

# Bill Cope

## *Curriculum Vitae*

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## 1. BRIEF CURRICULUM VITAE

### **Personal**

- Born, 31 January 1957, Sydney, Australia.

### **Academic**

- Visiting Fellow, Graduate School of Arts and Sciences and Graduate School of Education, Harvard University, January-June 1991.
- Ph.D., *Losing the Australian Way: The rise of multiculturalism and the crisis of national identity—A study of changing popular conceptions of Australian history and the construction of new cultural identities through schooling, from the nineteen-forties to the nineteen-eighties*, School of History, Philosophy and Politics, Macquarie University, 1987.
- Commonwealth Postgraduate Research Scholarship, 1980-1982.
- B.A. (hons), Macquarie University, 1979. First class honours in history.

### **Positions**

- Research Professor, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign
- Adjunct Professor, Globalism Institute, RMIT University, 2006- .
- Research Associate, Globalism Institute, RMIT University, 2001-2005.
- Director, Common Ground Publishing, 2001- .
- Director, Centre for Workplace Communication and Culture, University of Technology Sydney and James Cook University of North Queensland, 1993-1995, 1996-1997. Affiliated with RMIT, 1997-2001.
- First Assistant Secretary, Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs; then Director of the Bureau of Immigration, Multicultural and Population Research, Department of Immigration and Multicultural Affairs, 1995-1996.
- Research Manager, Centre for Workplace Communication and Culture, University of Technology, Sydney, 1991-1993.
- Senior Research Fellow, Centre for Multicultural Studies, University of Wollongong, 1984-1991.
- Project Officer, *Social Literacy Project*, Sydney, involving materials development and teacher training for social studies/science in years 4-12, funded under the Commonwealth Schools Commission Multicultural Education Program, 1979-1984.

### **Writing**

- Author or co-author of 16 books, 47 research reports, 49 refereed journal articles or book chapters and numerous smaller articles.
- *New Learning: Elements of a Science of Education*, Cambridge University Press, forthcoming 2007, with Kalantzis.
- *A Pedagogy of Multiliteracies*, Routledge, London, 2000, an extended version of a paper of the same name published in the Spring 1996 issue of the *Harvard Educational Review*, edited with Kalantzis. A ten year anniversary retrospective currently under consideration by the *Harvard Educational Review*. Google returns over 100,000 pages which mention 'multiliteracies', a term coined for the 1996 article.
- *A Place in the Sun: The Promise of the Australian Way of Life*, forthcoming book, Harper Collins, Sydney, 2000, a commentary on Australian society at the Centenary of Federation, with Kalantzis.
- *Productive Diversity: A New, Australian Approach to Work and Management*, Pluto Press, Sydney, 1996, with Kalantzis.
- *The Powers of Literacy: A Genre Approach to Teaching Writing*, edited with Kalantzis, Falmer Press, London, and University of Pittsburgh Press, Pennsylvania, 1993.
- *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*, with Castles, Kalantzis and Morrissey, Pluto Press, Sydney, 1988. Second edition, 1990. Third edition, 1992.

- *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*, with Kalantzis, Noble and Poynting, The Falmer Press, London, 1990.
- *Minority Languages and Dominant Culture: Issues of Education, Assessment and Social Equity*, with Kalantzis and Slade, The Falmer Press, London, 1989.

### **Research**

- Responsible for the management of, or major participant in, 117 research and development projects since 1981, with grant funding of approximately \$12 million.
- Recipient of nine large and four small Australian Research Council grants.
- *Towards the 'Semantic Web': Documents and Publishing in the Era of Digital Text*, an Australian Research Council 'Linkage' Grant, jointly with Xerox.
- *Creator to Consumer in the Digital Age: Publishing in Transition*, a three year research project for the Australian Department of Industry, Science and Resources that produced ten major research reports.
- *A Pedagogy of Multiliteracies*, two ARC Large Grants won over a period of six years involving a team of internationally renowned researchers from Australia, the United States and Britain investigating the dual challenges for literacy teaching of cultural diversity and new communication technologies.
- *New Learning: A Charter for Australian Education*, based on a thorough analysis of trends in education in Australia and internationally.
- *Diversity Makes Good Business*, industry based research and training program development for the Human Rights and Equal Opportunity Commission.
- *Local Diversity, Global Connections*, industry based research and training program development for the Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet.
- *The National Framework of Adult Language, Literacy and Numeracy Competence*, a national policy document.
- The development of *Cultural Understandings* as the eighth Key Competency, a national policy document linking school to work.
- The *Review of Ethnic Affairs in Queensland*, commissioned by the Premier of Queensland: a major cross-portfolio review of services provided to immigrant communities in Queensland in conjunction with the Queensland Ministerial Advisory Committee on Ethnic Affairs.
- *Education for Cultural and Linguistic Diversity*, case study research for an international comparative study by the Organisation for Economic Cooperation and Development, Paris.
- James Cook University Award for Excellence in Research, 1995.
- Major research and consultancy projects working with Aboriginal and Torres Strait Islander people, including a language competency framework for Batchelor College in the Northern Territory and a national project on the literacy skills required for work and training for the Federal Department of Employment, Education and Training.

## 2. PERSONAL DETAILS



**Name:** William Walter Stanley COPE  
**Date and Place of Birth:** 31 January 1957, Sydney  
**Nationality:** Australian. US Permanent Resident.

## 3. EDUCATIONAL QUALIFICATIONS

**1991** Visiting Fellow, Graduate School of Arts and Sciences and Graduate School of Education, Harvard University, January-June 1991.

**1988** Ph.D. awarded. *Losing the Australian Way: The rise of multiculturalism and the crisis of national identity—A study of changing popular conceptions of Australian history and the construction of new cultural identities through schooling, from the nineteen-forties to the nineteen-eighties.*

**1980-1987** Enrolled for degree of Ph.D. in history, Macquarie University. Commonwealth Postgraduate Research Scholarship, 1980-1982.

**1975-1979** B.A. (hons), Macquarie University. First class honours in history.

## 4. PROFESSIONAL CAREER

**2006-** Research Professor, Department of Educational Policy Studies, University of Illinois, Urbana-Champaign.

**2001-** Research Associate, Globalism Institute, RMIT University. Adjunct Professor since January 2006.

- 2001-** Director, Common Ground: academic publishing, academic conferences, 'semantic web' software development.
- 1996-2001** Director, Centre for Workplace Communication and Culture, James Cook University of North Queensland; transferred to RMIT University in 1998.
- 1995-1996** First Assistant Secretary, Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs, appointed November 1995. Official engagements and briefings, in November-December 1995. Then, Director of the Bureau of Immigration, Multicultural and Population Research, Department of Immigration and Multicultural Affairs.
- 1994-1995** Director, Centre for Workplace Communication and Culture at the University of Technology, Sydney and at James Cook University of North Queensland.
- 1991-1993** Research Manager, Centre for Workplace Communication and Culture, University of Technology, Sydney.
- 1989-1991** Senior Research Fellow, Centre for Multicultural Studies, University of Wollongong.
- 1986-1988** Full Time Research Fellow, Centre for Multicultural Studies, University of Wollongong.
- 1984-1985** Half Time Research Fellow, Centre for Multicultural Studies, University of Wollongong.
- 1981-1985** Project Officer, Social Literacy Curriculum Materials Project, Sydney (half time, 1984-5).
- 1979-1980** Project Officer, Multicultural Education, Catholic Education Office, Sydney
- 1979-1980** Teacher and N.S.W. Multicultural Education Coordinating Committee Project Officer, Marist Brothers Junior School, Parramatta.

### 5.1 Common Ground Publishing

Common Ground Publishing was founded in 1984 as a vehicle for publishing innovative curriculum materials. Bill Cope is Common Ground's Director. In 2001, the company set a new course, developing innovative publishing methods and technologies, with a focus on academic conferences and publishing.

#### *Academic Publishing: Journals*

Common Ground has developed an innovative, open-ended approach to peer-refereed academic journal publishing, in both print and electronic formats. Its current and forthcoming new journals are:

- The *International Journal of the Book* addresses a range of themes relating to and surrounding the book, including the past, present and future of publishing, libraries, information, literacy and learning in the information society [www.Book-Journal.com](http://www.Book-Journal.com) ISSN: 1447-9567
- The *International Journal of Diversity in Organisations, Communities and Nations* provides a forum for discussion and builds a body of knowledge on the forms and futures of difference and diversity. [www.Diversity-Journal.com](http://www.Diversity-Journal.com) ISSN: 1447-9583
- The *International Journal of the Humanities* provides a forum for the role of the humanities in contemplating the future and the human, in an era otherwise dominated by scientific, technical and economic rationalisms. [www.Humanities-Journal.com](http://www.Humanities-Journal.com) ISSN: 1447-9559
- The *International Journal of Learning* sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning. [www.Learning-Journal.com](http://www.Learning-Journal.com) ISSN: 1447-9540
- The *International Journal of Knowledge, Culture and Change Management* creates a space for discussion of new knowledge about the nature and future of organisations, in all their forms and manifestations. [www.Management-Journal.com](http://www.Management-Journal.com) ISSN: 1447-9575
- The *International Journal of Environmental, Cultural, Economic and Social Sustainability* is multidisciplinary in nature, drawing from the various fields and perspectives through which we can address the fundamental and related questions of sustainability. [www.Sustainability-Journal.com](http://www.Sustainability-Journal.com) ISSN: 1832-2077
- The *International Journal of Technology, Knowledge and Society* focuses on a range of critically important themes in the various fields that address the complex and subtle relationships between technology, knowledge and society. [www.Technology-Journal.com](http://www.Technology-Journal.com) ISSN: 1832-3669

Forthcoming, 2006:

- *International Journal of the Arts in Society*
- *International Journal of Interdisciplinary Social Sciences*
- *International Journal of Design Principles and Practices*

#### *Academic Publishing: Books*

- Common Ground also publishes books. Its academic imprints include theHumanities - publishing a books from a wider range of perspectives across the humanities at [www.theHumanities.com](http://www.theHumanities.com)
- theLearner - publishing books on education at [www.theLearner.com](http://www.theLearner.com)

Further details can be found at [www.CommonGroundPublishing.com](http://www.CommonGroundPublishing.com)

#### *Academic Conferences*

Common Ground runs an annual academic conference in the area of each of its journals. The 2005 and 2006 conferences are listed below. Further details can be found at [www.CommonGroundConferences.com](http://www.CommonGroundConferences.com)

The Book Conference - [www.Book-Conference.com](http://www.Book-Conference.com)

- Third International Conference on the Book, Oxford Brookes University, Oxford, UK, 11-13 September 2005.

