



Research Projects

The Centre for Workplace Communication and Culture (CWCC) conducts research, consultancy and training in the areas of:

- Workplace Diversity
- Workplace Communication
- Workplace Training
- Adult Literacy
- Language and Literacy Education in Schools
- Multicultural Policy and Programs
- Multicultural Education

The CWCC's work is based on four main ideas:

- *Productive Diversity*: an approach to management which maximises the benefits of differences within workplace cultures and improves the quality of client service in local and global markets.
- *Collaborative Workplace Communication*: an approach to workplace communication which emphasises group communicative competence.
- *Multiliteracies*: an approach to literacy learning which focuses upon cultural and subcultural differences in language as well as the multimodal meanings which link language to visuals and audio including multimedia applications and the internet.
- *Civic Pluralism*: an approach to public service and citizenship in which the government is an ethnically neutral and equitable arbiter of differences and provides access to services without prejudice to diversity.

Following is a reverse chronological listing of projects.

Literacy Teaching in the Changing Communications Environment: Reading and Writing Multimodal and Digital Texts, 2006-2008

Funding Source: Australian Research Council Discovery Project
Funding: \$58,000 (2006); \$50,000 (2007); \$50,000 (2008)
Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 117)

The teaching of literacy is a matter of continuing community concern, particularly in the light of new information and communications technologies. These present new challenges and new opportunities for literacy teaching. This project will explore the impact two pivotal and closely related aspects of the new communications environment: 1) multimodality and 2) digital text. The project will work with ten schools, analysing the demands of the new literacy and describing the ways in which teachers can extend literacy pedagogy to reflect new times and new communication demands.

This project will make a contribution to the updating of literacy pedagogy to meet the needs of learners in a communications environment where digital and multimodal texts are of ever greater significance. It will attempt to develop a 'metalanguage', or educationally accessible way of talking about contemporary texts in the classroom context, which supplements and extends traditional grammatical and literary understandings of the written word. The purpose of this research will be to create a model of literacy teaching which is more relevant to the contemporary communications environment and which students will find more engaging.

Towards the ‘Semantic Web’: Standards and Interoperability across Document Management and Publishing Supply Chains, 2006-2008

Funding Sources: Australian Research Council Linkage Project, Fuji-Xerox Australia

Funding: \$81,500 (2006); \$82,000 (2007); \$84,000 (2008)

Project Team: Mary Kalantzis, Bill Cope, Margaret Jackson, Bill Martin

(Project Ref. 116)

We are in the midst of a shift in the way linguistic and imaged texts are created which could arguably be as significant as Gutenberg’s invention of print in the fifteenth century. Key aspects of this change include:

1. *Document creation*, particularly in the shift in document creation from presentational markup (traditional typesetting and first-generation digital word processing and desktop publishing) to structural and semantic markup (HTML, XML and newer, XML-based word processing and typesetting standards such as Word 2003 and OpenOffice)
2. *Document rendering*, in which print and electronic text are manufactured from a common, digitised source; and
3. *Document distribution*, in which both electronic and texts and texts destined for print production circulate through integrated computer networks, increasingly mediated by the Internet, and expressed in terms of its protocols and standards.

At this critical point in the development of the information economy, this project sets out to address the fundamental challenges of electronic standards and interoperability in the text and graphic media industries. These industries are a source of enormous and growing employment in Australia; their products also touch every person’s life in profound ways.

This project will investigate recent developments in digital document production and workflow in the light of the development of the semantic web. Beyond the Internet, these technologies are rapidly proving to be fundamental to traditional content creation (e.g. authoring and typesetting), manufacturing (e.g. to print and electronic formats) and dissemination (e.g. publishing) industries. The project will a) map this rapidly changing technical, commercial and policy environment, b) conduct case studies of change in print rooms at the cutting edge of change, and c) act as an agent of change in the transformation of traditional graphic communications industries in Australia.

Microsoft Partners in Learning: Australian Evaluation Project, 2005-2010

Funding Source: Microsoft
Funding: \$500,000 in total
Project Team: Mary Kalantzis, Nicola Yelland and Helen Smith

(Project Ref. 115)

Microsoft Partners in Learning (PiL) is a global ICT initiative to which Microsoft has committed US\$253 million. The underlying rationale for the PiL project, as outlined by Microsoft, is expanding access to digital opportunities. In Australia, Microsoft has committed more than \$10 million in cash and resources over the next five years (see <http://www.microsoft.com/australia/education/pil/>).

By investing in a series of programs and software, ICT training and professional development, Microsoft is offering incentives for state/territory departments of education to further develop their capacities in elearning, offering teachers who act as technology and educational change agents at their schools, recognition and involvement in global PiL events.

The Microsoft Australia PiL Project has contracted RMIT University in collaboration with Victoria University to conduct a national evaluation study of the PiL projects being conducted by the Australian state/territory departments of education.

Learning by Design: Creating Pedagogical Frameworks for Knowledge Building in the 21st Century, 2005-2008

Funding Sources: Australian Research Council Linkage Project, ACT Department of Education and Training, Victorian Schools Innovation Commission, Education Queensland, Catholic Education Office, Diocese of Parramatta

Funding: \$48,500 (2005); \$98,000 (2006); \$100,000 \$84,000 (2007); \$50,500 (2008)

Project Team: Mary Kalantzis, Bill Cope and Nicola Yelland

(Project Ref. 114)

The anticipated retirement of many teachers—the baby-boomers—will precipitate an influx of new teachers. Expertise, much of it tacit and undocumented, may be lost. Although enthusiastic new teachers may have less practical know-how than their older peers. Drawing on Multiliteracies theory, the principal aim of this project will be to provide a means for teachers to document, evaluate and share their classroom practices and expertise. This process will provide a body of new knowledge about what teachers actually do while prompting more deliberative and context appropriate activity choices by teachers – the consequences will be felt in classrooms throughout Australia.

The aim of this project to facilitate and support a generational change of teachers precipitated by the departure of the baby-boomers. The research will investigate the ways in which 'middle-years' teachers design, record and enact their curriculum, searching for evidence of a relationship between pedagogical choices and learner outcomes. From these investigations, and drawing on the theory of Multiliteracies, a tool will be developed to prompt more mindful and context-appropriate pedagogical choices, while encouraging teachers to document and share their practices. This will result in a body of rigorous and shareable knowledge and know-how, potentially improving opportunities and educational outcomes for all Australian students.

Pedagogies for eLearning: A Critical Analysis of Strategies for Effective Use of Information and Communications Technologies for Teaching and Learning, 2005-2007

Funding Source: Australian Research Council, Discovery Project

Funding: \$60,000 (2005); \$45,000 (2006); \$45,000 (2007)

Project Team: Mary Kalantzis, Bill Cope and Nicola Yelland

(Project Ref. 113)

This project assesses the potential benefits and weaknesses of 'elearning' in different subject areas and across a range of social settings (including socio-economic, gender and other critical aspects of learner diversity). It will trace the microdynamics of traditional classroom as contrasted with elearning, and develop models which most productively exploit the educational potentials of elearning. No such direct comparisons of teaching and learning has been made before. The results will inform the development of learning environments which most effectively contribute to the formation of fully enabled members of the emerging 'knowledge society'.

Teachers' Resource Kit: Multiculturalism Education Program for Middle Years Secondary Students, 2005-2006

Funding Source: Office of Multicultural Interests, Department of Premier and Cabinet, Western Australia.

Funding: \$31,000

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 112)

The outcome of this research is the development of a teachers' resource kit, for use in delivering education programs addressing the nature of multiculturalism for high school students. The resource kit contextualises the new (2004) Western Australian Charter of Multiculturalism and promotes the understanding multiculturalism; the rights and responsibilities of democratic citizenship and combating prejudice and discrimination against racial, religious and ethnic minorities.

Adult Education for the European Union, Hellenic Ministry of Education, 2003-2006

Funding Source: Greek General Secretariat for Adult Education & Institute of Continuous Adult Education

Funding: 68,000 Euros

Project Team: Mary Kalantzis and Eugenia Arvanitis

(Project Ref. 111)

The General Secretariat for Adult Education of Greece (<http://www.ideke.edu.gr/kee2005/default.asp>) is responsible for the design, co-ordination and implementation of lifelong learning projects through its Institute for Continuing Adult Education (IDEKE) and Centres for Adult Education (KEE). The new GSAE leadership envisages that KEE will implement a modern approach to Adult Education in Greece by establishing an effective national accreditation system comparable to other European States. In 2003, ten KEE were established in Greece. There are now 43 centres across the country.

Prof. Kalantzis is a leading member of the Scientific Council that provides specialist advice to GSAE. She co-ordinates a research team that is constructing a lifelong learning and adult educational policy framework as well as preparing an evaluation/certification and competency framework for Adult Education programs in Greece and an instructional guide for trainers. Dr Arvanitis is a research associate assisting Professor Kalantzis.

Australian Responses to Refugees, 2003-2005

Funding Source: Australian Research Council Discovery Project

Funding: \$95,000

Project Team: Paul James and Mary Kalantzis

(Project Ref. 110)

Determining appropriate responses to refugees is a crucial political concern in contemporary Australia. However, conceptual and historical analysis is lacking of the global context and genealogy of Australia's current policy. This project analysed Australian reactions to refugees from Federation to the present. Its hypothesis was that positions on refugees have been integral to the constitution of Australian national identity. Using an innovative combination of theory (relating to nationhood), cultural reading and archival research, this project explored the complex interaction between government policy, humanitarian concerns, and the culture of security considerations. The project was designed to inform public and policy debate.

Multiliteracies in Curriculum Practice, 1996, 1997-1999, 2000-2002

Funding Source: Australian Research Council
Funding: \$15,000 (1996); \$120,000 (1997-1999); \$187,092 (2000-2002)
Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 109)

Dramatic changes are occurring in the domains of citizenship, working life and community life which will have an inevitable effect on the way English literacy is taught. The term 'Multiliteracies' highlights two, related changes. The first is the growing significance of cultural and linguistic diversity and the emergence of multiple Englishes. Immigration, multiculturalism and global economic integration make these increasingly critical issues. Paradoxically, the globalisation of communications and labour markets makes diversity a more critical local issue. The second change is in the nature of the new communications technologies. Meaning is made in ways that are increasingly multimodal—in which written-linguistic modes of meaning interface with visual, audio, gestural and spatial patterns of meaning. These two developments have the potential to transform both the substance and the pedagogy of subject English. No longer are the old pedagogies of a formal, standard, written national language of the same use they once were. Instead, the Multiliteracies argument suggests a functional grammar which assists language learners to describe language differences (cultural, subcultural, regional/national, technical, context specific, etc.) and the multimodal channels of meaning now so important to communication, especially important with the rise of multimedia, desktop publishing, Email, the Internet, and so on.

These are the key issues to be addressed by the New London Group in the 'theory into practice' phase of its Multiliteracies Project. The group consists of (with affiliations at the time of the commencement of the project):

Prof. Courtney Cazden, Graduate School of Education, Harvard University, USA
Dr. Bill Cope, Centre for Workplace Communication and Culture, James Cook University of North Queensland, Australia
Prof. Norman Fairclough, Centre for Language in Social Life, Lancaster University, UK
Prof. Jim Gee, Hiatt Center for Urban Education, Clark University, Massachusetts, USA
Prof. Mary Kalantzis, Institute of Interdisciplinary Studies, James Cook University of North Queensland, Australia
Prof. Gunther Kress, Institute of Education, University of London, UK
Joseph Lo Bianco, National Languages and Literacy Institute of Australia
Prof. Allan Luke, Graduate School of Education, University of Queensland, Australia
Assoc. Prof. Carmen Luke, Graduate School of Education, University of Queensland, Australia
Sarah Michaels, Hiatt Center for Urban Education, Clark University, Massachusetts, USA
Martin Nakata, Institute of Interdisciplinary Studies, James Cook University of North Queensland, Australia

The group is named after the place where it first met: New London, New Hampshire, USA. During this first meeting, from 6 to 11 September 1994, the group developed the ideas that became the core of the jointly authored paper, 'A Pedagogy of Multiliteracies: Designing Social Futures', which was published in the Spring 1996 issue of the *Harvard Educational Review*. (See project description below for further details.) Most recently, the team gave plenary presentations at the Domains of Literacy Conference at London University, 7-8 September 1996, and met for another three days to plan the fieldwork phase of the project and a book length version of the Multiliteracies argument. The New London Group will be presenting again at the next Literacy and Education Research Network Conference at the Araluen Arts Centre, Alice Springs, 1-4 October 1997. The emphasis of this conference will be upon practical applications of the Multiliteracies ideas. From 1997, a Multiliteracies subject will be included in the distance mode postgraduate course offerings of the Institute of Interdisciplinary Studies at James Cook University of North Queensland.

Fieldwork began in 1996, in Australia; in the United States (through Prof. Cazden's 'Puente' project in California, and Michaels' and Gee's research in Massachusetts); and in the UK (through Kress's school-based research focusing on multimodality and Fairclough's work on hybrid texts). Kalantzis, Cope and Luke won \$15,000 for an Australian Research Council pilot project in 1996; now to be extended as a full,

three year \$120,000 project, also funded by the ARC. The pilot project was undertaken in three schools: Bamaga High School (a major Aboriginal and Torres Strait Islander community on Cape York); William Ross High School (state school, Townsville); and Ryan Catholic Community School (Townsville). The main focus was a) to develop a profile and text usage in each community context; b) an investigation of 'supplementary' sites of learning 'multiliteracies' such as the multimodal texts of computer 'literacy' and visual art/design.

The major ARC project for 1997-1999 extended this work with detailed case study examination of current curriculum and classroom practices in three Australian schools and comparing these results with parallel work being undertaken by our colleagues in the United Kingdom and the United States. The schools were selected to represent educational endeavours across a range of socio-economic, culturally and linguistically diverse contexts. All purported to teach literacy in innovative ways that addressed the need for technological competence, new forms of citizenship, cultural and linguistic pluralism and multimedia education. In both the second and the third stages of the project, the teachers participating in the project worked collaboratively with the academic team as co-researchers.

Within each school the researchers worked with three to four classes and their teachers. Junior secondary school was selected because it is late in the compulsory phase of education, yet it is a critical formative moment as students move their command of language and other modes of meaning in the direction of effective work, public and community participation. Qualitative case studies documented the history, context, demography, staffing, ethos and key issues in each site, identifying critical features of the surrounding community as well as the regional and national social, economic and political context. This emphasis on sociocultural context was in line with the imperatives of approaches to 'critical' literacy and 'multiliteracies', sensitive to the enormous variations in the subcultural discourses of the families and communities from which students come. Data was analysed both as a qualitative record of the lifeworlds of students and schools, and as analysable discourse. Critical discourse analysis was used to examine how policy documents, textbooks and curricular materials, and everyday talk in community and school settings constructs 'multiliteracies' in the form of a range of highly particularised versions of identity, work and citizenship.

The project proceeded in three stages:

- Stage 1:* Review of Extant Approaches to the Literacy Pedagogy, Conceptual Analysis and Theoretical Model Building
- Stage 2:* Identification of Relevant Case Study Sites and Case Study Analysis
- Stage 3:* Building and Presentation of a Revised Pedagogical Model in a Format Accessible to Teachers

Publications:

Cope, Bill and Mary Kalantzis (eds), *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, London, 2000, 350pp.

Kalantzis, Mary and Bill Cope (eds), *Transformations in Language and Learning: Perspectives on Multiliteracies*, Common Ground, Melbourne, 2001, 152pp.

Cope, Bill and Mary Kalantzis, 'Digital Meaning and the Case for a Pedagogy of Multiliteracies' ('Significado digital y defensa de una pedagogía de los multialfabetismos'), in Miguel A. Pereyra (ed.), *Multiliteracies in the Digital Space*, Consorcio "Fernando de los Ríos", Granada, Spain, forthcoming May 2002.

Kalantzis, Mary and Bill Cope, 'Multiliteracies: Rethinking what we Mean by Literacy and What We Teach as Literacy in the Context of Global Cultural Diversity and New Communications Technologies', in A.-F. Christidis (ed.), *'Strong' and 'Weak' Languages in the European Union: Aspects of Linguistic Hegemonism*, Centre for the Greek Language, Thessaloniki, 1999, pp.667-679 (English); pp.680-696 (Greek).

Kalantzis, Mary and Bill Cope, 'Multiliteracies', in Pandian, Ambigpathy, *Global Literacy: Vision, Revisions and Vistas in Education*, Universiti Putra Malaysia Press, Serdang, Malaysia, 1999, pp.1-12.

Cope, Bill and Mary Kalantzis, "'Multiliteracies'", Education and the New Communications Environment', *Discourse: Studies in the Cultural Politics of Education*, Vol.18, No.3, 1997, pp.469-478.

New Learning: A Charter for Australian Education, 2001-2002

Funding Source: Australian Council of Deans of Education

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 108)

New Learning: A Charter for Australian Education, was prepared by the Australian Council of Deans of Education (ACDE). The ACDE is the peak organisation representing the deans of faculties of education and heads of schools of education in Australian universities and other higher education institutions. It represents those responsible for initial and post-initial teacher education and much of the education research and scholarship throughout Australia. The *New Learning* document was planned by a working group consisting of leaders in Australian education, and produced by Mary Kalantzis and Bill Cope.

The Charter is, above all, a charter for change. The Council argues that, despite rhetoric to the contrary, education is presently viewed as a cost rather than an investment by Australian politicians. Consistent overseas and longitudinal studies stress the economic benefits of investment in education to individuals and nations, yet our governments are increasingly abdicating financial responsibility for its provision. The first change required, then, is attitudinal.

The state of Australian education is examined in the first section of the Charter. Using comparative international data, and Australian data over time, the Charter shows that our education system is at best uncompetitive, and arguably in a state of crisis. Direct public investment in education as a proportion of GDP has been declining for some years, while at the same time our international competitors are gearing up for the knowledge economy. Australia's attitude to education as a cost to be minimised contrasts markedly with the current belief of leading nations that a highly skilled and educated workforce is essential to economic success.

The Council believes that education will become more important not only to economic success, but to the preservation of social cohesion and democracy. The new economy will demand highly trained workers, autonomous learners and citizens both well-connected and secure in their identity. Skills of collaboration will supersede the competitive skills required in the old industrial economy, and the focus will shift to interpersonal relations and communications. Our present education system is simply not prepared to meet these demands of the new economy, and requires substantial qualitative changes on top of greater public investment.

The remainder of the Charter, then, is about new learning. Supported by over 60 graphs and tables, the Council contends that eight propositions will shape the future environment of learning. Each proposition is supported by an action agenda, including a series of specific recommendations.

Publication:

Kalantzis, Mary and Bill Cope, *New Learning: A Charter for Australian Education*, Australian Council of Deans of Education, Canberra, 2001, 160pp.

Ninth International Literacy and Education Research Network Conference on Learning, Beijing, 16-20 July 2002

Project Co-ordinator: Bill Cope and Mary Kalantzis

(Project Ref. 107)

The 2002 Learning Conference is being jointly hosted by RMIT University and Beijing Normal University, China's pre-eminent University in the field of Education. The themes of the conference are:

Theme 1: Navigating Cultures, From the Local to the Global

- Local cultures and global impacts - learning to maintain the balance.
- Opportunity and diversity - creating the conditions for participation in schools and classrooms.
- From the margins to the mainstream - learning minority, immigrant and indigenous cultures and languages.
- Multicultural, cross-cultural, international and global education.
- Gender, disability and socio-economic differences in the classroom.
- Education as a globalising industry - international education, overseas students and education export.

Theme 2: New Technology, New Economy-Learning for the Future

- Learning through technology and learning about technology.
- New tools for learning - closing the distance with online, on-location, needs-based education.
- New economy and future work - what are the knowledge and skills requirements of employment?
- Education as a social investment - setting priorities for the future.
- The public, the private and the market - trends in educational provision.
- Crossing the digital divide - access to learning in, and about, the digital world.
- Educational reform and curriculum redesign for a changing world.

Theme 3: Literacy in a Digital Age

- The 'new basics' - what is the core of learning today, and how is it changing?
- Reading and writing after the computer - the internet, multimedia, multiliteracies.
- Visual meanings, audio meanings and linguistic meanings in the new, multimodal communications.
- Academic, workplace and community literacies.
- Literacy in learning - language in learning across the subject areas.
- Assessing literacies in a meaningful way.
- Multilingual learning for a multicultural world.

Theme 4: Education for Social and Personal Transformation

- Education is everywhere - lifelong and lifewide learning, from early childhood to retirement.
- Blurring the institutional boundaries - what people need to learn, and where they learn it.
- Competence, ability, capacity, intelligence - what are we learning and why?
- Managing and leading change in today's institutions of learning.
- Defining and measuring educational quality.
- Teacher performance and student evaluation - measuring educational performance and learning outcomes.
- The changing shape of vocational education and training.
- University learning in changing economic, technological and cultural conditions.
- Changing the role of teachers: challenges for teacher training and professional development.

Website:

www.LearningConference.com

Art of Dissent, A National Community Arts Conference in Association with the Adelaide Festival, March 2002, and the Melbourne Festival, October 2002

Funding Sources: Australia Council, Adelaide Festival, Melbourne Festival, Melbourne City Council

Funding: \$195,000

Project Co-ordination: Bill Cope

(Project Ref. 106)

This is a national conference for artists and community activists working at the frontier of social and cultural change. The program will explore the dilemmas and ethics of contemporary art practice created from artists' deep engagement with communities in diverse social contexts. Passion and politics are the driving forces in a program that will attempt to go beyond the accepted jargon of 'industry models', 'marketing strategies' and 'sponsor needs' to explore a brave new territory where labels such as 'community' versus 'mainstream' are irrelevant. The conference explores the hard issues of cultural expression outside the safe haven of traditional arts definitions. The conference begins with a symposium at the Adelaide Festival and reconvenes for a three day conference in October at the Melbourne Festival. Conference themes include:

How effective are cultural tools in working for social change?

- Who owns culture?
- For art's sake, what is community?
- Joining the dots-the place of the Indigenous in art and culture
- What relevance do the arts have in social change?
- When ethnic dancing is subversive-re-evaluating multicultural arts
- Popular and elite, authentic and excellent-measuring the measures of artistic practice

Land, environment and sustainability

- Indigenous arts, land and sustainability
- Can the arts change our relationship to land and identity?
- Art of and for the planet
- Creating alliances between cultural and environment movements
- Sustainable social and cultural change-who will be driving it?

The Art of Glocalisation

- Challenging the global locally
- National culture in a time of subtle (and not so subtle) xenophobia
- Creating and subverting popular culture
- Can culture be democratised?
- Multicultural arts-beyond spaghetti and polka

New Media and Cultural Change

- The work of art in the age of mechanical reproduction
- New Indigenous media
- A multicultural superhighway-new channels, diasporic audiences
- Virtual spaces-just how much space?
- Online communities, open source cultures, hacker aesthetics
- Old media and new-how to develop challenging, relevant content?
- The cultural dimension of independent media

Website:

www.ArtOfDissent.com

The National Aboriginal and Torres Strait Islander Visual Arts Conference, 2002

Funding Source: Aboriginal and Torres Strait Islander Commission, Australia Council

Funding: \$200,000

Project Team: Bill Cope, Jackie Huggins, Peter Phipps.

(Project Ref. 105)

The purpose of the conference is to bring together Aboriginal and Torres Strait Islander artists and arts workers to have a voice about the future of their professional practice, to share their knowledge, expertise and stories, and to make recommendations for the future support of Indigenous arts in this country. Interested professionals working within the Indigenous arts industry and other members of the public are also welcome to attend. The themes of the conference are:

Intellectual and cultural property issues

- Protecting heritage: export permissions
- Who owns copyright? Issues of sale, resale and reproduction rights and artist payments
- Appropriation of Indigenous art

On-the-ground issues for artists: Artists talk about their practice

- Urban, regional and remote community Indigenous arts
- Torres Strait Islander artists
- Young artists and emerging artists
- Art in community life
- Indigenous culture and new information technologies/ multimedia

Representation, curatorial practice and arts administration

- Gallery policies and curatorial issues
- Public art - getting Indigenous arts into public spaces
- The Roles of art/craft advisers
- Art as a basis for ecological, community and cultural development
- Community art and cultural centre issues

Commercial issues; funding and marketing

- Local and international marketing
- Returns to artists
- GST and dealing with the tax office
- Funding bodies and applications

Website:

www.ArtOfDissent.com

C-2-C: Creator to Consumer in a Digital Age, 2001-2003

Funding Source: Infrastructure and Industry Growth Fund (IIGF), Book Production Enhanced Printing Industry Competitiveness Scheme, Department of Industry, Tourism and Resources

Funding: \$1.75 million

Project Team: Bill Cope, Mary Kalantzis et al.

(Project Ref. 104)

In 2001-2003, RMIT and Common Ground Publishing co-ordinated a major research project, funded by the Department of Industry, Tourism and Resources, on the future of the Australian book production industry. The 'Creator to Consumer in a Digital Age' project analysed in a systematic way emerging technologies and markets for the creation, production and dissemination of the written word. The project involved twenty expert researchers, and is guided by an advisory committee consisting of the executive officers of the major industry associations (including The Society of Authors, the Australian Publishers Association, the Australian Booksellers Association, the Australian Library Industry Association, the Australian Multimedia Industry Association and the Printing Industry Association—as well as the Department of Industry, Tourism and Resources and the National Office of the Information Economy). The outcomes of the project include an introductory book/research report 'Creator to Consumer in a Digital Age', on the changing text communications environment, four books/research reports on text technology developments (1. print and electronic text convergence, 2. multilingual text production, 3. the digital text supply chain, and 3. digital content creation and digital rights management), and four books/research reports on emerging text markets (1. for printed books, 2. for electronic books, 3. in multilingual markets in Asia, and 4. in non-metropolitan Australian markets, with a special focus on Australian Indigenous languages). This is perhaps the most comprehensive overview of the future of text creation technologies and the publishing market in recent times anywhere in the world. The books created a considerable amount of international interest and attracted favourable reviews. The project also involved extensive industry dissemination of findings (a national seminar series), an international conference and the creation of an innovative Masters program addressing the future of publishing.

