	-

**Table 2: Motivations for including Asia-related content in departmental teaching programmes by subject area**

Base: Heads of Departments who included Asia-related content in their programmes, excluding Heads of Departments for Asian languages

### THOSE LESS ENGAGED WITH ASIA ARE MORE MOTIVATED BY STUDENT INTEREST

As may be expected, Heads of Departments who include Asia-related content in their programmes but who do not know a lot about Asia are more motivated by their students' interests, as are Heads of Departments whose knowledge of Asia is average or worse than average (16 percent, cf. 4 percent who say their knowledge of Asia is better than average).

Student interest (38 percent) and the presence of Asian students (31 percent) are the main motivations for art Heads of Departments to include Asian content. This is likely due to the fact that art students select their own themes for their artwork.

## OTHER MOTIVATIONS

Around a third of Heads of Departments (32 percent) provided other motivations they felt were not listed in the survey. These included further general comments relating to the importance of Asia (21 percent), comments about the importance of learning about and respecting cultures different from our own (17 percent), comments related to Asian content being included as part of extracurricular activities (16 percent) and comments about the economic importance of Asia (13 percent).

*“Chinese businesses are interested in the local resources. I want students to have a holistic awareness of how Chinese businesses operate.”*

HEAD OF DEPARTMENT FOR ECONOMICS

*“Respect for a culture that is increasingly represented in New Zealand. The fact that students need to understand and be properly prepared for a future where Asian countries will play an increasingly important role. The cultures represented in an English programme should, as much as possible, reflect the rich language traditions of those countries that most influence our own.”*

HEAD OF DEPARTMENT FOR ENGLISH

*“Multiculturalism. It’s important that students learn about other cultures.”*

HEAD OF DEPARTMENT FOR ENGLISH

*“Students need to know about the world and Asia is a very important part of it. There are more Asian immigrants in New Zealand.”*

HEAD OF DEPARTMENT FOR GEOGRAPHY AND HISTORY

*“I believe that students need to be aware of the world in which they live. New Zealand is an island that is far from many countries and from my experience New Zealanders, especially the students, can have a very insular view of the world. Learning about other cultures is not only respectful but can also open students’ eyes to the globalised society in which we now live. All students must (they have little choice) learn to communicate effectively with people from different cultures.”*

HEAD OF DEPARTMENT FOR MUSIC

*“Intercultural learning – comparing an Asian culture (e.g., Japan) with that of New Zealand – consideration of how people interact within different cultures and between different cultures.”*

HEAD OF DEPARTMENT FOR A NON-ASIAN LANGUAGE

*“I meet Asian students who are enrolled at [name of school] and exchange information about our Maori culture and their values. I am keen to have all of Aotearoa appreciate and respect the similarities and differences of each other’s culture.”*

HEAD OF DEPARTMENT FOR NON-ASIAN LANGUAGE

*“At Waikato University the media studies lecturer said that to look to the future of the media, we must look to Asia, to Japan specifically. He said that storylines and cultural concepts of heroes are becoming more oriental.”*

HEAD OF DEPARTMENT FOR MEDIA STUDIES

*“Variety, and exposure of students to a wider knowledge of cultural music activities beyond the curriculum.”*

HEAD OF DEPARTMENT FOR MUSIC

## BARRIERS TO INCLUDING ASIA-RELATED CONTENT IN CLASSROOM PROGRAMMES

All Heads of Departments who took part in the survey were asked to rate a number of barriers to teaching Asian content in their schools, departments or classrooms on a scale from one (significant barrier) to five (not a barrier). Results are displayed in Figure 10 below.

The primary barriers to including more Asian content in school teaching programmes are availability of professional development (33 percent gave a one or two out of five), student subject choice (33 percent gave a one or two out of five) and availability of resources (32 percent gave a one or two out of five).

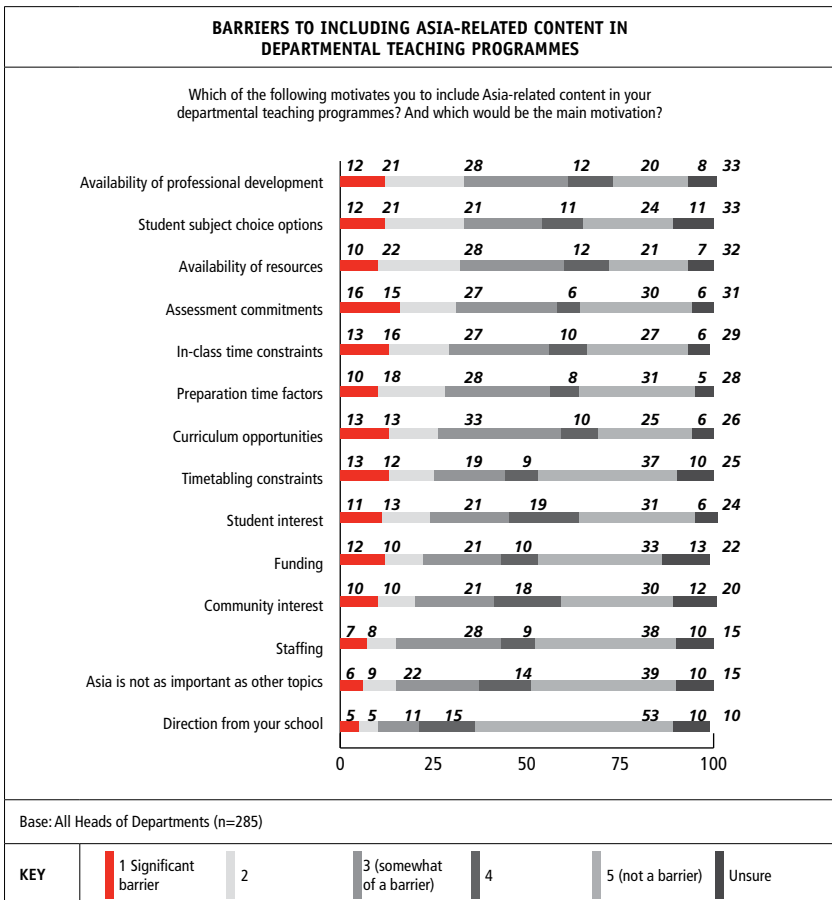


Figure 10.

It is encouraging that two of the primary barriers are availability of professional development and resources, because external organisations such as Asia:NZ can directly assist teachers in this regard. It is also positive that student interest and perceptions that Asia is unimportant are not viewed as significant barriers to teaching more Asia-related content.

## BARRIERS FOR HEADS OF DEPARTMENTS WHO HAVE INCLUDED NO ASIA-RELATED CONTENT IN THEIR PROGRAMMES

Those who have included no Asia-related content in their departmental teaching programmes in the past two years are more likely than others to say curriculum opportunities (43 percent, cf. 19 percent of others), student interest (42 percent, cf. 19 percent of others), community interest (35 percent, cf. 14 percent of others) and staffing (30 percent, cf. 10 percent of others) are barriers to including Asia-related content.

*For these Heads of Departments, increasing their sense of the importance of Asia to New Zealand's future should help to overcome these barriers, and encourage them to prioritise Asia-related content over student interest and curriculum requirements.*

### BARRIERS TO TEACHING ASIA-RELATED CONTENT BY SUBJECT AREA

Table 3 below displays the percentage of Heads of Departments for each subject area who rated each factor as a barrier (i.e., gave a score of one or two out of five). The three or four main barriers for each subject area are shaded in red.

Either availability of professional development or availability of resources is perceived to be the main barrier for Heads of Departments in almost all subject areas. Only Heads of Department for music do not see these as main barriers to including more Asia-related content. For these Heads of Department the primary barriers are assessment commitments, time constraints and curriculum opportunities.