- Fourth International Conference on the Book, Emerson College, Boston, Massachusetts, 20-22 October 2006.
- The Diversity Conference - [www.Diversity-Conference.com](http://www.Diversity-Conference.com)
- Fifth International Conference on Diversity in Organisations, Communities and Nations, Institute of Ethnic Administrators, Beijing, China, 30 June-3 July 2005.
  - Sixth International Conference on Diversity in Organisations, Communities and Nations, Sheraton Hotel, New Orleans, 12-15 June 2006 (in association with Xavier University of New Orleans and the State University of Louisiana).
- The Humanities Conference - [www.HumanitiesConference.com](http://www.HumanitiesConference.com)
- Third International Conference on New Directions in the Humanities, The University of Cambridge, UK, 2-5 August 2005.
  - Fourth International Conference on New Directions in the Humanities, University of Carthage, Tunis, Tunisia 3-6 July 2006.
- The Learning Conference - [www.LearningConference.com](http://www.LearningConference.com)
- Twelfth International Conference on Learning, Faculty of Education at the University of Granada, Spain, 11-14 July, 2005.
  - Thirteenth International Conference on Learning, Montego Bay Community College and Sam Sharpe Teachers' College, Montego Bay, 22-25th June 2006.
- The Management Conference - [www.ManagementConference.com](http://www.ManagementConference.com)
- Fifth International Conference on Knowledge, Culture and Change in Organisations, University of the Aegean, of Rhodes, Greece, 19-22 July 2005.
  - Sixth International Conference on Knowledge, Culture and Change in Organisations, Monash University Centre, Prato, Tuscany, Italy, 11-14 July 2006.
- The Sustainability Conference - [www.SustainabilityConference.com](http://www.SustainabilityConference.com)
- Third International Conference on Environmental, Cultural, Economic and Social Sustainability, University of Madras, Chennai, India, 4-7 January 2007.
  - Second International Conference on Environmental, Cultural, Economic and Social Sustainability, Hanoi and Ha Long Bay, Vietnam, 9-12 January 2006.
- The Technology Conference - [www.Technology-Conference.com](http://www.Technology-Conference.com)
- Second International Conference on Technology, Knowledge and Society, Hyderabad, India, 12-15 December 2005.
  - 2006 Technology Symposium, a special two day symposium on 'Technology and Citizenship', McGill University in Montréal, Canada, 9-10 June 2006.
- The Arts Conference - [www.Arts-Conference.com](http://www.Arts-Conference.com)
- International Conference on the Arts in Society, University of Edinburgh, Scotland, 15-18 August 2006 (in association with the Edinburgh Festival).
- The Social Sciences Conference - [www.SocialSciencesConference.com](http://www.SocialSciencesConference.com)
- International Conference on Interdisciplinary Social Sciences, University of the Aegean, Rhodes, Greece, 18-21 July 2006.
- Commencing 2007: The International Conference on Design Principles and Practices

### *Software Development*

Common Ground has a small software development team, which has, since 2001 developed a substantial piece of web publishing software, Common Ground Publisher—[www.CGPublisher.com](http://www.CGPublisher.com). CGPublisher gives knowledge-producing communities the power to be publishers. Knowledge-producing communities are groups of people who have important local, specialist or professional knowledge, but who are still largely reliant on outside media infrastructure. They include:

- *Publishers* who are burdened by the high costs of inventory as well as the cost of conventional bookstore distribution, sometimes up to two-thirds of the sale price. CGPublisher not only manages the publishing workflow but it gives the publisher a direct online point of sale, as well as a bookstore and website for every author. It provides a simple and easy-to-use scaffold which can easily and inexpensively turn would-be publishers into publishers—a point of common knowledge creation for voluntary communities of shared interest, or the tools for setting up a commercial publishing company.
- *Schools* who want to produce their own learning resources, simply because they are of a better quality and more relevant to their learners than generic textbooks. This is a way to maintain and build their own professional knowledge base, and showcase it to the world. And it provides an easy access point for the whole school community as well as a place where learner work can be published. Imagine every teacher and every learner with their own

personal website, and the school as the publisher of all that knowledge. For further information about experimental work using CGPublisher in schools, visit [www.Learning-by-Design.net](http://www.Learning-by-Design.net)

- *Universities*, research centres and professional associations who want to keep control of their own research knowledge. CGPublisher offers two-way blind refereeing. University publishers may make these works available for free, or choose to sell electronic or physical products through online bookstores.
- *Organisations* in the private, public and community sector who want to find a systematic but nevertheless decentralised way of sharing knowledge, making it available across the organisation and publicly. Every member of the organisation has a personal portfolio site; and the organisation can have a nested hierarchy of community (division, team, project group) sites.

CGPublisher is built on solid open source foundations—the Python programming language and the Zope application server. For users, working in CGPublisher requires no more than a web-browser, and whatever their preferred tools for digital content creation.

CGPublisher is built on Common Ground Markup Language (CGML). CGML is an ambitious research and development initiative, anticipating a standards-driven future for the Internet. It has been widely predicted that the future of electronic content development and distribution is the ‘semantic web’, founded on ontologies or schemas which define particular areas of knowledge and human activity. CGML is an ontology of authorship and publishing, a comprehensive description of the creative process. CGML consists of over 1200 key concepts of authorship and publishing, and a 60,000 word online Dictionary of Authorship and Publishing for the digital world, defining each term and providing practical advice about standards-conforming data entry.

In CGPublisher, CGML appears as the field or content definition tags, which are defined in application-specific terms within the software interface. The heart of CGML is its patent-pending ‘interlanguage mechanism’, by means of which each ‘common ground’ term and data entry consistent with the CGML dictionary definition will produce valid data across a broad range of standards.

Formally, CGML is an XML schema which allows XML data exports into any and all of the standards with which it interoperates. This means that one data entry space can produce XML outputs which will generate standards conforming outputs, including: an e-commerce record, a library cataloguing record, typesetting markup, electronic rendering markup, a print job with an electronic job ticket for automated production, an electronic ‘learning object’, digital rights data, and metadata which assists resource discovery. CGML is housed in a dedicated ontology-building tool, created by the Common Ground software development team, CGLexicographer. Using this tool, new schemas and standards can easily be absorbed, as and when they emerge. Also, new concepts or tags can progressively be added, particularly as CGML broadens its scope across a variety of electronic media.

CGPublisher is an application of CGML to content creation, workflow and publication. In 2005, Common Ground commenced a project to translate CGML to a document or file level, CGCreator. All Common Ground’s journals are now being typeset in CGCreator.

#### *Research*

Common Ground has been involved in research since 2001, jointly with RMIT, in the following areas:

#### **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

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.

### **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

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.

### **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

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 e-Learning: 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

This project assesses the potential benefits and weaknesses of 'e-learning' 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 e-learning, and develop models which most productively exploit the educational potentials of e-learning. 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'.

### **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.

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 e-text.
- 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 Ziguas. 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](http://www.C-2-CProject.com)

## ***5.2 The Office of Multicultural Affairs, Department of the Prime Minister and Cabinet***

Bill Cope was appointed to the position of First Assistant Secretary, Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs, in November 1995. After initial official engagements and briefings in November-December 1995, he took up the appointment in January 1996. As a member of the senior management team of the Prime Minister's Department, he was granted the highest security rating, 'top secret', which included access as required to Cabinet documents and material relating to matters of national security.

As FAS OMA, Bill Cope had three lines of responsibility: through the Deputy Secretary and Secretary to the Prime Minister, to the Minister for Immigration and Ethnic Affairs, and to the Parliamentary Secretary Assisting the Prime Minister for Multicultural Affairs. At the time of his appointment, the Office of Multicultural Affairs had a staff of 25 and a combined program and operating budget of approximately \$5 million. Established in 1986, OMA had evolved to a point where, in 1995 it had six core functions:

### *1. Multicultural Policy Advice, Development and Coordination*

OMA had developed and continued to have carriage of the implementation of the 1989 *National Agenda for a Multicultural Australia*. In this context, OMA worked across all Commonwealth portfolios, as well as with Ethnic Affairs Commissions or Offices in the States/Territories and with interested parties in the community and the private sector. Ongoing OMA functions as of late 1995 included:

- *Cross Portfolio Co-ordination*: OMA had a critical role in ensuring that cultural diversity issues were not overlooked in the development of Commonwealth policies and programs across all portfolios. As a consequence, the FAS OMA reviewed Cabinet submissions, and assumed a strategic cross-portfolio coordinating role in regard to specific issues of immigration,

multiculturalism and indigenous access and equity. A serious lack of coordination of these issues in the August 1986 budget processes had been a prime reason for the establishment of OMA.

- *Community Relations:* Ethnic, cultural and national unity are now the most critical issues determining the stability of states around the world. OMA took an inclusive view which encompassed relationships between all Australians, including community-wide issues of racism and discrimination. In this regard, OMA had an important role to play in policy development and intervention in the community relations area, and had a strong record in community relations negotiations, program development and program implementation.
- *The Domestic Consequences of International Conflict:* OMA's expertise in community relations allowed the prompt handling of the domestic consequences of international ethnic or religious conflicts. OMA also maintained strong connections with Australian security agencies. For example, during the Gulf War OMA took action to prevent violence or discrimination against Australians of Iraqi background. OMA also interceded at the beginning of the Balkan conflict and played a major role in dealing with domestic issues arising from Australia's recognition of the Former Yugoslav Republic of Macedonia.

## 2. Community Consultation

OMA also assisted the Government to strengthen consultative arrangements to ensure community input into the Government's decision making processes. Mechanisms to facilitate extensive consultative links with the community included:

- *Funding to Ethnic Community Organisations:* OMA provided funding to the Federation of Ethnic Communities' Councils of Australia (FECCA), State/Territory ECCs and to the Association of Non-English Speaking Background Women of Australia (ANESBWA). In 1995-96, the total amount of this funding was \$645,000. The rationale for funding non-profit community based organisations was that they added value to Government's policy formulation and decision-making process and that they were an effective means of consultation. In 1995-96, for the first time, provision of funding to these bodies was linked to specific outcomes, reflecting to a large extent, Commonwealth concerns and priorities, and including community feedback on identified issues.
- *The National Multicultural Advisory Council:* NMAC was established to provide advice on multicultural policies to the Prime Minister and the Minister for Immigration and Ethnic Affairs. The Council has a bipartisan membership and is comprised of leading experts and community representatives. The Government response to the Committee's 1995 report was launched in January 1996.
- *Bilingual Consultants Network:* OMA provided a semi-commercialised community consultation service which operated on a cost recovery basis. This service provided a means for public and private sector organisations to evaluate their programs, policies or services by conducting qualitative research among individuals from non-English speaking backgrounds in their community language.

## 3. Access and Equity

The aim of the Access and Equity framework was to effect a cultural change in the Australian Public Service such that all Australians could enjoy equitable access to Commonwealth Government programs and services, monitoring effectiveness and efficiency in government services to communities of diverse NESB and indigenous backgrounds, community consultation, and enhancing access and equity across three levels of government. Regarding the last element, the Intergovernmental Working Group on Access and Equity was serviced by OMA. OMA's responsibility for Indigenous Access and Equity brought key stakeholders together (for example, ATSIC, the Office of Indigenous Affairs, the Public Service Commission and relevant State and Local Government agencies) in order to establish access and equity performance measures and to develop audit processes whereby the effectiveness and efficiency of mainstream government service provision to indigenous communities was evaluated.

## 4. Community Development Issues

OMA also had a role in managing issues of cultural and community development for emerging communities, not currently served by government programs and services. For instance:

- *Australian South Sea Islanders:* The recognition of Australian South Sea Islanders as a group created a unique, and relatively unpublicised, series of difficulties. Many ASSI communities had to this point been served as a part of ATSIC programs. Recognition was increasingly denying them this right. Nor were specialist 'migrant services' available to ASSI people. Mainstream government programs and services were unable to deal adequately with the special needs of ASSI communities.

It is estimated that ASSI people may number up to 20,000, mainly located between Tweed Heads and Cairns, although there is a strong propensity to deny ASSI origins in order to maintain access to ATSI services. A consultation completed by OMA in May 1996 revealed increasing inter-community hostility at a local level.

#### *5. Productive Diversity*

OMA took a lead role in promoting the value of 'productive diversity' in the three areas of exports, domestic niche markets and workplace productivity. The Productive Diversity Agenda aimed to promote the utilisation of Australia's linguistic and cultural diversity to economic benefit. OMA initiatives in this area included research, demonstration projects, promotional activities and management education. OMA worked closely with business associations and government to promote an understanding of productive diversity and encouraging businesses to use their multicultural resources.

#### *6. Australian Citizenship*

Under the Government's citizenship policies, OMA had a proactive role in coordinating the multicultural aspects of citizenship initiatives across portfolios.

#### **Achievements Before the March 1996 Federal Election**

##### *Launch and Promotion of the 1995 Access and Equity Report*

Each year, OMA had responsibility to report on progress in the development of indigenous and immigrant Access and Equity programs across all portfolios. The 1995 report was published in January 1996. This was accompanied by an extensive series of promotional activities, including a launch by the Minister for Immigration and Ethnic Affairs and the Parliamentary Secretary Assisting the Prime Minister for Ethnic Affairs hosted by the Ethnic Communities Council of New South Wales and officiated by Bill Cope as OMA Director.

##### *Launch of 'Our Nation' Policy*

Prime Minister Keating launched the Government's Response to the Report of the National Multicultural Advisory Committee in January 1996. Both the Report and the Government Response had been developed by OMA. OMA also managed the production of the 'Our Nation' document in ten languages, the launch at the Parramatta Cultural Centre and the post-launch promotion and publicity.