Publications:

- Book 1 *Creator to Consumer in a Digital Age: Book Production in Transition* Editors: Bill Cope & Dean Mason. Is the book dead? A case for the future of the book within a reinvigorated book production industry: a business case, a technological case and a cultural case.
- Book 2.1 *Print and Electronic Text Convergence: Technology Drivers across the Book Production Supply Chain, from Creator to Consumer* Editors: Bill Cope & Diana Kalantzis. Commercial and cultural drivers may work in concert with new technologies to transform the world of books and reading.
- Book 2.2 *Multilingual Book Production: Technology Drivers across the Book Production Supply Chain, from Creator to Consumer* Editors: Bill Cope & Gus Gollings. Introduces the notion of second generation digital technologies and their potential role in the global knowledge economy.
- Book 2.3 *Digital Book Production and Supply Chain Management: Technology Drivers across the Book Production Supply Chain, from Creator to Consumer* Editors: Bill Cope & Dean Mason. Describes critical developments in the process for manufacturing words, in the converging technologies of digital print and etext.
- Book 2.4 *Digital Rights Management and Content Development: Technology Drivers across the Book Production Supply Chain, from Creator to Consumer* Editors: Bill Cope & Robin Freeman. Discusses the impact of digital content creation technologies on the world of writing, the ownership of the writing and the commercial management of that writing.
- Book 3.1 *New Markets for Printed Books: Emerging Markets for Books, from Creator to Consumer* Editors: Bill Cope & Dean Mason. Providing concrete data and critical insights into experiences in the application of new book production technologies.
- Book 3.2 *Markets for Electronic Book Products: Emerging Markets for Books, from Creator to Consumer* Editors: Bill Cope & Dean Mason. Promoting an understanding of the nature of an e-publishing ecology.

- Book 3.3 *The International Publishing Services Market: Emerging Markets for Books, from Creator to Consumer* Editors: Bill Cope & Christopher Ziguras. Provides a comprehensive look at services and strategies for working effectively in the global market for publishing services.
- Book 3.4 *Value Chain Clustering in Regional Publishing Services Markets: Emerging Markets for Books, from Creator to Consumer* Editors: Rod Brown & Bill Cope. The challenge to create competitive enterprises is at the root of supply chain management and innovation.
- Book 4 *Developing Knowledge Workers in the Printing and Publishing Industries: Education, Training and Knowledge Management in the Publishing Supply Chain, from Creator to Consumer* Editors: Bill Cope & Robin Freeman. Provides a 'how-to' conclusion to issues of technological change and the issues of market change.

Website:

www.C-2-CProject.com

Tools for Culturally Inclusive Drug Education, 1999-2002

Funding Source: Springvale Noble Park 'Backgrounds' Project, 1999; NSW Department of Education and Training, 2002

Funding: Springvale Noble Park 'Backgrounds' Project, \$5,000; NSW Department of Education and Training, \$17,000

Project Team: Bill Cope and Scott Phillips

(Project Ref. 103)

This project, set out to develop an holistic community and education sector approach to drug education in a diverse community. The project consisted of:

1. Focus groups, evaluating the work of the 'Backgrounds' project to date. These focus groups identified the challenges, outcomes and potentials for culturally inclusive drug education.
2. The development of a toolkit for culturally inclusive drug education including dimensions of 1. Curriculum (inclusive design and practice, as well as measuring outcomes); 2. School Policies (design, implementation and evaluation); 3. Student Welfare (prevention, intervention, crisis management); and 4. Parents and Communities (communication and inclusion).
3. The development and implementation of a professional development program introducing the toolbox.

Publication:

Cope, Bill, 'Tools for a Culturally Inclusive Drug Education', in Office of School Education (ed.), Victoria, *Taking It On*, 2001, pp.11-18.

**The National Conference on Reconciliation, Multiculturalism, Immigration And Human Rights,
Deakin University Woolstores Campus, Geelong, 1-2 December 2001**

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 102)

The focus of the Second National Conference on Reconciliation, Multiculturalism, Immigration and Human Rights was on diversity on the ground, the ever-present realities of diversity in communities, and the constructive and optimistic responses made by local government, within communities themselves and in business. The conference was an attempt to create neutral ground for considered reflection of the issues continuing to face Australia that arise from our Indigenous diversity, our immigrant diversity and our location in a region where diversity is a central and pressing issue. The conference examined diversity issues from the ground up: ranging from the practical logistics of managing diversity in organisations and local communities, to the question of how we negotiate diversity at the national level (reconciliation, multiculturalism), to the larger context of regional and global cultural diversity. Organised in conjunction with the Victorian Local Government Multicultural Issues Network, the conference themes focused heavily on local government initiatives:

Theme 1: The Meaning of Community

- What is the 'mainstream' - all of us or some of us?
- Democracy, equality, fairness - what do these ideas mean in practice?
- The politics of community leadership.
- Reconciliation - what next?
- Capacity building in Indigenous and ethnic communities.
- Disability rights - turning them into practice.
- Designing the future - planning in whose image?
- Inclusive celebrations - beyond spaghetti and polka.

Theme 2: From Diversity to Civic Participation

- Indigenous access and the 'mainstream'.
- Disability and access - challenges and strategies.
- Immigration and settlement-current debates.
- Ethnicity and access - public service in a culturally diverse society.
- Points of intensity: indigenous people and disability ; immigration and disability; gender and disability.
- Strategies to combat discrimination and racism.
- The economic benefits of diversity - productive diversity.
- Mediation - cultural assumptions and practical outcomes.
- Organisational change human resource management tools - equal employment opportunity and diversity management.

Theme 3: From the Local to the Global

- Globalisation - local impacts and international opportunities.
- Indigenous rights - international human rights perspectives.
- Treaty eh? Local, national and international perspectives.
- The struggle for international disability rights.
- The internationalisation of human rights-local perspectives.
- Local to local - friendship city relationships.
- Environmental sustainability - local action, global focus.
- Immigration and the environment.
- Australian refugee policies and practices.

Website:

www.Diversity-Conference.com

Development of a Professional Development Package and Training Program in Support of the Victorian Department of Education's Multicultural Education Policy, 1998-2001

Funding Source: Victorian Department of Education

Funding: \$58,800

Project Co-ordination: Bill Cope and Mary Kalantzis

(Project Ref. 101)

The focus of this project, for the Victorian Department of Education was the development of two credit bearing professional development modules in support of its Multicultural Education Policy for Victorian Schools, launched late in 1997. These modules were developed in course book format, with all necessary supporting material provided for learners and presenters, suitable for face-to-face or distance mode delivery.

Module contents represent a balance of theory and practice, including activities such as structured reflection on professional experience and action research. Each module is based on 15 contact hours, broken into 5 x 3 hour sessions or equivalent distance mode delivery. It is possible for participants to participate without formal university-linked accreditation. However, should participants want university accreditation, each module includes additional assignment/assessment work. This is provided in the form of a range of options: traditional essay type writing such as critical reflection based on literature review; project work such as a documented classroom or whole school intervention; student coursework/curriculum development; a journal of recording the course experience, responses to readings etc. The modules were trialed and evaluated in Term 3 of 1998.

Module 1, *Multicultural Education: A Classroom and Curriculum Focus*, introduces practicing teachers to the basic purposes and concepts of multicultural education, and practical issues of implementation. Its grounding is in the question of educational opportunity for all students—including first and second generation immigrant students and students whose home language is a language other than English. From this departure point, it takes a broad view of 'multicultural', including the fundamental skills all students need to acquire for work, citizenship and community life in the context of local diversity, a globalised economy and where communities are linked by the global web of information and communication technologies.

Module 2, *Managing Cultural Diversity in the School*, introduces educational leaders, or teachers with a career interest in educational leadership, to the role of multiculturalism in educational management. The module starts with a broad focus: changes in management practices in private and public sector organisations that reflect and respond to the growing significance of diversity—in local 'niche' markets and in increasingly globalised organisational contexts. The module then focuses on the specifics of managing diversity in schools, including fulfilling the equity or opportunity promise of education, negotiating diversity amongst students and communities, and creating a learning environment relevant for students about to enter a diverse and globalised future. The module concentrates heavily on practice: strategies, programs and evaluation processes.

Publications:

Cope, Bill and Mary Kalantzis, *Managing Diversity Across the Whole School: A Professional Development Module*, Victorian Department of Education, 1998, 229pp.

Cope, Bill and Mary Kalantzis, *Multicultural Education in the Classroom and the Curriculum: A Professional Development Module*, Victorian Department of Education, 1998, 276pp.

Eighth International Literacy and Education Research Network Conference on Learning, Spetses, Greece, 4-8 July 2001

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 100)

Some 750 participants from 22 countries attended and spoke at the Eighth International Literacy and Education Research Network Conference on Learning, held in the Dimotiko Skolio in Spetses, Greece, from 4-8 July 2001. Jointly hosted by RMIT and the National and Kapodistrian, University of Athens the principal theme of the conference was 'Learning for the Future'. The four subthemes of the conference were:

Theme 1: NEW WORLDS

- Multimedia, the internet and today's media: learning about and through the new information technologies.
- Globalisation and multiculturalism: the learning consequences.
- Mathematics, science, art, social studies, history and the traditional subject areas: old disciplines and new 'basics'.
- Lifelong learning for the society of constant change, from early childhood to workplace learning and learning-in-retirement.
- Learning in and out of school: just how much can be learnt in places of formal learning?
- Learning transitions: from home to school; from early to middle to later years of schooling; and from school to vocational and higher education.

Theme 2: NEW LITERACIES

- The 'basics' today: what are they?
- New languages, new literacies: the 'multiliteracies' of our multimedia and global communications environments.
- English as a world language.
- The verbal and the visual: where language meets visual design.
- 'Foreign' language learning, multilingualism and cross-cultural communication.
- Girls, boys and literacy.
- Adult, community and workplace literacies.

Theme 3: NEW LEARNING

- Learning just in time and just enough: learning when and where you need to know.
- Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning.
- Distance learning in a global environment: so what's distant?
- New learning institutions: self-governing schools, community-based schools, education as a business.
- The future of the university.
- Vocational education and training for the future.
- Educational leadership and management: today's challenges.
- New teachers and new teaching: the role of pre-service and inservice professional training.

Theme 4: NEW PERSONS

- The changing purposes of education: shaping new kinds of worker, citizen and personal identities.
- Education as the core of the new economy: cultural capital, intellectual property, human resources.
- Competence, ability, capacity, intelligence: redefining the terms.
- Border crossings: educating whole persons for a multicultural and global era.
- Equity in and through education: today's challenges.
- Indigenous, immigrant, national, regional, global: juggling multiple identities.
- Gender, disability, socio-economic differences: negotiating the social dynamics of the classroom.
- Open, culturally reflexive, autonomous and socially responsible thinkers: how are they formed?
- Non-linear learning: new ways of thinking and new knowledge.
- Knowing the world to transform the world: education for personal and contextual transformation.

Website:

www.LearningConference.com

Conference of Indigenous Peoples of Australia, New Zealand, Canada and the United States, A Regional Meeting for the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, 2000-2001

Funding Source: ATSIC
Funding: \$200,000
Project Team: Jackie Huggins et al.

(Project Ref. 099)

Hosted by Australia's Aboriginal and Torres Strait Islander Commission, and held at Sydney University from 20 to 22 February 2001, this conference examined in detail the issues of racism against Indigenous peoples, with a particular focus on Australia, New Zealand, Canada and the United States of America. Representatives from these and other countries spoke at, and participated in, the conference.

This Regional Meeting was designated a satellite meeting to the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance by the United Nations High Commissioner for Human Rights and Secretary-General of the World Conference, Mary Robinson. Issues raised at the Sydney meeting were presented to the Preparatory Committee for the World Conference in May 2001, for inclusion with conference papers for the World Conference held in Durban, South Africa from 31 August to 7 September 2001.

The program for the Sydney Conference will involve plenary sessions, papers, workshops and talking circles to examine the five themes that have been officially adopted for the World Conference Against Racism:

- Causes - Explore the sources, causes, forms, and contemporary manifestations of racism, racial discrimination, xenophobia and related intolerance.
- Victims - Identify victims of racism, racial discrimination, xenophobia and related intolerance.
- Prevention - Determine measures of prevention, education and protection.
- Remedies - Advocate effective remedies, recourse, redress [compensatory] and other measures.
- Strategies - Commit to strategies to achieve full and effective equality.

Publication:

Nakata, Martin (ed.), *Indigenous Peoples, Racism and the United Nations*, Common Ground, Melbourne, 2001, 239pp.

Website:

www.RacismConference.com

Preparation Consultation Paper for the Victorian Youth Strategy, 2000

Funding Source: The Office for Youth, Victorian Department of Education, Employment and Training

Funding: \$15,000

Project Team: Scott Phillips, Mary Kalantzis and Bill Cope

(Project Ref. 098)

The Victorian Government's Office for Youth was opened in April 2000, and located in the Education, Employment and Training portfolio. The Office is focussed on issues of youth development and participation as well as policy co-ordination across the whole of government and strengthening partnerships between government, industry and the community. As part of its charter the Office was responsible for developing a comprehensive youth strategy for Victoria, working in consultation with young people and key stakeholders.

This project was to develop a paper as a starting point for consultation to determine the ways Government can work better with and for young people in partnership with other levels of Government, non-government organisations, business and the community. The consultation and the resultant youth strategy was intended to reflect the range of areas in which Government engages with young people and where there are opportunities to support young people's participation and development – in education and training, sport and recreation, the arts, science, technology and innovation, health and welfare, the environment, planning, infrastructure and so on.

Publication:

Phillips, Scott, *Victorian Youth Strategy Consultation Paper: Governing with Young Victorians*, Office of Youth, Victoria, 2000, 21pp.

**The National Conference on Reconciliation, Multiculturalism, Immigration And Human Rights,
University of Technology, Sydney, 1-2 December 2000**

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 097)

Held one week after the final meeting of the Reconciliation Council, this conference set out to reflect on the challenges of diversity for Australia. Jointly hosted by The University of Technology, Sydney and RMIT University, the conference attempted to create neutral ground for considered reflection of the issues continuing to face Australia that arise from our Indigenous diversity, our immigrant diversity and our location in a region where diversity is a central and pressing issue. The conference examined diversity issues from the ground up: ranging from the practical logistics of managing diversity in organisations and local communities, to the question of how we negotiate diversity at the national level (reconciliation, multiculturalism), to the larger context of regional and global cultural diversity. The conference themes were:

THEME 1: Australia in the World

- Globalisation - Australia in Asia - Indigenous Rights - Human Rights - Immigration - Refugees - the Australian Visa System
- Globalisation: A Challenge to Diversity or an Opportunity?
- Australia and Asia: Trading our Geography for our History?
- Indigenous Rights: International Perspectives
- Immigration and Settlement Policies: Contemporary Developments
- Temporary Entrants, International Students and the Australian Visa System
- Refugee Policies and Practices

THEME 2: Imagining Ourselves

- Reconciliation - Multiculturalism - Identities: Ethnic, Indigenous, Gender - the Republic
- Reconciliation in the National Imagination
- Indigenous Rights: Native Title, Mandatory Sentencing, the Stolen Generations
- Multiculturalism: Recent Debates and Current Meanings
- Identities: Indigenous, Ethnic, Gender, Sexuality, Religious, Locality, Affinity.
- Cultural Diversity, Indigenous Rights and the Debate about an Australian Republic

THEME 3: Everyday Diversity

- Anti-racism Strategies - Gender Intersections - Diversity in Workplaces, Places of Learning, Local Communities - Access and Equity - Equal Employment Opportunity - Productive Diversity
- Racism and Anti-racism Strategies and Policies
- Gender Intersections-Ethnicity, Race, Class
- Negotiating Diversity in Workplaces, Places of Learning, Community Organisations and Neighbourhoods
- Access and Equity: Public Service in a Diverse Society
- Equal Employment Opportunity, Diversity Management and Productive Diversity
- Indigenous and Ethnic Community Development

Publications:

Kalantzis, Mary and Bill Cope (eds), *Reconciliation, Multiculturalism, Identities: Difficult Dialogues, Sensible Solutions*, Common Ground, Melbourne, 2001, 167pp.

Phillips, Scott, *Everyday Diversity*, Common Ground, Melbourne, 2001, 378pp.

Website:

www.Diversity-Conference.com

Seventh International Literacy and Education Research Network Conference on Learning, RMIT University, Melbourne, 4-8 July 2000

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 096)

Some three hundred people attended the Learning Conference 2000, held in RMIT's Storey Hall from 4 to 8 July 2000. The overall conference themes was 'Learning on a Human Scale: Negotiating Global Cultures and New Technologies'. The specific areas of conference interest were:

Theme 1: LEARNING TO COMMUNICATE

- Navigating the world of meaning: Reading in a multimedia environment
- 'Literacies' and changes to Global English
- The new multilingualism
- Multiliteracies: global and multicultural; visual as well as textual
- Gender and literacy
- Literacy and communication across the subject areas

Theme 2: TOOLS FOR LEARNING

- Learning on, through and about the new information highways
- Multimedia, online learning and flexible delivery: new tools for learning
- New technologies in new classrooms
- Distance learning: extending the possibilities
- Changing educational work: from teachers to instructional designers

Theme 3: LIFELONG LEARNING

- The changing dimensions of vocational education and training
- Higher education in a time of transition
- Work integrated learning: blurring the boundaries
- Serving the knowledge economy: learning organisations and their cultures
- Learning to lead in the new educational workplace
- Adult education @ 21st century: A focus on the future
- Adult literacies

Theme 4: GLOBAL LEARNING

- Understanding globalisation: what educators and their students need to learn
- Working with diverse classrooms: multiple identities and multiple intelligences
- Becoming global citizens: cross-cultural and international education
- Local diversity and global connections: the task of multicultural education
- Communities of learners: maintaining robust local and community identities
- Indigenous learning in a changing global environment

Website:

www.LearningConference.com

WorkCover Corporation South Australia: Serving a Diverse Customer Base, Management Consultancy, 2000

Funding Source: WorkCover Corporation South Australia

Funding: \$8500

Project Co-ordination: Bill Cope

(Project Ref. 095)

This project involved:

- a) An appraisal of the activities of the Access and Equity Program in WorkCover South Australia; and
- b) A training program for senior management on the implementation of Productive Diversity principles in the area of Customer Relationship management.

Publication:

Cope, Bill, *Report of a Consultancy to Appraise the Access and Equity Programs in WorkCover SA*, WorkCover Corporation SA, 2000.

Development of an Online Masters in Educational Leadership and Management, 1999-2000

Funding Source: Informatics, Singapore

Funding: \$22,500 (online pedagogy and course development components)

Project Team: Andrew Scown, Bill Cope, Mary Kalantzis, Stavroula Tsembras

(Project Ref. 094)

In 1999-2000, Cope, Kalantzis, Scown and Tsembras developed an online masters program in educational leadership and management, for delivery in Australia and Asia. As a fee-paying program offered online and across national borders, this represented all the features of the new world of higher education. The program was built on learning theories originally designed around the 'Multiliteracies' work.

These theories were translated into practice in this program along two major dimensions: the first is a pedagogy for cross-cultural settings based, not on psychological predispositions, but on a theory of epistemology. According to this theory, learning occurs through a number of epistemological 'takes' - i) empirical/evidential; ii) theoretical/conceptual/critical; and iii) active/transformative in a 'real world' context. All 'takes' are necessary, and none sufficient, to ground knowledge. For a particular learner, any one of these 'takes' may represent a culturally or personally preferred entry point into a new area of knowledge.

The Multiliteracies theory also argues that all learning must be 'situated' in the sense of located in a way that is thematically and culturally recognisable to a particular student. Conceived as a two dimensional grid (the three epistemological 'takes' on one axis, and the themes that constitute course subject matter on the other), students can start at any point which with they are comfortable as an opening epistemological orientation and at any point which is closest to their current thematic knowledge. The subsequent learning process is non-linear, with the navigation pathway constructed by the learner.

Publication:

Cope, Bill and Mary Kalantzis, 'e-Learning in Higher Education', in Pandian, Ambigapathy (ed.), *Literacy Matters: Issues for New Times*, Universiti Sains Malaysia, Penang, 2001, pp.193-217.

Website:

<http://edulead.eu.rmit.edu.au/>

South Australian Curriculum Standards and Accountability Framework, Multiculturalism and Equity Paper, 2000

Funding Source: University of South Australia

Funding: \$6,600

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 093)

Commissioned by the University of South Australia as part of its project to develop the South Australian Curriculum Standards and Accountability Framework, this paper tackles the question of cultural equity, exploring some of the key precepts of multicultural education, and suggesting some practical options for curriculum intervention.

Education promises individuals a chance in the game of social mobility: more access to material resources through better paid employment; a greater capacity to participate actively in the processes of government; and the dexterity that comes with knowing the world. It promises communities improved employment prospects, increased self-determination and extended access to the wider world. The problem for education, however, is that students bring with them to school different life experiences. What they know, who they feel themselves to be, and how they orient themselves to education varies because their lifeworlds—the communities in which they live and the shape of their life experiences—vary. Different people experience education differently, and as a consequence their learning as well as social outcomes are different. These are the main themes explored by the paper.

Publication:

Cope, Bill and Mary Kalantzis, *Multicultural Education: An Equity Framework*, South Australian Department of Education Curriculum Standards and Accountability Framework, Adelaide, 2000.

South Australian Curriculum Standards and Accountability Framework, Cross-Curriculum Guidelines for Multicultural Education, 1999

Funding Source: University of South Australia

Funding: \$5,000

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 092)

This project involved writing guidelines on multicultural learning across the curriculum for the writing team involved in the development of the South Australian Curriculum Standards and Accountability Framework. Multicultural Learning Across the Curriculum is based on two contemporary educational 'basics': the realities of diverse classrooms (which requires curriculum strategies oriented to *Inclusivity*), and the facts of the contemporary and near-future world in which the competencies of pluralism are rapidly becoming essential (a curriculum whose outcomes include *Core Cultural Competencies*).

Publication:

Kalantzis, Mary and Bill Cope, 'Multicultural Learning Across the Curriculum', *South Australian Curriculum Standards and Accountability Framework, Cross-Curriculum Guidelines*, University of South Australia, Adelaide, 1999.

Development of a Whole-of-Government Plan for Languages and Multicultural Resources, Government of South Australia, 1999

Funding Source: South Australian Department of Education, Training and Employment

Funding : \$37,000

Project Team: Bill Cope, Mary Kalantzis, Michael Singh, Elizabeth Sloniec, Rosetta Colanero

(Project Ref. 091)

A significant outcome of rapid globalisation, as evident in the complex inter-relationships of the market economy, information and multi media technologies and the mass movement of populations, has been the growing recognition of the often untapped potential of cultural and linguistic diversity, both within and beyond national boundaries. Responding positively to such a cultural and linguistic resource for the benefit of the whole community is one of the critical challenges facing contemporary governments, organisations and enterprises.

The *aims* of this project were to identify and describe the essential elements and strategies to recognise and enhance South Australia's language and multicultural resources through a whole-of-government plan.

The *objectives* of the project were to:

- evaluate existing policies and plans in relation to languages and multicultural resources in relevant agencies, institutions and departments, with reference to national and international developments.
- make recommendations about a strategy for the development and utilisation of multicultural knowledge, language skills and competencies across the government sector.
- prepare a whole-of-government plan for the State's linguistic and multicultural resources within a feasible cost structure.
- propose a number of projects, within current government resources, of social, cultural and economic benefit to the State.
- identify further steps for private-public sector collaboration in the advancement of the policy for languages and multicultural resources in the State.
- develop a Cabinet submission on a whole-of-government plan for languages and multicultural resources in South Australia.

Publications:

Cope, Bill, Mary Kalantzis, Martin Nakata, Michael Singh, Elizabeth Sloniec and Rosetta Colanero, *South Australia: Global Community - A Whole of Government Languages and Multicultural Plan for South Australia*, Department of Education and Training, South Australia, 1999, 62pp.

Sixth International Literacy and Education Research Network Conference on Learning, Penang, 1999

Project Team: Bill Cope, Mary Kalantzis, Peter Kell and Adriana Hassapis

(Project Ref. 090)

The Sixth International Literacy and Education Research Network Conference on Learning is to be held at the Bayview Beach Resort, Batu Ferringhi Beach, Penang, Malaysia, 27-30 September 1999. The Conference is a joint venture of RMIT and the Universiti Sains Malaysia in Penang. Conference themes include:

Theme 1: LANGUAGES OF LEARNING: Communication and Language Teaching for the Future

- Language, communication and the promise of educational opportunity: what are the 'basics'?
- Teaching English as a world language
- Multilingual teaching and learning
- Learning in culturally and linguistically diverse environments: What is appropriate teaching?
- Working with differences within languages: subcultural, professional, workplace, technical
- Visual communication: its increasing importance

Theme 2: WORLDS OF LEARNING: Globalisation and Multicultural Education

- Globalisation: What everyone needs to learn, and dealing with the anxieties
- Internationalising the curriculum in schools, higher education, vocational training and workplaces
- The ethics and competencies of globalisation: skills and attitudes for cross-cultural interaction
- National, indigenous, multicultural, global identities: the role of education
- Gender differences and cultural differences: challenges for teaching and learning

Theme 3: TECHNOLOGIES OF LEARNING: Learning through and about the new information technologies

- Internet literacy, multimedia communication, screen-based interfaces: what ever learner needs to know
- Virtual classrooms
- Self-paced learning
- Interactive computer-based learning
- Rural, remote and distance learning: using the new technologies of learning
- Repackaging learning: educational consumerism and service packaging from Disneyworld to global 'infotainment' and 'edutainment'

Theme 4: WAYS OF LEARNING: The Revolution in Teaching and Learning

- Where do people learn? Who teaches? Broadening domains of education, from early childhood, to workplaces, communities and lifelong learning
- Sports, arts and media as places of learning
- Market forces in education: changing our teaching and learning relationships
- The future for teachers and teachers' work: status, career paths, futures
- Learning to teach: new directions in teacher training
- Special education: catering for different learning styles, paces of learning.
- The expanding curriculum: how much can schools teach? What are the new 'basics'?
- Testing times: measuring performance and developing indicators of attainment

Publications:

Kalantzis, Mary and Bill Cope (eds), *Transformations in Language and Learning: Perspectives on Multiliteracies*, Common Ground, Melbourne, 2001, 152pp.

Kalantzis, Mary (ed.), *Languages of Learning*, Common Ground, Melbourne, 2001, 149pp.

Pandian, Ambigapathy (ed.), *Technologies of Learning*, Common Ground, Melbourne, 2001, 112pp.