	Total (n=285) %	Art (n=37) %	Asian languages (n=39) %	Drama (n=27) %	Economics (n=38) %	English (n=51) %	Geography (n=47) %	History (n=50) %	Media studies (n=37) %	Music (n=39) %	Language studies (n=46)* %	Social studies (n=50) %	Other (n=64) %
Availability of professional development	33	23	27	56	29	35	30	32	28	14	42	39	24
Student subject choice options	33	21	36	39	26	39	42	22	27	23	41	29	30
Availability of resources	32	27	25	44	47	35	34	29	35	16	39	14	38
Assessment commitments	31	13	19	48	44	41	29	25	33	26	44	19	30
In-class time constraints	29	18	21	55	38	30	27	30	30	26	36	21	20
Preparation time factors	28	20	23	36	46	34	19	27	24	21	31	13	23
Curriculum opportunities	25	11	35	42	15	21	19	21	11	33	42	12	10
Timetabling constraints	25	7	53	38	31	29	15	18	24	16	34	14	15
Student interest	24	17	18	45	8	16	15	26	14	17	43	20	17
Funding	22	18	44	17	34	21	25	21	10	13	32	12	26
Community interest	19	27	21	40	-	14	13	11	19	10	25	19	15
Staffing	15	10	21	20	8	23	3	7	7	13	35	8	10
Asia is not as important as other topics	15	7	15	24	6	20	2	10	7	16	35	4	4
Direction from your school	11	11	30	16	-	10	7	3	-	7	24	2	2

**Table 3: Percentage of Heads of Departments for each subject area who rate each factor as a barrier (i.e., gave a score of one or two out of five) to including more Asia-related content in departmental teaching programmes**

Base: All Heads of Departments (\*note that 'language studies' excludes Heads of Departments for Asian languages)

Further analyses of barriers by other questions in the survey reveal some interesting trends and differences:

- Those more interested in Asia or who feel Asia is important to New Zealand may be more likely to prioritise the teaching of Asia-related content, and teach it irrespective of student interest and other constraints.
  - Heads of Departments who are very interested in Asia are significantly less likely than average to say that in-class time constraints (19 percent), preparation time factors (14 percent), student interest (14 percent) and community interest (15 percent) are barriers.
  - Heads of Departments who feel the Asia region is important to New Zealand's future are more likely than those who feel it is less important to say that funding (25 percent, cf. 9 percent who say Asia is less important) and curriculum opportunities (28 percent, cf. 15 percent who say Asia is less important) are barriers.
- Those with little knowledge of Asia will benefit from resources and assistance to integrate Asia-related content effectively into their teaching.
  - Heads of Departments whose knowledge of Asia is worse than average are particularly likely to say that availability of resources is a barrier (61 percent, cf. 31 percent who say their knowledge is about average and 27 percent who say their knowledge is better than average).

## OTHER BARRIERS

A small proportion of Heads of Departments (8 percent) provided additional barriers they felt were not listed in the survey. These included further comments relating to time constraints (23 percent), lack of interest on the teachers' part (19 percent), further comments about curriculum constraints (14 percent), lack of teacher knowledge and expertise (12 percent) and comments relating to racism or racial harmony (11 percent).

*"Curriculum requirements to include Maori content, when more relevant to students, to investigate their own culture. Time constraints to cover both [Maori and Asian content]."*

HEAD OF DEPARTMENT FOR ART

*"There's a lot to cover in an open curriculum; the more we focus on one area the less we can do in another. I try to give balance and expose the kids to a variety of topics, and provide both breadth and depth."*

HEAD OF DEPARTMENT FOR HISTORY

*"Asian content is not appropriate to my subject. My task is to teach the German language and culture and that does not allow me any time to teach about Asia. I have barely sufficient time to get through the German syllabus!"*

HEAD OF DEPARTMENT FOR LANGUAGE STUDIES

*"My lack of interest."*

HEAD OF DEPARTMENT FOR NON-ASIA LANGUAGE STUDIES

*"Our curriculum focus is Toki Ora Toki Tuhoetanga. Our school curriculum is delivered in Te Reo Maori. Unless the resources and professional development are in Te Reo Maori then the implementation of Asia activities is left to individual teachers like myself. We also do not have any students of Asian ethnicity nor any teachers of Asian ethnicity, only a teacher who has travelled with a group to Japan."*

HEAD OF DEPARTMENT FOR MULTIPLE SUBJECTS

*"Other teachers are not interested."*

HEAD OF DEPARTMENT FOR ASIAN LANGUAGE STUDIES

*"In rural schools there can still be underlying racism – particularly in schools with a very low ratio of non-paying Asian students."*

HEAD OF DEPARTMENT FOR ART

## ENABLING SCHOOLS TO INCLUDE MORE ASIA-RELATED CONTENT

All Heads of Departments were asked (unprompted) to say what would encourage them to include more Asia-related content in their classrooms, departments or schools. Results are presented in Table 4, below. Like responses have been grouped into 'nett' categories to highlight general themes. These categories are shaded and in bold print, and give the percentage of respondents who gave at least one of the more detailed suggestions that related to them.

	(n=285) %
<b>More/Good/Better resources</b>	<b>35</b>
Resources/Available resources/great resources	19
Resources with Asia-related content/Asia-related texts	4
Interesting texts-topics/exciting learning material	4
More modern/up-to-date resources	4
Easily accessible resources	3
Prepared units already available/pre-moderated tasks-assessments	3
English language texts/translated into English	2
<b>Subject relevance/stronger curriculum links</b>	<b>28</b>
Relevance to subjects taught/relevant links to what we are already teaching	8
Resources appropriate to curriculum/resources that link into curriculum requirements	7
Certain subjects need priority/little Asian relevance to subject	6
Relevant curriculum requirements	4
Resources matching NCEA criteria/compulsory content in NCEA	3
Greater representation in national curriculum/change in curriculum	2
<b>Professional development opportunities</b>	<b>14</b>
Professional development/professional development opportunities	6
Knowledge/Understanding/Training on Asian issues	5
More information/information of Asian issues and events	2
<b>Mentions of constraints (time/staffing/funding)</b>	<b>14</b>
Time/More class time	7
Funding/More funding	4
Flexibility/Freedom from pressure/constraints	3
<b>More interest</b>	<b>13</b>
Student interest	10
Greater community interest/demand from school community	3
<b>Miscellaneous</b>	<b>25</b>
More Asian students	9
Direction from senior management/Ministry of Education/school	3
Greater contact with Asian schools-teachers/cultural exchanges/prominent visitors	2
Other	10
<b>Happy with our Asia-related content</b>	<b>5</b>
<b>Nothing</b>	<b>5</b>
<b>Don't know</b>	<b>3</b>

**Table 4: Encouragement to include more Asia-related content in schools**

Base: All Heads of Departments Note: Comments mentioned by less than 2 percent of Heads of Departments are not displayed, but these comments are included within the appropriate nett categories.

## TEACHING RESOURCES WILL ENCOURAGE HEADS OF DEPARTMENTS TO INCLUDE MORE ASIA-RELATED CONTENT

The availability of good-quality resources (35 percent) is the main factor that would encourage Heads of Departments to include more Asia-related content, specifically more Asia-related texts, more interesting and up-to-date material, and prepared units. Heads of Departments for economics and geography are particularly likely to say that more or better resources are required (53 percent and 54 percent respectively, cf. 35 percent on average).