##### *Australian South Sea Islander Report*

Following the recognition of the Australian South Sea Islanders as a distinct group in 1994, severe difficulties emerged in their access to either Indigenous or immigrant programs and services. By late 1995, this had reached a crisis point, compounded by difficulties in the Queensland Bureau of Ethnic Affairs which had been subcontracted to undertake a community development project. In the first three months of 1996, OMA undertook extensive community consultations from Tweed Heads to Cairns, and subsequently wrote a report recommending a future course of action for community development and access to mainstream services by Australian South Sea Islanders. This report was presented to Minister Ruddock in May 1996.

##### *Review of the Productive Diversity Program*

Commencing in January 1996, OMA undertook a major review of its Productive Diversity Program, then three years old. This involved extensive inhouse research, overseen by a departmental reference group, including a survey of public sector, private sector and community organisations. The final report of this review was submitted to Minister Ruddock in May 1996, and provides the basis for further initiatives in this area in 1997.

##### *OMA Restructuring*

Bill Cope began as OMA Director with a staffing level that led the unit to exceed its running costs. During his tenure, he successfully oversaw a program of voluntary redundancies which brought staffing levels within running costs.

##### *Incoming Government Briefs*

As a lead-up to the March 1996 Federal Election, OMA prepared two extensive incoming government briefs based on the election policies of the Government and Opposition. These briefs suggested ways in which policies relating to multiculturalism and indigenous Access and Equity across all portfolio

areas might be implemented in practice. The Opposition Incoming Government Brief was presented to Minister Ruddock in the week after the election, and was accompanied by an extensive oral briefing by Bill Cope as OMA Director.

Volume One of the Incoming Government Brief provided a background to OMA and its role; traced the development of Multiculturalism as a Policy and related this to the Coalition's Multicultural Affairs and Settlement Policy; outlined nine priority areas (Access and Equity; Productive Diversity; Participatory Citizenship and Community Relations; National Unity and Social Cohesion; Indigenous Reconciliation and Multiculturalism; Multicultural Communications, Media and Arts; The Role of Community Organisations; Australia's Languages; and The International Implications of Australia as a Multicultural Society); and provided an overview of OMA structure and resources (structure; functional summary; 1995-1996 Budget; forward estimates).

Volume 2 explored in detail a number of key areas of Coalition Policy in relation to OMA program experience: The future role of the National Multicultural Advisory Council; the Development of a Federal Access and Equity Strategy; Structures for Community Consultation; an Implementation Plan for the Coalition's Anti-racism Education Program; a Program to Capitalise on the Economic Dividend of Australia's Cultural; an Ethnic Small Business Enhancement Strategy; and Industrial Relations Policy in relation to Workers from Non-English Speaking Backgrounds.

#### *Routine OMA Functions*

In addition, as Director, Bill Cope oversaw routine OMA functions, such as: funding of community organisations including new contractual requirements; liaison with community groups, including the Federation of Ethnic Communities Councils of Australia and state Ethnic Communities Councils; representation of OMA in public forums; providing input to major government reports, including from the Office of the Chief Scientist on population and the environment and from the Australian Federal Police on issues of racism and discrimination; and providing general advice to government, such as on the cultural and linguistic diversity aspects of the Sydney 2000 Olympics.

#### **Achievements After the March 1996 Federal Election**

After the election, the Office of Multicultural Affairs was integrated into the newly titled Department of Immigration and Multicultural Affairs. This process was completed with the move of OMA out of the PM&C building and its renaming as the Multicultural Affairs Branch of the Department of Immigration and Multicultural Affairs on 20 May 1996. Under the Direction of Bill Cope, OMA can claim two major achievements in this period.

#### *Successful Integration of OMA into the Department of Immigration and Multicultural Affairs*

Integration of OMA into the Department of Immigration and Multicultural Affairs brought with it the difficulty of having to integrate PM&C Sections with existing Immigration Department Sections, staff redeployment and reduction of Running and Program Budget from approximately \$5 million to \$2.5 million. Detailed options papers were developed for Minister Ruddock, in which some OMA functions were abandoned and others reduced in scale. By full integration on 20 May, restructuring of the Multicultural Affairs function had been successfully completed and excess staff redeployed.

#### *Development of The Charter of Public Service for a Culturally Diverse Society*

In January 1996, the House of Representatives Standing Committee on Community Affairs tabled *A Fair Go For All: Report on Migrant Access and Equity*. It was OMA's responsibility to coordinate the Government's response to this Report. The change of Government presented OMA the possibility and the challenge of developing a very different approach to Access and Equity to that which had evolved since 1984. In fact, led by Bill Cope, OMA suggested the replacement of Access and Equity policy with a *Charter of Public Service for a Culturally Diverse Society*. The *Charter* principles were met with an enthusiastic response by Minister Ruddock. Subsequently presented to the Council of Ministers of Immigration and Multicultural Affairs on 17 May 1996, they were adopted as national principles of best practice at the October 1996 ministers' meeting. On 6 December 1996, Senator Nick Minchin, representing the Prime Minister at the Federation of Ethnic Communities Councils of Australia in Adelaide, announced the *Charter* as Commonwealth policy. The *Charter* was spelt out in full in the December 1996 Access and Equity Annual Report to Parliament and the final draft of the Government Response to the House of Representatives Standing Committee on Community Affairs *Fair Go For All* Report, also in December 1996.

The background to the development of the *Charter* was as follows:

- The criticisms levelled at the Commonwealth's Access and Equity policy in the House of Representatives Standing Committee Report on Community Affairs *Report on Migrant Access and Equity, A Fair Go For All*.
- Strong criticisms of the effectiveness of Access and Equity to mainstream government services for indigenous communities, as outlined in the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, *Access and Equity: Rhetoric or Reality?*
- General criticisms levelled against the Access and Equity program in its later years: that the concepts are not widely understood, that the 'NESB' category is very often an unhelpful descriptor, and that the policy has not translated into better services and outcomes to the extent that it might have been hoped.
- A public environment in which there had been increasing questioning of the effectiveness and fairness of government resources directed at special groups, and in which the fairness of government service delivery to all Australians needed to be clearly communicated.
- A growing sense that general access to mainstream services needed to be a goal, and in which user-responsive services may reduce the need for separate, specialist services.

In practical terms, the *Charter of Public Service for a Culturally Diverse Society* is an integrated strategy which:

- *sets an agenda* for servicing a diverse society at the heart of public sector management reform, including strategic planning and the development of customer service charters;
- *operationalises these management principles* through the development of a sensitive and flexible, customer-oriented ethos. This requires a change in organisational culture, based on good leadership and assisted by training;
- *monitors the results*, ranging from detailed measurement of client satisfaction and to broader processes of evaluation and audit which make public sector organisations accountable to the Government and the people of the State for their effectiveness and efficiency in meeting the needs of a diverse clientele.

### ***5.3 The Bureau of Immigration, Multicultural and Population Research, Department of Immigration and Multicultural Affairs***

With the integration of OMA into the Department of Immigration and Multicultural Affairs, Multicultural Affairs was reduced to a Branch, directed by one of the two Assistant Secretaries of the former OMA. Following a reshuffling of Division heads in the Department, Bill Cope was appointed Director of the Bureau of Immigration, Multicultural and Population Research.

The Bureau at the time had offices in Melbourne and Canberra, a staff of fifty and a budget of \$5 million. Between May and August, as Director of the Bureau, Bill Cope managed:

- the commencement of 7 new research projects;
- the production and public launch of 12 major research reports, attracting considerable media attention, including two launches by the Minister for Immigration and Multicultural Affairs;
- management of a major national conference on Women in Migration; and
- liaison with the Minister and the media in the course of the ongoing 'immigration debate'.

The 1996 Federal Budget cut \$2.5 million from the Bureau's budget. This necessitated the closure of the Melbourne Office. Bill Cope supervised the restructuring process, and the transition from Bureau to a newly named Research and Statistics Branch in Canberra as of 20 August 1996. This involved the redeployment of Melbourne staff and the development of a strategic options paper for the new branch.

### **Setting a Strategic Direction for the Bureau and for the New Research and Statistics Branch**

During his time as Director, Bill Cope set a new strategic focus for the Bureau, after several months of discussion and planning with Bureau staff, the Department and the Minister. Much of this strategic focus has been incorporated into the new Research and Statistics Branch. There were three principal elements to this shift in direction:

First, the Bureau had come in for some criticism for a relative lack of focus. This was to some extent an inevitable consequence of the breadth and complexity of the issues with which it worked.

Consequently, research projects were to be clustered around thematic groupings:

- *The Economics of Immigration and Diversity.* A developing area of Bureau work was the economics of cultural and linguistic diversity. Many businesses are realising that Australia is a microcosm of the new, global marketplace. This is precisely the reason why a number major multinationals have decided to locate their regional headquarters in Australia in recent years. Such organisations are beginning to recognise that diversity is not a problem, something that gets in the way of forging a cohesive workplace culture. Rather, workforces are most effective when they are as diverse as the local and global environments in which the organisation lives. The advantages include the range of language skills, communication styles, international networks, country knowledge and life experience that people bring to teams. Trading on diversity is also unavoidable for Australia, as nine out of ten of our fastest growing export markets over the past decade are non-English speaking. Also, the structure of our exports has changed dramatically in recent decades, with the rapid growth in highly culture-sensitive industries such as education and tourism
- *Social Cohesion.* In this area of research, the key overall question is ‘what are the conditions for social cohesion in the context of the increasingly crucial realities of cultural and linguistic diversity?’ This cluster of research activities includes several subthemes. One of the major subthemes was immigrant youth. This was based on five Bureau projects which ranged from studies of street-frequenting youth to an analysis of the educational experiences and achievements of immigrant youth. Thus, a continuum of young people’s experiences were to be examined, as well as institutional responses to their needs. Another subtheme was developments in multicultural policy. The Bureau actively contributed to the new work redefining ‘need’ which moved away from the NESB descriptor to a more inclusive notion of cultural and linguistic diversity. The Bureau also continued working with the Department in the development of the *Charter of Public Service for a Culturally Diverse Society*, advancing Access and Equity policy to a new stage. Still another piece of research commenced in this area was a retrospective on the Galbally Report of 1978, examining the lasting impact of the Galbally initiatives nearly two decades later.
- *Regional Migration, Settlement and Population Growth.* There had been much discussion of the issue of regional migration, with particularly strong interest in this issue expressed during the Minister Ruddock’s national consultations in May 1996. Major pieces of Bureau research focused on these issues. In parallel with this research, the Bureau was to extend its regional seminar series.

In a second significant shift of direction, the Bureau moved towards undertaking more work that was directly related to policy and practice through new, collaborative research arrangements. This initiative flowed directly from the recommendations of the 1994 Menadue review of the Bureau. Research projects were increasingly favoured that involved other partners or stakeholders. These may be commercial joint ventures in which the Bureau provided supplementary funding; or joint ventures with particular Branches in the Department of Immigration and Multicultural Affairs or state-based ethnic affairs agencies. Here, the Bureau provided funding, but stakeholders were to drive the research process in a way that related directly to their needs. The overall emphasis was on the development of closer, collaborative relationships between the Bureau, external experts and community stakeholders. The evolution of these kinds of structural relationships enhanced the relevance of Bureau work, and the effectiveness of the research dollar.

The third major new direction was publications. The publications area of the Bureau began the transition to niche publisher, running along commercial lines and with a wider distribution base than had previously been the case. New digital reproduction technologies made this a possibility. One of the benefits was that Bureau publications felt more like books than government reports. Another was the possibility of the Bureau publishing high quality books other than Bureau reports in the fields of immigration, multicultural affairs and population, including edited collections and singly authored books.