Kell, Peter, *Ways of Learning*, Common Ground, Melbourne, 2001, 186pp.

Singh, Michael, *Worlds of Learning*, Common Ground, Melbourne, 2001, 199pp.

Teaching and Learning in the New World of Literacy: A Professional Development Program and Classroom Research Project, 1999

Project Team: Bill Cope, Mary Kalantzis, Pam Green, Heather Fehring and Adele Flood
(Project Ref. 089)

This project related to ongoing Australian Research Council Grant Multiliteracies Project Grant. In this stage of the project, we worked with a group of teachers in Melbourne (with parallel projects occurring in Greece, Malaysia and South Africa), to:

1. design curriculum activities exploring some of the ideas raised by the Multiliteracies framework (such as differences in culture and language usage; the links between linguistic, visual and other ways of meaning in the new communications environment etc.); and
2. take these activities into the classroom, trial them, and reflect upon their pedagogical value as part of a systematic action-research process.

The project was developed in the form of two professional development modules, and accredited as the equivalent of a full masters subject for Victorian participants. Participants were introduced to the Multiliteracies framework and this project in an initial two day (weekend) session. They then devised, implemented and evaluate their curriculum innovations over the following six weeks. During this time, members of the co-ordinating group visited schools. This was followed by a second weekend, in which teachers shared their experiences, and discussed the tasks of writing up the curriculum they developed (the first module requirement) and their research reports reflecting critically on the teaching and learning (the second module requirement).

The results of the project were presented at the Literacy and Education Research Network Conference in Penang, 27-30 September 1999.

Two products emerged from this research: a 25 minute video of six of the case study schools, and the publications listed below.

Publications:

Cope, Bill and Mary Kalantzis, *Teaching and Learning in the New World of Literacy*, Faculty of Education, Language and Community Services, RMIT University, 1999, Vol.1, 112pp., Vol.2, 102pp.

‘A Place in the Sun’: HarperCollins Commissioned Book, 1999

Funding Source: HarperCollins
Funding: \$6000
Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 088)

Mary Kalantzis and Bill Cope were commissioned by Harper Collins to write a book initially conceived as a reply to Paul Sheehan’s *Among the Barbarians*. The purpose of the book was to provide a positive and constructive perspective on the future of multiculturalism, reconciliation and internationalisation.

The ‘place in the sun’ metaphor expresses the promise made to Indigenous people, immigrants, and indeed all Australians over the postwar period that Australia is a country which can provide opportunities for everybody. The way in which this promise has been made has varied over the years—from assimilation and the development project of ‘Australia Unlimited’ of the fifties and sixties, to the more recent promises of cultural diversity, Indigenous self determination and ecologically sustainable development. Yet these newer projects have fallen into disrepair of late. There is an air of uncertainty, even pessimism. It is time to re-evaluate the Australian Way of Life and the kinds of promise that might realistically, as well as idealistically, be made.

Written for a general reading audience, the main issues to be discussed in the book include:

- Multiculturalism: is it a force of social division or social cohesion?
- Immigration and population: how do we determine Australia’s population carrying capacity?
- Indigenous rights and reconciliation: how can this unfinished business be settled?
- Special programs and services: do Indigenous people or immigrants enjoy an unfair advantage?
- Free Speech: Does ‘Political Correctness’ restrict the capacity of people to voice their views and engage in legitimate debate? What are the realities or myths of a ‘black armband’ view of history?
- The Asian crisis: what is our future in the region?
- Our economic future: free trade or protectionism? the role of foreign investment?
- Our political future: what sort of republic, or no republic at all?
- Australian culture and identity: how do we create a sense of inclusion and belonging for all Australians?

The book was written a) from the authors’ experiences; b) using archival and documentary sources; and c) on the basis of 30 interviews with prominent Australians and opinion leaders.

Publication:

Cope, Bill and Mary Kalantzis, *A Place in the Sun: Re-creating the Australian Way of Life*, Harper Collins, Sydney, 2000, 385pp.

Management Training Program for the National Australia Bank and the Bank of New Zealand, 1998-1999

Funding Source: National Australia Bank

Funding: \$20,000

Project Team: Bill Cope, Mary Kalantzis, Jenny Howard and Charles Khoo

(Project Ref. 087)

The aims of this research, training development and training implementation program were:

1. to inform, stimulate, and to inspire alumni of the National Australia Bank's Transformational Leadership program about the competitive advantages of utilising the skills of a diverse workforce;
2. to alert NAB managers to the market edge that a on open and diverse workplace culture can create;
3. to assist in developing the management and other workplace skills required for the effective utilisation of the resource of workplace diversity.

A program of interviews was organised across the National Australia bank for the purpose of developing case study material. Program themes included:

- How to create a corporate culture which thrives on diversity.
- Getting close to a diverse client base
- Measuring competence in a diverse workforce.
- Globalisation: how to capitalise on local diversity.
- Team strategies that go beyond the 'shared values' approach.
- Productive Diversity: Company Case Studies.

The training program subsequently developed by CWCC included:

- Simulations which draw out participants' cultural assumptions about 'good' work and management.
- Challenging and thought provoking engagements with activities that investigate cross-cultural communication and the role of differences.
- Information about the nature of the Australian workforce, and the connections with local and global markets.
- Inputs about the Productive Diversity management approach.
- Case studies—lessons from successful companies.
- Problem solving—true stories half told; work on solutions; analysis of how each story really ended.
- Practical strategy development exercises: recruitment, selection, skills audits, training strategies etc.

Innovative Pedagogy Project, Greece, 1998

Funding Source: European Union/Aristotle University of Thessaloniki

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 086)

Mary Kalantzis and Bill Cope visited Greece in 1997 and 1998 to work on a major European Union project 'Pilot Project for the Development and Implementation of Support Programmes in Teaching and Learning', run through the Centre for Innovatory Programmes in Education, Aristotle University of Thessaloniki. The purpose of this project is to assist teachers in the move away from traditional 'transmission' pedagogies.

Publication:

Kalantzis, Mary and Bill Cope, *Pedagogical Frameworks: From Theory to Classroom Practice*, Centre for Innovatory Programmes in Education, Aristotle University of Thessaloniki, Athens, 1999, 187pp.

Economic Benefits of Cultural Diversity Paper, 1998

Funding Source: NSW Department of State and Regional Development

Funding: \$9,100

Project Team: Bill Cope and Jenny Howard

(Project Ref. 085)

This project involved researching and writing an information paper on how cultural diversity enhances the general economic performance of NSW for the NSW Department of State and Regional Development. Issues covered included:

Ethnic Small Business Growth

- NSW ethnic small business profile
- employment and export creating activities
- case studies

Export And Trade Growth

- making use of the language skills, cultural and business knowledge available from NSW's diverse multicultural community
- NSW labour force profile (ethnic composition of population, language skills, workforce skills, international mobility of ethnic population etc.)
- bilateral business organisations
- human resource issues: using the full scope cultural/language skills, experiences and networks
- case studies

Investment Growth By Leveraging New Business

- partnerships with the local ethnic communities and the local ethnic businesses; and by making use of the language skills, cultural and business knowledge of NSW's multicultural community
- local diversity as a 'multiplier agent'
- case studies

Policy Analysis and Recommendations

- A definition for the DSRD Multicultural Business Strategy reflecting the three areas of small business, export and investment be it an ethnic or non-ethnic business
- The potential role of the NSW Government in this area, and in the context of current Commonwealth initiatives and programs.

Review of the Migrant Skills and Qualifications Committee, 1998

Funding Source: NSW Department of Education and Training

Funding: \$16,500

Project Team: Bill Cope and Jenny Howard

(Project Ref. 084)

Since the establishment of the NSW Committee of Inquiry into the Recognition of Overseas Qualifications in 1988, there have been some significant developments towards maximising the utilisation of skills, qualifications and experience gained by migrants who settle in NSW. As a result of this inquiry, the Migrant Employment and Qualifications Board was established in 1989 to address issues relating to overseas skills recognition within the broader framework of occupational and vocational education and training reform. The establishment of the Migrant Skills and Advisory Committee of the Board of Vocational Education and Training in 1995 reaffirmed the commitment to ensuring that overseas skills recognition issues continue to be addressed within mainstream vocational education and training.

The aims of this project were:

1. To review and propose appropriate arrangements for the MSQAC in relation to the committee's role, membership and reporting arrangements.
2. To review the appropriateness of the objectives of the Migrant Skills Strategy, taking into consideration existing reviews and evaluations.
3. To propose the most appropriate programs and funding allocations under the Migrant Skills Strategy to meet client needs.
4. To recommend the most appropriate ways in which the Migrant Skills Strategy, given the creation of the Department of Education and Training, can have an appropriate cross-sectoral impact and role in the range of areas covered by the Department.

Following an extensive consultation process, the review team reported on their findings and made recommendations in the following areas:

1. The appropriate arrangements for the MSQAC in relation to the committee's role, membership and reporting arrangements
2. The most appropriate programs and funding allocations under the Migrant Skills Strategy to meet client needs
3. The most appropriate ways in which the Migrant Skills Strategy can have an appropriate cross-sectoral impact and role in the range of areas covered by the Department.

Publication:

Howard, Jenny, Bill Cope, Peter Kell, *Report on the Review of Migrant Skills and Qualifications*, New South Wales Department of Education and Training, Sydney, 1998, 75pp.

Review of the Overseas Qualifications Unit, 1998

Funding Source: Employment Victoria

Funding: \$15,000

Project Team: Bill Cope, Jenny Howard and Peter Kell

(Project Ref. 083)

Approximately 30% of the immigration intake in 1998 had professional qualifications. Trends in the migration program at the time meant that this percentage was likely to increase. About 70% of these are from non-English speaking backgrounds. This raises two issues of fundamental importance for Victoria:

- Is the recognition of qualifications a positive factor in fulfilling the promise of migration to Australia for the individual migrant?
- Does Australia tap the full economic potential brought by that migrant in the form of skills and qualifications they have brought with them?

Meanwhile, the operational environment in which migrant skills and qualifications recognition occurs is changing radically, including the following key factors:

- The substantial restructuring of Commonwealth funded employment assistance programs and employment placement services.
- Changes in the shape and availability of adult English language tuition.
- A shift from welfare and disadvantage models of multiculturalism to models that emphasis economic benefits and productive diversity.
- The two year waiting period for income support eligibility which puts additional pressure on the prompt recognition of qualifications.

In this context, this project undertook:

- to review the efficiency and effectiveness of Employment Victoria's Overseas Qualifications Unit in meeting its aims and objectives;
- to review the links between the unit and qualifying agencies, training providers and Commonwealth and State level employment service providers;
- to identify the current context and likely future trends in a) immigration and b) immigrant employment;
to identify key environmental and institutional developments currently impacting on the work of the Unit, and likely to impact on the Unit in the near future, including changes to the training system and to employment placement services;
- to develop recommendations for the future directions of the Unit.

Publication:

Cope, Bill, Jenny Howard and Peter Kell, *Report on the Review of the Overseas Qualifications Unit*, Employment Victoria, Melbourne, 1998, 68pp.

Project to Audit Local Government Services, Develop a Cultural Diversity Service Charter and Strategic Plan, 1998

Funding Source: Darebin City Council

Funding: \$25,000

Project Co-ordination: Bill Cope

(Project Ref. 082)

The aims of the project were to:

- conduct an access and equity audit on the services provided by Darebin City Council.
- identify barriers and gaps in policies, strategies and service provision for non-English speaking background and Aboriginal communities in the area serviced by Darebin City Council, including reference to the particular needs of immigrant and indigenous women.
- assist in the development of a Cultural Diversity Service Charter for Darebin City Council, together with implementation strategies.
- to report on access and equity issues in Darebin City Council's provision and to make recommendations in relation to future directions, including, for instance, appropriate access and equity performance indicators relevant to Darebin City Council.

The principal outcomes of this project were a report dealing with the major aspects of the project: the results of the audit; the policy development process and its outcomes; and the agreed performance indicators, together with exemplary innovative strategies.

Publication:

Cope, Bill and Lisa Thorpe, *Serving a Diverse Community: A Report to Darebin City Council on the Access and Equity Audit of Aboriginal and Non-English Speaking Immigrant Communities' Access to Council Services and Programs*, Darebin City Council, Melbourne, 1999, 75pp.

Development of a 'Productive Diversity' Training Program for Trade Unions, 1997-1998

Funding Source: Labor Council of NSW/Dept of Education & Training Coordination NSW

Funding: \$13,300

Project Team: Jenny Howard and Bill Cope

(Project Ref. 081)

The Productive Diversity in the Workplace training package was a key initiative underpinning the Productive Diversity in the Workplace project coordinated by the Labor Council and funded by the Department of Training and Coordination. The aim of project was: (i) to develop a training package in Productive Diversity in the workplace for union delegates and officials; (ii) and to coach and train the workshop participants in presenting an awareness session to other union members and officials in their respective worksites. The main outcomes of the project were the development of a comprehensive training manual and the presentation two two-day Train the Trainer workshops for union officials and delegates in Sydney and Newcastle.

Publication:

Bill Cope, Mary Kalantzis and Jenny Howard, *Productive Diversity in the Workplace: A Training and Resource Manual for Union Officials*, Labor Council of NSW, 1998.

Project to Develop an ‘English for Business’ Course, 1997-1998

Funding Source: Foundation Studies, NSW TAFE
Funding: \$20,000
Project Team: Bill Cope, Mary Kalantzis and Angela Hill

(Project Ref. 080)

This project involved the development of a curriculum module for the Foundation Studies Training Division of the NSW TAFE Commission as a part of its 1992 *Certificate II: English for Business*. In commissioning this module, the Foundation Studies Training Division requested the Centre for Workplace Communication and Culture to incorporate and exemplify the innovative literacy teaching and learning principles that are a part of the ‘Multiliteracies’ project.

The module, as subsequently developed, exemplifies the key ideas of the Multiliteracies project in two main ways. First, it expands the domain of texts relevant to ‘English for business’ to include a broad range of forms of communication, including video, www etc. In these texts, as well as its examination of conventional print based text, the module is concerned as much with the multimodal character of meaning as it is with English more narrowly conceived, including for instance, key links between visual and textual design. And, second, it employs the four essential ‘angles’ on teaching and learning in the Multiliteracies framework: Situated Practice (immersion in experience, including the learner’s own experience); Overt Instruction (exploring the shape and form of patterns of meaning); Critical Framing (exploring the purposes, contexts, and uses of a text); and Transformed Practice (meaning making which applies and adapts what is learned about texts to a real world situation).

The approach taken in the module is to provide real texts as well as a teaching/learning framework. These texts are intended to be representative of the range of texts or meaning-making interactions that learners might encounter as they set about the task of ‘finding out about business’—whether they are wanting to start a business, or find out about how small businesses work in Australia.

Publication:

Bill Cope, Mary Kalantzis and Angela Hill, *Finding Out About Business*, NSW TAFE Commission, 1999, 104pp.

‘A Multicultural Superhighway?’: Multicultural Arts and the New Information/Communication Technologies, 1997-1998

Funding Source: Australia Council
Funding: \$9,000
Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 079)

Historically, information and communication technologies have had enormous cultural effects, from the invention of print reproduction to photography, film, audio recording, radio and television. Each new wave of technological development has produced new forms of artistic expression, as well as transforming the media of expression and ways of seeing inherent in old art forms. We are currently in the midst of yet another new wave of technological change, centred upon a phenomenon which is often called ‘the information superhighway’.

This research project investigated the interface of the ‘information superhighway’ with multicultural arts. We undertook an international internet search, ranging across many hundreds of sites focusing on the key multimedia concepts as they related to artwork and cultural diversity. We also scanned the international theoretical and philosophical literatures on information technologies and cultural pluralism, in order to develop a speculative overview of the structural interlinkages between the two, with a particular view to investigating the issue of the shift from information technologies more suited to cultural production akin to broadcasting, to cultural production akin to narrowcasting. Our key question in this endeavour was: What are the challenges of pluralism for all producers and consumers of art? We report upon the results of these comparative and speculative endeavours in Section 2 of this discussion paper.

In the empirical component of the project, we conducted a mail and email survey of multicultural and ‘mainstream’ arts organisations and artists requesting information regarding: arts developments they may have undertaken using the new information and communication technologies; arts developments of which they are that use the new information and communication technologies; access for non-English speaking background immigrant communities in general, or, in the case of ethnic community organisations, their own communities in particular; and a series of specific questions on the kind of access and training arts organisations might require.

The results of this research work were subsequently described in a discussion paper. By way of conclusion, we addressed the practical question of how access of non-English speaking background immigrant communities to the new information and communication technologies might be enhanced.

Publication:

Cope, Bill and Mary Kalantzis, *A Multicultural Superhighway?* A Discussion Paper for the Australia Council, 1998, 36pp.

Fifth International Literacy and Education Research Network Conference on Learning, Alice Springs, 1997

Project Team: Bill Cope, Mary Kalantzis and Adriana Hassapis

(Project Ref. 078)

The Fifth International Literacy and Education Research Network Conference on Learning was held at the Araluen Arts Centre, Alice Springs, Northern Territory, Australia from 1-4 October 1997. The conference attracted almost 600 delegates from 12 countries, and included over 130 presentations. Its themes included:

Theme 1: Literacy Teaching for the Future

- Multiliteracies: The New Literacy Demands of Citizenship, Community Life and Work
- English Literacy and Cultural and Linguistic Diversity
- Where Literacy Meets Technology: The Internet, Multimedia and New Communications Technologies
- Teaching and Learning Languages Other than English
- Testing Times: Assessment and Accountability

Theme 2: Cross-Cultural, Anti-Racism and International Education

- Multicultural Education: Redefining the Mainstream
- Globalisation: What Everyone Needs to Learn
- International Education and Cross-Cultural Education
- Anti-Racism Education
- Indigenous Australian Studies
- Cross-Cultural Training: Schools and Workplaces
- Education for Cultural Self-Determination
- For Culture or the Market? What to Teach in an Era of Economic Rationalism

Theme 3: Learning and the New Information Technologies

- The Internet, Multimedia and Learning to Access to Information
- The New Workplace: Its Software and its Hardware
- Computer Literacy
- What We Learn and How We Learn: The Impacts of Technology

Theme 4: Vocational Education, Adult Education and Training

- Making the Links between School and Work
- Competencies or Capabilities? The Goals of Vocational Education
- New Directions in Tertiary Teaching
- Workplace Training
- Adult Literacy and English as a Second Language
- Small Business and Enterprise Training

Development of a Research Training Program, Indigenous Studies, 1997

Funding Source: Centre for Aboriginal and Torres Strait Islander Research and Development,
James Cook University of North Queensland

Funding: \$5,000

Project Co-ordination: Bill Cope

(Project Ref. 077)

This project involved researching the needs of the Centre for Aboriginal and Torres Strait Islander Research and Development, James Cook University of North Queensland, and then developing a four day training program which covered the following areas:

- A strategic analysis of current and potential CATSIPRD research interests
- The future of higher education: The role of research, changing dimensions
- Foundational questions of knowledge: The philosophy and politics of knowledge
- Introduction to research methodologies
- Research ethics
- Indigenous research ethics
- The debate about the canon and 'Political Correctness'
- Research in practice: examples
- Developing a research proposal: A template
- Research using the Web
- Introduction to SPSS
- Introduction to Qualitative research and 'Nudist'
- Policy and strategic research

Community Awareness Campaign for Young People: Curriculum Support Package and Response Analysis, 1997-1998

Funding Source: Multicultural Affairs Commission, Department of the Premier and Cabinet, Victoria

Funding : \$11,500

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 076)

In the fourth term of 1997, the Victorian Multicultural Commission ran a postcard campaign for Year Ten and Eleven students in Victorian schools— young people aged from about fifteen to seventeen. The aim of the campaign was to open up discussion about ‘the values of diversity and tolerance in Australian society’. Students were asked to complete open-ended sentences on one of two postcards and mail them in. The opening words on one postcard was ‘Being Australian means ...’; and the other was ‘If I could make a difference I’d ...’. In 1997, Mary Kalantzis and Bill Cope were commissioned to write a series of curriculum activities to accompany the campaign.

The campaign not only generated extraordinary interest amongst the students—the sheer numbers of students sending postcards to the Commission. What the students said also proved to be extraordinarily interesting—the subtlety and complexity of their message. After the results had come in, the Commission decided they were so interesting that they warranted a more careful examination. Here was an unusual opportunity to explore just what young people were thinking. What did they consider Australian identity to be? What sort of world did they want to live in? The material, in fact, was a window on a generation that is just about to come of age, just about to become active community participants and voters.

Early in 1998, Bill Cope and Mary Kalantzis were commissioned to analyse the 7,000 responses that had come in, to ascertain the general tenor of the responses and whether there were variations according to gender, ethnic background or geographical location.

Publications:

Kalantzis, Mary and Bill Cope, *If I Could Make a Difference: Teacher Support Materials for The Victorian Multicultural Commission’s Postcard Campaign*, Victorian Multicultural Commission, 1997, 25pp.

Cope, Bill and Mary Kalantzis, *‘The Frail Cloak of Colour’: Young People Speak About Identity and the Making of a New Australia*, Victorian Multicultural Commission, 1998, 31pp.

Interethnic Families and Citizenship, 1995-1998

Funding Source: Australian Research Council

Funding : \$112,000

Project Team: Carmen Luke, Mary Kalantzis and Allan Luke

(Project Ref. 075)

This project is a qualitative study of interethnic families and individuals. It investigates how systems of racism and sexism and cultural discrimination impact on interethnic families' cultural and civic participation. This data will be used to reconceptualise notions of citizenship and civic life that account for ethnic-cultural hybridity in individuals and family formations. It will yield new insights into a growing but neglected group and is crucial for reformulating social policy for interethnic and multicultural citizenship.

Towards an International and Inclusive Higher Education: A Professional Development Package, 1997

Funding Source: Equity Office, James Cook University of North Queensland

Funding: \$5,000

Project Team: Bill Cope, Mary Kalantzis and Sue McGinty

(Project Ref. 074)

Education export is a critical aspect of the progressive commercialisation of Australian education. Internationalisation, however, has a much more profound potential than just the ‘export bucks’. It has the potential to integrate us fully into our region and to make sure that the benefits of an open, tolerant and cosmopolitan university experience flow through to all their students. Internationalisation means that a university education will be—indeed must be—a quite different experience to what it was even a decade ago. At the very heart of the new university experience, every student should become more comfortable with global cultural diversity and learn how to benefit from it.

This project involved developing and trialing a professional development program for staff at James Cook University of North Queensland on the internationalisation of higher education. This was also linked to the objectives of inclusive curriculum: dealing with differences of cultural background and life experience in general. The principal outcome of the project was a training manual for those in higher education wishing to move towards international and inclusive education. It provides ideas, information and activities to develop awareness, knowledge, and skills about international and inclusive education for managers and educators.

Publication:

Kalantzis, Mary, Bill Cope, Sue McGinty and Peter Kell, *International and Inclusive Education: A Professional Development Program for Higher Education*, CWCC Training Manual, 1998, 220pp.

Kalantzis, Mary and Bill Cope, ‘Towards an Inclusive and International Higher Education’, in King, Ray, Doug Hill and Brian Hemmings (eds), *University and Diversity: Changing Perspectives, Policies and Practices in Australia*, Keon Publications, Wagga Wagga NSW, 2000, pp.30-53.

The 'Watershed Conversation', 1997

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 073)

The CWCC co-ordinated a one day conference, 'An Australian Watershed: Engaging with Our History, Our Diversity, Our Future', Sunday 23, February 1997 at the Blackfriars Campus of the University of Technology, Sydney. Conference themes included:

- What does 'Australian' mean - as a set of values and principles?
- What do we mean by 'the fair go'?
- What are the lessons of our history?
- Our location in Asia: What does it mean?
- What is multiculturalism and what is its future?
- What is the tenor of our public culture, the character of our Commonwealth?
- Indigenous reconciliation: where to next?
- The big economic picture: what should the size of government be and how much market should we have?

Speakers included: Don Aitken, Veronica Brady, Angela Chan, Eva Cox, Joan Kirner, Mary Kostakidis, Sandy McCutcheon, Chris Puplick, Philip Ruddock, Tony Fry, Tony Moore, Elizabeth Evatt, George Papaellinas, Chi Thy-My Vu, Christos Tsiolkas and Tony Birch. The program was chaired by Mary Kalantzis.

Project Team: Mary Kalantzis and Bill Cope

Evaluation of the Queensland Adult English Language, Literacy and Numeracy Policy, 1996-1997

Funding Source: Queensland Department of Training and Industrial Relations

Funding: \$17,000

Project Team: Peter Kell, Bill Cope, Mary Kalantzis, Angela Hill and Jenny Howard

(Project Ref. 072)

This project was an evaluation to assess the extent to which the Queensland Adult English Language, Literacy and Numeracy Policy, and its implementation program, constitute 'an effective framework for enhancing the effective participation by all Queensland adults in vocational education and training in the workplace and the community, through increased access to quality language, literacy and numeracy programs and services'. The research analysed and reported upon the following main aspects of the policy:

1. *Coherence:* The coherence of policy and its ability provide a logical framework providing direction for:

- primary stakeholders comprising chiefly students/clients and ELLN teachers and QAELLN employees and board members; and
- secondary stakeholders including industry groups, employers, regional and local government organisations and related associations of primary of stakeholders.

2. *Scope:* The extent to which the QAELLN Policy :

- provides a guiding tool and plan of action for the translation of policy to practice;
- provides a framework for stakeholders to respond to changes in practice in adult ELLN, particularly in the context of technological developments in communications at work and in the community, and the growing significance of different English usages in the context of global economic integration and diverse community and technical uses of English.
- provides for the effective deployment of information and resources and the monitoring and evaluation of resources required for the efficient implementation the QAELLN strategy.

3. *Activities:* The viability, appropriateness, effectiveness and efficiency of implementation strategies and the activities in meeting the goals the QAELLN Policy. Particular emphasis was placed on congruence with the goals and objectives of QAELLN and whether specific outcomes as mandated in the Policy and QAELLN Workplan have been met. The evaluation will analyse the level of flexibility in terms of the QAELLN policy to react to changes and contingencies in the external environment and the extent to which practice is able to feed back into the policy framework and strategies. The evaluation also enquired as to whether the QAELLN policy contributing to the fulfilment of activities which:

- would not otherwise have emerged, or
- which would have existed/emerged without the presence the QAELLN Policy.