*“Easier access to relevant business-related material.”*

HEAD OF DEPARTMENT FOR ECONOMICS

*“Up-to-date DVDs about the economy of China and its main exports and imports, employment areas, problems with economic growth.”*

HEAD OF DEPARTMENT FOR ECONOMICS

*“Provision of up-to-date, relevant resources that allow for easy implementation. The New Zealand Board of Geography Teachers have put out a number of resources that have been supported by the Extractive Industries Training Organisation. These have been comprehensive teaching resources and directly support assessment.”*

HEAD OF DEPARTMENT FOR GEOGRAPHY

*“Resources in Te Reo Maori.”*

HEAD OF DEPARTMENT FOR HISTORY

## SOME HEADS OF DEPARTMENTS MAY REQUIRE A GREATER MANDATE TO INCLUDE ASIA-RELATED CONTENT

Some Heads of Departments may require a greater mandate to include more Asia-related content in their classrooms, departments or schools, especially Heads of Departments for subjects that do not lend themselves easily toward the inclusion of Asia-related content. More than a quarter of Heads of Departments (28 percent) provided comments suggesting either a need for stronger curriculum links or more obvious relevance to what they are already teaching. Music teachers in particular are more likely than average to suggest that greater representation of Asia-related content in the national curriculum would encourage them to include it within their classrooms, departments or schools (10 percent, cf. 2 percent on average). Conversely, history teachers are much less likely than average to suggest that subject relevance and stronger curriculum links would encourage them to include more Asia-related content (16 percent, 28 percent on average).

*“A change to the content of the Cambridge International Examination AS (Year 12) and A2 (Year 13) level Music courses. Interestingly their IGCSE (Year 11) examination has a significant Asian content which falls under the study of World Music, however, there is currently no World Music component for the AS & A2 levels. There is considerable pressure to complete the curriculum at these levels so unless the syllabus changes, there would be no time to include Asian components.”*

HEAD OF DEPARTMENT FOR MUSIC

*“Greater representation in national curriculum.”*

HEAD OF DEPARTMENT FOR DRAMA

## FOSTERING STUDENT INTEREST IN ASIA-RELATED ART AT A JUNIOR LEVEL MAY INCREASE THE ASIA-RELATED CONTENT IN SENIOR-LEVEL ART PROGRAMMES

Consistent with results reported earlier, Heads of Department for art are most likely to say that more student interest (21 percent, cf. 10 percent on average) and the presence of Asian students (33 percent, 9 percent on average) would encourage them to include Asia-related content.

To increase the Asia-related content in senior school art programmes, it may be best to focus on increasing student interest. This might be achieved by introducing Asian themes, topics and techniques to junior art students, and fostering an interest in Asia-related art at an earlier stage.

*“An increase in students who indicate an interest to use more Asian artist exemplars. A marked increase in the number of students who identify with Asia as their ethnic origins.”*

HEAD OF DEPARTMENT FOR ART

## Asian languages in schools

We asked all Heads of Departments to indicate which Asian languages were currently taught in their schools. As this project is a ‘survey of Heads of Departments’ it was necessary to derive a school-level variable for the purpose of presenting the results. Doing so, however, was made somewhat complex owing to the fact that some Heads of Departments disagreed over the Asian languages taught by their schools. Where disagreement existed, a researcher from Colmar Brunton sought corroborating information from the schools’ websites or prospectuses.

As can be seen in Figure 11 below, it is important to consider the teaching of Asian languages in the context of school rolls. The majority of larger schools, with 500 to 999 students (84 percent) or 1000 or more students (88 percent), teach an Asian language. Small schools, however, are much less likely to do so. Almost three-quarters (73 percent) of surveyed schools with 50 to 499 students do not teach any Asian languages.<sup>8</sup>

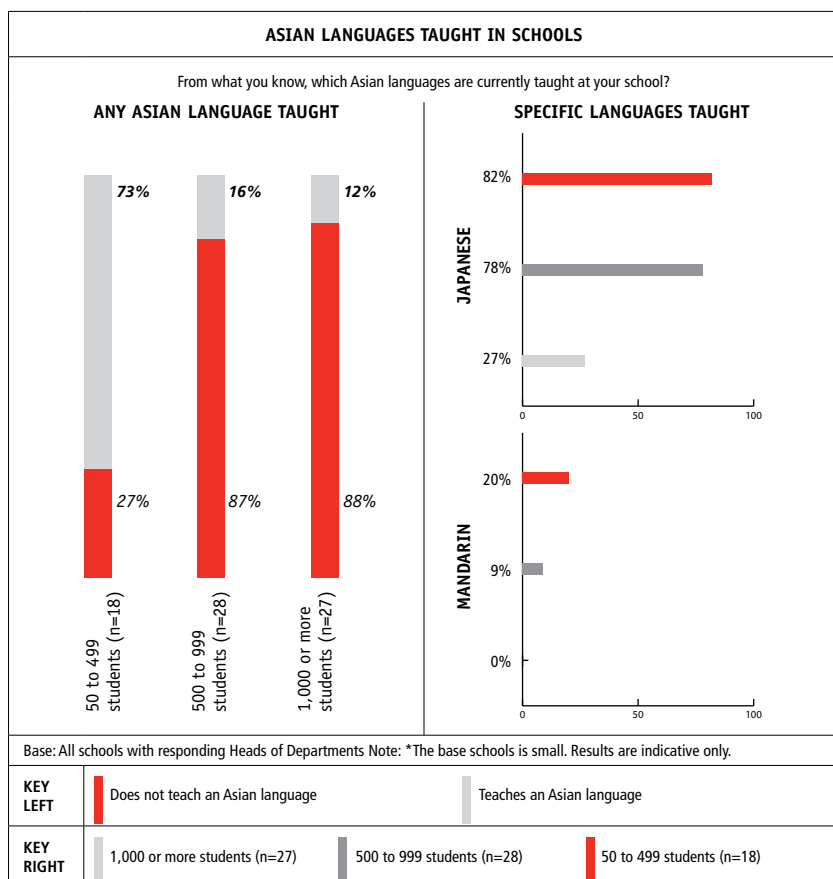


Figure 11.

Japanese is the Asian language most commonly taught in schools, followed by Mandarin. Some Heads of Departments (1 percent) indicated that their schools taught Korean, however not all Heads of Departments from those schools agreed, and no corroborating information could be found.

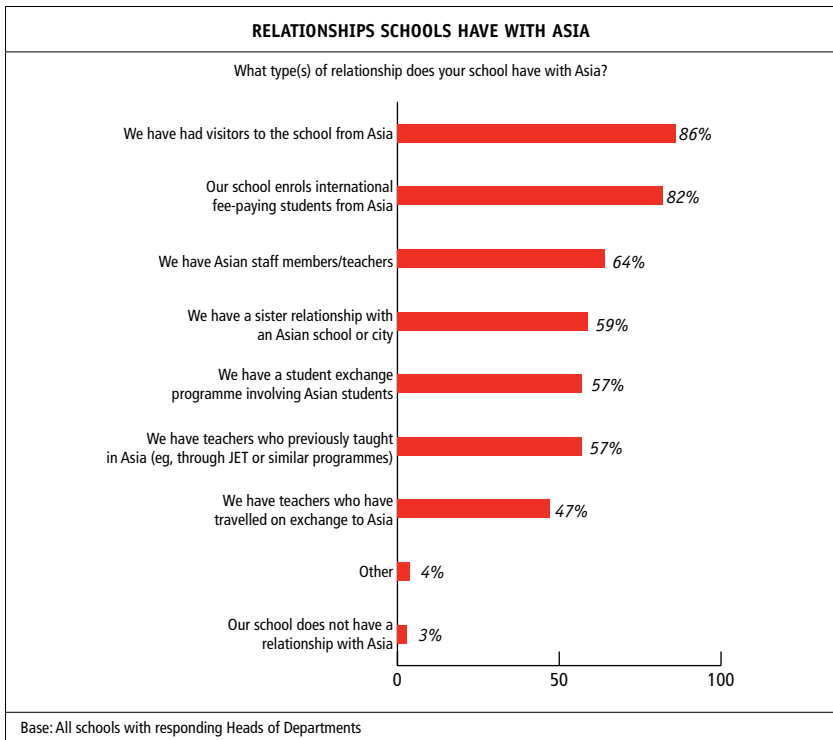
8. Note that schools with school rolls less than 50 were not sampled for this project.