### **Policy Development: the 'NESB' Category**

At the meeting of the Ministerial Council of Immigration and Multicultural Affairs in Canberra on 17 May 1996, Commonwealth and State Ministers 'noted the problems associated with the use of the term non-English speaking background and its acronym "NESB"' and agreed that 'the term and acronym be dropped, where possible, from all official communications'. The Ministers also agreed 'that the Department of Immigration and Multicultural Affairs should work with the Australian Bureau of Statistics in developing a standard definition regarding Australians born in countries other than the main English speaking countries' and 'that this should be cleared through the Intergovernmental Working Group on Access and Equity, and put to the Ministerial Council for Approval'.

In meeting this requirement, Bill Cope lead a Bureau team in drafting a paper suggesting an alternative to 'NESB'. This included extensive discussions with the Australian Bureau of Statistics. This paper was a contribution to the ongoing discussion about accurate and useful ways of describing Australia's cultural and linguistic diversity.

By way of background, the Ministers' May 1996 decision had been given considerable impetus by the publication of the House of Representatives Standing Committee on Community Affairs Report on Migrant Access and Equity, *A Fair Go For All*. That report roundly criticised the concept 'NESB'. The Committee noted that, amongst many community groups, NESB was 'perceived as a convenient bureaucratic tool which tends to divide the community into "them and us".' (p.112) The Committee also concluded that the identifier 'is no longer appropriate as a measure of disadvantage'. In evidence presented to the committee, the Australian Bureau of Statistics noted that 'there is a widespread view that NESB defines a group of people who suffer disadvantage of one type or another in Australian society. ... [I]t is important to note that NESB does not in itself indicate that individuals are described as disadvantaged. Many people of NESB are, in fact, high achievers, educationally, socially and economically.'(p.111)

The Bureau of Statistics also pointed to problems of inconsistency in use. NESB was not always defined in the same way. For instance, the Commonwealth's *Public Service Act* defines NESB as 'persons who have migrated to Australia and whose first language is a language other than English and children of such persons'. This is a strictly language and migration based definition. The New South Wales *Anti-Discrimination Act* describes people of NESB as 'representing racial minorities, disadvantaged in Australia by virtue of colour, nationality, descent and ethnic, ethno-religious or national origin.'(p.111) This definition focuses on a variety of factors which it is supposed typically indicate disadvantage. Neither of these definitions includes indigenous people. This issue was discussed by the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs in its document *Rhetoric or Reality: Report of the Inquiry into the Implementation of the Access and Equity Strategy*. The committee concluded that the Public Service Commission definition of NESB was discriminatory in excluding Aboriginals and Torres Strait Islanders. Consequently, it recommended 'that subsection 7(I) of the Public Service Act 1922 be amended to cover all people of a non-English speaking background and their children, including Aboriginal and Torres Strait Islander people.' (Recommendation 26).

There has, in other words, been considerable discussion about the way in which Australia's cultural and linguistic diversity might be described. At first glance, such a discussion might seem to be playing needless semantic games. Or it might be seen as an attempt to set up and enforce speech protocols. In fact, the discussion touches on some genuinely important issues. For instance, the categories 'NESB' and 'Indigenous' are used extensively to describe need and disadvantage. They are thus an important basis for the provision of public services. What these terms describe, then, is no insignificant matter, going as they do to the heart of the question of how effectively public resources are used.

Moving beyond bureaucratic terminology such as 'NESB' and 'ATSI', the Bureau's paper suggested that the focus should be on all Australians and our cultural and linguistic diversity. The primary emphasis will be on commonly understood terminology, backed up by concepts and categories used by the Australian Bureau of Statistics. The terminology to describe cultural and linguistic diversity should also be based on simplicity and relevance - finding out only as much as you need to know about

cultural and language factors, for instance, to be able to provide an effective service. A practical framework for describing cultural and linguistic differences was introduced in the Bureau paper, which suggested six different levels of knowledge. At the first level, no questions are asked. The only issue that arises is the need to know and the level of knowledge that is required or relevant. At the second level, one, sometimes double-barrelled question is asked: country of birth, and if Australia, whether the person is of Aboriginal or Torres Strait Islander origin. At each of the remaining four levels one more question is asked: first language spoken (additional Level 3 question); English language proficiency (additional Level 4 question); cultural or ethnic background (additional Level 5 question); and religion (additional Level 6 question). Much of the time we need do no more than ask the simple first (Level 2) question, country of birth/indigenous status. At the sixth level, all five main questions are asked, and a full cultural and linguistic profile emerges. Rarely is it necessary to go so far as Level 6. The census is one time when this intensive level of questioning is appropriate. Other instances might include long-term or intensive encounters such as hospitalisation or school enrolment. Each of the five Level 2 to 6 questions is framed clearly recognisable, everyday language. Underneath each question, however, there are rigorous and consistent statistical standards. This means, for example, that administrative data can be compared against the census. The other feature of this framework is that relevant questions about indigenous status are asked at the same time and on the same conceptual basis as questions of immigrant status which relate to the rest of the population: first language spoken, English language proficiency, self identification and religion.

### ***5.4 The Centre for Workplace Communication and Culture***

In 1991, Bill Cope became the founding Research Manager of the Centre for Workplace Communication and Culture at the Faculty of Adult Education in the University of Technology, Sydney. In 1993 a new office of the Centre was opened at James Cook University of North Queensland in Townsville and Bill Cope assumed the position of Director. After a period as a senior public servant, Bill Cope returned to head the Centre in late August 1996. The Centre transferred to RMIT University and the commencement of 1998.

The Centre for Workplace Communication and Culture was established to develop innovative training materials and strategies to deal with English language learning and intercultural communication in a diverse workforce. Core research and development funding comes from a Key Centre Grant of the Australian Research Council to the National Languages and Literacy Institute of Australia, and funding granted to the NLLIA by the Commonwealth Department of Employment, Education and Training.

The CWCC has a threefold role:

- to undertake research on the issues of culture and communication in the workplace with a special emphasis on the questions that arise from the cultural and linguistic diversity of the Australian workforce;
- to develop and deliver training programs on workplace communication and culture for private, public and community sectors; and
- to consult and give advice on the development of: strategies for the optimal use of linguistic and cultural resources; skills and language audits; approaches to award restructuring and microeconomic reform; productive interconnections of enterprise planning and management with multicultural social policy.

Since its establishment in 1991, the Centre for Workplace Communication and Culture has established a reputation as a leading research, policy and program development organisation in the areas of:

- Productive diversity
- Workplace communication
- Language and literacy education in schools
- Adult literacy
- Multicultural policy and programs
- Multicultural education
- Workplace training.

## Key Ideas

The work of the Centre for Workplace Communication is based on the following four key ideas:

*Productive Diversity:* Diversity is an organisational resource. Productive Diversity is 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:* In an era when organisations are driven by corporate culture and software based technologies, effective communication is an organisational imperative like never before. Collaborative Workplace Communication is an approach to workplace communication which helps people to negotiate their differences more effectively, be those differences of culture, experience or knowledge.

*Multiliteracies:* Cultural/linguistic diversity and new communications media are changing our language and the other ways in which we make meaning. Multiliteracies is an approach to language learning for children and adults which replaces standardised rule-bound learning of traditional language and literacy teaching with a framework to interpret cultural and subcultural differences in language and discourse as well as the multimodal meanings which link language to visuals and audio, such as desktop publishing, multimedia applications and the Internet.

*Civic Pluralism:* Local diversity and total globalisation require new ways of negotiating civic and community life. Civic pluralism is an approach to relationships of governance and consent at community and national levels in which the government is an ethnically neutral and equitable arbiter of differences.

## CWCC Milestones

Some of the highlights of the CWCC's research and development work include:

- *A Whole of Government Languages and Multicultural Plan* for the Government of South Australia
- *The Charter of Public Service in a Culturally Diverse Society*, expanded version of the Federal document. Detailed audit and implementation project with Darebin City Council.
- *A Pedagogy of Multiliteracies*, an Australian Research Council Large Grant involving a team of internationally renowned researchers from Australia, the United States and Britain investigating the dual challenges for literacy teaching in the context of global cultural and linguistic diversity and new communication technologies. A book was published by Routledge, London, 2000, *A Pedagogy of Multiliteracies*—an extended version of a paper of the same name published in the Spring 1996 issue of the *Harvard Educational Review*, authored jointly with the other members of the New London Group.
- *Diversity Makes Good Business*, industry based research and training program development for the Human Rights and Equal Opportunity Commission.
- *Local Diversity, Global Connections*, industry based research and training program development for the Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet.
- *The National Framework of Adult Language, Literacy and Numeracy Competence*, a national policy document.
- The development of *Cultural Understandings* as the eighth Key Competency, a national policy document linking school to work.
- *Oral Communication in the Restructured Workplace*, a training program developed with Nestle, Kelloggs and Uncle Toby's.
- 'A Pedagogy of Multiliteracies'. Paper published in the *Harvard Educational Review*, Spring, 1996.
- The *Review of Ethnic Affairs in Queensland*, commissioned by the Premier of Queensland: a major cross-portfolio review of services provided to immigrant communities in Queensland in conjunction with the Queensland Ministerial Advisory Committee on Ethnic Affairs, chaired by Prof. Mary Kalantzis.
- *International Conferences:*  
*Communication in the Workplace: Culture, Language and Organisational Change*, held at the Hilton Hotel, Sydney, 1-4 September 1993, including 140 presentations from 16 countries.  
*Local Diversity, Global Connections: Communication, Culture and Business*, held at the Wesley Centre, Sydney, 9-11 November, 1995.

*The Fourth International Literacy & Education Research Network Conference on Learning*, featuring the International Multiliteracies Project and held at the Sheraton Breakwater, Townsville, 29 June - 2 July, 1995. Attended by 800 participants from 14 countries.

- Major research and consultancy projects working with Aboriginal and Torres Strait Islander people, including a language competency framework for Batchelor College in the Northern Territory and a national project on the literacy skills required for work and training for the Federal Department of Employment, Education and Training.

A full list of CWCC projects can be found in the 'research' section of this document.

## 7. PUBLICATIONS

*Reverse chronological listings*

### 6.1 Books

#### FORTHCOMING BOOKS

Cope, Bill. and Mary Kalantzis, *Ubiquitous Learning* - negotiations underway with University of Illinois Press. Bringing together people from across the University of Illinois to define a field of ubiquitous learning and create an intellectual focal point for the Ubiquitous Learning Institute.

#### BOOKS

Kalantzis, Mary and Bill Cope, *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008, 304pp.

Cope, Bill and Angus Phillips (eds.), *The Future of the Book in the Digital Age*, Chandos Publishing, Oxford UK, 2006, 250pp.

Kalantzis, Mary, Bill Cope, and the Learning by Design Project Group, *Learning by Design*, Victorian Schools Innovation Commission, Melbourne, 2005, 323pp.

Kalantzis, Mary, Gella Varnava-Skoura and Bill Cope (eds), *Learning for the Future: New Worlds, New Literacies, New Learning, New People*, Common Ground, Melbourne, 2002, 255pp.

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

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

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

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

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

Kalantzis, Mary, Bill Cope, and Peter Wignell, *The Language of Social Studies: Using Texts of Society and Culture in the Primary School*, Macmillan, Sydney, 1994.

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. (Includes an Introduction and two chapters by Cope and Kalantzis.)

Castles, Stephen, Bill Cope, Mary Kalantzis and Michael Morrissey, *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*, Pluto Press, Sydney and London, 1988, 152pp. Second edition, 1990, 192pp. Third edition, 1992, 218pp.

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, *An Overview: Teaching/Learning Social Literacy*, Common Ground, Sydney, 1987, 64pp. New edition: *Social Literacy: An Overview*, Common Ground, Sydney, 1989, 72pp.
- 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, 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.
- Noble, Greg, Bill Cope, Mary Kalantzis *et al.*, *Making Futures for Young People*, A Study of Youth Culture and Unemployment, Common Ground, Sydney, 1985, 57pp.
- Kalantzis, Mary and Bill Cope, *Just Spaghetti and Polka? An Introduction to Australian Multicultural Education*, Common Ground, Sydney, 1981, 144pp.