The evaluation looked at the extent to which emergent needs arising in Queensland, in Australia, and in the context of globalisation, are built in the policy framework. Issues included the emergence of interactive multimedia as an instructional technology, the emergence of private providers, growing literacy needs in workplace training, needs of people of Non-English speaking backgrounds in rural and isolated areas, and Indigenous enterprise development.

The evaluation methodology consisted of two distinct stages:

- Documentation analysis. To benchmark QAELLN policy and associated workplans and strategic plans against related documents and strategies nationally and internationally.
- A survey of stakeholders. This will assess the level at which the QAELLN policy translates to practice.

Publication:

Kell, Peter, Bill Cope, Angela Hill And Jenny Howard, *Evaluation of the Queensland Adult English, Language, Literacy and Numeracy Policy*, Queensland Department of Employment and Industrial Relations, 1997, 54pp.

**Research into Computer Use of Interactive Multimedia in Indigenous and Multicultural Schools,
1995-1997**

Funding Source: Australian Research Council

Project Coordination: Mary Kalantzis, Lyn Henderson and Geoff Arger (\$42,914)

(Project Ref. 071)

This research addressed stereotypical assumptions about the suitability of computers in Indigenous-multicultural contexts. It will influence the appropriate development of current and future software to cater for the preferred ways of learning through, and accessing, computer technology by various Indigenous students. Guidelines will be provided for the use of computers and software by teachers to promote effective learning outcomes in Indigenous and other multicultural contexts.

Funding Source: Australian Research Council

Funding : \$42,914

Project Team: Mary Kalantzis, Lyn Henderson and Geoff Arger

Project to Investigate the Theory and Practice of Productive Diversity, 1992-1997

Funding Source: National Languages and Literacy Institute of Australia

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 070)

One of the initial concerns of the CWCC team was that, to a significant extent, we were entering uncharted waters. Certainly, issues of cultural diversity in the workplace have been of concern for some time, but they had mostly been handled by training programs designed to raise awareness and develop intercultural communication skills. It was felt, however, that this was a limited approach for a number of reasons. The emphasis was primarily on matters relating to the individual and interpersonal relations. To some extent, this relegated cultural diversity to the margins (an external issue, imported into workplaces as a negative barrier to developing a solidary workplace culture) and tended implicitly to accuse the subjects of training of some sort of personal failing. But broader than this, in the view of the CWCC team, increasing local diversity and increasing global interdependence was making the negotiation of cultural differences a critical issue for all productive enterprises in every aspect of their operation: in management, in recruitment and promotions, in marketing, and so on. Diversity, in short, is now a central and fundamental element in an enterprise's success or failure. It is not just 'about minorities' or personal attitudes.

Similarly, in the area of language in the workplace, the issue is more than just remediating the language deficiencies of workers from non-English speaking backgrounds or basic literacy campaigns for workers who need to retrain as part of the industry restructuring process. Language now takes a new role in the workplace, both as a result of new technologies that demand higher levels of literacy for a greater proportion of the workforce than was ever the case in the past, and as a result of the new roles of oral and written language in workplaces where more responsibility has devolved to individual workers and work teams (quality circles, consultative committees, and so on). Linguistic diversity, moreover, need not be regarded as a negative; equally, the different languages of employees can be recognised as a potential resource for the enterprise, in the light of both local diversity and globalisation.

This was the impetus behind a decision to produce a 'Framework' document as an agenda for action for the CWCC. Based on the interrelation of theory and case studies drawn from the CWCC's module trialing and development program, the document will address issues such as the following:

- The way changes in the nature of the production process involve new, centrally important roles for culture and language. For example: the ways in which the labour process now requires effective communication in work teams; the accompanying linguistic requirements and need for intercultural communication.
- The linguistic demands of competency-based training and the limitations in the concept.
- The extent to which management is a cultural event, more than objectively 'scientific' or based on the pure 'rationality' of the market.
- The promising yet way in which the concept of 'culture' has found its way into recent management theory.
- The degree to which the concept of 'workplace culture' accounts for differences, such as gender and ethnic/linguistic diversity.
- The ways in which notions of flattening hierarchy and eliciting the maximum involvement of every worker requires new approaches to diversity.
- The elements of the discourse of effective management given the changed nature of the production process and shifts in the nature of organisational hierarchy.
- The ways in which unions can service cultural and linguistic diversity most effectively.
- The equitable management of recruitment and promotion in the context of cultural and linguistic diversity.
- The extent to which merit is a culture laden concept.
- The roles of Equal Employment Opportunity and Affirmative Action.
- The significance of the rise of 'ethnic' small business and culturally identifiable niche markets.
- The importance of the notion of 'culture' in the cultivation of niche markets. The move away from the logic of cultural homogeneity that used to underlie mass production/mass consumption.
- The ways in which culturally sensitive marketing avoids excluding certain areas of market potential.

- The role that successful marketing, oriented to local diversity, plays in successfully reaching diverse global markets.
- The sorts of discourses that are needed to deal with diverse clients effectively.
- The ways in which advertisements work as spoken or written texts. How racism and sexism in the language of advertising operates to limit market scope.
- The ways in which different cultural and religious traditions of finance and banking affect financial interactions both locally and globally.
- The implications for inter-enterprise communication of different cultural traditions in dealing with finance and different ways of talking about money.
- The changing roles of oral and written language in workplace training.
- The ways in which a pedagogy for adult learners can be fashioned to interface with diverse learning styles and linguistic and cultural differences.
- The roles of trainers as change agents, given the issues of culture and language that are emerging in the most productive, competitive and effective workplaces.

Publication:

Cope, Bill and Mary Kalantzis, *Productive Diversity: A New, Australian Approach to Work and Management*, Pluto Press, Sydney, 1996, 310pp.

Linking Universities and Industry: An Action Learning Program for Academic Staff in the Queensland Higher Education Staff Development Consortium Universities, 1996

Funding Source: Queensland Higher Education Staff Development Consortium

Funding: \$58,400

Project Team: Peter Kell, Ken McLeod and Jenny Howard

(Project Ref. 069)

The centrepiece of this staff development program was the presentation of travelling workshops for approximately 75 staff from the nine participating universities in the Queensland Higher Education Staff Development Consortium. Participating universities were: New England, Southern Queensland, Central Queensland, James Cook, Griffith, Southern Cross, Queensland University of Technology and University of Queensland. The workshops were designed to prepare participants to undertake an Action Learning project within their own institution with the aim of developing new strategies for industry liaison/collaboration or specific new initiatives.

The objectives of the project were to: (i) provide a forum for the identification of potential collaborative links with industry and the development of projects which participants will undertake after the workshop; (ii) develop models of best practice in conducting and consolidating partnerships; and (iii) assist universities develop key personnel to initiate and manage such initiatives.

A Total Communication Strategy: Demonstrating Best Practice in Communicating with Customers from Non-English Speaking Backgrounds, 1996

Funding Source: TAFE, NSW/Australian National Training Authority

Funding: \$82,000

Project Co-ordination: Jenny Howard

(Project Ref. 068)

The CWCC undertook this consultancy for TAFE NSW (Multicultural Education Unit) to demonstrate nationally, the project: *A Total Communication Strategy (TCS) - Demonstrating Best Practice in Communicating with NESB Customers*. This involved the promotion of products developed as part of the Strategy and the presentations of ten workshops in each state attended by educators in the schools and vocational education and training sector around Australia. The concept of the Total Communication Strategy is innovative in the way it uses a variety of strategies to tap into underutilised resources within TAFE and the community to reach out to its target group. It focused on three things: the quality of information/resources being provided; the effective use of community links and participation; and the cooperation of other TAFE staff.

Review of Ethnic Affairs in Queensland, 1996

Funding Source: Department of Premier and Cabinet, Queensland (\$15,000: supplementary research assistance to the Committee and the Secretariat)

Project Team: Mary Kalantzis, Bill Cope and Scott Poynting

(Project Ref. 067)

On 27 June 1996, the Premier of Queensland, the Honourable Robert Borbidge MLA, agreed to a request by the Queensland Ethnic Affairs Ministerial Advisory Committee (QEAMAC), Chaired by Prof. Mary Kalantzis, to undertake a review of the Queensland Ethnic Affairs Policy and its implementation. In making its request for a review, the Committee considered that issues concerning cultural diversity and multiculturalism had never been systematically examined within the State of Queensland, and that as a result, a range of ad hoc policies, processes and practices had emerged which needed to be brought together under a coherent set of principles.

The Terms of Reference for the Review were provided by the Premier on 24 July. They were as follows:

To inquire into and report to the Honourable the Premier on whether the arrangements and policies for providing services by State Government departments and their agencies to ethnic communities are adequate, appropriate and cost effective with particular reference to:

- a) the current experiences and needs of ethnic communities;*
- b) policies and procedures in place to ensure access to all Government programs;*
- c) the appropriateness of current coordinating and monitoring mechanisms across Government departments and agencies;*
- d) the benefits to the community and Government of the role and contribution of ethnic communities; and*
- e) recommendations as to any initiatives and policies the Committee believes will further facilitate improved utilisation of existing resources and effective service delivery given current budgetary circumstances.”*

QEAMAC was requested to submit its findings to the Premier by 25 October 1996.

The Committee undertook the double task of conducting a Review of Ethnic Affairs as well as providing an annual report to Government on progress across all portfolios addressing ethnic affairs issues—a task usually undertaken by the Bureau of Ethnic Affairs. As a consequence, the Bureau contributed \$15,000 to the conduct of the Review. An officer was provided by the Premier’s Department to assist the Committee for the duration of the review, as well as the secondment of a Committee member for a shorter period.

QEAMAC based the Review on data drawn from the following sources:

- Collection and collation of Queensland demographic data: population shifts, interstate and international migration, participation in education, workforce participation, etc.
- Collection, collation and analysis of existing reports and secondary sources on the needs of Queenslanders of non-English speaking immigrant backgrounds.
- Community views, based on written submissions from community organisation and other interested individuals and groups in response to a mailout and media advertising.
- A series of community forums and focus groups.
- A survey of Government Departments, based on a questionnaire and a request for supporting documentation.
- Interviews with selected Departmental Heads or their nominees and the Director of the Bureau of Ethnic Affairs.
- A questionnaire and request for data pro forma submitted to the Bureau of Ethnic Affairs.

In each of these areas of data collection, the Review team managed to collate more than sufficient data to be able to make valid generalisations in its report, based on:

- An overview of Queensland demographic data.
- A literature review analysing the needs of Queenslanders of non-English speaking immigrant backgrounds was undertaken.

- A survey sent to more than 650 ethnic community organisations and an advertisement in *The Courier Mail* inviting submissions from interested organisations, groups and individuals. Fifty-one submissions were received from individuals and community organisations.
- Community forums and focus groups were held with groups of community representatives conducted by Committee members in Brisbane, Townsville, Cairns, Rockhampton, Bundaberg and Mackay.
- A survey questionnaire prepared by the Committee and sent to all Queensland Government Departments. The Committee received 23 responses, providing the Committee with information about their systems, processes and general orientation to cultural and linguistic diversity. They also gave their views on what they considered would be appropriate policy, coordination and monitoring mechanisms.
- The Committee's Chair also interviewed 9 Chief Executive Officers or senior departmental executives.
- The Bureau of Ethnic Affairs supplied documentary material in response to a special questionnaire pro forma. The Director of the Bureau of Ethnic Affairs, Mr Uri Themal, was also interviewed.
- Prof. Kalantzis had two meetings with the Premier and numerous meetings with senior officials in his Department.

The Final report was presented to the Premier by Prof. Kalantzis and November. Its recommendations have been favourably received and are currently pending consideration by the Government.

Publication:

Kalantzis, Mary (Chair), *Review of Ethnic Affairs in Queensland*, Queensland Ministerial Advisory Committee on Ethnic Affairs, Department of Premier and Cabinet, Brisbane, 1996, 148pp.

SBS Television Productions: *Women in Power*, 1995; *Women in Business*, 1996

Funding Source: Special Broadcasting Service; Queensland Department of Tourism, Small Business and Industry (full production costs)

Project Coordination: Mary Kalantzis

(Project Ref. 066)

The Institute of Interdisciplinary Studies initiated two televised forum discussions in conjunction with SBS television, *Women in Power*, 1995 and *Women in Business*, 1996. Filmed in the Sheraton Hotel, Townsville, the format for each has been a breakfast for women in the North Queensland Community, followed by a televised public forum presented by a panel of women, hosted by Mary Kalantzis.

The panel presenters for *Women in Power* were: Australian Democrats Leader Cheryl Kernot, NSW Liberal MLC Helen Sham Ho, NSW Labor MLC Franca Arena, Federal Liberal Member Cathy Sullivan, Labor Senator Margaret Reynolds, Former Queensland Minister for Family Services Anne Warner, ATSIIC Commissioner Tomasina Mam and Townsville ATSIIC Regional Chairperson Jenny Pryor. The program was recorded on 20 July 1995 and first screened on 27 September 1995.

The panellists for *Women in Business* included seven prominent businesswomen, from a broad spectrum of commercial backgrounds. Their businesses included everything from a Ford dealership to construction and hospitality. The women's cultural backgrounds were just as diverse, including Indigenous and immigrant women. The program was recorded on 21 August 1996 and first screened on 16 October 1996. Supplementary funding for this program was provided by the Queensland Department of Tourism, Small Business and Industry.

Granville Boys High School Anti-Racism Education Staff Development and Curriculum Package, 1996

Funding Source: NSW Department of School Education

Funding: \$12,000

Project Team: Mary Kalantzis, Bill Cope, Jenny Howard, Scott Poynting

(Project Ref. 065)

The aim of this project for the Granville Boys' High School was to develop and implement units and activities which promote anti-racism, tolerance and social literacy using a whole school approach. The project was centred on a collaborative model requiring the ongoing participation of parents, community leaders, student leaders and representatives, and a team of teachers representing all discipline areas. The project succeeded in attracting wide support from these groups as indicated by the full attendance of staff at the whole staff development session the CWCC team undertook in July. A further workshop for teacher, parents and students was held in November 1996. Other schools in Western Sydney expressed interest in the project as a best practice model.

Publication:

Kalantzis, Mary, Bill Cope and Scott Poynting, *Education for Cultural Diversity: A Professional Development Program*, Granville Boys High School/CWCC, 1996, 91pp.

Pilot Study into the Treatment of English Language and Literacy Competence within Industry Competencies, 1995-1996

Funding Source: Australian Language and Literacy Council of the National Board of Employment, Education and Training.

Funding : \$120,000

Project Co-ordination: Di Prince and Nicky Solomon

(Project Ref. 064)

The aim of the project was to design model/s for incorporating English language and literacy competencies into industry standards drawing on the National Framework of Adult English Language, Literacy and Numeracy Competence. The target for the initial pilot is the Australian Warehousing and Distribution industry with the relevance of the model considered in five other industries: automotive, constructions, chemical and oil, food and retail. The NLLIA/CWCC is worked on this project in partnership with Praxion and Opland Consulting Pty Ltd.

A History Karrayili Adult Education Centre, Fitzroy Crossing, 1995-96

Funding Source: Australian Institute of Aboriginal and Torres Strait Islander Studies

Funding : \$30,000

Project Co-ordinator: Sue McGinty

(Project Ref. 063)

The Karrayili Adult Education Centre in Fitzroy Crossing Western Australia is now a multi million dollar enterprise. From small beginnings in 1981 it has initiated enterprises which have given local communities control over part of the economic development in the region. Originating out of a desire for 'literacy', the story emerging from this research project holds clues to redefining literacy in Aboriginal Communities across Australia. This work tells of extraordinary success of this particular venture. The research was based on tape recorded stories of the old people (and some younger people) who started up Karrayili and kept it going over the years. From these tapes, photos and other documents a book on Karrayili was produced.

Publication:

McGinty, Sue, Irene Tarungka Jimbidie and Pangkaylala Gail Smiler, *Karrayili: Adult Education In A Remote Australian Community*, Australian Institute of Aboriginal and Islander Studies, Canberra, 1998.

Productive Diversity Study, 1995

Funding Source: Queensland Department of Business, Industry and Regional Development

Funding : \$25,000

Project Team: Bill Cope, Cushla Kapitzke, Jo Balatti

(Project Ref. 062)

Productive Diversity refers to the recognition and utilisation of cultural and ethnic diversity in order to achieve optimum economic growth through improved industry competitiveness and productivity. This approach views linguistic and cultural difference in the workplace as a positive resource.

For the Queensland Department of Business, Industry and Regional Development (DBIRD), the implication of this approach is that they need to ensure that their services and programs are both accessible to and accessed by ethnic business owners and potential business owners in order for them to be maximally effective and productive.

DBIRD was seeking to modify existing programs and to introduce new ones through the commissioning of this study. The intention of this project was to gain a better knowledge of the composition of the department's ethnic client base and of that clientele's needs. DBIRD sought CWCC advice and research expertise to determine how to market its services to ethnic business people. To this end, the CWCC team surveyed DBIRD staff, ethnic chambers of commerce and ethnic business people.

The main outcome of this project was the development of a strategic framework to ensure that assistance programs and services administered by DBIRD and Queensland Small Business Council (QSBC) are appropriate to the needs of ethnic small business and community organisations and that the benefits of diversity are made available to the whole business community through the networks DBIRD and QSBC have established.

Publication:

Kapitzke, Cushla, Jo Balatti and Bill Cope, *Productive Diversity Study*, Queensland Department of Business, Industry and Regional Development, Brisbane, 1995, 85pp.

Management Consultancy Leading to the Restructuring of the Townsville Migrant Resource Centre, 1994-1995

Funding Source: Department of Immigration and Ethnic Affairs

Funding: \$10,000

Project Coordination: Mary Kalantzis

(Project Ref. 061)

In 1994, Mary Kalantzis was engaged as a consultant for twelve months to resolve a series of longstanding crises within the Townsville Migrant Resource Centre. Her role included:

- mediating between the Department of Immigration and Ethnic Affairs, the MRC and various splinter groups;
- taking part in selection procedures that led to the appointment of a new Director;
- assisting in the reconstitution of the management committee;
- training staff;
- securing additional funding; and
- coordinating the development of a strategic plan that aligned more closely with stakeholder expectations.

As a consequence of above restructuring, the Townsville MRC has moved from a position where it was under serious threat of closure to being regarded as a model MRC.

Paper on the Problems of Transferability in Relation to Key Competencies Program, 1995

Funding Source: Commonwealth Department of Employment, Education and Training.

Funding : \$32,800

Project Co-ordinator: Andrew Lohrey

(Project Ref. 060)

The CWCC was commissioned to write a background document describing the issues surrounding the concept of 'transferability' in relation to key competencies program. This project looked at the generic character of transferability and how this ability is produced through transformational learning, which is distinct from instrumental practices.

Transferability is a central question in the agenda of relating school to workplace, and workplace to workplace. A clear understanding of transferability is therefore necessary in the national program to teach and develop the Key Competencies in Australian schools.

Publication:

Lohrey, Andrew, *Transferability in Relation to the Key Competencies*, Department of Employment, Education and Training, 1995, 72pp.

Second International Conference on Communication and Culture in the Workplace, 1995

Project Coordination: Bill Cope, Mary Kalantzis and Adriana Hassapis

(Project Ref. 059)

Jointly sponsored by the CWCC and the National Centre for English Language Teaching and Research at Macquarie University, an international conference entitled 'Local Diversity, Global Connections: Communication, Culture and Business' was held at Sydney's Wesley Conference Centre from 9 to 11 November 1995. The following themes were discussed over the three days of the conference:

- Day 1: Productive Diversity and Globalisation: The New Business of Culture and Communication
- Day 2: Learning Organisations—Negotiating Culture, Communicating Diversity
- Day 3: A New Language of Work: Communicating Change, Managing Change, Training for Change

150 participants attended the conference, from 12 countries.

Fourth International Literacy and Education Research Network Conference on Learning, Townsville, 1995

Project Coordination: Mary Kalantzis, Bill Cope, Chris Brown and Adriana Hassapis

(Project Ref. 058)

Held at the Sheraton Breakwater Casino Hotel, Townsville, from 29 June to 2 July 1995, this conference attracted 800 delegates from 16 countries. The conference addressed four principal themes: The Cultures of Learning, The Languages of Learning, The Business of Learning and Learning about Learning. The target audiences for the conference were:

- Teachers at all levels of schooling, from early childhood to secondary school.
- TAFE staff.
- University staff.
- Business managers, administrators, trainers, human resource development personnel.

Theme 1: The Cultures of Learning

- Learning in culturally and linguistic diversity environments—What is appropriate teaching?
- Gender and learning—What do we do with boys, what do we do with girls, what do we do together?
- Learning styles and teaching styles—Relating the cultures of students and schools.
- Indigenous and non-indigenous learning—Is there a difference?
- Local diversity and global connections—Making the curriculum links.
- Learning in different sites: workplaces, prisons, community organisations as well as school, TAFE and University.

Theme 2: The Languages of Learning

- Grammar, genre at literacy teaching—The debate continues. How explicit do you have to be?
- The latest international developments in literacy pedagogy—'State of the art' discussions.
- Teaching languages other than English—What for and how? Identity? Citizenship? Business?
- Linking language to culture—Literacies and cultures.
- Language and thinking skills—What is the connection?
- Other literacies—Media literacy, visual literacy and so on.

Theme 3: The Business of Learning

- The new management environment—Working as learning; managing as teaching.
- The idea and the practice of the learning organisation.
- The global training agenda—Workplace learning as a core factor of production.
- Competencies—The link between school, training and work.
- Schools as work organisations—Developments in educational administration.
- Marketing education—Learning as a multimedia business.
- Learning in sport and leisure and tourism.
- The future of work—What students need to know.

Theme 4: Learning about Learning

- Learning theory: the state of the art—What is learning?
- Learning how to learn—Strategies for learning in educational institutions and strategies for work-as-learning.
- Active citizenship as a learning experience.
- Learning and thinking.
- Experiential learning—Education as real life.

Some of the world's foremost educational experts spoke in plenary sessions on these four themes. Parallel workshop sessions gave teachers and other educational practitioners the opportunity to present the practical work they have developed. Researchers were able to present their findings or work in progress at paper presentation sessions. There were over 150 presentations at the conference.

International Multiliteracies Project, 1994-1995

Funding Source: National Languages and Literacy Institute of Australia
Project Coordination: Bill Cope and Mary Kalantzis

(Project Ref. 057)

An international working group of ten educators met in New London, New Hampshire, USA from 6 to 11 September 1994 to discuss current directions and needs in English language and literacy pedagogy. The purpose of the meeting was to address questions of practical importance to all teachers, students and parents. For example, how are the language and literacy demands on students, citizens and productive workers changing? How can English language and literacy curriculum improve the access of all students to the public realm of citizenship, changing employment opportunities and effective communication in diverse community contexts? In an environment where people are uncertain whether education makes a difference, particularly for groups of students whose opportunities have traditionally been restricted, what can we do that might demonstrably make a difference?

As a result of this meeting, the group agreed to initiate *The International Multiliteracies Project*. The term 'Multiliteracies' was coined to denote two of the principal aspects of the project: the first is the increasing multiplicity and integration of significant modes of meaning making, where the textual is also related to the visual, the audio, the spatial, the behavioural, and so on. This is particularly the case in the mass media and in electronic 'hypermedia'. Second, the term 'Multiliteracies' is used as a way to focus on the realities of increasing local diversity and global connectedness. Effective citizenship and productive work now require that we interact effectively using multiple languages, multiple Englishes and communication patterns which more and more frequently cross cultural, community national boundaries.

During its first meeting in 1994, the group developed the ideas that became the core of the jointly authored paper, 'A Pedagogy of Multiliteracies: Designing Social Futures', which was published in the Spring 1996 issue of the *Harvard Educational Review*. The ideas were also presented over a series of plenaries to 800 participants at the Literacy and Education Research Network Conference on Learning, held in Townsville from 29 June to 2 July 1995. The group met for another three days at this time and finalised the joint paper for publication in the *Harvard Educational Review*.

The *Harvard Educational Review* paper takes the form of a manifesto, a series of hypotheses about the directions literacy pedagogy might take in order to meet the radically transformed communication demands our students are likely to encounter in their near futures. The project's research agenda, as published in *Harvard Educational Review*, has generated an enormous amount of interest, including requests for collaboration from other international researchers. The paper has also already found its way onto reading lists in universities in North America, Australia and the UK. Researchers at the Universities of Cape Town and Witwatersrand in South Africa have already taken up the ideas and tested them in their own work and contexts. Mary Kalantzis has also visited Malaysia, following an invitation to introduce the Multiliteracies ideas there. The project team is also now nearing completion of a book length version of the argument. Negotiations are currently underway with Macmillan for 1997 publication.

Publication:

The New London Group (Cazden, Courtney, Bill Cope, Mary Kalantzis *et al.*), 'A Pedagogy of Multiliteracies: Designing Social Futures', *Harvard Educational Review*, Vol.66, No.1, Spring 1996, pp.60-92.

Integrating Language and Literacy into Competency-Based Training for NSW Local Government, 1994-1995

Funding Source: NSW Local Government Industry Training Council

Funding: \$11,000

Project Team: Nicky Solomon

(Project Ref. 056)

The CWCC developed an on-going consultancy role with the NSW Local Government Industry Training Council. This role was formalised in a partnership with the ITC and TAFE NSW, Foundation Studies Training Division in a successful submission to the Workplace Language and Literacy Program. The funding was for a year-long project focusing on the development of strategies for integrating language and literacy into competency based training at the local level.