## School relationships with Asia

Schools can develop links with Asia in a number of ways. All Heads of Departments were asked to indicate what types of relationship they had with Asia. Similar to the previous question, it was necessary to derive a school-level variable for the purpose of presenting these results.<sup>9</sup> These results are presented in Figure 12 below.

The vast majority of schools (97 percent) have some kind of link or relationship with Asia. The majority of schools have had visitors to their schools from Asia (86 percent) and enrol international fee-paying students from Asia (82 percent). Fifty-nine percent of schools have sister relationships with Asian schools or cities.

Nearly two-thirds of schools (64 percent) employ Asian staff members. On the surface this may seem high, but it is consistent with the proportion of schools that teach Asian languages. A significant proportion of Asian language teachers will identify with an Asian ethnic group.



**Figure 12.**

Further analysis confirms that higher-decile schools (Deciles 6 to 10) are more likely than lower-decile schools (Deciles 1 to 5) to enrol international fee-paying students from Asia (93 percent, cf. 65 percent of Decile 1 to 5 schools). Auckland schools are much more likely than average to employ Asian staff members or teachers (95 percent, cf. 64 percent on average). Only smaller schools, with 50 to 499 students, say that they do not have any sort of relationship with Asia.

9. A school is considered to have a particular type of relationship with Asia if 50 percent or more of the Heads of Department from that school agree.

## Heads of Departments' engagement with Asia

As well as measuring the Asia-related content taught in schools, the questionnaire assessed Heads of Departments' level of interest in Asia and Asian issues, sense of the importance of Asia, and knowledge of Asia.

### IMPORTANCE OF ASIA TO NEW ZEALAND'S FUTURE

All Heads of Departments were asked how important they felt the Asia region was on a scale from one (not at all important) to five (very important). Overall, 80 percent of Heads of Departments say the Asia region is important, and give a score of four or five out of five. Compared with the general New Zealand population, Heads of Departments are more likely to say the Asia region is very important (55 percent, cf. 40 percent of the general population<sup>10</sup>).

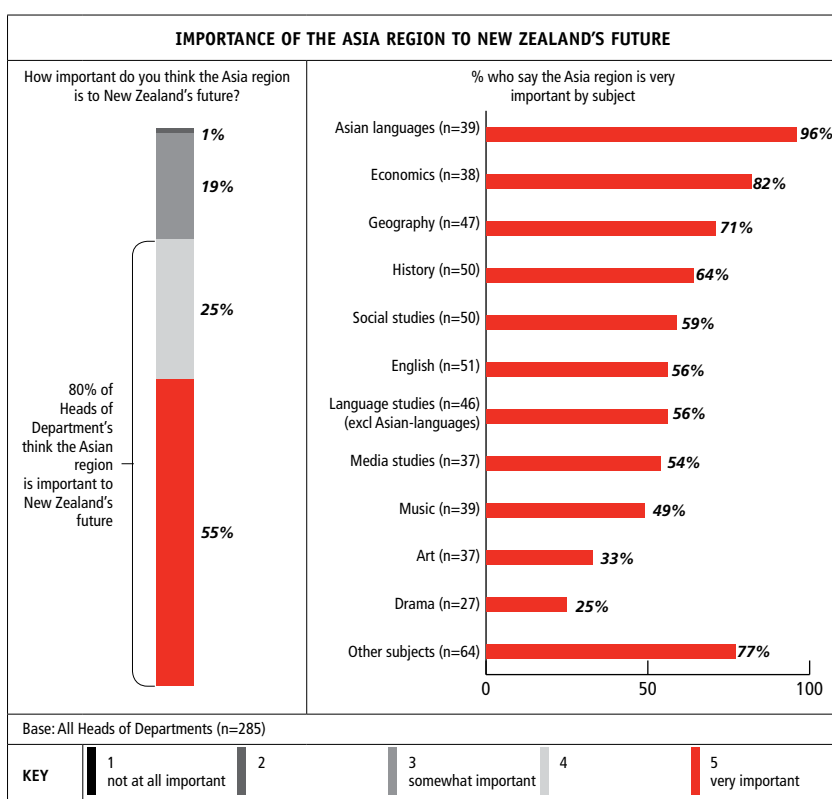


Figure 13.

As might be expected, the vast majority (96 percent) of Heads of Department for Asian languages say the Asia region is important to New Zealand's future (see Figure 13). The majority of economics (82 percent), geography (71 percent) and history (64 percent) Heads of Departments also say the Asia region is important.

Heads of Department for the creative arts (music, art, drama) are less likely than others to see the Asia region as important to New Zealand's future.

10. This figure is taken from the Perceptions of Asia survey 2009. **Web feature** ▶ <http://www.asianz.org.nz/our-work/knowledge-research/research-reports/social-research/perceptions-study-2009>

## INTEREST IN ASIA AND ASIA-RELATED ISSUES

When it comes to interest in Asia and Asia-related issues, three-quarters of Heads of Departments (75 percent) say they are quite or very interested. As can be seen in Figure 14 below, Heads of Department for Asian language subjects are much more likely than Heads of Departments for other subjects to say they are very interested in Asia and Asia-related issues. Heads of Departments for geography, language studies, history and social studies all expressed similar levels of interest.

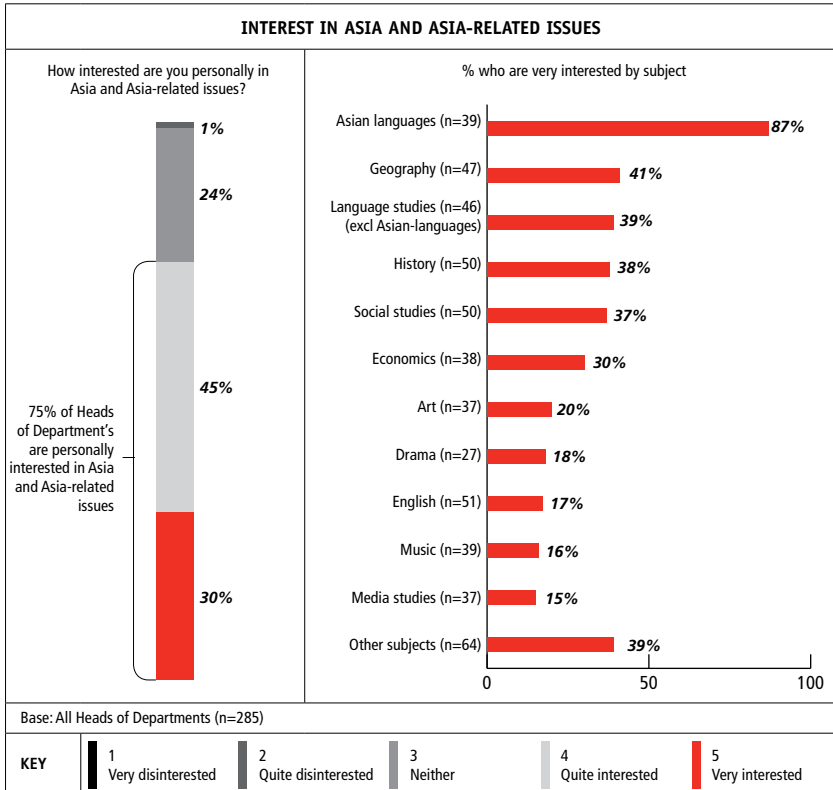


Figure 14.