## **6.2 Research Reports and Policy Papers**

- Cope *et al.* (eds), *The Creator to Consumer Series*, ten book-length research reports, 2001-2003, see the 'Common Ground' section, above.
- Kalantzis, Mary and Bill Cope, *New Learning: A Charter for Australian Education*, Australian Council of Deans of Education, Canberra, 2001, 160pp.
- Cope, Bill and Mary Kalantzis, *Multicultural Education: An Equity Framework*, South Australian Department of Education Curriculum Standards and Accountability Framework, Adelaide, 2000.
- 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.
- 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.
- Cope, Bill and Mary Kalantzis, *A Multicultural Superhighway?*, Australia Council for the Arts, Sydney 1998, 37pp.
- Cope, Bill and Mary Kalantzis, *Young People Speak about Identity and Australia's Cultural Makeup*, Victorian Multicultural Commission, 1998, 32pp.
- Cope, Bill, Jenny Howard and Peter Kell, *Report on the Review of the Overseas Qualifications Unit*, Employment Victoria, Melbourne, 1999, 68pp.
- 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.
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## **7. RESEARCH AND DEVELOPMENT PROJECTS**

*Following is a reverse chronological listing of research and development projects for which Bill Cope has either responsible from a management point of view, and/or as a significant intellectual contributor. Profiles of each project are available in the Appendix of the extended version of this curriculum vitae.*

### **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

### **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

### **Learning by Design: Creating Pedagogical Frameworks for Knowledge Building in the 21st Century**

*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

### **Pedagogies for e-Learning: A Critical Analysis of Strategies for Effective Use of Information and Communications Technologies for Teaching and Learning**

*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

### **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

### **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

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

*Funding Source:* Australian Council of Deans of Education  
*Project Team:* Bill Cope and Mary Kalantzis

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

*Project Co-ordinaton:* Bill Cope and Mary Kalantzis

**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

**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.

**C-2-C: Creator to Consumer in a Digital Age, 2001-2002**

*Funding Source:* Infrastructure and Industry Growth Fund (IIGF), Book Production Enhanced Printing Industry Competitiveness Scheme, Department of Industry, Tourism and Resources  
*Funding:* Jan-April 2001 Project: \$253,132; May 2001-June 2002 project: \$1.5 million  
*Project Team:* Bill Cope et al.

**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

**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

**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

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

*Project Team:* Bill Cope and Mary Kalantzis

**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.

**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

**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

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

*Project Team:* Bill Cope and Mary Kalantzis

**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

**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 et. al

**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

**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

**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 Slonieć, Rosetta Colanero

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

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

**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

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

*Funding Source:* HarperCollins

*Funding:* \$6000

*Project Team:* Mary Kalantzis and Bill Cope

**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

**Innovative Pedagogy Project, Greece, 1998**

*Funding Source:* European Union/Aristotle University of Thessaloniki

*Project Team:* Mary Kalantzis and Bill Cope

**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

**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

**Review of the Overseas Qualifications Unit, 1998**

*Funding Source:* Employment Victoria  
*Funding:* \$15,000  
*Project Team:* Bill Cope, Jenny Howard and Peter Kell

**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

**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 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

**'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

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

*Project Team:* Bill Cope, Mary Kalantzis and Adriana Hassapis

**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

**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

**Interethnic Families and Citizenship, 1995-1998**

*Funding Source:* Australian Research Council  
*Funding :* \$112,000  
*Project Team:* Carmen Luke, Mary Kalantzis and Allan Luke

**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

**The 'Watershed Conversation', 1997**

*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

**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 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

**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

**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

**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

**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

**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

**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

**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

**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

**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

**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

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

*Project Coordination:* Bill Cope, Mary Kalantzis and Adriana Hassapis

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

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

**International Multiliteracies Project, 1994-1995**

*Funding Source:* National Languages and Literacy Institute of Australia

*Project Coordination:* Bill Cope and Mary Kalantzis

**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

**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)

**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

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

*Funding Sources:* New South Wales Education and Training Foundation; National Languages and Literacy Institute of Australia  
*Funding:* \$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.  
*Project Team:* Mary Kalantzis, Bill Cope, Diana Slade, Nicky Solomon and Daphne Brosnan.

**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

**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

**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

**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 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).

**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

**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)

**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

**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

**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

**Case Studies of Training Decision-Making, 1994**

*Funding Source:* Australian National Training Authority  
*Funding:* \$7,000 (CWCC portion)  
*Project Team:* Nicky Solomon, Di Prince

**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

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

*Funding Source:* Liverpool City Council  
*Funding:* \$10,000  
*Project Team:* Nicky Solomon, Kris Brown

**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

**Organisational Communication Training Program, Australia Post, 1994**

*Funding Source:* Australia Post  
*Funding:* \$10,000  
*Project Team:* Nicky Solomon, Daphne Brosnan, Di Prince

**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.

**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.

**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

**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

**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 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).

**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.

**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

**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)

**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).

**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

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

*Project Coordination:* Bill Cope and Mary Kalantzis

**Working With Genre Conference, 1989, 1991, 1993**

*Project Coordination:* Mary Kalantzis and Bill Cope

**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

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

*Funding Source:* Applied Learning

*Funding:* \$3,000

*Project Coordinator:* Nicky Solomon

**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

**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

**Working Papers on Multiculturalism Publications Program, 1990-1992**

*Funding Source:* Office of Multicultural Affairs

*Funding:* \$305,000

*Project Co-ordination:* Bill Cope

**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

**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

**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

**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

**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

**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

**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

**Carnivale Schools Writing Project, 1988**

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

**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

**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

**'Justice' Curriculum Units, 1985-1987**

*Funding Source:* Human Rights Commission  
*Funding:* \$14,000  
*Project Team:* Mary Kalantzis, Bill Cope, Lorraine Murphy and Pat Southgate

**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

**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

**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

**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

**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

**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

**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

## 8. PUBLIC LECTURES, CONFERENCE PRESENTATIONS AND MEDIA APPEARANCES

*A Selection: Reverse Chronological Listings.*

### 8.1 International

- Session Chair and Presenter, *The Fifth International Conference on Knowledge, Culture and Change in Organisations*, Rhodes, Greece, 19-22 July 2005.
- Plenary Session Chair, *Fourth International Conference on Diversity in Organisations, Communities and Nations*, University of California, Los Angeles, 6-9 July 2004.
- Plenary Session Chair, *Eleventh International Conference on Learning*, Havana, Cuba, 27-30 June 2004.
- Keynote Speaker, 'Multiliteracies', *Third International Literacy Conference*, Universiti Sains Malaysia, Penang, Malaysia, 15-17 August 2003.
- Session Chair, *Tenth International Literacy and Education Research Network Conference on Learning*, Institute of Education, University of London, 15-18 July 2003.
- Colloquium Presentation, 'Text-Made Text', *American Association for Applied Linguistics Annual Conference*, Arlington, Virginia, 22-25 March 2003.
- Public Lecture, 'Multiliteracies', Beijing Normal University, Beijing, China, 17 January 2002.
- Workshop Presenter, 'Directions in Lifelong Learning', EU Meeting with The Greek and French Ministers of Education, Zapion Conference Centre, Athens, 17 July 2001.
- Keynote Address, 'Multiliteracies', *International Literacy Conference*, Universiti Sains Malaysia, Penang, 10 May 2001.
- Keynote Address, 'Lifelong and Lifewide Learning', National Conference on Lifelong Learning, Caravelle Hotel, Athens, 14 March 2000.
- Paper Presentation, 'e-Learning and Multiliteracies', Center for New Media Teaching and Learning, Columbia University, New York City, 9 November 2000.
- Keynote Address, 'The Changing Shape of Work and the Requirements of a Future Education System', *Future Prospects for Education Conference*, Pantion University, Athens, Greece, 11 December 1999.
- Workshop Participant and Presenter, *Workshop on Workplace and Community Literacies*, Madison, Wisconsin, USA, 3-5 June 1999.
- Keynote Address, 'Multiliteracies', *National Conference for Greek Teachers*, Innovative Pedagogy Project, European Union/Aristotle University of Thessaloniki, Athens Concert Hall, Greece, 12 December 1998.
- Seminar, 'The Idea of Civic Pluralism', Department of Sociology, University of Bristol, UK, 9 September 1996.
- Opening Address, 'The Idea of Multiliteracies', *Third Domains of Literacy Conference*, Institute of Education, University of London, UK, 7-8 September 1996.
- Public Lecture, 'The Australian Experience of Managing Cultural Diversity', Keene State College, Keene, New Hampshire, USA, 12 September 1994.
- Keynote Address, 'The Language of Restructured Work', *Domains of Literacy Conference*, Institute of Education, University of London, 2 September 1994.
- Seminar Presentation, 'Communication in the Post-Fordist Workplace', The English Centre, University of Hong Kong, 26 August 1994.
- Paper Presentation, 'Genre and Pedagogy', *Domains of Literacy International Conference*, Institute of Education, University of London, 9-10 September 1992.
- Workshop Presentation, 'Making a Difference: Cultural Diversity and Strategies for Institutional Change in Higher Education', *National Conference on Racial and Ethnic Relations in American Higher Education*, San Antonio, Texas, May 31-June 4 1991.
- Paper, 'Cultures of Schooling: Multiculturalism as Educational Policy and Practice', *Harvard University Graduate School of Education Colloquium Series*, Harvard University, Cambridge, Massachusetts, 25 April 1991.
- Paper, 'Theories and Histories of Nationalism', New England College, Henniker, New Hampshire, USA, 21 February 1991.
- Paper, 'Minority Languages and Dominant Culture', Ontario Institute for Studies in Education, Toronto, Canada, 14 January 1991.
- Paper, 'The Experience of Multicultural Education in Australia: Six Case Studies', *Problemi Educativi delle Minoranze Culturali e Linguistiche dalla Ricerca alla Practica Scolastica*,

- a conference conducted by the Instituto Regionale di Ricerca Sperimentazione e Aggiornamento Educativi per L'Emilia-Romagna, Bologna, in Reggio Emilia, Italy, 14-15 December 1989.
- Seminar, 'The Social Literacy Project', *School of Education, Haifa University*, Israel, 26 March 1987.
- Workshop, 'The Social Literacy Project', *Arab Inspectors Conference*, Israeli Ministry of Education, Jerusalem, 24 March 1987.
- One-day seminar, 'The Social Literacy Project', *Van Leer Jerusalem Institute*, Jerusalem, 22 March 1987.
- Study tour of universities and education centres in the United States, Britain, and West Germany, November-December 1983.
- Visitor to the Stanford Program on Inter-cultural Education, Stanford University, November 1983.
- Visitor to the National Writing Project, University of California at Berkeley, November 1983.
- Joint offering of curriculum materials (with Dr. David Dufty) at the *National Council for Social Studies Conference*, San Francisco, November, 1983.
- Visitor, Centre for Contemporary Cultural Studies, University of Birmingham, December, 1981.
- Participant, *History Workshop Conference*, Brighton Polytechnic, Brighton, 25-27 November, 1981.
- Participant, *Conference of Political Economists*, University of Bradford, 20-22 July, 1981.
- Visitor, *World Studies Curriculum Project*, University of Bristol, December, 1981.
- Visitor, Max Planck Institut fur Bildungsforschung, West Berlin, 10-12 March, 1981.