The Impact of Cultural Factors in the Assessment and Referral of Aboriginal and Torres Strait Islander People Wishing to Participate in Literacy Programs, 1994-1995

Funding Source: Commonwealth Department of Employment, Education and Training

Funding: \$117,000

Project Team: Bill Cope, Mary Kalantzis, Nicky Solomon, Martin Nakata, Michael McDaniel (CWCC), Ron Stanton, Ailsa Purdon and Di Shanahan (Batchelor College)
(Project Ref. 055)

The objectives of this project were to:

- document existing literacy assessment practices for Aboriginal and Torres Strait Islander people at entry to literacy and other courses;
- evaluate their relevance and usefulness for placement and referral, and in relation to relevant provision;
- evaluate their appropriateness in terms of the cultural expectations of Aboriginal and Torres Strait Islander people in their particular community contexts;
- evaluate the relationships of the assessment instruments and practices to the range of knowledge and skills students bring to a course or program, and the intended community outcomes of the program;
- identify and analyse the cultural factors that are important to effective assessment of English language and literacy;
- identify the different assessment issues involved for people whose first languages are English, Aboriginal English, Kriol or Aboriginal languages;
- locate instances of best practice in language and literacy assessment in different community contexts in order to develop principles of best practice and to suggest alternative models of best practice;
- develop language and literacy assessment guidelines, sensitive to cultural context and community needs, yet allowing for national comparability.
- recommend assessment strategies for those involved in assessment, reporting and referral processes for Aboriginal and Torres Strait Islander people who wish to participate in literacy programs, such as labour market programs;
- recommend processes for the selection of personnel and service providers involved in language and literacy assessments for Aboriginal and Torres Strait Islander people.

The project proceeded in three stages:

Stage 1: Consultations with Key Stakeholders: This involved a national process of consultation, including:

- discussions with community leaders and key community groups in five Aboriginal and one Torres Strait Island community, distinguished by differences in urban, remote and rural location and in different States/Territories;
- community needs analysis in these six communities based on the collection and analysis of a representative sample of the key texts of language, literacy and numeracy;
- interviews and group meetings with key informants and professional stakeholders and in every state and territory in the field of adult education for Aboriginal and Torres Strait Islander communities.

The focus of this stage was to identify and report on instances of best practice in effective entry level assessment. Research and consultation sites included every Australian capital city, Alice Springs, Fitzroy Crossing, Groote Eylandt, Townsville and Thursday Island.

Stage 2: The Development of Guidelines for Assessing the Language and Literacy Skills of Aboriginal and Torres Strait Islander Adults. The guidelines document included:

- statements of general principle in best practice assessment of the language and literacy skills of Aboriginal and Torres Strait Islander Adults;
- an analysis of the range of cultural variables at play in different community and language contexts: remote, rural and urban contexts; and adults whose first language is English, Aboriginal English, Kriol or Aboriginal language;
- an analysis of literacy as a social activity competence; that is of the ways in which literacy assessment and literacy needs are to be located in both in a particular community and a general national context;
- practical examples of best practice in entry level literacy assessment;
- culturally relevant and appropriate assessment implementation strategies.

Stage 3: Field Testing of the Guidelines Document. The guidelines document was field tested for its value in:

- evaluating, mapping and adapting the existing range of assessment practices;
- its practical useability in the field.

The results of Stage 3 were fed into the final draft of a guidelines document and a report.

Publications:

Cope, Bill, Mary Kalantzis, Michael McDaniel, Sue McGinty, Martin Nakata, Ailsa Purdon, Nicky Solomon and Ron Stanton, *Assessment and Access to Adult Literacy Programs for Aboriginal and Torres Strait Islander People Wishing to Participate in Vocational Education and Training*, Department of Employment, Education and Training, 1995, 157pp.

Cope, Bill, 'The Language of Forgetting: A Short History of the Word', *RePublica*, Issue 2, 1995. Reprinted with minor revisions in Fraser, Morag (ed.) *Seams of Light: Best Antipodean Essays*, Allen and Unwin, Sydney, 1998, pp.192-223. (A documentary reflection on Aboriginal languages and historical change on Groote Eylandt.)

Servicing Cultural and Linguistic Diversity in Higher Education, 1993-1995

Funding Source: National Languages and Literacy Institute of Australia

Project Team: Bill Cope, Mary Kalantzis and Andrew Lohrey

(Project Ref. 054)

One of the main thrusts of all the CWCC's research work has been the convergence of strategies for managing domestic diversity with the processes of internationalising the Australian economy. Higher education is a particularly significant example of this process.

In 1993, project team members interviewed staff across four faculties of the University of Technology, Sydney, and developed a research report. On the basis of its literature review and the research at UTS, this report concluded that, to date, most initiatives to meet the needs of Australian students of non-English speaking backgrounds and overseas students in Australian universities had taken a *passive approach* of providing access and tools for enablement. This approach is based on the following assumptions:

- NESB and overseas students need to be able to meet the cultural and linguistic 'standards' set by Australian higher education institutions.
- This implies a lack of the appropriate cultural capital on their part.
- The institution's main way of managing linguistic diversity is to provide English language classes.
- Cultural issues will resolve themselves as students are immersed in the culture of the Australian curriculum.
- Servicing diversity involves using the overseas students' fees to provide them special programs and activities and (quite separately) approaching domestic diversity as an issue of disadvantage.

Instead, our report suggested a *reconstructive approach* with the following features:

- In the context of effective internationalisation and multiculturalism, there can be no one 'standard'. Effective teaching in higher education requires strategies to negotiate cultural and linguistic diversity.
- Students bring varied cultural expectations and experiences to the educational experience and these need to be recognised as a positive resource. The aim, for all students, should be to extend their cultural and linguistic repertoires, the breadth of their knowledge and the ways of making knowledge available to them.
- This means that, whilst English language classes are absolutely critical, effectively catering to diversity in higher education must involve a change in curriculum and pedagogy. This means that potentially every member of the university is implicated.
- The curriculum experience has to include explicit strategies to negotiate differences. Passive cultural immersion models are alienating and ineffective.
- Managing the diversity of Australian students and managing overseas students are integrally related activities. And injecting multicultural and international perspectives throughout the higher education experience is now a critical need for all students.

Achieving a quality teaching response to the cultural diversity in UTS classrooms, the report concluded, would mean that:

- Faculties need to have a set of formal procedures and guidelines laid down to improve the feedback from students generally and NESB students and overseas students in particular. Such formal procedures should be varied, depending upon the Faculty, but should involve the whole academic staff and not just special liaison officers.
- Faculties will need to broaden their notions of acceptable learning styles and to change some curriculum to be more internationally oriented.
- Some academic staff will need to recognise that they will have to change their teaching practices.
- All academic staff should be directly involved in professional development programs which will improve their competency in teaching students from diverse cultural backgrounds.
- Such programs should be tied in with staff appraisal procedures which would then provide the necessary incentive for improving the quality of UTS teaching.

The report recommended that further research and professional development work was required in the areas of:

- planning and policy development in relation to international education at the institutional level;

- assessing the nature of international education markets;
- accurate educational marketing as something that must be measured as a series of received cultural messages;
- creating an accurate impression of the nature of the educational experience;
- recognising relevant prior educational, social and cultural experiences;
- recognising and appropriately building upon qualifications attained overseas;
- being explicit about what is expected in courses and in assessment, including the formulation of effective orientation programs;
- the relation of English language issues to issues of ‘cultural understanding’;
- discipline-specific discourses as an aspect of English language learning;
- the cultural ‘baggage’ of discipline-specific discourses;
- pastoral care issues and strategies for creating a favourable social environment for learning;
- linking the logistics of servicing the cultural and linguistic diversity of resident Australian students with those of servicing international students, including the positive relationships that can be forged when servicing Australian NESB students and international students;
- setting up peer support and mentoring arrangements;
- the logistics of ‘twinning’ arrangements;
- the possible uses of distance modes of learning in international education;
- matching teaching and learning styles and assisting students to develop a broader repertoire of learning styles;
- making curriculum expectations and intended educational outcomes explicit through competency statements and competency based assessment, whilst at the same time broadening out notions of competency to include expanded and diverse cultural and skills repertoires;
- broadening the cultural contents of curriculum, and including internationalising its perspectives;
- cultural issues in the nature of knowledge and learning, such as plagiarism;
- forms and styles of assessment, including the issue of equitable assessment given different cultural and educational experiences; and
- making the most of alumni contact in the context of the globalisation of Australian educational and economic endeavour.

This research also provided case study material for a staff training program on cross-cultural issues in higher education. This program was used in and training sessions conducted at the University of New South Wales, the University of Technology, Sydney, and the University of Wollongong.

Publication:

Cope, Bill, Mary Kalantzis and Andrew Lohrey, *International and Cross-Cultural Issues in Higher Education*, CWCC research paper, 1993.

Development and Trialing of Training Modules on Workplace Communication and Culture, 1991-1995

<i>Funding Sources:</i>	New South Wales Education and Training Foundation; National Languages and Literacy Institute of Australia
<i>Funding:</i>	\$473,444 from the New South Wales Education and Training Foundation for 1991-1992; \$1,150,000 from the National Languages and Literacy Institute of Australia between 1991 and 1998.
<i>Project Team:</i>	Mary Kalantzis, Bill Cope, Diana Slade, Nicky Solomon and Daphne Brosnan. (Project Ref. 053)

Primary funding for the CWCC in 1991-1993 came from the New South Wales Education and Training Foundation, and this was supplemented with core funding from the National Languages and Literacy Institute of Australia from 1991 to 1998. Core funding was directed to a specific piece of action research: to evaluate key areas of need for industry training on issues of workplace communication and culture; to develop, trial and publish a series of training modules; and to report on the significance of workplace communication and culture training in industry restructuring and microeconomic reform in Australia. The context for this work is as follows:

- Australia has one of the largest immigration programs in the world. This has created an extraordinary level of cultural and linguistic diversity.
- In addition to the social changes brought about by immigration, Australia has, since the early eighties, embarked on a radical program to internationalise its economy. This has been under various banners: deregulation; the removal of tariffs; microeconomic reform; award restructuring; the economic integration of the Western Pacific Region.
- *Culture* is the key term with which to understand these changes and the key conceptual tool with which to develop strategies to meet the challenge of diversity—globally and locally.
- Meanwhile, changes are occurring in workplaces that are just as revolutionary. The old model of work epitomised in Henry Ford's production line is being replaced by fundamentally new ways of organising production. People's worklives are being transformed. And the most adaptive enterprises are becoming the most efficient and the most competitive.
- Key innovations include 'just-in-time inventory', where enterprises keep very little stock and depend on reliable and responsive supply lines, and 'quality circles' in which workers are responsible for getting the job right, the first time. There is increasing use of computers and robotics, in which the old authority figure of the foreman watching over workers is replaced by the language of the computer and cybernetic information systems. All this makes for greater worker autonomy and responsibility, and for very different ways of organising the workplace.
- *Communication* is a concept at the heart of all these changes. New systems of production, new types of workpractices, new ideas about the importance of workplace culture—these all depend on constant and effective communication. And add to this communication in the reskilling process, necessary in the face of rapid technological change.

Our hypotheses in the module development and trialing process were as follows:

- Being sensitive to cultural difference can maximise an enterprise's markets, both locally and globally.
- Cultural differences (including gender differences) can be used to assist in innovation. The fact that people feel and think differently should be used as a positive resource for developing new technologies, for problem solving and for making the enterprise work better.
- If an enterprise actively looks for diversity when it recruits, it will maximise its recruitment base and so be more likely to find the best candidate.
- Different work styles can complement a workplace culture. A workplace culture that supports and promotes diversity will work better than one that attempts to 'clone' workers to a one-dimensional stereotype of the enterprise's image.
- Clear, effective written language and oral language is also essential in the new enterprise which depends so much on communication. In some instances, a multilingual approach to communication in the workplace might be more efficient.

These modules are marketed by three means: sale of training manuals to trainers; training sessions conducted by CWCC personnel on site in workplaces; and courses run by CWCC personnel on site at the Universities where the Centre is based.

Major clients for CWCC on-site training programs included:

- ABC Radio, ABC Television, Australia Council, Australia Post, Australian Defence Industries-Marine, Australian Taxation Office, BHP, Brisbane City Council, Commonwealth Bank, Darebin City Council, DuPont, Food Industry Training, Hume City Council, Geelong City Council, Kelloggs, National Australia Bank, Nestle Confectionery, New South Wales Local Government Industry Training Committee, NSW Department of School Education, NT Department of Education, Qantas Airways, Qantas Flight Catering, SBS, State Rail Authority of New South Wales, Tourism Training Australia, Uncle Toby's, Sydney, University of Technology Sydney, University of Wollongong, Victorian Department of Education.

Publications: Training Manuals

MANAGING CULTURAL DIVERSITY: SET OF 4 TRAINING MANUALS

Kalantzis, Mary, Daphne Brosnan and Bill Cope

1995, Sydney, NLLIA Centre for Workplace Communication and Culture

Manual 1: Culture ISBN 1 875940 04 9

Manual 2: Migration ISBN 1 875940 05 7

Manual 3: Socialisation ISBN 1 875940 06 5

Manual 4: Workplace Change ISBN 1 875940 07 3

REPORT WRITING: SET OF 4 TRAINING MANUALS

Slade, Diana, Pauline Baylis and Helen Joyce

1995, Sydney, NLLIA Centre for Workplace Communication and Culture

Manual 1: Eight Steps to Effective Writing ISBN 1 875940 00 6

Manual 2: Accidents & Incidents in the Workplace ISBN 1 875940 01 4

Manual 3: Effective Report Writing ISBN 1 875940 02 2

Manual 4: Writing Technical and Scientific Reports ISBN 1 875940 03 0

PLAIN ENGLISH: SET OF 2 TRAINING MANUALS

Solomon, Nicky and Kristine Brown

1994, Sydney, NLLIA Centre for Workplace Communication and Culture

Manual 1: What is Plain English? ISBN 1 875940 08 1

Manual 2: Writing Plain English Workplace Documents ISBN 1 875940 09 X

EFFECTIVE COMMUNICATION IN THE RESTRUCTURED WORKPLACE: SET OF 4 TRAINING MANUALS

Slade, Diana, Helen Joyce, Chris Nesbitt, Nicky Solomon, Hermine Scheeres, Daphne Brosnan and Peter Sefton

1995, National FIT Council, Victoria

Manual 1: Team Work ISBN 1 875940 10 3

Manual 2: Team Meetings ISBN 1 875940 11 1

Manual 3: Job Performance ISBN 1 875940 12 X

Manual 4: The Language of Training ISBN 1 875940 13 8

Publications: Research Reports

No.1. The New London Group, *A Pedagogy of Multiliteracies: Designing Social Futures*, 1995, 38pp. (ISBN 1 875940 29 4)

No.2 Brown, Kristine, Dianne Prince and Nicky Solomon, *Literacy Issues in a Restructuring Workplace*, 1995, 21pp. (ISBN 1 875940 39 1)

No.3 Kalantzis, Mary and Bill Cope, *Making Australian Art: The Paradoxes of Differing*, 1995, 63pp. (ISBN 1 875940 35 9)

- No. 4 Cope, Bill, Nicky Solomon, Dianne Prince and Mary Kalantzis, *Meeting the Communication Demands of the Restructured Workplace: Applying the National Framework of English Language, Literacy and Numeracy Competence*, 1995, 26pp. (ISBN 1 875940 30 8)
- No.5 Cope, Bill and Mary Kalantzis, *Making Diversity Work: The Changing Cultures of Australian Workplaces*, 1995, 39pp. (ISBN 1 875940 31 6)
- No.6 Kalantzis, Mary, *Centres and Peripheries*, 1995, 18pp. (ISBN 1 875940 36 7)
- No.7 Lohrey, Andrew, *Subjectivity and Language*, 1995, 16pp. (ISBN 1 875940 32 4)
- No.8 Lohrey, Andrew, Gunther Kress and Fiona Place, *Report of a Pilot Study into the Linguistic Constitution of the Illness of Anorexia Nervosa*, 1995, 21pp. (ISBN 1 875940 33 2)
- No.9 Kalantzis, Mary, *The New Citizen and the New State*, 1995, 45pp. (ISBN 1 875940 37 5)
- No.10 Cope, Bill and Mary Kalantzis, *Contradictions in the Canon: Nationalism and the Cultural Literacy Debate*, 1995, 48pp. (ISBN 1 875940 34 0)
- No.11 Cope, Bill, Mary Kalantzis, Joseph Lo Bianco, Andrew Lohrey, Allan Luke, Michael Garbutcheon Singh and Nicky Solomon, *'Cultural Understandings' as the Eighth Key Competency*, 1995, 62pp. (ISBN 1 875940 40 5)
- No.12 Cope, Bill, Mary Kalantzis, Allan Luke, Rob McCormack, Bob Morgan, Diana Slade, Nicky Solomon and Nancy Veal, *Communication, Collaboration & Culture: The National Framework of Adult Literacy and Numeracy Competence*, 1995, 74pp. (ISBN 1 875940 38 3)
- No.13 Cope, Bill, Stephen Castles and Mary Kalantzis, *Immigration, Ethnic Conflicts and Social Cohesion*, 1995, 94pp. (ISBN 1 875940 41 3)
- No.14 Kalantzis, Mary, Bill Cope, Joseph Lo Bianco, Bob Morgan and Andrew Lohrey, *Australia 2001: Unity Through Diversity*, 1995, 20pp. (ISBN 1 875940 42 1)
- No.15 Cope, Bill and Mary Kalantzis, *Reenvisaging Australia: Cultural Diversity and the Australian Republic, or How and Why 2001 will not Recall 1901*, 1995, 29pp. (ISBN 1 875940 43 X)
- No.16 Lohrey, Andrew, *Transferability in Relation to the Key Competencies*, 1995, 72pp. (ISBN 1 875940 44 8)
- No.17 Lohrey, Andrew and Nicky Solomon, *Review of the Workplace Communication Needs of Indian Sub-Continent Engineers*, 1995, 58pp. (ISBN 1 875940 24 3)
- No.18 Kalantzis, Mary and Bill Cope, *'An Opportunity to Change the Culture': Multiculturalism, Immigration and Australian History in the Argument about Political Correctness*, 1997, 42pp. (ISBN 1 875940 45 6)
- No.19 Kalantzis, Mary and Bill Cope, *What Happened to Australian Multiculturalism in 1996, and What We Should Do Next: The Politics of Diversity and Racism Before and After the 1996 Federal Election*, 1997, 38pp. (ISBN 1 875940 46 4)
- No.20 Cope, Bill and Mary Kalantzis, *Productive Diversity: Management Lessons from Australian Companies*, 1997, 21pp. (ISBN 1 875940 47 2)
- No.21 Kalantzis, Mary and Bill Cope, *Multiliteracies: Rethinking What We Mean by Literacy and What We Teach as Literacy the Context of Global Cultural Diversity and New Communications Technologies*, 23pp. (ISBN 1 875940 48 0)
- No.22 Kalantzis, Mary and Bill Cope, *Multicultural and Anti-Racism Education: Elements of an Inclusive Approach*, 52pp. (ISBN 1 875940 49 9)

New South Wales Department of School Education Anti-Racism Project, 1993-1995

Funding Source: NSW Department of School Education

Project Team:: Mary Kalantzis, Bill Cope, Daphne Brosnan

(Project Ref. 052)

In April-June 1992 the CWCC was commissioned by the Metropolitan West Region of the NSW Department of School Education to conduct training sessions for principals and teachers on anti-racist strategies for schools. This involved mounting training sessions in eight schools. Subsequently, the CWCC has contributed to the development of the NSW Department of School Education's Anti-Racism Training Package, conducted numerous inservice training programs in New South Wales schools, introduced the Department's training package to 600 principals and program coordinators in Metropolitan North Schools, and worked on the development of a follow-on multicultural education package for the North Coast Region of the Department.

Publication:

Kalantzis, Mary, Bill Cope and Daphne Brosnan, *Education for Cultural Diversity: A Professional Development Program*, North Coast Region, NSW Department of Education, 80pp.

A Train-the-Trainers Program on the Role of Spoken and Written Language in the Workplace, 1992-1994

Funding Source: State Rail Authority of New South Wales
Funding: \$14,454
Project Team:: Diana Slade, Helen Joyce and Hermine Scheeres

(Project Ref. 051)

Funded by the State Rail Authority, this program targeted in-house trainers, attempting to raise their awareness of the importance of language and literacy in the workplace, and giving them the skills and strategies to deal with issues of language and literacy in the design, development and presentation of materials and training programs. Initially we worked with the State Rail Authority designing and delivering in-house training programs for their training managers. The program will be developed and adapted for implementation at Kelloggs, Sydney, in 1994.

Cross-Cultural and Language Competency in the Tourism Industry, 1992-1994

Funding Source: National Languages and Literacy Institute of Australia

Project Coordination: Mary Kalantzis, Bill Cope and Daphne Brosnan

(Project Ref. 050)

From 1992 to 1994, the CWCC was involved in assisting Tourism Training Australia in the development of competency standards for the Tourism industry which included issues such as negotiating cultural differences, and using languages other than English.

This project addressed three inter-related issues that are of critical importance to the future of the tourism industry: the type and extent of cross-cultural interaction with clients; labour force profile, human resource management and development for a culturally and linguistically diverse workforce; and the development of Australian tourism as a cultural experience. Key elements of the research have included: a literature review on the issues of cultural and cross-cultural competence as they pertain to the tourism industry; an extensive industry survey; the development of instruments for assessing the linguistic and cross-cultural competence of the tourism workforce; an industry training review; and an evaluation of industry training development in the area of cultural and cross-cultural competence.

The aims of this project were to:

- identify the types and extent of cross-cultural interaction in the tourism industry;
- investigate the labour force profile of the tourism industry, and, on the basis of the particular experiences and needs of the industry, to extend the 'productive diversity' model of management and human resource development to serve those needs;
- evaluate the ways in which providing a diversified Australian cultural product will improve the market reach and quality of service;
- develop an audit protocol for measuring the cultural and linguistic skills of the workforce;
- identify the training strategies for cultural and cross-cultural interaction currently in place;
- evaluate the effectiveness of current tourism training in the areas of culture, language and diversity;
- develop new cultural and cross-cultural training strategies; and
- evaluate progress in upgrading the skills of the tourism workforce to meet the requirements of changing market, workforce and product profiles.

The Culture and Language Aspects of Planning for the Centenary of Federation, 1994

Funding Source: Centenary of Federation Committee

Funding: \$5,000

Project Team: Mary Kalantzis, Bill Cope, Joseph Lo Bianco and Andrew Lohrey

(Project Ref. 049)

In 1994, CWCC team members made a substantial input to the drafting of the Centenary of Federation (Kirner) Report.

The point of departure of the CWCC's contribution to the Centenary of Federation report was the significant points of difficulty in the 1988 celebration of Bicentennial of British Settlement. The 'celebration of a nation' rhetoric was simply not plausible for many people. Aboriginal and Torres Strait people felt that 1788 was not a moment they could celebrate. Many immigrants did not relate to the message about English settlement. In other words, the message was not inclusive. There were also many others who were uncomfortable about marking a national events with celebration, rather than practical and reflective action for change and improvement.

It is the view of the CWCC team that the same potential problems could arise for the celebration of 2001. In many ways, 1901 was an historical moment that we would not want to celebrate. It was a moment of economic isolationism, a moment of enforcing the White Australia Policy (Immigration Restriction and Repatriation of Pacific Islanders were among the first Acts of the Federal Parliament), and a moment of the denial of the rights of Aboriginal people and women. Women did not vote in the first Federal elections in March 1901 and were discriminated against in employment and in law.

2001 represents an opportunity to advance the resolution of major issues of national conflict and thereby produce outcomes that might lead to reconciliation and a greater sense of national unity.

Publications:

Kalantzis, Mary, Bill Cope, Joseph Lo Bianco, Bob Morgan and Andrew Lohrey, *Australia 2001: Unity Through Diversity*, CWCC Occasional Paper No.14, 1995, 20pp. (ISBN 1 875940 42 1)

Cope, Bill and Mary Kalantzis, *Reenvisaging Australia: Cultural Diversity and the Australian Republic, or How and Why 2001 will not Recall 1901*, CWCC Occasional Paper No.15, 1995, 29pp. (ISBN 1 875940 43 X)

Project for the Development of English Language and Literacy Strategies, School of Education Studies, Batchelor College, NT, 1993-1994

Funding Source: Batchelor College, National Priority Reserve Fund

Funding: \$90,000

Project Team: Mary Kalantzis, Bill Cope, Nicky Solomon (CWCC); Allan Luke (James Cook University), Bob Morgan (Jumbunna Centre, UTS).

(Project Ref. 048)

The objectives of this project were:

- to develop a framework of English Language and literacy competence appropriate to the nature and level of the courses within the School of Education Studies at Batchelor College, an Aboriginal College 100km from Darwin, in the Northern Territory;
- to develop appropriate diagnostic assessment strategies; and
- to develop learning tasks and teaching strategies which will enable students consciously to develop the appropriate language and literacy skills within the context of their course. This will include the development of an on going staff development program.

These objectives were set in the context of:

- the innovative nature of Batchelor College, its uniqueness as an educational setting, and its experience and record in the education of Aboriginal teachers;
- the three courses that the English competence framework has to relate to:
 - Associate Diploma of Teaching (Aboriginal Schools) and the Diploma of Teaching
 - Associate Diploma and Diploma in Education (Adult)
 - Associate Diploma and Diploma of Education (Early Childhood);
- the aspirations of Aboriginal communities to both-ways education, and the unique requirements that this places on teacher training in the relation of competence in English to competence in Aboriginal languages;
- the practice of using the Australian Second Language Proficiency Ratings (ASLPR) as a measure of English language competence;
- the articulation of assessment procedures (ASLPR or others) with
 - a) teacher education curriculum, and
 - b) the social and educational domains of English language competence in Aboriginal communities;
- the National Framework of Adult English Language Literacy and Numeracy Competence, produced by members of the CWCC team. This Framework locates language competence (a relation of knowledge to performance) in the social context of use. In this sense, it is entirely consistent with both-ways education, involving elements and fields of English language competence that constitute national standards as well as elements and fields of English or 'languages other than English' usage that will be local and specific to context. This means that competence standards also need to vary in terms local cultural and communicative requirements. The focus of this project, in other words, is the relation of national standards to the particular aspirations embodied in both-ways education at Batchelor College and the communities it serves; and
- the notion of competence as repertoire. Consistent with both-ways education, the approach of the National Framework and the approach we would take in this project is not one of unilinear development, but adding new and varied communicative skills to a student's repertoire. This involves revaluing — not replacing or transforming — prior linguistic and cultural experience.

The project included two months of consultations in the following communities: Alice Springs, Yuendumu, Utopia, Tennant Creek, Katherine, Ngukurr, Numbulwar, Groote Eylandt, Yirrkala, Daly River, Millingimbi and Maningrida.

Publication:

Kalantzis, Mary, Bill Cope, Nicky Solomon, Allan Luke, Bob Morgan and Martin Nakata, *Batchelor College Entry Profile and Stage Level Assessment Scales*, Batchelor College, 1994, 122pp.