Heads of Departments were asked to tell us why they were interested in Asia and Asia-related issues. Results are presented in Table 5, on page 37. Like responses have been grouped into ‘nett’ categories to highlight general themes. These categories are shaded and in bold print, and give the percentage of respondents who gave at least one of the more detailed suggestions that relate to them.

The main reasons for being interested in Asia relate to the teaching of Asian topics or topics to Asian students (43 percent), personal interest (40 percent) and the economic and political importance of Asia (38 percent).

	(n=223) %
<b>I teach Asian students/Asia-related topics</b>	<b>43</b>
Teach a lot of Asian students/many Asian students at school	27
Teach an Asian subject/part of the topics/subjects I teach/part of our curriculum	12
To further students knowledge/pass knowledge on to students	7
<b>Personal interest</b>	<b>40</b>
Asian culture/interesting culture	22
Personal/general interest in Asia	10
Asian History/interesting History	6
Educational reasons/to learn more	6
They have a different cultural perspectives/variety of cultures	5
<b>Economic or political importance</b>	<b>38</b>
They are close neighbours/their proximity to NZ	20
They have economic importance/growing economical influences	10
Increase level of trade/important trading partner	8
They have issues relevant to New Zealanders/relevance for NZ as a nation	7
They are a high growth region/engine room of world growth	6
<b>Travel to Asia</b>	<b>27</b>
Have visited/travelled to Asian countries	16
Interested in travel/travel destinations	7
<b>We are multicultural</b>	<b>14</b>
It is necessary to understand/gain rapport/relationships/respect	7
There is a growing Asian community in NZ/multicultural society	6
<b>Miscellaneous</b>	<b>21</b>
Personal connection/friends/colleagues/in laws are Asian	10
Like to have knowledge of what is going on in the world	5
Other	6

**Table 5: Reasons for being quite interested or very interested in Asia and Asia-related issues**

Base: Those quite interested or very interested in Asia and Asia-related issues. Note: Comments mentioned by less than 5 percent of Heads of Departments are not displayed, but these comments are included within the appropriate nett categories.

	(n=62) %
Don't know enough about/not much experience with Asia	19
Not applicable to students/topics I teach	16
No need/interest/interest lies elsewhere	15
Not in my curriculum/often not relevant to context of subject	14
I don't feel a connection with Asia	13
My interest lies in other parts of the world	11
Don't know	6

**Table 6: Reasons for being less than quite interested or very interested in Asia and Asia-related issues**

Base: Those less than quite interested or very interested in Asia and Asia-related issues. Note: Comments mentioned by less than 5 percent of Heads of Departments are not displayed.

*"We have quite a large number of Asian students in our school. It is also vital that New Zealanders are informed about Asia because we are such close neighbours. It is also important that (even though I do not teach an Asian language) I can support the teachers here who do."*

HEAD OF DEPARTMENT FOR NON-ASIAN LANGUAGE

*"New Zealand is part of the Asia-Pacific Region and in so many ways our future lies in being part of and understanding this region. New Zealanders all need to have greater understanding of Asia and our topics at school should reflect this and work towards achieving it."*

HEAD OF DEPARTMENT FOR ECONOMICS

*"I have travelled extensively in Asia and love the culture (and food) and I have read extensively about Asia. I have a Korean son-in-law and two part Korean grand-daughters. I have several Asian friends and colleagues."*

HEAD OF DEPARTMENT FOR ENGLISH

Heads of Departments less than interested in Asia and Asia-related issues were also asked to give their reasons why. As can be seen in Table 6, the main reasons for not being interested relate to lack of knowledge or experience with Asia (19 percent), the perception that Asian issues are not related to the students or topics being taught (16 percent) and that interest lies elsewhere (15 percent).

*"It isn't really my culture and I have very few Asian students, friends, workmates or associates."*

HEAD OF DEPARTMENT FOR ART

*"Doesn't really flick any switches for me."*

HEAD OF DEPARTMENT FOR DRAMA AND MUSIC

*"Because it's not something I regularly encounter so I don't think about it one way or the other."*

HEAD OF DEPARTMENT FOR MEDIA STUDIES

*"I haven't had much experience with Asia and most of my Asian students would consider themselves New Zealanders."*

HEAD OF DEPARTMENT FOR MUSIC

*"I don't know enough I suppose, but would be interested in finding out more."*

HEAD OF DEPARTMENT FOR MUSIC

## KNOWLEDGE OF ASIA

All Heads of Departments were asked to rate their overall knowledge of the countries, peoples and cultures of Asia in comparison with that of other New Zealanders. Heads of Departments could answer on a scale from one (far worse than average) to five (far better than average). A score of three represents ‘about average’, or about the same knowledge as other New Zealanders.

As can be seen in Figure 15 below, around half of Heads of Departments (51 percent) say their knowledge of Asia is better than average. Predictably, Asian language Heads of Department (45 percent) are far more likely than others to rate their knowledge as ‘far better than average’. Heads of Departments for (non-Asian) language studies (31 percent) and geography (29 percent) are also more likely than others to rate their knowledge of Asia as ‘far better than average’.

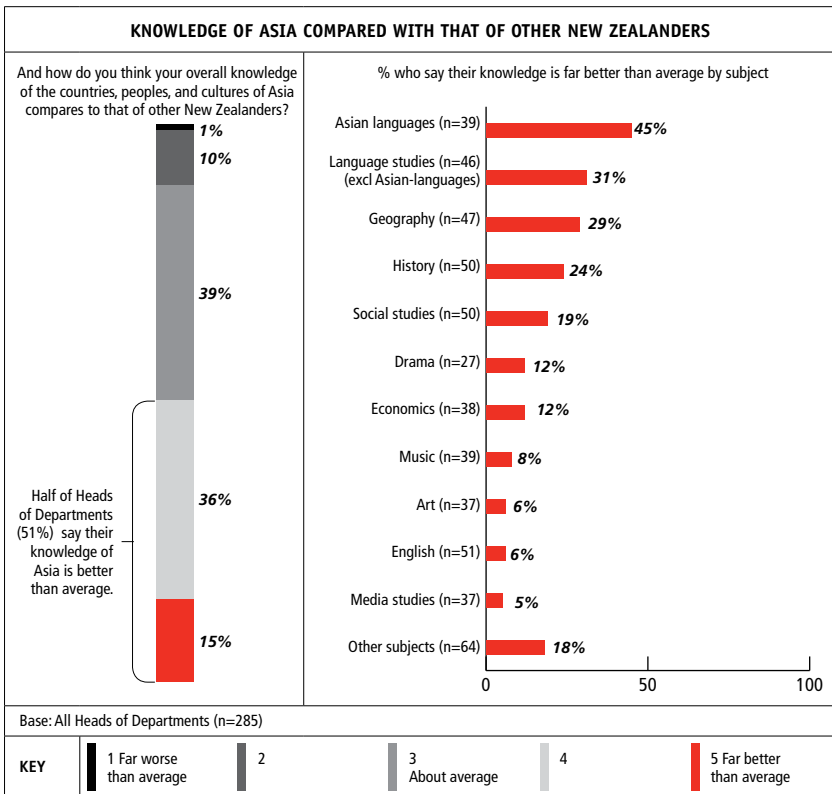


Figure 15.

## Awareness of and involvement with Asia:NZ

All Heads of Departments were asked whether they had heard of Asia:NZ and whether they had been involved with Asia:NZ's initiatives and programmes in the previous 12 months. As can be seen in Figure 16, half of all Heads of Departments (49 percent) say they have heard of Asia:NZ. Those more likely than average to have heard of Asia:NZ are Heads of Departments for Asian languages (87 percent), geography (74 percent), non-Asian language studies (70 percent), social studies (70 percent) and history (66 percent).