## 8.2 Australia

- Keynote Address, 'Creator to Consumer in a Digital Age', *International Conference on the Future of the Book*, Cairns, 22-24 April 2003.
- Keynote Address, 'Changes in Book Production', *Australian Booksellers Association Annual Conference*, Parkroyal Hotel, Darling Harbour, Sydney, 20 June 2001.
- Seminar Series Presentation, 'Changes in Publishing, from Creator to Consumer', Centre for International Research into Information Technologies, RMIT University, Melbourne, 31 July 2001.
- Lecture, 'Effective Learning in a Distributed and Global Higher Education Environment', DVC International's Lunchtime Lecture Series, RMIT University, Melbourne, 2 May 2001.
- Workshop Presentation, 'Productive Diversity', Leadership Group, WorkCover South Australia, Adelaide, 11 December 2000.
- Radio Interview, 'Diversity Conference' 2SER Sydney, 28 November 2000.
- Keynote Address, 'Cultures of Peace', *Australian Academy of the Humanities Annual Symposium*, University of Western Australia, Perth, 3 November 2000.
- Workshop Presentation, 'Productive Diversity', Directors' Group, Victorian Department of Natural Resources and Environment, Windsor Hotel, Melbourne, 30 October 2000.
- Keynote Address, 'Community Diversity', Geelong Youth Conference, 29 October 2000.
- Radio Interview, 'Recognising Overseas Qualifications', *Life Matters* program with Geraldine Doogue, *ABC Radio National*, 11 September 2000.
- Panel Discussion, 'The State of the Nation—Examining Where Australia is Headed', with Bill Cope, Mary Kalantzis, Peter Read, Paul Kelly; Chair, John Button, *Melbourne Writers Festival*, Melbourne, 1 September 2000.
- Radio Interview, 'A Place in the Sun', 2CH Sydney, 18 June 2000.
- Public Lecture, 'A Place in the Sun', James Cook University, Cairns, 18 May 2000.
- Radio Interview, 'A Place in the Sun', with Sally Loane, 2BL Sydney, 12 April 2000.
- Radio Interview, 'A Place in the Sun', with Jon Faine, 3LO Melbourne, 20 March 2000.
- Radio Interview, 'A Place in the Sun', with Graham Richardson, 2GB Sydney, 17 March 2000.
- Keynote Address, 'Issues in Literacy', *Victorian Department of Education ESL Conference*, Hotel Sofitel, Melbourne, 15 November 1999.
- Radio Interview, 'Immigration and the Environment', *SBS Radio*, 23 August 1999.
- Keynote Speaker, 'Multiliteracies', Southern Metropolitan Region, ESL Week 1999 Professional Development Program, Noble Park English Language School, 19 August 1999.
- Public Address, 'Cultural Diversity and Globalisation', Northern Territory University, Darwin, 6 May 1999.
- Keynote Address, 'Managing Diversity', *Public Sector Management Conference*, Melbourne, 14 April 1999, Sydney 15 July 1999, Adelaide 10 August 1999, Brisbane 5 October 1999.
- Keynote Address, 'Diversity in the Local Community', *City of Geelong Local Government Planning Conference*, Geelong, 27 March 1999.
- Keynote Address, 'Cultural Diversity in Local Government', *Negotiating Frontiers National Conference*, Canberra, 17 March 1999.

- Training Session, 'Productive Diversity', *Brisbane City Council Management Group*, Brisbane, 26 February 1999.
- Keynote Address, 'Multicultural Education', Victorian Schools Council Annual Conference, Shepparton, 19 October 1998.
- Keynote Address, 'Multicultural Social Services Issues', *NCOSS Annual Conference*, Kings Cross, Sydney, 6 October 1998.
- Keynote Address, 'Education for Effective Citizenship in the New Millennium', *Teaching about Asia in Victorian Schools Conference 1998*, Asia Education Foundation, Melbourne, 31 August 1998.
- Keynote Address, 'The Charter of Public Service in a Culturally Diverse Society', *Local Government Multicultural Issues Network Annual Conference*, Beechworth, 19 August 1998.
- Workshop Session, *Multicultural Education Policy For Victorian Schools*, Melbourne 26 May 1998, Dingley 5 June 1998, Ararat 9 June 1998, Geelong 10 June 1998, Wycheproof, 12 June 1998, Preston 16 June, Shepparton 15 July 1998, Blackburn 24 July, Moe, 19 August 1998.
- Keynote Address, 'Productive Diversity', *Women in Public Sector Management Conference*, Perth, 22 May 1998.
- Seminar, 'Productive Diversity', Office of Seniors Interests, Perth, 21 May 1998
- Keynote Address, 'Productive Diversity', *Public Service and Merit Protection Commission Workplace Diversity Conference*, Canberra Casino, 12 February 1998.
- Plenary Address, *Language, Literacy and Numeracy in the 'New World Order': 20th Council for Adult Literacy National Conference*, Sydney Institute of Technology, 9-11 October 1997.
- Session Chair and Keynote Speaker, *Federation of Ethnic Communities Councils of Australia National Congress*, Hilton Hotel, Adelaide, 6-8 December 1996.
- Radio Interview on the 'race debate', *ABC Radio PM Program*, 6 December 1996.
- Closing Address, 'The Future of Cross-Cultural Training', *The Distinctiveness of Australian Cross-Cultural Training Conference*, Human Rights and Equal Opportunity Commission, Graduate School of Business, University of Technology, Sydney, 8 November 1996.
- Keynote Address, 'Workplace Partnerships', *Federation of Ethnic Communities Councils of Australia Conference: The Way Forward—Harnessing Australia's Cultural and Linguistic Diversity*, National Convention Centre, Canberra, 25-26 July 1996.
- Discussion on regional migration, *ABC Radio 3LO*, Melbourne, 8 July 1996.
- Discussion on regional migration, *ABC Television News* and *SBS Television News*, 7 July 1996.
- Keynote Address, 'The Evolution of Multicultural Policy in Australia', *Blurred Boundaries*, International Conference, Melbourne University, 3 July 1996.
- Opening Address and Introduction of Minister, *The Second Women in Migration Conference*, Bureau of Immigration, Multicultural and Population Research, Wesley Centre, Sydney, 3-4 June 1996.
- Co-chair, one day seminar on Cross-Cultural Training, Human Rights and Equal Opportunity Commission, Sydney, 5 June 1996.
- Opening Address and Introductions, Launch of the Atlas of the Australian People by the Minister for Immigration and Multicultural Affairs, Parliament House, Sydney, 24 May 1996.
- Opening Address and Introduction of Minister, *Australian Citizenship in a Multicultural Society Forum*, Constitutional Centenary Foundation, Queens Hall, Parliament House, Canberra, 25 March 1996.
- Opening Address and Introductions, Launch of the 1996 Access and Equity Annual Report by the Minister for Immigration and Ethnic Affairs, Ethnic Communities Council Centre, Sydney, 24 January 1996.
- Keynote Address, 'Capitalising on Diversity in the New Business Environment', *IBC Management Conference*, Ritz Carlton Hotel, Double Bay, Sydney, 21 November 1995.
- Keynote Address, 'Culture, Diversity and Workplace Competencies', *Federation of Ethnic Communities Councils of Australia Annual Conference*, Convention Centre, Melbourne, 17 November 1995.
- Guest Speaker, 'Implications of the Karpin Report', Management Seminar, Australian Taxation Office, Townsville, 14 August 1995.
- Keynote Speaker, 'Adult Literacy and the Restructured Workplace', *Australian Reading Association Conference*, Darling Harbour Convention Centre, 11-15 July 1995.
- Plenary Speaker, 'The Communication Demands of the New Workplace', *Fourth International Literacy and Education Research Network Conference on Learning*, Sheraton Breakwater Casino Hotel, Townsville, 29 June - 2 July, 1995.
- Opening Keynote Speaker, 'Negotiating Cultural and Linguistic Diversity', *Association of Teachers of English as a Second Language Annual Conference*, Hyatt Kingsway Hotel, Sydney, 16-17 January 1995.
- Chairperson and Speaker, one day seminar on language and culture in relation to the national competency agenda, *NLLIA Languages Expo '94*, Darling Harbour Convention Centre, 22 July 1994.
- Paper Presentation, 'Workplace Communication: Changing Paradigms', *International Communication Conference*, Darling Harbour Convention Centre, 14 July, 1994.

- Paper Presentation, 'The Language of Workplace Restructuring', *Language and Social Psychology Conference*, University of Queensland, Brisbane, 7 July 1994.
- Workshop Co-ordinator, 'Managing Cultural Diversity', Australian Taxation Office, Dandenong, 5-8 April 1994.
- Workshop Co-ordinator, 'Anti-Racism in Schools', NSW Department of School Education, 21-25 March 1994.
- Workshop Co-ordinator, 'Cultural Diversity and the Media', Special Broadcasting Service, Sydney, 23 March 1994.
- Workshop Co-ordinator, 'Managing Workplace Communication', Business Language Services, National Languages and Literacy Institute of Australia, Hilton Hotel, Adelaide, 17-18 March 1994.
- Roundtable Discussion, 'How Do We Manage Our Diversity?', *How To Be Australia*, Public Forums, National Centre for Australian Studies, State Library of New South Wales, 15 February 1994.
- Keynote Address, 'Productive Diversity', *Adult Migrant Education Service Conference*, La Trobe University, 25 February 1994.
- Keynote Address, 'The Discourse of Racism', *Racism and Public Culture Conference*, University of Technology, Sydney, 10 December 1993.
- Keynote Address, 'Managing Cultural Diversity', *Capitalising on Cultural Diversity Conference*, Centre for Workplace Studies, Victoria University of Technology, 8 December 1993.
- Keynote Address, 'The Idea of Productive Diversity', *Productive Diversity in Business Conference*, Hyatt Regency Hotel, Adelaide, 28 October 1993.
- Plenary Presentation, 'The Changing Language and Culture of Work', *International Conference on Communication in the Workplace*, Hilton Hotel, Sydney, 2 September 1993.
- Keynote Address, 'Education for Local and Global Cultural Diversity', *NSW North Coast Principals Conference*, Coffs Harbour, 6 August 1993.
- Plenary Presentation, 'The Language of the Restructured Workplace', *Adult Literacy Conference*, Griffith University, 29 June 1993.
- Plenary Presentation, 'Histories of Literacy Pedagogy', *Adelaide Schools Cluster Conference*, Glenelg, 11 June 1993.
- Workshop Co-ordinator, 'Managing Cultural Diversity', Australian Taxation Office, Sydney, 10 June 1993.
- Plenary speaker, 'The Cultures of Texts and the Cultures of Learners', *Working with Genre III Conference*, University of Technology, Sydney, 22 May 1993.
- Keynote speaker, NT Department of Education Conference on Aboriginal Education and Social Education, Darwin, 11-13 May 1993.
- Workshop Coordinator, 'Methods for Cross-cultural Training', for the Office of Multicultural Affairs, University of Technology, Sydney, 7 May 1993.
- Workshop Coordinator and Presenter, on programming and planning issues relating to cultural diversity, ABC Radio managers, 1 April 1993.
- Plenary speaker, 'Competence, Literacy and Culture', *Australian Council For Adult Literacy Forum*, Adelaide, 25-26 March 1993.
- Magazine report on workplace research, 'Managing a Multicultural Workforce—and Boosting Productivity' by Garry Maddox, *Lingo*, December 1992, pp.22-23.
- Lecture, 'Japanese Industry and Training', AMES Professional Development Program, Sydney, 24 November 1992.
- Faculty Seminar, 'Changing Communication and Culture in the Workplace: Training Implications', Faculty of Education, University of Technology, Sydney, 20 November 1992.
- Two Day Management Training Program, 'Managing for Cultural Diversity', Australian Taxation Office, Dandenong, 10-11 November 1992.
- Newspaper Report on Workplace Research, 'Auditors Open Can of Worms in Workplace', *The Australian*, 31 October 1992.
- Opening Address, 'Models of Pedagogy', *Literacy, Social Justice and Genre Conference*, South Australian Department of Education, Catholic Education Office and English as a Second Language Teachers Association, Adelaide, 24-25 July 1992.
- Two Workshop Presentations, 'Social Literacy', *Literacy, Social Justice and Genre Conference*, South Australian Department of Education, Catholic Education Office and English as a Second Language Teachers Association, Adelaide, 24-25 July 1992.
- Lecture to Meeting of AMES Workplace English Teachers, 'Language, Competencies and Industry Restructuring', AMES Centre, Surrey Hills, Sydney, 22 July 1992.
- Two Half Day Workshops for Consultants and ESL Teachers, 'Social Literacy and Multicultural Education', Catholic Education Office, Adelaide, 2 July 1992.
- Workshop Presentation, 'Social Literacy and Multicultural Education', Multicultural Consultation  
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- Inservice Training Presentation for Curriculum Consultants, 'Ways of Teaching Literacy', NSW