Research into the Communications Needs of Specific Overseas Professionals, 1994

Funding Source: The NSW Migrant Employment and Qualifications Board

Funding: \$26,000

Project Coordinator: Andrew Lohrey

(Project Ref. 047)

In discussions with the NSW Migrant Employment and Qualifications Board, (renamed, the NSW Migrant Skills and Qualifications Branch) the CWCC has been presented with evidence of employment difficulties faced by Engineers from India, Sri Lanka, Afghanistan and Pakistan. It has been reported that accented English is often identified as an obstacle to employment and/or retention of employment. In giving consideration to the overall employment prospects of Indian sub-continent engineer the initial focus on accents and pronunciation proved to be too narrow. The processes which facilitate or inhibit labour market entry by overseas trained engineers are complex and interrelated. A number of issues emerged as factors in the employability of engineers from these countries:

- The present labour market demand for engineers is very low and there is an abundance of engineers from the abovementioned countries who are unemployed in NSW.
- There have been many changes in the workplace in the last decade which have impacted on the communication needs of the workplace. For example, there has been a shift from traditional pyramid management structures to flatter structures. This has created a situation where, for example, individuals in middle management have lost some 'privileges', such as secretaries and receptionists. These positions provided a communications buffer for middle management. Individual middle managers (such as qualified engineers) with poor communications skills who once did not have to have much personal contact with the public, now find the situation changed. They find that they are directly involved much more with the public.
- A flat structure of management also means that more emphasis is placed on oral communication skills in the workplace.
- With the reduction in 'middle management', the emphasis on teamwork has been highlighted, and the different oral communication skills demands have been put on people whose primary realm of communication skills had previously been technical: negotiation skills, working with equals, eliciting client interests and needs, and so on.
- All these workplace changes have highlighted the needs of a multicultural, multilingual, multi-accented workforce. A broad range of new communication skills are needed to succeed in the 'new workplace', and this necessarily involves cross-cultural interaction.
- All members of organisations need to broaden their cultural repertoires to include:
 - i) the skills to be able to communicate adequately in the new, flat workplace structure;
 - ii) the skills to be able to value cultural diversity as a resource in the workplace; and
 - iii) the skills to be able to operate within the rules and within the 'covert' or assumed cultural practices of the organisation.

Publication:

Lohrey, Andrew and Nicky Solomon, *Review of the Workplace Communication Needs of Indian Sub-Continent Engineers*, Centre for Workplace Communication and Culture, Occasional Paper No.17, 1995, 58pp. (ISBN 1 875940 24 3)

Assessment and Moderation Processes in Adult Literacy and Adult ESL in Tendered Labour Market Programs, 1994

Funding Source: Commonwealth Department of Employment, Education and Training
Project Funding: \$131,000
Project Team: Bill Cope, Nicky Solomon, Diana Slade, Don Plimer (Don Plimer Consultancies), Tim McNamara (Language Testing Research Centre, Melbourne University)

(Project Ref. 046)

The objectives of this project were to:

- consult widely with Government, community and private providers on desirable assessment and moderation processes in adult literacy and ESL in tendered labour market programs. In this activity, the project team return to the key informants surveyed in the registration and accreditation project (see below), with a greater emphasis this time on speaking to teachers and people directly involved in curriculum and assessment activities. One of the key areas of focus in these investigations would be the application of National Framework for the Recognition of Training (NFROT) principles to State/Territory Accreditation Authorities' minimum requirements. Of particular concern were the practical means by which assessment and moderation processes specific to adult literacy and adult ESL domains are developed in relation to these broad principles and requirements.
- examine the adult literacy and ESL consequences of the NTB's Competency Standards for Assessors. This will be a basis for developing criteria for efficiency and effectiveness of assessors and assessment practices, applying to adult literacy and ESL in tendered labour market programs.
- develop national guidelines for ethical and consistent pre- and post-course assessment and formative assessment;
- make recommendations for tools, processes and systems for moderating pre- and post-course assessments consistent with NFROT principles;
- estimate the human, financial and curriculum resourcing needs for the recommended models of assessment and moderation;
- advise on the equitable implementation of a moderation process for assessors and providers.

In the case of each objective, the work of this project was to set out assessment and moderation criteria that are consistent with the NFROT principles, articulating the specific implications of NFROT for assessment and moderation requirements in adult literacy and ESL courses within the social and economic context of tendered labour market programs.

Publication:

Cope, Bill *et al.*, *Assessment and Moderation in Adult Literacy and Tendered Labour Market Programs*, Department of Employment, Education and Training, 1994, 105pp.

Adding a ‘Cultural Understandings’ Competency to the Mayer Framework, 1993-1994

Funding Source: Queensland Department of Education

Funding: \$85,000

Project Team: Bill Cope, Mary Kalantzis, Joseph Lo Bianco, Andrew Lohrey, Allan Luke, Michael Singh and Nicky Solomon

(Project Ref. 045)

In September 1992 at a joint meeting of the Australian Education Council and Ministers of Vocational Education, Employment and Training, Ministers received *Key Competencies*, the report of the Mayer Committee set up to develop the concept of employment-related Key Competencies. The Mayer Committee identified seven Key Competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. At the September 1992 meeting, in the words of the brief for this project, ‘Queensland reserved its position on the Mayer set of Key Competencies on the grounds that the set was deficient in not including cultural diversity/understandings’. In July 1993, at a further joint meeting of the AEC/MOVEET, it was agreed that the list of Key Competencies be amended by the inclusion of *Cultural Understandings*.

This project emerged from these discussions. It was managed by the Queensland Department of Education and the Queensland Vocational Education, Training and Employment Commission for the Commonwealth Department of Employment, Education and Training. In December 1993 an inter-university research consortium organised by the NLLIA Centre for Workplace Communication and Culture won the contract to add *Cultural Understandings* as the eighth Key Competency. The consortium also included members from the University of Central Queensland and the CWCC’s parent organisation, the Directorate of the National Languages and Literacy Institute of Australia in Canberra.

In the first phase of the project, the consortium prepared a discussion paper to describe and explain the *Cultural Understandings* competency, its scope and each of the three performance levels in a format compatible with the Mayer Committee’s *Putting General Education to Work: The Key Competency Report*. The discussion paper also included a rationale for the way in which these descriptions and performance levels had been developed. In the project’s second phase, this discussion paper was then circulated to more than 400 stakeholders from every State and Territory in Australia. Stakeholders were asked to comment on the draft and its relationship to the Mayer Committee’s broad conception of competence. Seminars and consultations were also held in Darwin, Brisbane, Canberra, Sydney, Perth, Melbourne, Adelaide and Hobart. The meetings were attended by 257 stakeholders, including representatives of industry, unions, schools, state departments of education, training boards, TAFE and universities. The consortium also met the National Reference Group in Brisbane on two occasions. This group comprised State and Territory representatives and was convened by the Queensland Department of Education and the Queensland Vocational Education and Training Commission.

A third major phase of this project was the industry validation process. This followed the series of State and Territory seminars which produced a number of amendments to the draft document. In March 1994, these draft descriptions were sent to specific industry groups for response and comment. The industry groups involved in this process were broadly based and represented three specific work sites, three national training councils and the NSW Local Government Industry Training Committee. The industry groups participating in the validation were:

- Public Service (The Australian Taxation Office, Dandenong)
- Transport (QANTAS Airways)
- New South Wales Local Government
- Tourism
- National Textile, Footwear and Clothing Industries
- National Retail and Wholesale Industries
- NSW Community Health Services (St Mary’s Community Health Centre)

The seven organisations involved in this validation process were extremely diverse in character, size and industry. Yet they were overwhelmingly supportive of the *Cultural Understandings* Key Competency as drafted by the project team.

Publication:

Cope, Bill, Mary Kalantzis, Joseph Lo Bianco, Andrew Lohrey, Allan Luke, Michael Singh and Nicky Solomon, *'Cultural Understandings' as the Eighth Key Competency*, Queensland Department of Education, 1994, 44pp.

Registration and Accreditation of English Language and Literacy Providers, 1994

Funding Source: Commonwealth Department of Employment, Education and Training

Funding: \$134,000

Project Team: Don Plimer (Don Plimer Consultancies), Nicky Solomon, Bill Cope
(Project Ref. 044)

This project examined the registration of adult literacy and ESL providers and the accreditation of their courses in the context of competitive tendering. Its aims were to:

- examine the current status of implementation across Australia of national systems of accreditation of courses and registration of providers and assessors; and to
- make recommendations, after consultation with government, community and private providers on:
 - the establishment of principles of quality provision for tendered Commonwealth funded adult literacy and ESL programs;
 - the establishment of minimum competency standards for adult literacy and ESL teachers working in these programs; and
 - national requirements for the accreditation of courses at the State/Territory level.

Publication:

Plimer, Don, Nicky Solomon and Bill Cope, *Registration and Accreditation of English Language and Literacy Providers*, Department of Employment, Education and Training, 1994, 96pp.

Cross-Cultural Training Package for the Office of the Director of Equal Opportunity in Public Employment, New South Wales Government, 1994

Funding Source: Office of the Director of Equal Opportunity in Public Employment

Funding: \$15,000 (CWCC portion)

Project Team: Nicky Solomon, Daphne Brosnan

(Project Ref. 043)

In this project for the Office of the Director of Equal Opportunity in Public Employment, the task was to develop and pilot a cross cultural training package targeting NSW Public Sector agencies. The aim of the package was to promote the integration of cross-cultural training. It involved collaborative work with EWP, AMES NSW, the Conflict Resolution Network and EMD Workforce Development.

Case Studies of Training Decision-Making, 1994

Funding Source: Australian National Training Authority

Funding: \$7,000 (CWCC portion)

Project Team: Nicky Solomon, Di Prince

(Project Ref. 042)

The CWCC undertook two case studies on behalf of the Research Centre for Vocational Education at UTS, researching factors which influence training decision-making within enterprises.

Factors Affecting Vocational Education and Training Outcomes for Aboriginal and Torres Strait Islander People, 1994-1995

Funding Source: Australian National Training Authority

Funding: \$10,000 (CWCC portion)

Project Team: Bill Cope, Nicky Solomon

(Project Ref. 041)

The CWCC was subcontracted to the Research Centre for Vocational Education and Training at UTS, to undertake a project entitled *Factors Affecting Vocational Education and Training Outcomes for Aboriginal and Torres Strait Islander People*. The Centre's involvement focused on language and literacy issues in enrolment and in program design, delivery and outcomes. This research examined language competence in relation to:

- different discourses and communicative styles relevant to the learning process; and
- the relationship between English language and Aboriginal languages including Creole, Aboriginal English and non-standard English.

Liverpool City Council: Reader Friendly Editing and Design Project, 1994

Funding Source: Liverpool City Council

Funding: \$10,000

Project Team: Nicky Solomon, Kris Brown

(Project Ref. 040)

The CWCC was contracted to Liverpool City Council to work in the area of 'Reader Friendly Editing and Design'. The project involved rewriting documents for the Children's Services Section of the council for distribution to parents in the culturally diverse community.

Plain English: Best Practice in the Public Sector, 1994

Funding Source: Australian Language and Literacy Council

Funding: \$10,000

Project Team: Nicky Solomon, Kris Brown

(Project Ref. 039)

The CWCC successfully tendered for the Australian Language and Literacy Council's project, *Plain English: Best Practice in the Public Sector*. The purpose of the project was to establish and document examples of best practice in the implementation of Plain English policies in the workplace, especially in regard to public documentation.

The project involved researching three sites: South Sydney Council, NSW Department of Conservation and Land Management and Australia Post. The final report included:

- an examination of a number of issues that arose during the research including the understanding and use of plain English, the increasing attention to modes of communication other than English, and cultural changes in organisations
- guidelines for implementing plain English practices, focusing on:
 - plain English and broader organisational factors
 - implementation of plain English practices
 - writing and rewriting documents
 - evaluation of plain English practices.

Publications:

PLAIN ENGLISH: SET OF 2 TRAINING MANUALS

Solomon, Nicky and Kristine Brown

1994, Sydney, NLLIA Centre for Workplace Communication and Culture

Manual 1: What is Plain English? ISBN 1 875940 08 1

Manual 2: Writing Plain English Workplace Documents ISBN 1 875940 09 X

Organisational Communication Training Program, Australia Post, 1994

Funding Source: Australia Post

Funding: \$10,000

Project Team: Nicky Solomon, Daphne Brosnan, Di Prince

(Project Ref. 038)

The CWCC was commissioned to develop a pilot program in Australia Post focusing on communication at an organisational level, within teams and between teams. To this end, the CWCC undertook a number of focus group discussions with workplace representatives in order to identify critical communication and cultural issues. The outcomes of these discussions informed the design of a pilot training program. Following the success of the pilot program, the CWCC as asked to deliver the training in a number of sites.

Approximately twenty sessions targeting managers and staff were held at the International Mail Centre in Sydney. The main issues dealt with were:

- the use of languages other than English
- the definition of role boundaries
- access and equity in relation to training and promotion
- the changing culture of the organisation.

Oral Communication in the Restructured Workplace: Teamwork, Consultation, Training and Job Performance, 1993-1994

Funding Source: Department of Industry, DITARD

Funding: \$139,861

Project Team: Diana Slade, Nicky Solomon, Bill Cope, Helen Joyce, Hermine Scheeres and Chris Nesbitt.

(Project Ref. 037)

This project began in July 1993 and was funded by the Department of Industry, Technology and Regional Development under the Food Industry Language and Literacy Program. The participating organisations were Kellogg (Aust) Pty. Ltd., Nestle Confectionary Ltd and Uncle Toby's (White Wings Foods Plant).

The research phase of the project involved:

- a literature search on materials relevant to the food Industry, workplace reform and workplace language research;
- interviews with senior management, middle management, union representatives, trainers and shopfloor employees in order to understand workplace change from different perspectives;
- observations of employees at work as they carried out their duties which enabled the researchers to capture the language which accompanies work on the shop floor;
- tape recordings of team meetings across all levels of the workplace and of on-the-job and off-the-job training sessions in order to collect actual spoken language data;
- collation and analysis of interview data;
- transcription of the recorded spoken language data; and
- detailed analysis of the spoken language data.

Information obtained during the research phase formed the basis of the four train the trainer manuals:

- Team Work
- Team meetings
- Job Performance
- Training.

These manuals focus on the new forms of communication which have arisen due to workplace reforms and changing work practices.

Publications: Training Manuals

EFFECTIVE COMMUNICATION IN THE RESTRUCTURED WORKPLACE: SET OF 4 TRAINING MANUALS

Slade, Diana, Helen Joyce, Chris Nesbitt, Nicky Solomon, Hermine Scheeres, Daphne Brosnan and Peter Sefton

1995, National FIT Council, Victoria

Manual 1: Team Work

ISBN 1 875940 10 3

Manual 2: Team Meetings

ISBN 1 875940 11 1

Manual 3: Job Performance

ISBN 1 875940 12 X

Manual 4: The Language of Training

ISBN 1 875940 13 8

Local Government Workplace English Language and Literacy (DEET) Project: Incorporating Language and Literacy into Industry Competency Standards and Competency Based Training, 1993-1994

Funding Source: Local Government Industry Training Council and the Workplace English Language and Literacy Program

Funding: \$66,586

Project Team: Nicky Solomon, Dianne Prince.

(Project Ref. 036)

In this project, the CWCC worked collaboratively with the New South Wales Local Government Industry Training Committee (LGITC) in the development of competency standards for the operational band of workers. It covered a range of functional areas covering indoor and outdoor occupations. These included child care, library, clerical and administration, finance, waste management, water and waste water, recreation, regulatory, horticulture. Competency standards were developed for council staff who use languages other than English as part of their job duties. Such staff work in a range of functional areas and are located at different bands in the award.

CWCC personnel participated in the functional analysis workshops and assisted in the identification of the spoken and written language competencies relevant to the work in the various functional areas. Language competencies were made explicit and appear at the unit level, the element level or in the performance criteria. Specific spoken or written texts appeared in the evidence guide.

The CWCC team also assisted in the development of interim training tables based on the standards. These tables were used to inform competency based training modules to be delivered by the LGITC, or at the Council level and to inform the design of a Certificate in Local Government developed by Foundation Studies Training Division TAFE. The National Framework for Adult English Language, Literacy and Numeracy Competence also provided the theoretical framework for the design of the training.

The outcome of this project was a training manual for industry competency standard bodies. The Local Government experience was drawn on to exemplify a range of emerging issues and ways of addressing these issues.

Publications: Training Manual

Prince, Dianne and Nicky Solomon, *Language and Literacy in Competency Standards*, 1994, Sydney, NLLIA Centre for Workplace Communication and Culture ISBN 1 875940 16 2.

Training Program on the Media and Cultural Diversity, 1992-1994

Funding Sources: Australian Broadcasting Commission: ABC Television and ABC Radio;
Special Broadcasting Service

Funding: \$10,000

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 035)

The CWCC was commissioned by the Australian Broadcasting Commission to conduct a series of training programs on the media and cultural diversity. The overall goal of this series was to provide a framework for ABC staff to decide how to respond to the ABC's location—between the demands of government (such as multicultural policy and Access and Equity requirements) and the apparent needs and interests of its audience. Key questions included: What sort of audience does the ABC define for itself? Should this be extended? And what is the ABC's leadership role as defined by its own and government policy statements?

The objective of the training series was to enable staff to articulate what they thought they needed to know in order to meet the challenge of cultural diversity, a challenge which 'others' at times accuse them of failing to meet adequately. The series also attempted to assist ABC staff to discuss the ways they experience the challenges of cultural diversity in their day to day work and social relations, and in fulfilling their tasks of informing and entertaining. Key questions arising included: Is it sensible to ignore the accusations or dismiss them as misinformed? Is multicultural policy something that seems to be cramping media workers' style or policing them? Is it, for people of non-English speaking backgrounds, a matter of thwarted ambitions both for upward mobility and the representation of a diverse aesthetics and politics? What information/knowledge gaps are producing the apparent dichotomies/conflicts/ambiguities? How will change come about?

Training with ABC Television commenced in 1992, and continued with a national series of training programs for ABC Radio into 1994-1995. Elements of the training program have been incorporated into the ABC's strategic planning process. The program has also been adapted for in-house use by ABC trainers. A similar program was developed and implemented for the Special Broadcasting Service.

Publication:

Kalantzis, Mary, *ABC Television: Servicing Cultural Diversity*, Centre for Workplace Communication and Culture, Sydney, 1992, 40pp.

Trialing and Evaluating *Diversity Makes Good Business* Training Program, 1992-1993

Funding Source: Human Rights and Equal Opportunity Commission

Funding: \$100,559

Project Team: Bill Cope, Mary Kalantzis and Nicky Solomon

(Project Ref. 034)

Between 1989 and 1991, the Human Rights and Equal Opportunity Commission (HREOC) developed a training program under the title *Diversity Makes Good Business*. The first operating assumption of the program was that discrimination impairs the efficiency and effectiveness of an organisation and the individuals that work within it. The second was that best management practice should include managing diversity, and thus ensure that all members of the organisation are able to fulfil their full potential.

In 1991, the HREOC decided to submit its program to a final process of trialing, evaluation and revision. To this end, the CWCC was commissioned to work on six industry sites to:

- identify any structural problems, communication barriers or other problems in the workplace that are discriminatory, in recruitment, promotion and so on;
- trial the HREOC *Diversity Makes Good Business* program;
- evaluate the program and redraft it in the light of the trialing;
- bring the *Diversity Makes Good Business* manual to final publication stage; and
- report on strategies for the development of an organisational environment which values diversity.

To this end, the CWCC developed extensive working relationships over a twelve month period with the six trial sites: Qantas Flight Catering, the Commonwealth Bank, Nestle Confectionery, the Australian Taxation Office, Food Industry Training and Ernest Hall.

Publication:

Cope, Bill, Mary Kalantzis and Nicky Solomon, *Diversity Makes Good Business*, A report to the Human Rights Commission, AGPS, Canberra, 1994, 148pp.

Disadvantaged Schools Program Non-English Speaking Background Parent Participation Project, 1990-1993

Funding Source: Disadvantaged Schools Program
Funding: \$36,000 (first stage); \$80,000 (second stage).
Project Team: Mary Kalantzis Bill Cope and Robyn Gurney

(Project Ref. 033)

The brief from the Federal Government for the Disadvantaged Schools Program included 'school/community liaison programs which assist home/school liaison and participation of parents in the development and implementation of curriculum programs'. Mary Kalantzis and Bill Cope were invited by the Disadvantaged Schools Program to conduct a study of parental expectations and senses of participation in two inner city Sydney schools—one primary and one secondary. The target groups were of Tongan, Greek, Aboriginal, Arabic and English speaking backgrounds. This research was based on extended interviews with Disadvantaged Schools Program personnel, parent and union representatives, teachers, parents (through interpreters in the case of the non-English speaking background parents) and students. In a second stage of the project practical strategies to foster increased parent participation were developed and trialed.

Publication:

Kalantzis, Mary, Bill Cope and Robyn Gurney, *The Parent-School Partnership: Issues of Parent Participation in Culturally Diverse Schools*, Disadvantaged Schools Program, New South Wales Department of Education, Metropolitan East Region, 1991, 130pp. Republished in the *Working Papers on Multiculturalism* series, Office of Multicultural Affairs, Canberra, 1992.

Project to Develop the National Framework of Adult English Language, Literacy and Numeracy Competence, 1993

Funding Source: Australian Committee on Training and Curriculum

Funding: \$86,000

Project Team: Bill Cope, Mary Kalantzis, Nicky Solomon and Diana Slade (CWCC); Allan Luke (James Cook University), Townsville; Rob McCormack (Western Metropolitan College of TAFE, Melbourne); Bob Morgan (Jumbunna Centre, UTS); Nancy Veal (ACT TAFE).

(Project Ref. 032)

The objectives of this project were:

- i) to develop a National Framework of Adult English Language, Literacy and Numeracy Competencies, and
- ii) to report on the issues that emerged in the process of developing the Framework and the consequences of the Framework for teaching, learning and assessment in educational institutions and the workplace.

The Competence Framework developed is one which, according to the objectives the writing team set itself, is:

- founded on a coherent set of theoretical principles, drawn from:
 - theories of language-in-society
 - theories of language-in-learning
 - theories of language-in-workThe theoretical underpinnings of the document were intended to give it a coherent, consistent, clear and rigorous quality, yet at the same time they would be sufficiently general to be sensitive to the diversity of workplace, educational and cultural practices.
- founded on an understanding of the theories and practices of adult literacy and basic education and English as a second language education.
- based on an understanding of the industry restructuring process and government policies in this area, particularly the literacy and numeracy issues that arise.
- account for the relationship of linguistic and cultural differences of NESB and Aboriginal students in acquiring competency in English
- based on an awareness of the range of assessment consequences of competency descriptions and competency based curriculum.
- based on a thorough knowledge of workplace training issues, particularly the new roles of literacy-in-training and training-in-restructuring.
- consistent with the principles of accreditation as stated in the National Framework for the Recognition of Training.
- consistent with the requirements of clear criteria for assessment and accreditation implicit in the notion of competency.
- mindful of the different pedagogical strategies relevant to attaining English language competencies for Aboriginal students, overseas students and Australian students of non-English speaking backgrounds.
- conscious of connecting issues of language competency to different realms of application, ranging broadly across, for example, the notion of workplace culture, cultural diversity issues, and the cultures of learning and teaching.
- developing a view of English language competency which allows for cultural and linguistic differences rather than presenting a monocultural, monological view of competency. The document, in other words, would aim at the development of an inclusive notion of competency which allows that different discourses and communicative styles might be valued positively in the learning process and in the performance of that competency—in the workplace or in public life, for example.

Publication:

Cope, Bill, Mary Kalantzis, Allan Luke, Bob Morgan, Rob McCormack, Nicky Solomon, Diana Slade, and Nancy Veal, *The National Framework of Adult Language, Literacy and Numeracy Competence*, Australian Committee for Training and Curriculum, Melbourne, 1993, 80pp.

Language Syllabus Framework for the Core Generic Modules Project, 1993

Funding Source: National Food Industry Training Council

Funding: \$9,320

Project Team: Diana Slade and Nicky Solomon.

(Project Ref. 031)

CWCC consultants were part of a larger team involved in an examination of the generic core modules of the Certificate of Food Processing - Flour Milling and Stockfeed Milling Streams. The outcome was the development of a language syllabus framework that made explicit the language and literacy demands of the learning outcomes and the assessment tasks.

The work involved:

rewriting the assessment criteria when necessary so that the criteria was appropriate to the job

- designing assessment tasks
- identifying the range and conditions of the assessment task appropriate to the learners
- identifying the text, the task and language features relevant to the assessment
- determining the relationship between the learning outcome and the National Framework of Adult English Language, Literacy and Numeracy Competence
- writing additional notes to the trainer regarding language & literacy training matters.

Servicing NESB Clients in TAFE: An Analysis of Staff Training Needs, 1993

Funding Source: TAFE National Staff Development Committee

Funding: \$61,196

Project Team: Bill Cope and Penny Crittle

(Project Ref. 30)

The aim of this project was to conduct a needs analysis of cross cultural training for TAFE staff dealing with NESB clients. The needs analysis quantified and described:

- the level of cross cultural skills already in place;
- the success or failure of existing methods of cross-cultural training; and
- the areas where a lack of cross cultural skills most needs addressing.

The project provided the TAFE National Staff Development Committee with recommendations for cross cultural training for TAFE staff. These recommendations were based on teaching practices and methods appropriate to different areas of need; and needs were prioritised. From these recommendations was developed a definition of best practice for TAFE providers.

Publication:

Cope, Bill and Penny Crittle, *Non-English Speaking Background Clients in TAFE: Phase Two of a Project Inquiring into the Cross-Cultural Training Needs of TAFE Staff*, TAFE National Staff Development Committee, 116pp.

Review of Cross-Cultural Training Provision, 1993

Funding Source: Office of Multicultural Affairs, Department of the Prime Minister and Cabinet

Funding: \$20,590

Project Team: Bill Cope, Mary Kalantzis, Di Slade, Daphne Brosnan (CWCC) and Anne Pauwells (Language and Society Centre, Monash University)

(Project Ref. 029)

This was a joint project of the Centre for Workplace Communication and Culture and the Language and Society Centre, Monash University. Part 1 involved the development of a conceptual framework, in order to provide a clear and accessible outline of what might be needed in the area of cross-cultural training, the range of possible responses and the outcomes of various approaches. This was supplemented by a survey and evaluation of the theory and practice of cross-cultural training—in Australia and internationally. This was the basis for the development of criteria to evaluate what constitutes best practice in cross-cultural training. Part 2 involved the development of guidelines for selection of cross-cultural training courses.