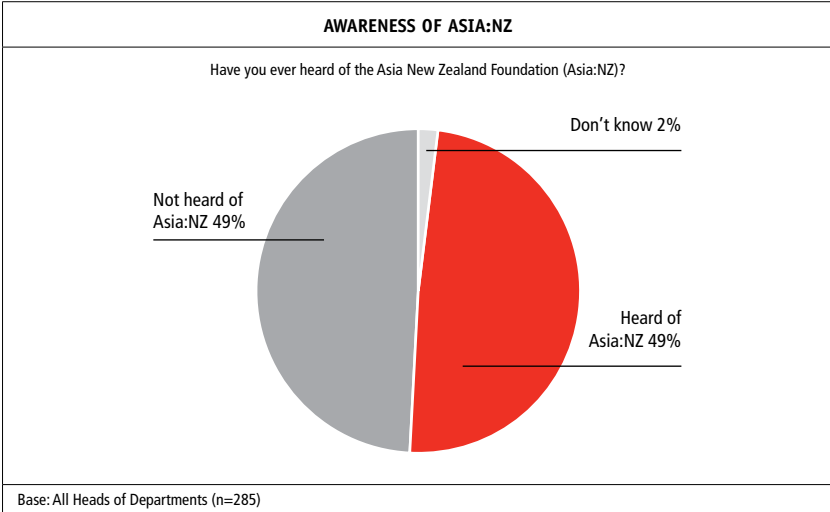


Figure 16A.

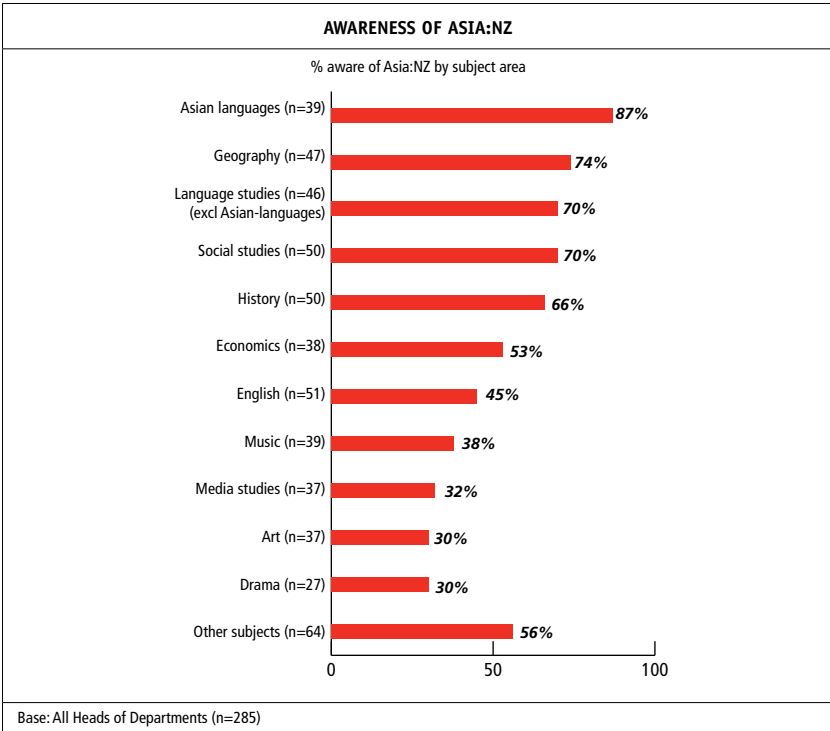


Figure 16B.

Heads of Departments more likely than average to have heard of Asia:NZ are:

- those very interested in Asia and Asia-related issues (69 percent)
- those who believe the Asia region is important to New Zealand’s future (54 percent)
- those who say their knowledge of Asia is better than average (65 percent)
- those who have lived in or visited Asia (57 percent)
- those who teach at private schools (75 percent).

Heads of Departments less likely than average to have heard of Asia:NZ are:

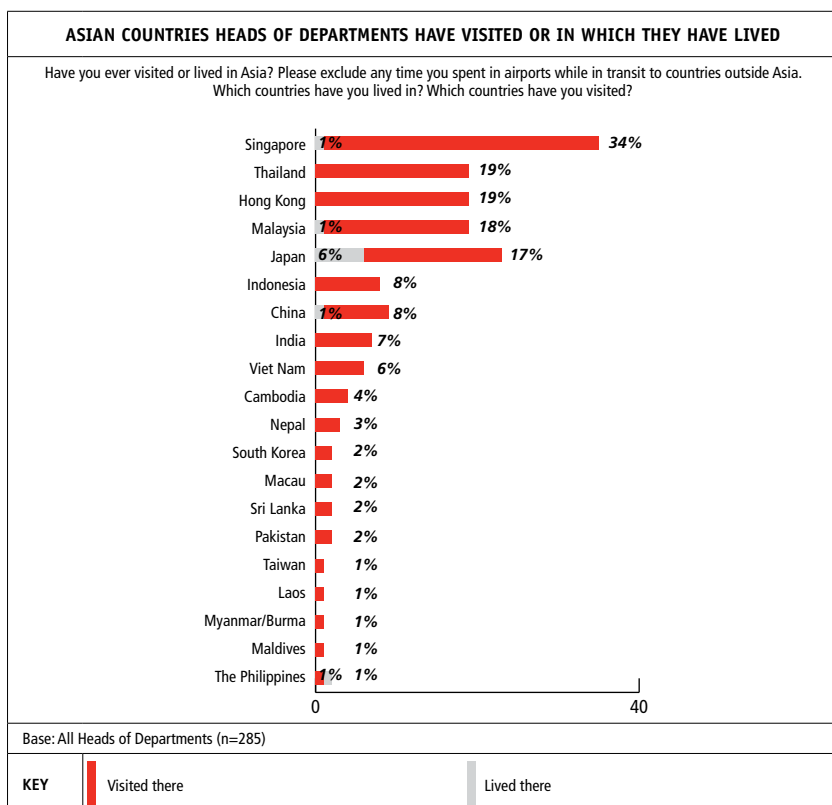
- those who teach at low-decile schools (39 percent)
- those who teach at small schools, with 50 to 499 students (39 percent).

Two percent of Heads of Departments say they have been involved with Asia:NZ’s programmes and initiatives in the past 12 months. Five of the ten Heads of Departments who have been involved say the Foundation has helped them to engage with the peoples and countries of Asia. This help has included funding for a student to travel to Japan, student and teacher involvement in the Lantern Festival, and a Korean studies workshop in South Korea.

## Travel to Asia

Overall, more than half (59 percent) of Heads of Departments have visited Asia, including 10 percent who have lived in Asia at some point. As can be seen in Figure 17 below, the countries most visited are Singapore (34 percent), Thailand (19 percent), Hong Kong (19 percent), Malaysia (18 percent) and Japan (17 percent). Reasons for visiting Asia include taking a holiday (66 percent), work or business (13 percent), visiting family or friends (6 percent), teacher exchange (2 percent) and other (12 percent<sup>11</sup>).

Japan is the country in which Heads of Departments have most commonly lived. This may be a reflection of the number of opportunities available for New Zealanders to teach English in Japan and the large proportion of New Zealand secondary schools that teach Japanese.