- Department of School Education Metropolitan West Region, Blacktown, 19 May 1992.
- Keynote Address, 'Pedagogies for the Future', *TAFE Further Education Teachers Forum*, Melbourne University, 10 December 1991.
  - Keynote Address, 'Grammar and Critical Literacy', *Literacy and Education Research Network Working With Genre Conference*, University of Technology, Sydney, 23-24 November 1991.
  - Media Reports, on immigration, ethnic conflicts and social cohesion research, ABC and SBS television and ABC radio, 24 September 1991; *The Sydney Morning Herald*, *The Australian* and the *Brisbane Courier Mail*, 25 September 1991.
  - Keynote Address, 'Immigration, Ethnic Conflicts and Social Cohesion', *Bureau of Immigration Research Social Impacts of Immigration Conference*, Macquarie University, 24 September 1991.
  - Inservice Training Course, 'Towards a Social Literacy', Northern Territory Department of Education, Darwin, 12-14 June 1991; repeated in Alice Springs 16-18 June 1991.
  - Workshop Presentation, 'Social Education, Social Literacy', Northern Territory University, Darwin, 11 June 1991.
  - Keynote Address, 'Curriculum in Transition', *Working with Genre Conference*, University of Technology, Sydney, 25-26 November 1989.
  - Keynote Address, 'Stereotyping and Racism', *Aboriginal Education Conference*, Catholic Education Office, Armidale, 15-16 September 1989.
  - Workshop Presentation, 'The OECD Education for Cultural and Linguistic Pluralism Project: The Australian Case Studies', for the Australian Advisory Committee on Languages and Multicultural Education, Sydney, 8 August 1989.
  - Consultant, *Sydney Voices*, Demographic Survey of Sydney Catholic Schools, Catholic Education Office, Sydney, 1989.
  - Keynote Address, 'Racism in Children's Books', *Literature Across the Curriculum*, Primary Librarians' Conference, Meadlow Bath, 9 May 1989.
  - Oral Submission, *Committee of Review of New South Wales Schools*, New South Wales Parliament, 31 March 1989.
  - Keynote Address, 'Looking at Cross-Cultural Issues in Marriage', *Catholic Society for Marriage Education Conference*, Macquarie University, 30 September 1988.
  - Keynote Address, 'Australia: Two Histories', *Catholic Education State Conference on Aboriginal Education*, Blackfriars Conference Centre, Canberra, 10 September 1988.
  - Newspaper Report on Network for Intercultural Communication Conference Paper, *Melbourne Age*, 7 September 1988.
  - Newspaper Report on Network for Intercultural Communication on conference paper, 'Coalition Migration Policy Doomed', *The Australian*, 5 September 1988, p.2.
  - Keynote Address, 'Communication in a Pluralist World', *Network for Intercultural Communication Annual Conference*, Flinders University, Adelaide, 5 September 1988.
  - Workshop, 'Aborigines and Australian Historiography', *University of Sydney Aboriginal Assistants' Program*, University of Sydney, 29 July 1988.
  - Seminar, 'Multiculturalism Today and Future Directions After the Fitzgerald Report', *Ethnic Affairs Advisers Group*, NSW Ethnic Affairs Commission, Sydney, 19 July 1988.
  - Seminar, 'Social Literacy and Multicultural Education', Batchelor College, Batchelor, Northern Territory, 12 May 1988.
  - Workshop, 'Social Literacy and Multicultural Education', *Northern Territory Department of Education*, Darwin, 9-11 May 1988.
  - Keynote address, 'Culture For Whom and By Whom?', *Arts Policy for a Multicultural Society: Towards Cultural Democracy*, *National Conference*, Adelaide College of TAFE, 19 March 1988.
  - Interview in television documentary film, *All That is Solid*, John Hughes, Melbourne, 1988.
  - Media report on research, 'Playground Prejudice', *Times on Sunday*, 22 November 1987, p.25.
  - Media report on literacy research, 'Report Attracts "Basic" Criticism', *Sydney Morning Herald*, 19 November 1987, p.3.
  - Guest Lecturer, 'Multiculturalism and Changing Australian Identity', *Kuringai College of Advanced Education*, 9 November, 1987.
  - Paper, 'The Pedagogy of Social Literacy', *University of Sydney Linguistics Department Seminar Series*, 30 October 1987. (Jointly with Mary Kalantzis)
  - Radio interview on textbook research, *6WF Perth*, 20 October 1987.
  - Half-day workshop, 'Curriculum Challenges of the Eighties', *Directorate of Studies, NSW Department of Education*, 16 October 1987. (Jointly with Mary Kalantzis)
  - Paper, 'The Contradictions of Traditional and Progressivist Curriculum Theory', *University of Sydney Linguistics Department Seminar Series*, 14 October 1987.
  - Radio interview on textbook research, *2KPTR, Kempsey*, 13 October 1987.
  - Consultant, Office of Multicultural Affairs, *Anti-racist Education and Cross-cultural Training Programs Consultation*, Canberra, 2 September 1987.
  - Media report on research, 'A Textbook Case', *Australian Society*, September 1987, p.50.

- Paper, 'Process versus Product: A False Dichotomy', *International Applied Linguistics Association (AILA), World Congress*, Sydney University, 21 August 1987.
- Paper, 'The Language Question: Minority Languages and Mainstream Culture: Problems of Equity and Assessment', *International Applied Linguistics Association (AILA) World Congress*, Sydney 18 August 1987 (with Mary Kalantzis).
- Paper, 'Arab and Jewish Education in Israel', *Australian Middle East Studies Association Conference*, University of Sydney, 14 August 1987.
- Media report on textbook study, *Australian Bookseller and Publisher*, August 1987.
- Media report on research, 'New Textbooks are Trivial, Says Academic (Old Ones are Racist)', *Melbourne Age*, 8 August 1987.
- Television interview on textbook research, *Today Show*, Channel 9, Sydney, 20 July 1987.
- Radio interview on textbook research, Geraldine Doogue, *Radio 2UE*, Sydney, 17 July 1987.
- Media report on research, 'Textbooks "Trivial and Low Standard"', *Daily Telegraph*, 17 July 1987.
- Media report on research, "'Defeated" Teachers Find Old Texts Best', *Sydney Morning Herald*, 17 July 1987, p.3.
- Paper, 'Facing the Challenge of "Back to Basics": An Historical Perspective', *Australian Curriculum Studies Association Conference*, Macquarie University, 18 July 1987.
- Seminar Series, 'Racism, Multiculturalism and Social Policy', *Pacific Mission Institute*, Turramurra, 11, 18, 25 June 1987.
- Media report on language policy research, editorial, *Sydney Morning Herald*, 14 February 1987, p.24.
- Paper, 'The Language Question: Issues of Policy and Evaluation', *Association of Teachers of English as a Second Language Summer School*, Sydney, Institute of Higher Education, 22 January 1987 (with Mary Kalantzis and Diana Slade)
- Seminar, 'Racism in Curriculum', *Schools and Communities for Racial Equality Seminar*, Inner City Education Centre, Sydney, 18 December 1986.
- Paper, 'Racism, Popular Culture and Australian Identity in Transition: A Case Study of Change in School Textbooks since 1945', *Prejudice in the Public Arena: Racism*, Conference of the Centre for Migrant and Intercultural Studies, Monash University, Melbourne, 16 December 1986.
- Paper and Workshop, 'Problems of Progressivist Pedagogy', *Language in Education Conference*, Applied Linguistics Association of Australia, Macquarie University, 17-21 November 1986.
- Paper, 'Changing Images of Australian Culture since 1945', *Migrant Visual Culture Forum*, Power Institute, University of Sydney, 8 November 1986.
- Media report on research, 'Education is Feeling the Budget's Knife', *Sydney Morning Herald*, 9 September 1986, p.13.
- Workshop presentation, 'Multiculturalism and Social Literacy', *ACT Schools Authority Inservice Training Program*, Canberra, 17 June 1986.
- Seminar, 'Changing Popular Conceptions of Australian Cultural Identity', *Power House Museum*, Sydney, 22 May 1986.
- Paper, 'The Immigration Debate: Populism, Neo-conservatism and Multiculturalism', *Australian Institute of Multicultural Affairs, National Research Conference*, Melbourne University, 15 May 1986. (Jointly with Michael Morrissey)
- Coordinated and presented inservice training programs for consultants and teachers, ACT Schools Authority, Canberra, 3-4 December 1985.
- Coordinated and presented inservice training programs to consultants (24 October 1985) and teachers (7 November 1985), Victorian Department of Education, for the Ministerial Advisory Committee on Migrant and Multicultural Education, Melbourne.
- Paper, 'Traditional versus Progressivist Pedagogy', *Curriculum 85 Conference*, La Trobe University, Melbourne, 23-26 August 1985.
- Paper, 'Racism and Naturalness', *Cultural Construction of Race Conference*, Sydney University, 2-4 August 1985.
- Paper, 'Australia Made: Two Stories', *Culture, the Arts and the Media Conference*, New South Wales Institute of Technology, 14 July 1985.
- Joint organiser and workshop presenter, Human Rights Commission/Anti-Discrimination Board *Social Education Summit*, June 28-30 1985.
- Workshop on the Social Literacy materials, Anti-Discrimination Board, Sydney, 15 October 1984.
- Paper, 'Shaping the Curriculum: Some Unanswered Questions' *National Curriculum Conference*, Adelaide, 19-22 August, 1983.
- Participant, *Inaugural Conference of the Social Education Association of Australia*, Phillip Institute of Advanced Education, Melbourne, August, 1982.
- Workshop leader, *Kuringai Seminars on Educational Administration*, Kuringai College of Advanced Education, August, 1980.

## 9. REVIEWS AND COMMENTARY

Review of ‘**Multiliteracies**’, by John Trimbur, in *College Composition and Communication*, Vol.52, No.4, June 2001, pp.659ff.

One way to measure the last thirty years in the study and teaching of writing is to start with the Dartmouth Seminar in 1966 and then fast-forward to 1994 when a group of ten literacy educators formed the New London Group (after New London, New Hampshire, where they first met). There is, at first glance, a striking resemblance between the two events. Both brought together British and American scholars (with Australians, significantly, added in the case of the New London Group) to discuss the future of literacy teaching. Both resulted in books—John Dixon’s *Growth through English: A Record Based on the Dartmouth Seminar 1966* and the volume under review here, *Multiliteracies: Literacy Learning and the Design of Social Futures*. And both events took place in what Bill Cope and Mary Kalantzis call the “postcard serenity” of idyllic New England villages. Nonetheless, despite these apparent similarities (not to mention the geographical proximity of their meeting places), the Dartmouth Seminar and the New London Group are, in fact, worlds apart in their orientations toward the teaching of English. The Dartmouth Seminar is, of course, now legendary in composition studies for its emphasis on language and personal growth, but we should remember that its official name was the Anglo-American Seminar, as a reminder that the English it meant to teach belonged to the trans-Atlantic world of Old and New England and the triumphant Anglophone alliance of World War II. In contrast to the English that dominated the postwar world, the New London Group’s notion of English has none of Dartmouth’s Anglo-American coziness. Instead it refers to the Englishes of a postcolonial world, the results not of a shared heritage but a world of fast capitalism, global disruption, and cultural diversity. The New London Group (NLG) went public in 1996 when it published the jointly authored “Pedagogy of Multiliteracies: Designing Social Futures” in *Harvard Educational Review* (66 [1996]: 60-92), and the volume *Multiliteracies* includes this manifesto, chapters from the ten founders (Courtney B. Cazden, Bill Cope, Norman Fairclough, James Paul Gee, Mary Kalantzis, Gunther Kress, Joseph Lo Bianco, Carmen Luke, Sarah Michaels, and Martin Nakata), and contributions from Denise Newfield and Pippa Stein and from David Bond, who have implemented curriculum in South Africa inspired by the International Multiliteracies Project. Unlike many collections, which offer differing methods and perspectives, *Multiliteracies* is very much a group project and a collective work with a consistent approach and terminology.