Publications:

Cope, Bill, Mary Kalantzis, Anne Pauwells, Diana Slade and Daphne Brosnan, *Local Diversity, Global Connections*. Australian Government Publishing Service, Canberra, 1994. *Volume 1: Six Approaches to Cross-cultural Training—A Report*, 101pp; *Core Principles for Effective Cross-cultural Training—A Training Manual*, 69pp.

The Pedagogical Relationships Between Adult Literacy and Communication, 1993

Funding Source: Commonwealth Department of Employment, Education and Training
Project Team: Nicky Solomon (CWCC) and Anne Burns (National Centre for English Language Teaching and Research, Macquarie University).

(Project Ref. 028)

This project arose from a joint submission to the Adult Literacy National Projects 1991/2 round, from the CWCC at UTS, the National Centre for English Language Teaching and Research at Macquarie University, the NSW Adult Migrant English Service and the NSW Department of TAFE. The project had the following objectives:

- i) to identify and document the current understandings of the key terms 'communication' and 'literacy';
- ii) to clarify and define these key terms as they relate to the needs, understandings and expectations of the fields of communication and adult literacy;
- iii) to draw out the implications of key definitions for policy planning, curriculum development and curriculum documentation;
- iv) to identify and exemplify models of good practice in the fields of communication and adult literacy;
- v) to make recommendations for policy development in the articulation of communication and adult literacy program provision in relation to curriculum documentation, program planning, professional development and classroom practice.

The project outcomes were particularly significant to industry training. The prevailing misunderstandings surrounding terms such as *communication, literacy and language* needed clarification and this clarification needed to inform the definition of competency standards and the development of competency based training.

Production of Self-Access Report Writing Modules for Management, 1992-1993

Funding Source: BHP

Funding: \$28,318

Project Team: Diana Slade, Helen Joyce, Pauline Bayliss

(Project Ref. 027)

The CWCC was commissioned by BHP to develop a series of self-access report writing modules. The objective was to develop four modules, targeted at management. The project began with detailed data collection and needs analysis, including interviews with key management personnel at BHP and collecting examples of report writing—both unsuccessful and successful texts.

The modules were then developed and trailed. One module dealt with report writing as a generic form. The remaining three modules examined specific areas: scientific reports, incident reports and submission writing.

Publications: Training Manuals

REPORT WRITING: SET OF 4 TRAINING MANUALS

Slade, Diana, Pauline Baylis and Helen Joyce

1995, Sydney, NLLIA Centre for Workplace Communication and Culture

Manual 1: Eight Steps to Effective Writing ISBN 1 875940 00 6

Manual 2: Accidents & Incidents in the Workplace ISBN 1 875940 01 4

Manual 3: Effective Report Writing ISBN 1 875940 02 2

Manual 4: Writing Technical and Scientific Reports ISBN 1 875940 03 0

International Conference: 'Communication in the Workplace: Culture, Language and Organisational Change', 1993

Project Coordination: Bill Cope and Mary Kalantzis

(Project Ref. 026)

Jointly sponsored by the CWCC and the National Centre for English Language Teaching and Research at Macquarie University, an international conference entitled 'Communication in the Workplace: Culture, Language and Organisational Change' was held in Sydney on 2, 3 and 4 September 1993. 130 papers were presented, and 400 delegates from 12 countries attended.

The conference had two main aims:

- *Programmatic:* To put the case that an understanding of the role of culture and language is central to the successful operation of any organisation. The conference will set out to build and expand conventional wisdoms at the heart of mainstream understandings of the way workplaces operate. It aims to present a framework in which the successful negotiation of issues of culture and language is crucial to the success of the enterprise.
- *Practical:* To present cases of best practice in the negotiation, delivery and management of communication and culture in the workplace.

The conference was divided into seven themes, listed below. Plenary sessions provided an overview of the range of themes addressed by the conference and the ways in which these relate to each other. Parallel workshop and small group sessions concentrated on each of the themes:

Theme 1: The Changing Nature of Work

Theme 2: Workplace and Management Cultures

Theme 3: Industrial Relations in a Multicultural Society

Theme 4: Managing Diverse Human Resources

Theme 5: Finance and Marketing for Diversity

Theme 6: Communication in the Workplace: Training for Change

Publications:

Cope, Bill and Mary Kalantzis (eds), '*Communication in the Workplace: Culture, Language and Organisational Change*', Conference Proceedings, Centre for Workplace Communication and Culture, Volume 1: *Cultural Diversity in the Workplace* (ISBN 1 875940 75 8); Volume 2: *Workplace Communications* (ISBN 1 875940 76 6); Volume 3: *Language at Work* (ISBN 1 875940 77 4).

Working With Genre Conference, 1989, 1991, 1993

Project Coordination: Mary Kalantzis and Bill Cope

(Project Ref. 025)

The first Working with Genre two day conference was held in November 1989. 350 people attended.

530 people attended the second conference, sponsored and organised by the CWCC and held at UTS, 23-24 November, 1991. Some 45 presenters spoke in plenary and workshop sessions. A significant proportion of the conference was on adult education, workplace literacy issues, and on the link of schooling to working life. The conference attracted speakers from as far afield as Norway, Britain and New Zealand, and every Australian State or Territory. 85 per cent of conference attendees rated the experience 'excellent' or 'very good'.

640 people, including 74 presenters, attended the 1993 conference, also held at UTS, from 21 to 23 May. Key speakers included Professor Gunther Kress from the University of London and Professor Courtney Cazden from the Graduate School of Education at Harvard University.

Publications:

Kalantzis, Mary and Bill Cope (eds), *Working With Genre, Conference Proceedings*, Literacy and Education Research Network, Sydney, 1990, 184pp.

Cope, Bill and Mary Kalantzis (eds), *Genre Approaches to Literacy: Theories and Practices*, Literacy and Education Research Network, Sydney, 1993, 312pp.

A Review of Issues Affecting Artists and Arts from Non-English Speaking Backgrounds, 1992-1993

Funding Source: Office of Multicultural Affairs, Department of the Prime Minister and Cabinets

Funding: \$104,000

Project Team: Mary Kalantzis, Stephen Castles and Bill Cope

(Project Ref. 024)

The marginality and exclusion of experienced by many non-English speaking background artists is contrary to the spirit of government policy, and in particular to the principles of Access and Equity. Such experiences are also prejudicial to attempts to create a national culture for Australia which recognises the diversity of our society and our position in a changing world. To investigate these issues, the Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet commissioned this review. The project drew on minor, specialist reports commissioned by the project leaders, Mary Kalantzis, Stephen Castles and Bill Cope, from Eugenia Hill (Multicultural Artworkers Committee, Adelaide; on community arts), Sneja Gunew, Nikos Papastergiadis and Annette Blonski (Deakin University; on literature), and Nick Tsoutas, Anna Masserati and Chandabhanu Bharatam (Brisbane Institute of Modern Art; on performing arts).

Publication:

Kalantzis, Mary, Stephen Castles and Bill Cope, *Access to Excellence: A Review of Issues Affecting Artists and Arts from Non-English Speaking Backgrounds*, Office of Multicultural Affairs, Department of the Prime Minister and Cabinet, Canberra, 1993. Vol. 1, 70pp. Minor Reports: Vol. 2, 148pp; Vol. 3, 126 pp; Vol. 4, 131pp.

Kalantzis, Mary and Bill Cope, 'Vocabularies of Excellence: Rewording Multicultural Arts Policy', in Gunew, Sneja and Fazal Rizvi (eds), *Culture, Difference and the Arts*, Allen & Unwin, Sydney, 1994, pp.13-34.

'Literacy in the Workplace' CD-ROM, Self-paced Literacy Training Course, 1992

Funding Source: Applied Learning

Funding: \$3,000

Project Coordinator: Nicky Solomon

(Project Ref. 023)

This project introduced CD-ROM technology to training in Australia. It was funded by NSW Education and Training Foundation and its participants were:

- BHP and Pacific Power Incorporated
- Applied Multimedia
- Adult Migrant English Service.

The curriculum framework guiding the project was concerned with the development of reading skills relevant to generic workplace texts. Such texts include signs, forms, procedures, diagrams and flowcharts and notices. The CWCC was engaged as expert adviser for the curriculum content of the *Notice* module in the program.

Development of a Literacy Strategy for the Sydney Water Board, 1992

Funding Source: Sydney Water Board (\$41,500)

Project Team: Nicky Solomon, Di Prince and Kristine Brown

(Project Ref. 022)

The CWCC tendered successfully to develop a literacy strategy for the Development Division of the Water Board. The project involved:

- an analysis of critical literacy issues affecting the Sydney and Illawarra Metropolitan regions of the Water Board
- the development of an assessment methodology for wages staff undertaking Skills Development courses
- the development of a curriculum framework for literacy education programs.

Funding Source: Sydney Water Board

Funding: \$41,500

Project Team: Nicky Solomon, Di Prince, Kristine Brown

A Comparative Study of Japanese and Australian Systems of Management and Training, 1992

Funding Source: National Languages and Literacy Institute of Australia

Project Team: Bill Cope and Mary Kalantzis

(Project Ref. 021)

In January-February 1992, Mary Kalantzis and Bill Cope visited a range of Japanese industries, investigating the relation of the so-called 'Japanese model' of management to training practices. Major sites visited included: The Sewerage Department of the Tokyo Metropolitan Government; a division of the Nikon Corporation that produces machines to manufacture semiconductor wafers; Asahi Shimbun Newspaper; Noritake tableware and industrial ceramics; Sharp electronics; Toyota automobile manufacturing; Dai Nippon Printing which, as well as printing, produces the matrixes for television screens; Keio University and the Akiama Offset Printing Press manufacturing company. In-depth interviews were conducted in Japan with some forty people. The second stage of the project is to visit comparable organisations in Australia—in some cases the Australian division of the same Japanese corporation. The main research hypotheses were as follows:

- There are fundamental connections between management and training philosophies and that these are culturally specific. Some aspects of the success of the 'Japanese model' might be replicable in Australia, whilst others will not be.
- There are elements in the Australian experience of management and training for diversity which may be of use to Japan. Japanese industry increasingly needs to negotiate global diversity as a result of the internationalisation process. It also needs to manage local diversity as more foreign workers are employed at every level of the labour market and as women take up a broader range of jobs in areas of the labour market that were traditionally the domain of men.

The interview material gathered as a part of this project has become an integral part of the *Productive Diversity* book authored by Cope and Kalantzis.

Publication:

Cope, Bill and Mary Kalantzis, *Productive Diversity: A New, Australian Approach to Work and Management*, Pluto Press, Sydney, 1997, 310pp.

Working Papers on Multiculturalism Publications Program, 1990-1992

Funding Source: Office of Multicultural Affairs

Funding: \$305,000

Project Co-ordination: Bill Cope

(Project Ref. 020)

Working Papers on Multiculturalism was a joint venture between the Centre for Multicultural Affairs at the University of Wollongong and the Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet. The basis for this series was research reports that had been commissioned by the OMA. Bill Cope's role was to edit the series, and, with the assistance of Adriana Hassapis, to manage their printing, sale and distribution. The average length of each report is 120pp.

Publications:

1. Metropolitan Ghettos and Ethnic Concentrations (two volumes) *James Jupp, Andrea McRobbie and Barry York*
2. The Global Milkbar and the Local Sweatshop: Ethnic Small Business and the Economic Restructuring of Sydney *Stephen Castles, Jock Collins, Katherine Gibson, David Tait and Caroline Alcorso*
3. Ancestry Groups in Australia: A Descriptive Overview *Frank L. Jones*
4. Non-English Speaking Immigrant Women in the Workforce *Caroline Alcorso*
5. Government Service Delivery to People of Non-English Speaking Background in Remote and Rural Areas *Allbrook Cattalini Research*
6. The Pathfinders: Women of Non-English Speaking Background in White Collar Occupations in the Public Sector *Kate Barnett*
7. Ethnic Business in South Australia: A sociological Profile of the Italian Business Community *Rosario Lampugnani and Robert Holton*
8. Different Agenda: Economic and Social Aspect of the Ethnic Press in Australia *Phillip Bell, Sandra Heilpern, M. McKenzie and J. Vipond*
9. Immigrant Access to Small Business Support Services *Ken W. Strahan and Karen E. Luscombe*
10. Immigrants and Occupational Welfare: Industry Restructuring and Its Effects on the Occupational Welfare of Immigrants from Non-English Speaking Communities *Adam Jamrozik, Cathy Boland and Donald Stewart*
11. Cultural Differences and Conflict in the Australian Community *Linda Fisher and Jeremy Long*
12. Sadness is Losing Our Country, Happiness is Knowing Peace: Vietnamese Social Mobility in Australia, 1975-1990 *Tran My Van and Robert Holton*
13. Focused Study of Non-English Speaking Background Immigrants in Remote and Rural Areas of Australia *Nicholas Conner and Sandra Heilpern*
14. Immigrant Small Business Women in Australia *Ken W. Strahan*
15. Australian Aborigines and Cultural Tourism *Julie Finlayson*
16. Ethnic Minorities and Equity Strategies in Tertiary Education *Helen Meekosha, Andrew Jacubowicz and Esther Rice*
17. Public Disorder in Australia 1985-1989 *Robert Holton*
18. The Parent-School Partnership: Issues of Parent Participation in Culturally Diverse Schools *Mary Kalantzis, Robyn Gurney and Bill Cope*
19. The Challenge of Multiculturalism: Global Changes and Australian Experiences *Stephen Castles*
20. Policy into Practice: Essays on Multiculturalism and Cultural Diversity in Australian Society *Edited by Bill Cope*
21. The Labour Market Experience of Vietnamese, Maltese and Lebanese Immigrants: An Analysis of the OMA Supplementary Survey of Selected Birthplace Groups *Thorsten Stromback, Bruce Chapman, Peter Dawkins and Shane Bushe-Jones*
22. Immigrant Social Mobility: The Determinants of Economic Success Among Lebanese, Maltese, and Vietnamese in Australia *Ian McAllister*

Keene State College, University of New Hampshire System, USA, Multicultural Education Fulbright Award, 1990-1991

Funding Source: Fulbright Commission
Funding: \$15,000
Recipient: Mary Kalantzis/University of Wollongong

(Project Ref. 019)

From September 1990 to June 1990, Mary Kalantzis worked with Faculty of Keene State College, a part of the University of New Hampshire system. Keene State College has approximately 4000 students, undertaking education and training in the humanities, sciences and professions (mainly teaching, health services and business). Her role was to assist the faculty to include multicultural perspectives in their curriculum and to advise on structural arrangements suitable for encouraging and managing cultural diversity. This was achieved through direct consultations and advice to faculty and staff, public presentations in numerous colleges and universities in New England, and a one semester seminar course of faculty and graduate students. This work was funded through a Fulbright Scholar-in-Residence award.

Disadvantaged Schools Program Non-English Speaking Background Parent Participation Project, 1989-1991

Funding Source: Disadvantaged Schools Program
Funding: \$36,000 (first stage); \$80,000 (second stage)
Project Team: Mary Kalantzis Bill Cope and Robyn Gurney

(Project Ref. 018)

The brief from the Federal Government for the Disadvantaged Schools Program includes 'school/community liaison programs which assist home/school liaison and participation of parents in the development and implementation of curriculum programs'. Mary Kalantzis and Bill Cope were invited by the Disadvantaged Schools Program to conduct a study of parental expectations and senses of participation in two inner city Sydney schools—one primary and one secondary. The target groups are of Tongan, Greek, Aboriginal, Arabic and English speaking backgrounds. This research has been based in extended interviews with Disadvantaged Schools Program personnel, parent and union representatives, teachers, parents (through interpreters in the case of the non-English speaking background parents) and students. In a second stage of the project practical strategies to foster increased parent participation will be developed and trialed.

Publication:

Kalantzis, Mary, Bill Cope and Robyn Gurney, *The Parent-School Partnership: Issues of Parent Participation in Culturally Diverse Schools*, Disadvantaged Schools Program, New South Wales Department of Education, Metropolitan East Region, 1991, 130pp. Republished in the *Working Papers on Multiculturalism* series, Office of Multicultural Affairs, Canberra, 1992.

Review of Language Services and Needs, 1990

Funding Source: Bureau of Immigration Research

Funding: \$45,000

Project Team: Bill Cope, Graham Harrison, Lorraine Murphy and Pat Southgate

(Project Ref. 017)

The provision of translation and interpreting services at Commonwealth, State and Local levels of government is characterised by irregularity and complexity in its structural arrangements (e.g. inhouse/external, the level of government providing the service, differences from State to State, use of public/private providers, etc.); funding and cost recovery principles; and gaps in service development, delivery and coordination. In order to proceed with policy and program development, the Language Services Task Force of the Department of Immigration, Local Government and Ethnic Affairs commissioned the Centre for Multicultural Studies to conduct a survey of language services currently provided by government and other agencies, and of the current and projected needs of existing and potential clients. The aim of the research was to document trends which might point to the nature of the likely future environment in terms of service provision (the supply side) and client needs (the demand side), including those services that might hypothetically be needed to satisfy this demand.

Publication:

Harrison, Graham, Bill Cope, Lorraine Murphy and Pat Southgate *Language Services and Needs*, Bureau of Immigration Research, Canberra, 1991.

Immigration, Ethnic Conflicts and Social Cohesion, 1990

Funding Source: Bureau of Immigration Research

Funding: \$6,000

Project Team: Bill Cope, Stephen Castles and Mary Kalantzis

(Project Ref. 016)

As a lead-up to its 1990 Immigration Outlook Conference, the Centre for Multicultural Studies at the University of Wollongong was commissioned by the Bureau of Immigration Research to write a background paper exploring the relationships between immigration, ethnic conflicts and social cohesion.

The report, written by Bill Cope, Stephen Castles and Mary Kalantzis, included:

- a review of assumptions made about immigration and social cohesion in Australian policy debates;
- an overview of sociological literature on social cohesion and ethnic and cultural conflicts in Australia, as well as a critical and indepth assessment of the adequacy of Australian research in this field;
- a review of the sociological literature and research drawn from other immigrant-receiving countries that has particular relevance for Australia;
- an evaluation of empirical indicators and measures of cohesion and ethnic conflict in Australia;
- an assessment of available evidence reflecting on social cohesion and ethnic conflict in Australia, including evidence based on current research;
- a detailed specification of future research needs and priorities of research needs and justification for those needs including relevant allied areas;
- an assessment of the impact of current and future immigration policies on social cohesion in Australia in terms of numbers, mix and other relevant variables.

Publication:

Cope, Bill, Stephen Castles and Mary Kalantzis, *Immigration, Ethnic Conflicts and Social Cohesion*, Australian Government Publishing Service, Canberra, 1991, 67pp.

Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation: Project on Education and Cultural and Linguistic Pluralism, 1989-1990

Funding Source: Australian Advisory Committee on Languages and Multicultural Education

Funding: \$38,000 (Australian component)

Project Team: Mary Kalantzis, Bill Cope, Greg Noble and Scott Poynting

(Project Ref. 015)

The purpose of this project was to study innovation strategies which have resulted in particularly successful forms of education for the children of immigrants or ethnic minority groups. Through case studies of innovations in OECD member countries, approaches proven to be successful in a variety of settings were identified and the common conditions under which the approaches have succeeded were described or analysed. Mary Kalantzis and Bill Cope conducted the six Australian case studies: in three Melbourne and three Sydney secondary schools.

Following consultation with the OECD/CERI secretariat in Paris on the overall international framework of the project in September 1988, this project commenced conducting case studies to report on current innovations in Australia. A second meeting was held with the international research and consulting team, and the OECD/CERI secretariat, at Reggio Emilia in Italy in December 1989.

The detailed analysis of the innovations in the case study schools was intended to be of interest to all those who are involved in multicultural education. It drew attention to some effective and exemplary practices and also identified criteria for the formulation of new policies in this area. In assembling case studies from a number of countries, the overall project sought to go beyond the narrow circumstances reflected in a particular educational system or country setting. In this way, it was hoped that the conditions under which innovations succeed would be revealed more clearly, and even amplified.

A case study approach was considered especially well suited to the goals of the project, since inclusion in the sample is dictated by the uniqueness or creativity of the approach rather than on the number of such cases. The multi-site case study strategy adopted for the project was unique in that, while the case studies were guided by the overall objectives of the CERI project, the design allowed for case studies of quite different types of innovations. As a result, the individual case studies had in common those aspects necessary to permit comparisons across cases, but they nevertheless differed in striking ways according to the characteristics, settings and purposes of the innovation/approach under study.

Publications:

Kalantzis, Mary, Bill Cope, Greg Noble and Scott Poynting, *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*, The Falmer Press, London, 1991, 268pp.

Kalantzis, Mary and Bill Cope, 'L'Esperienza Dell'Educazione Multiculturale in Australia: Sei Studi di Caso', in *Problemi Educativi Delle Minoranze Culturali e Linguistiche. Dalla Ricerca Alla Pratica Scholastica*, Istituto Regionale di Ricerca Sperimentazione e Aggiornamento Educativi per L'Emilia-Romagna, Bologna, 1990, pp.67-86.

The Economics of Multicultural Education Project, 1988-1990

Funding Source: Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet

Funding: \$26,000 for 1988; \$5200 for 1989-90

Project Team: Mary Kalantzis, Bill Cope and Greg Noble

(Project Ref. 014)

This project included a broad-ranging overview of all aspects of multicultural education, including English as a second language learning, community language learning and sociocultural approaches such as anti-racist education. Various research methodologies were used, ranging from theoretical engagement with the international literature, to an overview of existing services in Australia, to school-level fieldwork on educational outcomes. The principal question is one of cost-benefit. What impact do various multicultural education programs and strategies have? What social and economic outcomes can be expected, and do these justify the public expenditure?

Publication:

Kalantzis, Mary, Bill Cope and Greg Noble, *The Economics of Multicultural Education*, Office of Multicultural Affairs, Department of the Prime Minister and Cabinet, Canberra, 1989, 520pp.

Basic Literacy Project, 1988-1989

Funding Source: NSW Department of School Education

Funding: \$90,000

Project Team: Mary Kalantzis, Bill Cope, Gunther Kress, Jim Martin, Mary Macken

(Project Ref. 013)

This was a joint research project coordinated by Mary Kalantzis and Bill Cope in the Centre for Multicultural Studies at the University of Wollongong, Dr. Jim Martin of the Linguistics Department of the University of Sydney, and Professor Gunther Kress of the Faculty of Humanities and Social Sciences in the University of Technology, Sydney. The project was funded by the New South Wales Department of Education. In a series of curriculum documents for the primary school, teachers were introduced to concepts of register, genre, grammar and discourse, and presented strategies for evaluation.

The project proceeded via an action research model. Under the guidance of the project coordinators. A project officer with a background in functional linguistics and education worked with teachers and students: generating sample student writings; devising strategies for language learning in the areas delineated in the emerging documents; drafting and trialing the curriculum documents; and, finally, completing the documents in accessible form for general dissemination.

Publications: Theoretical

Kalantzis, Mary, Bill Cope, and other members of the Literacy and Education Research Network, 'The Fundamentals of Literacy: A Critique of Process Writing and the NSW Writing K-12 Syllabus', *Social Literacy Monograph No. 33*, Common Ground, Sydney, 1988, 13pp.

Cope, Bill and Mary Kalantzis (eds), *Working with Genre*, Papers of a Conference held at the University of Technology, Sydney, 23-24 November 1989.

Cope, Bill and Mary Kalantzis (eds), *The Powers of Literacy: A Genre Approach to Teaching Writing*, Falmer Press, London, and University of Pittsburgh Press, Pennsylvania, 1993, 286pp.

Publications: Curriculum and Teaching Materials

Macken, Mary, Mary Kalantzis, Gunther Kress and Jim Martin and Bill Cope, *A Genre-Based Approach to Teaching Writing, Years 3-6, Book 1: Introduction*, Directorate of Studies, N.S.W. Department of Education, in association with the Literacy and Education Research Network, Sydney, 1989, 44pp.

Macken, Mary, Mary Kalantzis, Gunther Kress and Jim Martin and Bill Cope, *A Genre-Based Approach to Teaching Writing, Years 3-6, Book 2: Factual Writing: A Teaching Unit Based on Reports about Sea Mammals*, Directorate of Studies, N.S.W. Department of Education, in association with the Literacy and Education Research Network, Sydney, 1989, 99pp.

Macken, Mary, Mary Kalantzis, Gunther Kress and Jim Martin and Bill Cope, *A Genre-Based Approach to Teaching Writing, Years 3-6, Book 3. Writing Stories: A Teaching Unit Based on Narratives About Fairy Tales*, Directorate of Studies, N.S.W. Department of Education, in association with the Literacy and Education Research Network, Sydney, 1989, 99pp.

Macken, Mary, Mary Kalantzis, Gunther Kress and Jim Martin and Bill Cope, *A Genre-Based Approach to Teaching Writing, Years 3-6, Book 4: The Theory and Practice of Genre-Based Writing*, Directorate of Studies, N.S.W. Department of Education, in association with the Literacy and Education Research Network, Sydney, 1989, 116pp.

Australian Research Council Project: Cultural Pluralism and School Achievement, 1988-1989

Funding Source: Australian Research Council

Funding: \$13,695

Project Team: Mary Kalantzis, Bill Cope, Greg Noble and Scott Poynting

(Project Ref. 012)

This project aimed to examine the implementation of four social science curricula in the junior secondary school; a school-based, 'multicultural' social science curriculum, building upon community resources, locally relevant and emphasising cultural pluralism; a traditional academic 'foundation' social science program, using a textbook and emphasising history and geography skills; a school using the Social Literacy materials with a fundamental rationale of meeting the challenge of cultural pluralism (high non-English speaking background population density, lower socioeconomic context); and a school using the Social Literacy materials for their perceived 'academic' appropriateness (low NESB population density, higher socioeconomic context).