**Figure 17.**

11. These percentages are based on those who have visited or lived in Asia (n=185).

# APPENDICES

## APPENDIX A: EXAMPLES OF ASIA-RELATED TEACHING

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### Art

*"Really the only time students request to research or learn about Asian themes is for an artwork or thematic study. I have at least one student sometimes up to five a year incorporate some form of Asian reference in their art work. Currently, for example, I have a Year 12 student using Mt. Fuji and Geisha to represent the Japanese culture and wider Asian culture as a whole, along with President Bush and the Statue of Liberty, African Zulu tribal warriors and weapons, and Egyptian hieroglyphs and statues. Other general art forms include manga characters in design – these are very popular. It is purely through student interest that I would include Asian themes into my teaching practice simply because the curriculum speaks about individual student engagement and this seems to be the way teaching is going. I also personally do not have a lot of knowledge or interest in things Asian and so tend to focus on local cultural aspects of our community."*

*"Various artists' work will be appropriate for study as it relates to a student's work, or there will be something that comes to our attention and we will show it to students in an attempt to stimulate their interest. Or the art exchanges that occur between here and China, for example, fairly regularly have an impact because we look so much and so closely at New Zealand artists all the time. So that connection comes into our awareness."*

*"At Year 11, the theme for the year has to do with culture, identity (of individual students and New Zealand as a whole, migration etc.). Students start the year with a museum visit, where they might draw from specifically Asian artefacts, along with objects or artefacts from the Maori and Pacific Island courts. At school, they draw from a still life that contains objects, both current and artefacts of a range of cultures represented in New Zealand. There is a large Indian community in the school, so many of the objects relate to Indian culture. Other objects would relate to Korean, Japanese, and Chinese cultures. Students then investigate specifically their own culture and select their own objects relevant to this. The advantage is that students feel empowered as their own culture is acknowledged and supported."*

*"Specifically Asian/New Zealand artists – Yuk King Tan, Denise Kum. Also, Asian sculptors are very interesting and students relate well – Lee Bull, Doh Ho Soh (as examples). Themes: patterns, figures, animation, and illustration."*

*"Students are asked to create work based on their personal identity – who they are and where they come from. They research various visual information for example, it could be Indian patterns or Japanese characters, maps, flags etc. to include in their work to show a connection to their personal culture. The students love to create work that is meaningful to them and expresses their identity. Non-Asian students are able to learn about Asian cultures based on the visual imagery created. This enhances the learning and also the relationships between different cultures in the classroom."*

*"More and more students are being influenced by Asian art, particularly manga and want to include this into their own works. In Year 11, students are required to research their whakapapa (ancestors) and explore their personal identity which allows for all students, including those of Asian heritage, to understand who and where they come from."*

## Drama

*"Study of Kabuki, Bunraku, Peking Opera, and Balinese and Vietnamese puppetry. The use of techniques developed by Japanese artists and manga artists has give a breadth and depth to the programme."*

*"In a topic about differing ways of viewing events and issues, I discussed my short visits to Singapore, Shanghai, and Bangkok in an attempt to demonstrate the diversity of lifestyles and attitudes in the world. Drama students need to understand people and attitudes different from themselves. I would like to learn more about Asian theatre and introduce it to my classes."*

*"Excellent examples of myths and legends for dramatic development for example, Indian and Indonesian creation myths."*

*"The students have researched Japanese masks and their cultural rituals."*

*"Noh Theatre Case study – comparing the development of Asian theatre with European theatre and its role in society. It emphasised the way drama is a universal art form that can communicate similar messages to many different ethnic communities."*

*"Cultural and ethnic issues are used in drama occasionally to make a point about a current issue that affects the students."*

## Economics

*"Rapidly growing Chinese economy linked to environmental sustainability. This is a clear example of what may happen and continue to happen if sustainable practices are not used."*

*"The impact of the global recession on Asian countries. Trading patterns between New Zealand and Asian countries."*

*"With the SARS flu crisis and the export/import flow on effect."*

*"Asian stock exchange, Chinese investments, and urbanisation impacts on economics."*

*"Themes: Economic growth and trade, Asia as a growing market for New Zealand, Asia as the fastest growing region in the world. Using selected Asian economies as examples of what happens in growing economies definitely enhances teaching programmes."*

*"We have studied New Zealand's trade with Asia recently in both Year 12 and 13 Economics. I also often ask the Asian students to offer information about their countries as a point of comparison to the situation in New Zealand for example, social welfare and economic growth."*

*"I use examples of underdeveloped economies from Asia, examples of globalisation, etc. I believe it is very important to speak about the countries from which students come. For example, I currently have a number of Vietnamese students in my class and so we use their country as an example or comparison wherever possible."*

*"Economic growth. Impact of events on countries (for example, the slump in Japan's exports). Economic policies of government trade. Differences in components of aggregate demand. Inequalities. National economic comparisons."*

## English

*"We chose the text Chinese Cinderella by Adeline Yen Mah to study. The students were interested. Many students were from parts of China or had experience with the culture and customs of China. We looked at the author's wish that students should learn about her life as a child in China and also the culture of her country. The students loved the text and many have been motivated to read her other works. Some older students expressed interest in rereading the book when they saw it in my room – generally these were Chinese students. It has also led to interesting discussions among Chinese, Korean, and Malaysian students regarding their respective customs and cultural practices. It also is making the rest of the class question their cultural identity. Interesting stuff!"*

*"We have a large number of Asian students in the school and in an effort to increase cultural acceptance and awareness we focus on the concept of cultural diversity in Year 9 and 10. We have independent novel studies and ask students to read texts from an Asian cultural perspective and make connections to their own experiences."*

*"In Year 13 English we study the visual text Apocalypse Now – a war film based around the journey to find a renegade soldier who is to be exterminated. The film is based during the Viet Nam War and so the students receive a background to the country and the war. I work hand in hand with the history department to do this. By teaching this film, it opens students' eyes to how the world used to work, how far we have come, and how far we still have to go, particularly with those countries which the students view as truly foreign."*

*"At Year 11, we do a transport theme which includes a reading and writing assessment. This is centred on transport in Asia. Most of our students in our ESOL department come from Asia. They write best when topics are familiar to them. They enjoy doing research on transport in their own country and then writing and reading about it. They share their findings and enjoy talking about their own country. We also do comparisons with Auckland's transport systems. Looking at customs in different countries was also a very successful topic for the same reasons. Students really enjoy sharing their culture and write best about familiar topics."*

*"Joy Luck Club, Bonesetter's Daughter, Snow Falling on Cedars, Chinese Cinderella, Mao's Last Dancer – so many great fiction and non-fiction stories are Asian based or inspired. I particularly enjoy teaching this content in English. We will build a complete teaching unit around such a piece of literature (up to a term's teaching)."*

## Geography

*"The Sichuan earthquake in 2008 in China – using it as an example of how people cope with a major natural disaster. Very clear and dramatic coverage of the event for the students. Presented a very human face for the students to relate to."*

*"The study of systems of government especially in Cambodia, and North and South Korea. This opens the eyes of our students, especially in Southland, as we are not exposed to large numbers of Asian students and they don't understand where some of these people have come from."*

*"Bali as a tourist destination has been included in the last two years. It has helped as it provides students with a look at a different culture and different value structure. Bali is also interesting to study as it has both psycho-centric and allocentric tourists."*

*"Migration of Asians to New Zealand. It has relevance to our students given the number of Asians in our local community and classrooms. This migration also impacts on the future population characteristics of New Zealand and has cultural significance. We are also increasingly linked economically to this region."*

*"Looking at the development of Singapore as an urban settlement of global importance and comparing that to a New Zealand city that is of regional importance."*

*"Deforestation in Malaysia and Indonesia, specifically in Borneo. Explaining the urban landscape of Singapore's populations, and using the context of Asia to describe different characteristics of populations. These are relevant and contemporary. We can see the links to our own country through their relative proximity to us in New Zealand."*

## History

*"The war in South East Asia brings in a number of themes such as colonialism, imperialism, communism, and nationalism. These themes can be used as a way of moving to other events/issues and allowing students to appreciate this country's relationship to Asia and the rest of the world. And it also explains some of the cultural attitudes that are part of our own contexts."*