The project's purpose was to investigate the processes of curriculum implementation whereby different curricula emerge in different schools and different constructions are put on the same material. The aim was to assess, in each context, affective outcomes and cognitive-linguistic outcomes, both in reference to the particular school's objectives and according to more general instruments of evaluation to be applied in all four schools. In so doing, the project further developed instruments of evaluation of affective and cognitive-linguistic outcomes with which the researchers have already been working in previous projects, particularly the 'Language Question' Project of 1984-5.

In terms of the current international literature, the main objective of this project was to key into crucial debates about the role of the affective (self-esteem, school recognition of cultural identity, the 'cultural' mission of inclusive curriculum) and the conventional academic processes of credentialing typified, by the upper secondary school, in the Higher School Certificate. We were engaging in these debates in order to link issues which have too often been separated by simplistically politicised polemical distance, and in order to re-value and re-define both the cultural-affective and the cognitive-linguistic objectives of curriculum.

Publication:

Kalantzis, Mary, Bill Cope, Greg Noble and Scott Poynting, *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*, The Falmer Press, London, 1991, 268pp.

Carnivale Schools Writing Project, 1988

Funding Source: NSW Ministry of the Arts
Funding: \$22,000
Project Team: Mary Kalantzis, Bill Cope and Greg Noble

(Project Ref. 011)

As part of the NSW government's Carnivale festival, this project involved student writers from four inner-city Sydney schools which participate in the Disadvantaged Schools Program. Students worked with established writers in several fields (e.g. literature, journalism) to develop their own writing skills, using a 'genre-based' approach to the learning of writing. There were several final products: a book and performances which were launched/performed during the Carnivale festival, and a research report on the methodology and outcomes of the project.

Publication: Research Report

Kalantzis, Mary, Greg Noble and Bill Cope, *The Carnivale Schools Writing Project Report*, NSW Ministry of the Arts, Sydney, 1988, 98pp. Reprinted as Social Literacy Monograph No. 44, Common Ground, Sydney, 1988, 91pp.

Publications: Student Writings

Real Life Rules: Student Writing from Sydney Inner City Schools, Common Ground, Sydney, 1988, 48pp. (ISBN 0 949313 81 5).

Noisy Writers, 7 Orange Tempe High School, 1988, 35pp.

Pen to Paper, 9E1 Marrickville High School, 1988, 42pp.

Poems & Stories, 5S Marrickville West Public School, 1988, 34pp.

Poems, Stories, Writings, 7L Dulwich High, 1988, 29pp.

Supersonic Poetry and Story Book, 5J Redfern Primary School, 1988, 38pp.

Writing, 5D Marrickville Public School, 1988, 34pp.

The Social Literacy Project, 1982-1987

Funding Source: Multicultural Education Program, Commonwealth Department of Education and the Commonwealth Schools Commission

Project Coordination: Mary Kalantzis and Bill Cope

Funding: \$545,000

(Project Ref. 010)

The Social Literacy Project was based on an extensive program of action research, primarily aiming to bring new and complex issues of intense social relevance—multiculturalism, non-sexism and Aboriginal studies—into the mainstream subject area of social studies/social science. The core area of research was years 5 to 8, and the process of curriculum intervention and development involved initial teacher conferencing; research and drafting of materials; trialing in schools in a wide variety of social contexts; evaluation of feedback; and re-drafting in the light of the trialing experience. In the case of some of the units dealing with more sensitive issues, this action-research cycle was repeated several times.

The Years 5-8 component of the Social Literacy Project received financial support from the Centre for Multicultural Studies at the University of Wollongong; the Multicultural Education Coordinating Committee of N.S.W.; the Catholic Education Office, Sydney; and the Projects of National Significance Scheme of the Commonwealth Schools Commission. By the end of 1987, 48,100 copies of final versions of the Social Literacy books had been produced for distribution to Australian schools, with growing international interest in the project, particularly from the U.K., U.S.A. and Israel. This interest and demand has continued apace since the completion of the development phase of the project.

The overall goal of 'social literacy' is that, through a sequence of social investigations, students will build up a set of social concepts as tools for self and social understanding. These concepts come together to form a language for active, confident social participation. The concepts are sufficiently general to be relevant for all students. The program is thus a core curriculum useable in any school. This emphasis on concepts also means that the materials are open to the injection of locally relevant content and examples.

The Social Literacy Project attempted to bring social relevance and academic skills together for all students. Too often 'relevant' curriculum means soft-options for disadvantaged schools and students. Meanwhile traditional academic curriculum for the more privileged stays untouched by the new social issues. The Social Literacy materials have attempted to bridge this gap through a common curriculum. Issues of culture and social change are considered in a rigorous and serious way. At the same time, traditional expectations in social science are also met: the skills of the disciplines of history, geography, sociology, anthropology and economics. The materials also have a strong emphasis on language learning.

Publications: Curriculum Materials

Sound Literacy Series E: Connections (Mary Kalantzis and Bill Cope).

Unit E1: *Groups*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 48pp. (ISBN 0 949313 23 8).

Unit E2: *Connections*, Common Ground, Sydney, 1st ed. 1980, 2nd ed., 1980, 3rd ed. 1983, 4th ed. 1986, 60pp. (ISBN 0 949313 24 6).

Unit E3: *The World and Me*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 60pp. (ISBN 0 949313 25 4).

Unit E4: *Environments*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 60pp. (ISBN 0 949313 28 9).

Unit E5: *Making Choices and Decisions*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 36pp. (ISBN 0 949313 29 7).

Unit E6: *The World in Australia*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 38pp. (ISBN 0 949313 31 9).

Unit E7: *Prejudice, Stereotypes and Racism*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 72pp. (ISBN 0 949313 27 0).

Unit E8: *Families*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1983, 4th ed. 1986, 72pp. (ISBN 0 949313 30 0).

Social Literacy Series E Teacher Support Book, Common Ground, Sydney, 1st ed. 1983, 2nd ed. 1987, 152pp. (ISBN 0 949313 69 6).

Social Literacy Series F: Culture (Mary Kalantzis and Bill Cope)

Unit F1: *Learning and Culture*, Common Ground, Sydney, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 76pp. (ISBN 0 949313 61 1)

Unit F2: *Individuals and Groups*, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 42pp. (ISBN 0 949313 68 8).

Unit F3: *Structure and Function*, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 76pp. (ISBN 0 949313 65 3).

Unit F4: *Communication*, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 72pp. (ISBN 0 949313 64 5).

Unit F5: *Human Needs*, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 76pp. (ISBN 0 949313 63 7).

Unit F6: *Cultural Differences*, 1st ed. 1980, 2nd ed. 1980, 3rd ed. 1987, 76pp. (ISBN 0 949313 62 9).

Social Literacy Series G: Socialisation (Mary Kalantzis, Bill Cope et al.)

Unit G1: *Social Values*, Common Ground, Sydney, 1st ed. 1982, 2nd ed. 1985, 3rd ed. 1986, 84pp. (ISBN 0 949313 21 1).

Unit G2: *Social Structures*, Common Ground, Sydney, 1st ed. 1982, 2nd ed. 1983, 3rd ed. 1985, 4th ed. 1986, 84pp. (ISBN 0 949313 22 X).

Unit G3: *Groups in Society*, Common Ground, Sydney, 1st ed. 1983, 2nd ed. 1983, 3rd ed. 1985, 132pp. (ISBN 0 949313 16 5).

Unit G4: *Socialisation*, Common Ground, Sydney, 1st ed. 1983, 2nd ed. 1983, 3rd ed. 1985, 96pp. (ISBN 0 949313 18 1).

Unit G5: *Gender*, Common Ground, Sydney, 1st ed. 1983, 2nd ed. 1986, 144 pp. (ISBN 0 949313 34 3).

Social Literacy Series H: Patterns of Social Organisation, (Mary Kalantzis, Bill Cope et al.)

Unit H1: *Needs, Labour and Technology*, Common Ground, Sydney, 1st ed. 1984, 2nd ed. 1985, 3rd ed. 1986, 72pp. (ISBN 0 949313 19 X).

Unit H2: *Ecosystems*, Common Ground, Sydney, 1st ed. 1984, 2nd ed. 1985, 3rd ed. 1986, 132pp. (ISBN 0 949313 26 2).

Unit H3: *Culture Contact*, Common Ground, Sydney, 1st ed. 1984, 2nd ed. 1985, 3rd ed. 1986, 96pp. (ISBN 0 949313 33 5).

Unit H4: *Production for Needs*, Common Ground, Sydney, 1st ed. 1984, 2nd ed. 1986, 144pp. (ISBN 0 949313 20 3).

Publications: Theoretical/Research Reports

An Overview: Teaching/Learning Social Literacy, Common Ground, Sydney, 1st ed. 1983, 2nd ed. 1985, 3rd ed. 1987, 64pp. (ISBN 0 949313 35 1) *Social Literacy: An Overview*, 4th ed 1989, 72pp. (ISBN 1 86335 000 4) (Jointly with Bill Cope).

Social Literacy Monograph Series

No. 1 *Multicultural Education and the Meaning of 'Culture'*, 1980, 47pp. (ISBN 0 949313 37 8).

No. 2 *Multicultural Education and the Schools Commission: Social Experimentation and School Reform*, 1983, 36pp. (ISBN 0 949313 36 X).

No. 3 *From Lebanese Bread to White Sliced*, 1980, 3pp. (ISBN 0 949313 38 6).

No. 4 *Shaping the Curriculum: Some Unanswered Questions*, 1983, 10pp. (ISBN 0 949313 39 4).

No. 5 *Making Curriculum in Australia: The Social Literacy Project*, 1983, 17pp. (ISBN 0949313 67 X).

No. 6 *Multiculturalism and Education Policy*, 1983, 18pp. (ISBN 0 949313 40 8).

No. 7 *Curriculum Developments in the United States*, 1984, 11pp. (ISBN 0 949313 41 6).

No. 8 *Curriculum Developments in New South Wales*, 1983, 5pp. (ISBN 0 949313 42 4).

No. 9 *Head or Heart? Strategies for Combating Racism*, 1984, 36pp. (ISBN 0 949313 43 2).

No. 10 *A Response to the Cahill et al. Review of the Multicultural Education Program*, 1984, 7pp. (ISBN 0 949313 44 0).

No. 11 *Traditional Versus Progressivist Pedagogy*, 1986, 36pp. (ISBN 0 949313 45 9).

No. 12 *Culture and Merit*, 1986, 36pp. (ISBN 0 949313 46 7).

No. 13 *The Cultural Deconstruction of Racism*, 1985, 11pp. (ISBN 0 949313 47 5).

No. 14 *Racism and Naturalness*, 1985, 11pp. (ISBN 0 949313 48 3).

No. 15 *The Blainey Debate and the Critics of Multiculturalism*, 1986, 29pp. (ISBN 0 949313 49 1).

- No. 16 *Pluralism and Equitability: Multicultural Curriculum Strategies for Schools*, 1985, 37pp. (ISBN 0 949313 50 3).
- No. 17 *Some Dilemmas in Peace Studies Curriculum Development*, 1985, 4pp. (ISBN 0 949313 51 3).
- No. 18 *Community Languages: Politics or Pedagogy?*, 1984, 11pp. (ISBN 0 949313 52 1).
- No. 19 *The Reality of a Term: 'Racism' in Social Analysis*, 1985, 5pp. (ISBN 0 949313 53 X).
- No. 20 *Issues in the Education of Girls of Non-English Speaking Background*, 1986, 32pp. (ISBN 0 949313 54 8).
- No. 21 *Racism and Pedagogy*, 1986, 12pp. (ISBN 0 949313 55 6).
- No. 22 *Mainstreaming and Multicultural Policies*, 1986, 12pp. (ISBN 0 949313 56 4).
- No. 23 *From First Language Illiteracy to Second Language Literacy: NESB Adult Learning*, 1986, 16 pp. (ISBN 0949313 57 2).
- No. 24 *The End of Multiculturalism?*, 1986, 5 pp. (ISBN 0949313 58 0).
- No. 25 *Opening Doors: Keys or Sledgehammers? Non-Sexist Education for a Multicultural Society*, 1986, 13pp. (ISBN 0 949313 59 9).
- No. 26 *Teaching and Learning Social Literacy: A Review*, 1986, 25pp. (ISBN 0 949313 60 2).
- No. 27 *A Review of Australian Multicultural Education Policy, 1979-1986*, 1986, 35pp. (ISBN 0 9494313 61 0).
- No. 28 *Facing the Challenge of 'Back to Basics': An Historical Perspective*, 1988, 40pp. (ISBN 0 949313 83 1).
- No. 29 *Why We Need Multicultural Education: The 'Ethnic Disadvantage' Debate*, 1987, 27pp. (ISBN 0 949313 84 X).
- No. 30 *Cultural Differences and Self-Esteem: Alternative Curriculum Approaches*, 1987, 17 pp. (ISBN 0 949313 85 8).
- No. 31 *A Portfolio of Independent Reviews of the Social Literacy Project*, 1988, 53pp. (ISBN 1 86335 003 9)
- No. 32 *Social Literacy Sample School Programs*, 1988, 108pp. (ISBN 0 949313 98 X).
- No. 33 *The Fundamentals of Literacy: A Critique of Process Writing and the NSW Writing K-12 Syllabus*, 1988, 13pp. (ISBN 0 949313 98 X).
- No. 34 *Racism and Australian Identity: A Case Study of School History and Social Studies Textbooks since 1945*, 1988, 20pp. (ISBN 0 949313 87 4).
- No. 35 *Speaking of Cultural Difference: The Rise and Uncertain Future of the Language of Multiculturalism*, 1988, 8pp. (ISBN 0 949313 88 2).
- No. 36 *Ethnicity Meets Class Gender in Australia*, 1988, 21pp. (ISBN 0 949313 89 0).
- No. 37 *Culture By Whom and For Whom? The Arts in a Multicultural Society*, 1988, 8pp. (ISBN 0 949313 90 4).
- No. 38 *Literacy in the Social Sciences*, 1988, 31pp. (ISBN 0 949313 97 1).
- No. 39 *Minority Languages and Mainstream Culture: Problems of Equity and Assessment*, 1988, 18pp. (ISBN 0 949313 91 2).
- No. 40 *The Bicentenary and the Failure of Australian Nationalism*, 1988, 17pp. (ISBN 0 949313 92 0).
- No. 41 *The Language of Social Literacy: A Linguistic Analysis of the Materials in Action in Years 7 and 8*, 1988, 62pp. (ISBN 0 949313 93 9).
- No. 42 *Communication in a Pluralist World: The Problem of 'Reading' Culture*, 1988, 12pp. (ISBN 0 949313 94 7).
- No. 43 *Class, Gender and Ethnicity as Influences on Australian Schooling*, 1989, 25pp. (ISBN 0 949313 95 5).
- No. 44 *The Carnivale Schools Writing Project: A Report*, 1988, 91pp. (ISBN 1 86335 001 2).
- No. 45 *Social Literacy Series G Sample Student Evaluations*, 1989, 84pp. (ISBN 1 86335 002 0).
- No. 46 *Social Literacy Series H Sample Student Evaluations*, 1989, 79pp. (ISBN 0 949313 99 8).

Publications: Independent Evaluations

Shortus, Stephen, 'Teaching and Learning Social Literacy: An Interim Review', *Social Literacy Monograph 26*, 1986, 25pp.

'A Portfolio of Independent Reviews of the Social Literary Project', *Social Literacy Monograph 31*, 1988, 53pp.

Cahill, Desmond *et. al.*, *Review of the Commonwealth Multicultural Education Program*, Commonwealth Schools Commission, Canberra, 1984, pp.109-111.

- Lippmann, Lorna, *Community Education for a Multicultural Society*, Report to the National Advisory and Coordinating Committee on Multicultural Education, Canberra, 1985, pp.24ff.
- Victorian Ministry of Education, *Social Literacy Trialing: Project Report*, Ministerial Advisory Committee on Multicultural and Migrant education, 1987, 25pp.
- South Australian Department of Education, *An Evaluation of the Social Literacy Project*, Southern Region, South Australian Department of Education, Adelaide, 1987, 30pp.
- Belleli, Lily and Kalekin-Fishman, Devorah, *Report on the Project of Developing Materials on 'Social Literacy' for TEFL in Israeli Schools*, Report to the British Council, University of Haifa, Israel, 1993, 22pp.

An Australian Studies Access Course, 1986-1987

Funding Source: TAFE National Centre for Research and Development, Adelaide and NSW
TAFE

Funding: \$26,000

Project Team: Mary Kalantzis, Bill Cope and Greg Noble

(Project Ref. 009)

This research project involved designing a bilingual course to provide adult migrants of non-English speaking background with an introduction to Australian society. This was developed and piloted in Spanish and Vietnamese. A report and comprehensive teaching materials were compiled.

Publication: Research Report:

Noble, Greg, Mary Kalantzis and Cope Bill, *Opening Doors: Learning Culture and the Culture of Learning: A Report on the Pilot TAFE Australian Studies Access Course*, TAFE National Centre for Research and Development, Adelaide, 1987, 119pp.

Publications: Curriculum Materials:

Noble, Greg, Mary Kalantzis and Cope Bill, *TAFE Australia Studies Course: Teaching Handbook*, TAFE National Centre for Research and Development, Adelaide, 1987, 16pp.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 1: *Church and Government*, TAFE National Centre, Adelaide, 1987, 84pp. Translated into Vietnamese as *Giao Hoi Va Charh Quyen* and into Spanish as *La Iglesia y el Bogierno*.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 2: *Immigration and Culture*, TAFE National Centre, Adelaide, 1987, 64pp. Translated into Vietnamese as *Di Tru* and into Spanish as *Immigracion*.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 3: *Work*, TAFE National Centre, Adelaide, 1987, 103pp. Translated into Vietnamese as *Viec Lam* and into Spanish as *El Trabajo*.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 4: *Social Services*, TAFE National Centre, Adelaide, 1987, 60pp. Translated into Vietnamese as *Dich Vu Xa Hoi* and into Spanish as *Servicios de Bienestar*.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 5: *Law and Police*, TAFE National Centre, Adelaide, 1987, 90pp. Translated into Vietnamese as *Luat Phap Va Canh Sat* and into Spanish as *La Ley Y La Policia*.

Noble, Greg, Mary Kalantzis and Cope Bill, Unit 6: *Education*, TAFE National Centre, Adelaide, 1987, 93pp. Translated into Vietnamese as *He Thong Giao Duc* and into Spanish as *Educacion*.

'Justice' Curriculum Units, 1985-1987

Funding Source: Human Rights Commission

Funding: \$14,000

Project Team: Mary Kalantzis, Bill Cope, Lorraine Murphy and Pat Southgate

(Project Ref. 008)

A curriculum unit investigating the concepts of 'justice' and 'human rights', commissioned by the Human Rights Commission.

Publication:

Kalantzis, Mary, Bill Cope, Lorraine Murphy and Pat Southgate, *Justice: Everyday life, Law and Culture*, Common Ground, Sydney, 1986, 104pp.

Macarthur Institute of Higher Education, Multicultural Curriculum Project, 1980-1987

Funding Source: NSW Premier's Department

Funding: \$15,000

Project Co-ordination Mary Kalantzis and Bill Cope

(Project Ref. 007)

This project was the result of a grant for the development of a multicultural curriculum from the NSW Premier's Department to the Milperra College of Advanced Education. Students of Advanced Curriculum Studies undertaking the Graduate Diploma of Educational Studies (Multicultural Education) in 1983 were heavily involved in the production and trialing of the materials.

Publications:

Mary Kalantzis and Bill Cope (eds), *A Multicultural Social Studies Curriculum*, Milperra College of Advanced Education, 1980, 366pp.

Mary Kalantzis and Bill Cope (eds), *Understanding Culture in Australia*, Milperra College of Advanced Education, Milperra College of Advanced Education, 1982, 217pp.

Social Literacy Series D: Community, (Mary Kalantzis, Bill Cope et al.):

Unit D1: *Needing People*, Common Ground, Sydney, 1987, 36pp. (ISBN 0 949313 71 8).

Unit D2: *Co-operation*, Common Ground, Sydney, 1987, 48pp. (ISBN 0 949313 72 6).

Unit D3: *Relationships*, Common Ground, Sydney, 1987, 60pp. (ISBN 0 949313 73 4).

Unit D4: *Rules*, Common Ground, Sydney, 1988, 42pp. (ISBN 0 949313 74 2).

Unit D5: *Services*, Common Ground, Sydney, 1988, 60pp. (ISBN 0 949313 76 9).

Unit D6: *Communities*, Common Ground, Sydney, 1988, 60pp. (ISBN 0 949313 80 7).

A National Review of Inservice Programs for Teachers of Adolescents of Non-English Speaking Background, 1985-1986

Funding Source: Commonwealth Department of Education and the Commonwealth Schools Commission

Funding: \$27,000

Project Team: Bill Cope, Mary Kalantzis, Ted Booth and Greg Rowse

(Project Ref. 006)

This research involved a national survey of multicultural education professional development programs and services in all states and territories, an overview of multicultural education policy and a discussion of possible future directions.

Publication:

Cope, Bill, Mary Kalantzis, Ted Booth and Greg Rowse, *Seeing the Need: A National Review of Inservice Programs for Teachers of Adolescents of Non-English Speaking Background*, Commonwealth Department of Education, Canberra, 1986, 181pp.

A Study of the Relationships Between First Language Illiteracy and Acquiring Literacy in English, 1985

Funding Source: Department of Immigration and Ethnic Affairs as a part of the research program of the Adult Migrant Education Program

Funding: \$15,000

Project Team: Mary Kalantzis, Bill Cope and Robyn Gurney

(Project Ref. 005)

The relationship between illiteracy in the mother-tongue and second language learning was investigated using a sample of non-English speaking adult learners in NSW. The problems of defining and evaluating illiteracy were discussed in the final report, and implications drawn for English language teaching and learning.

Publication:

Kalantzis, Mary, Robyn Gurney, and Bill Cope, *A Study of the Relationships between First Language Illiteracy and Acquiring Literacy in English*, Department of Immigration and Ethnic Affairs, Canberra, 1986, 185pp.

The Learning Process and Being a Learner in the AMEP, 1985

Funding Source: Department of Immigration and Ethnic Affairs

Funding: \$20,000

Project Team: Mary Kalantzis and Caroline Alcorso

(Project Ref. 004)

This research was part of the Campbell review of the Adult Migrant Education Program, and involved extensive fieldwork in Sydney, Melbourne and Hobart.

Publication:

Alcorso, Caroline and Mary Kalantzis, *The Learning Process and Being a Learner in the Adult Migrant Education Program*, Department of Immigration and Ethnic Affairs, Canberra, 1985, 195pp.

Review of the Greek Presidential Awards Scheme, 1984-1985

Funding Source: Commonwealth Department of Education

Funding: \$5,000

Project Team: Mary Kalantzis and Maria Issaris

(Project Ref. 003)

At the request of the Commonwealth Department of Education and Youth Affairs, this review investigated the operation of the Greek Presidential Awards Scheme which annually funds young Australians to study in Greece, and made recommendations about its future operation.

Publication:

Kalantzis, Mary and Maria Issaris, *A Review of the Greek Presidential Awards Scheme*, Commonwealth Department of Education and Youth Affairs, 1985, 105pp.

The Language Question: The Maintenance of Languages Other Than English, 1984-1985

Funding Source: Department of Immigration and Ethnic Affairs

Funding: \$25,000

Project Team: Mary Kalantzis, Bill Cope and Diana Slade

(Project Ref. 002)

This study, commissioned by the Department of Immigration and Ethnic Affairs, was centred around a survey of Macedonian and German language maintenance in the Wollongong-Shellharbour region. It examined the attitudes of parents and children towards the maintenance of community languages, and the language proficiency of children from Macedonian and German backgrounds in their parents mother-tongues and in English. In addition to outlining the results of this fieldwork the final report discusses the major pedagogical and political issues involved in the teaching, evaluation and planning of minority 'community' language programs and services. It contains both extensive theoretical linguistic discussion and international comparisons of government policy towards minority languages.

Publications:

Kalantzis, Mary, Bill Cope and Diana Slade, *The Language Question: The Maintenance of Languages Other Than English*, Volume 1: *Research Findings*; Volume 2: *Methodology and Empirical Results*, Australian Government Publishing Service, Canberra, 1986, 494pp.

Kalantzis, Mary, Bill Cope and Diana Slade, *Minority Languages and Dominant Culture: Issues of Education, Assessment and Social Equity*, The Falmer Press, London, 1989, 223pp.

Kalantzis, Mary, Diana Slade and Bill Cope, 'Minority Languages and Mainstream Culture: Problems of Equity and Assessment', in John H.A.L. De Jong, and Douglas K. Stevenson, (eds), *Individualising the Assessment of Language Abilities*, Multilingual Matters, Clevedon, England and Philadelphia, 1990, pp.196-213.

Social Studies for a Multicultural Society Project, 1979-1981

Funding Source: N.S.W. Multicultural Education Coordinating Committee and the Catholic Education Office, Sydney

Funding: \$45,000

Project Team: Mary Kalantzis and Bill Cope

(Project Ref. 001)

This project involved the production of draft curriculum materials, trialing in six schools and then re-drafting in the light of the trialing experience.

Publications: Curriculum Materials:

Social Studies for a Multicultural Society: Students Book, Catholic Education Office, Sydney, 1980, 144pp. (Jointly with Mary Kalantzis).

Social Studies for a Multicultural Society: Teachers Book, Catholic Education Office, Sydney, 1980, 96pp. (Jointly with Mary Kalantzis).

Australian Aborigines, Catholic Education Office, Sydney, 1980, 52pp. (Jointly with Mary Kalantzis and Lorraine Murphy).

Japan: Traditional and Modern Life, Catholic Education Office, Sydney, 1980, 45pp. (Jointly with Mary Kalantzis and Lorraine Murphy).

Lebanon and Lebanese Australians, Catholic Education Office, Sydney, 1980, 50pp. (Jointly with Mary Kalantzis).

Publications: Theoretical/Research Reports:

An Introduction to Australian Multicultural Education, Catholic Education Office, Sydney, 1980, 80pp. (Jointly with Mary Kalantzis).

Just Spaghetti and Polka? An Introduction to Australian Multicultural Education, Catholic Education Office, Sydney, 1980, 144pp. (Jointly with Mary Kalantzis).

Evaluations:

Two independent evaluations were also conducted. Salmon, Don and Martin, Valerie, *Evaluation of the Social Studies for a Multicultural Society Program in Six Sydney Schools*, Sydney Teachers College, 1980 (first evaluation); 1981 (second evaluation).