*"Viet Nam war – chosen because it relates to the history curriculum and its requirements and also the relevance with New Zealanders having fought in the war. Year 12 also looks at war, revolution, nationalism, and other forces and movements and Ho Chi Minh fits very well into these themes."*

*"A lot of the teaching is informal for example, relating the development of communism in Russia to that in China. We've looked at current events in China for example, the recent earthquake, Olympic Games, human rights issues, economic development, looking at the growth of Japan, and examining how the major Western powers have reacted in terms of foreign policy, to events in Asia in the 20th century. The modern history of China has been an overriding theme. I need to qualify this by saying I am new as a Head of Department here and I am in the process of reviewing the school's curriculum with the intention of revising the syllabus to incorporate topics related to Asia for example, Indian independence movement, Viet Nam war, revolutionary leadership in China, etc."*

*"Vietnamese nationalism. We do a term on this topic which focuses on the Vietnamese response to France and the USA. It mixes the familiar (western history – France/USA) with another perspective that they might otherwise not be exposed to. Also in the Global History unit we look at the rise of the West as a sort of interregnum from China's cultural dominance."*

*"We study the Viet Nam conflict in the context of nationalism and imperialism as historical forces or movements that have shaped people's lives. It's a topic that resonates with students, more because of the era (the '60s) than the Asian context as such."*

*"Viet Nam 1945-1975 – in our Year 12 history programme. This has been a popular topic for a number of years. It provides a balance from a Eurocentric view of Year 12 history, the controversial nature of New Zealand's involvement in the conflict is of interest and relevance to students and the organisation of a history visit to Viet Nam earlier this year has stimulated a lot of interest among students. Those students who travelled to Viet Nam enjoyed the experience and learned much about the country and themselves."*

## Media studies

*"We study manga comics in Year 10. My students made a documentary about an anime club they started at school for their Year 13 assessment production. I teach clips of Japanese cinema, for example, The Original Ring and The Original Grudge."*

*"Studying manga comics as part of media studies and looking at how their style is influencing television, especially children's television. Another example: when studying social networking sites on the net, we found out about China's efforts to block Twitter sites for various reasons. And finally, in looking at reality TV as a genre, we asked the Korean student to tell us what reality TV shows are popular in Korea."*

*"The media industry. We used Sony as an example of a media industry – covering the company, the impact of piracy, and the expanding Asian market as an in-depth study of Hollywood as an industry; how it is structured and organised."*

*"The way that representations and stereotypes affect our appreciation of the reality of other cultures. Also the accuracy, or otherwise, of such media products and the ways that these create images that influence our appreciation of the stereotypical representations. Also, how representations change through time."*

*"One of the standards we do is 'Ethical issues that affect the media' US 7469. Included in this is the possibility of doing a research essay on freedom of speech, so I always have students selecting this topic to research Aung San Suu Kyi. Her situation touches on democratic rights, freedom of speech, treatment of women, political propaganda, balance – as in lack of balance from the Generals – an on-going current issue. It is, to quote one student, history being made. This has assisted students to broaden their perceptions beyond historical issues about propaganda and freedom of speech, to what is occurring now."*

## Music

*"Gamelan music, gamelan orchestra, composition and group performance (replicating that), and use of computer notation software to replicate the sounds from a score. Taiko drumming for a rhythm unit."*

*"We study a set work for Year 13 music written by a Chinese composer resident in New Zealand. The context of the work requires the student to understand the background of the composer and some of the music that he will have heard in China. The Asian region is also important to the topic in a wider sense in order for students to understand what types of sound are typical (or not) to the region."*

*"We have looked at traditional Vietnamese music in relation to the study of the acclaimed musical Miss Saigon. It enhanced student learning as it enabled them to appreciate the wider spectrum of Eastern music."*

*"In some units of work I use the Roy Bennett 'Fortissimo' teaching resources. In it there are many examples of Asian music which demonstrate specific musical techniques and compositional devices. For example, 'Tiger Dance' is a piece of Korean music that was specifically composed for the 1988 Olympic Games and was composed by Moon Pyung Hwang."*

*"Asian instruments for example, Taiko drums (Japan), Gamelan (Bali), Indian classical music, Chinese music (pentatonic scale). We looked at the Hiroshima bombing when studying a Penderecki piece and briefly looked at issues in Tibet (protest music)."*

## Non-Asian language studies

*"When learning culture and customs, students show great interest in Chinese festivals such as Chinese New Year, Lantern Festival, Dragon Boat Festival, and Mid-Autumn Festival, etc. I believe students become more respectful of people who are from different cultural backgrounds."*

*"Reading texts in French or Spanish based on Asia. Pupils then answer questions on this theme. Also, senior pupils studying Vietnam, for example, because of the French influence."*

*"Languages and travel. For the French department we look at Asia and the impact of French colonisation on countries such as Vietnam and Cambodia. The ability to still speak French there, the mix of Asian and French culture. For Japanese, obviously everything taught has an Asian theme."*

## Social studies/social science

*"The stand alone content that is always included is colonisation. However, because there are many opportunities to use current events and/or student knowledge, there are many different contexts discussed and taught in our classes."*

*"We were looking at different religions in Asia so we explored Hinduism in India and Nepal, Taoism and Confucianism in China, Buddhism in China, Thailand, etc., Islam in Indonesia and Malaysia, as well as Shintoism in Japan."*

*"In Social Studies we teach migration and multiculturalism and the study of Asia is both a reflection of our students and a reflection of New Zealand as a whole. In History the theme of imperialism is a reason for teaching on Vietnam."*

*"There is a unit that we deliver on Cambodia looking at food, history, religion, and other cultural elements. History is also explored."*

## APPENDIX B: SAMPLE PROFILE

### Heads of Departments subject and region of school

Subject	Unweighted percent (n=285)	Weighted percent (n=285)
Art	13	12
Asian language studies	14	7
Drama	9	10
Economics	13	10
English	18	13
Geography	16	12
History	18	11
Media studies	13	7
Music	14	12
Non-Asian language studies	16	12
Social studies/social science	18	13
Other	22	16
Region	percent (n=285)	percent (n=285)
Auckland region	30	25
Waikato region	7	12
Wellington region	11	10
Other North Island	25	26
Canterbury region	15	14
Otago region	5	7
Other South Island	8	6

### Number of teachers in subject area

	percent (n=285)
No other teachers	23
One other	26
Two others	15
Three others	8
Four others	6
Five or more	22

### Size of school

	percent (n=285)
50 to 100	3
100 to 199	4
200 to 499	11
500 to 699	8
700 to 999	31
1000 to 1499	31
1500 to 1999	9
2000 or higher	2

## Asian students who attend Heads of Departments' school

Asian students attending Heads of Departments' school	percent* (n=285)
1 to 10	16
11 to 30	18
31 to 60	27
61 to 100	16
More than 100	22
Asian international fee-paying students at Heads of Departments' school	percent* (n=285)
None	16
1 to 10	20
11 to 30	35
31 to 60	18
61 to 100	9
More than 100	2

\* These are self-reported estimates by Heads of Departments, and are not based on school or Ministry of Education data.

## Ethnicity of Heads of Departments

	percent* (n=285)
New Zealand European or Pakeha	75
New Zealand Maori	12
Pasifika ethnic group	2
Asian ethnic group	2
Non-New Zealand European	10
New Zealander	1
South African	1
Prefer not to answer	1

\* Respondents could indicate more than one ethnic group, therefore percentages will not add to 100.

## Age of Heads of Departments

	percent (n=285)
20 to 24 years	1
25 to 29 years	4
30 to 34 years	9
35 to 39 years	19
40 to 49 years	26
50 to 59 years	30
60 years or over	11

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