... *Multiliteracies* will be of interest to composition programs trying to make sense of changes in the modes of literacy, the growing influence of visual culture and multimodal forms of representation, and the current call for civic rhetoric. Although its social semiotic terminology, derived from M.A.K. Halliday and critical discourse analysis, developed largely in isolation from North American composition circles (where the hangover caused by transformational grammar, sentence-combining, and tagmemics has left many leery of linguistics altogether), the book is an altogether practical one that, among other things, suggests a way out of the current pedagogical gridlock that counterposes “Situated Practice” (in, say, the experiential immersion of whole language and process writing) and “Overt Instruction” (in, say, rhetorical analysis and genre teaching) by featuring both as complementary, linked moments in a pedagogical framework that also includes “Critical Framing” and “Transformed Practice.”

... [T]he call in *Multiliteracies* for a “critique of critique” in the name of Design will be especially challenging to progressive theorists and the central place they have given to ideological and cultural critique in US writing instruction. As Kress explains, the value of critique is itself a historical phenomenon, a product of “periods of relative social stability,” when “critique has the function of introducing a dynamic into the system.” Design, on the other hand, “is the essential textual principle and pedagogic/political goal for periods characterised by intense and far-reaching change,” periods such as the present when social arrangements and the new means of textual production are unsettled and in flux. The limitation of critique, Kress says, is that it “looks at the present through the means of past production.” In turn, the value of Design is that it can shape “the future through deliberate deployment of representational resources in the designer’s interest” (160). Perhaps the most telling feature of the *Multiliteracies* volume is this “strategic optimism.” The NLG has given new life to the

old modernist belief that education can make a difference, that the way we design curriculum and pedagogy can actually embody our designs for social futures. This is not the optimism of West Coast cyber-hippies, New Age management gurus, Bill Clinton, or George W. Bush. To achieve the future, the NLG says, “we need to engage in a critical dialogue with the core concepts of fast capitalism, of emerging pluralistic forms of citizenship, and of different lifeworlds” (19). For North American rhetoricians and compositionists, this dialogue has already started. The NLG’s pedagogy of multiliteracies gives us a way-and a new set of terms-to keep it going.

Commentary on *Productive Diversity*, Pluto Press, Sydney, 1997.

This book helps fill one of the great gaps of ‘economic rationalism’ — a concern with what actually happens in productive enterprise. And it’s from a perspective that we are going to hear more of: the usefulness of diversity. **Professor Donald Horne.**

Bill Cope and Mary Kalantzis assess the pros and cons of diversity and demonstrate conclusively that in economic terms alone, in addition to many social, cultural and strategic advantages, its benefits are overwhelming. I hope that this book is read, digested and acted upon, not only by the already converted, but especially by the sceptics and the critics of multiculturalism who have been uncomfortable with the changes it has caused. Properly harnessed, diversity will yield huge gains in innovation, creativity and productivity. **Neville Roach, Managing Director, Fujitsu Australia.**

With globalisation comes an increased movement of people for immigration, work, conducting business or tourism. The inevitable interaction of people of different cultures poses a challenge to individuals, organisations and societies. This book will make a valuable contribution to the challenges and opportunities presented by cultural diversity in the workplace and in society. **Philip Ruddock, Minister for Immigration and Multicultural Affairs.**

Australia’s future is enhanced by the fortuitous intersection of our cultural diversity with the imperatives of the global community. Our diversity is our bridge to the social, cultural and economic resources and opportunities of the rest of the world. This book shows how diversity and respect for it are our most important assets. **Nick Bolkus, Shadow Attorney General and Former Minister for Immigration and Ethnic Affairs.**

This book shows a positive way forward, demonstrating how Australians can rethink work practices and business relations locally and internationally through a collaborative approach to the diverse and multicultural workforce. **Zita Antonius, Race Discrimination Commissioner, Human Rights and Equal Opportunity Commission.**

Review of ‘*Harbourside*’, in George Papaellinas (ed.), *Harbour*, Picador, 1993, pp.291-327.

‘In this new *Carnivale* anthology of stories by Australian writers, edited by George Papaellinas, harbour is both a place—a summoning of bay, coast, hinterland—and a geography of the coves and stretches of mind, the anchorages of memory. ... At its best, “Harbour” points to fine writing coming from a random mix of cultural origins ... . Of the sixteen pieces that make up “Harbour”, three are excellent. ... [A]ptly placed at the end, the third outstanding piece is “Harbourside”, by Bill Cope and Mary Kalantzis. Opening simply with four separate journeys across Sydney Harbour, it becomes a remarkable interweaving of origins, histories and architectural reflections. Plaiting interviews and stories of Philip Cox, Harry Seidler, a Greek family, and Aboriginal carvings around Sydney Harbour, it has a startling literary architecture of its own. ... Although some pieces are disappointing, “Harbour” is lively and resonant with cultural and literary turnings, rivalries of time and place beneath the surface of Australia now.’ **Helen Daniel, *The Age*, Melbourne, 30 January 1993.**

Reviews of *The Powers of Literacy*, Falmer Press and University of Pittsburgh Press, 1993.

‘The Powers of Literacy begins by setting [Australian developments in literacy education] against the international backdrop of debates about literacy, equity and access. The volume builds from discussions of the instructional emphasis on “genre” (as against, for instance, “discourse” or “register”) and reappraisals of the significance of grammar, to specific curriculum planning cycles, examples of classroom implementation, instruction and assessment. ... In the 1980s Australian education has been the site of various curriculum developments and experiments supported by the Labor government’s social justice policies. During that period educational progressivism has become a substantial force in Australian education, mainly via “whole language” approaches in elementary schooling and “personal growth” models in secondary English. As an alternative, Cope, Kalantzis and colleagues here offer a vision of a “postprogressive” pedagogy, one which is intimately concerned with the achievement of minority and working class children, girls and boys alike, through “an explicit pedagogy for inclusion and access”.’ **Allan Luke, James Cook University of North Queensland, in the Series Editor’s Introduction to the book.**

‘This book provides the first easy access introduction for non-Australians to the ideas of an influential group of Australian educators about the teaching of writing. ... Some language educators especially concerned about the continuing failures of language and cultural minority children ... have criticised process writing theories for being based on research in mainstream classrooms and only working well there. But it is easier to be sure what we don’t want to go back to (short answer exercises and lessons on parts of speech) than to imagine what going forward, on “beyond process” as some Australians refer to the needed next step, might include. It is here that this book can make a valuable contribution; it presents the ideas of a group of Australians, collectively called the “genre group”, offering new possibilities to be explored. ... As the editors explain in their excellent overview chapters, those colleagues disagree, openly and vigorously, among themselves—about the linguistic purity or dynamic variation of generic forms, about the optimum classroom balance between immersion in text models and instruction in text features, and about how to combine the educational goals of socialisation and critique. The deliberate presentation, even highlighting, of these disagreements, is itself a gift to sceptical readers. It should make it easier for us to take from these thoughtful colleagues new ideas for our own writing classrooms.’ **Courtney B. Cazden, Graduate School of Education, Harvard University, in the Foreword to the book.**

Reviews of *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*, Pluto Press, 1988, 1990, 1992.

‘... a masterpiece of academic popularisation—concise, readable, full of points.’ Listed by **Professor Donald Horne, Chairman of the Australia Council**, as one of the ‘fifty books every civilised Australian should read and definitely own’, in *The Weekend Australian Magazine*, 25-26 February 1989, pp.44-53.

‘... an impressive product of the Centre for Multicultural Studies at the University of Wollongong. ... With a fine sense of economy, the authors sketch the historical dynamics of Australian nationalism ... . Most of what we need to know is here: from a theoretical starting point in Benedict Anderson’s essential history of the nation-state (*Imagined Communities*), through an argument about the fundamental role of national ideology in establishing and maintaining order in a new state, to a demonstration that the boundary-defining, all-inclusive claims of nationalism ... have become impossible in the face of mass settlement of migrants ... . The authors give an admirable account of the historical stages in immigration policy, the political and economic imperatives behind these stages and the ideological shifts that have been needed to accommodate these.’ **James Walter, Professor of Australian Studies, Griffith University, Editions, No. 2, 1989, pp.10-11.**

‘... clearly written, based on reasoned argument and sound evidence, impressively aware of the subtleties and welcoming of counter-argument. ... Castles and colleagues, in splendid contrast to Alomes [*A Nation at Last?*], celebrate the “demise of traditional forms of nationalism in Australia”. They argue, with great relevance to recent debates, that “a racist definition of the nation and of the

Australian type” is now simply “impossible”. The message is thus both congratulatory and reassuring. Politicians should take note.’ **Andrew Parkin, *The Advertiser*, Adelaide, 27 August 1988**

‘The authors’ exploration of the contradictions within the ideology of multiculturalism ... is both scholarly and provocative. Their book is ... far more worthy of attention than some other recent works which are obviously trying to hitch a ride on the bicentenary bandwagon by addressing the question of the nature and development of “national identity” in Australia.’ **Michael Quinlin, Griffith University, in *Labour and Industry*, Vol. 2, No. 1, March 1989, pp.178-179.**

### Reviews of *Minority Languages and Dominant Culture*, The Falmer Press, 1989.

‘Kalantzis *et al.* address themselves to what the[y] refer to as “two powerful tendencies in the modern world: to cultural unification and universalisation and at the same time to the placement of people of diverse historical and linguistic origins in close relation”. These tendencies operate within the context of what Kalantzis *et al.* call “the structures of industrialism”... *Minority Languages and Dominant Culture* is a spirited defence of a multiculturalism which incorporates “a powerful equity component”. It focuses on the relationship of minority immigrant languages to mainstream culture and the particular ways in which the institution of education handles cultural diversity. Its main focus is on Australia and it includes a major piece of empirical work which investigates German and Macedonian language maintenance in the Wollongong-Shellharbour region of New South Wales, the aim being to go beyond the politics and attitudes of maintenance to a consideration of the relationship of minority to majority languages “in the development through education of linguistic skills for effective social participation”.’ **Mike Cole, in *The Times Higher Education Supplement*, (UK) 22 June 1990.**

‘ ... a challenging and important contribution to thinking and research in the issues that it covers. Australian writing, research and policy are adding a critical and, compared to many countries, quite original perspective to this field. [L]arge immigrant intakes, ... refugee movements, ... the creation of vast trading blocs and supra-national entities, ... [t]his “grand context” gives wide appeal to the book by Kalantzis, Cope and Slade and especially to its subtitle—Issues of Education, Assessment and Social Equity. ... Given the complexity of these issues and the fact that most comparable societies will face them, it is easy to understand how Australia’s relatively longer experience is valued overseas. ... It must be said that our “experimentation” has often been little more than expedient chopping and slashing but the book under review is evidence that much valuable thinking and learning has also resulted.’ **Joseph Lo Bianco, Director of the National Languages Institute of Australia, *Education Australia*, Issue 10, July 1990.**

‘This useful book calls for a revision and updating of aims and objectives in the field of multicultural language policy. The authors work in Australia and use the context of that country as their major case study, but any initial worry that the material might not be relevant to the situation elsewhere is quickly dispelled. One of their concerns is to counter recent academic attacks on multicultural policies ... . The authors respond in detail to these arguments ... . At the same time, the book is critical of the multicultural consensus of recent years. Specifically, it is argued, the aim of increasing the self-esteem of minority groups may best be achieved by teaching them the skills that will help them to succeed in terms of the wider culture ... . This kind of multiculturalism ... is less about attitudes than actions. [It is an approach which questions] the somewhat patronising concept of “community languages” [and suggests instead] the kind of rigour and sustained attention with which “foreign” languages are taught. ... These issues are debated with vigour and clarity ... . Large areas of empirical research and the policy statements of various government bodies are woven into an argument that has real force and pace. ... [I]t will be extremely useful reading for all those concerned with formulating, implementing, or explicating multicultural language policies.’ **Peter Barry, in the *Cambridge Journal of Education*, (UK) 1990, pp.337-338.**

### Reviews of the *Social Literacy Project*.

‘ ... a mountain of labour. It has been a truly monumental effort which has been sustained over a number of years. ... Size is not the only criterion which can be applied. There are several aspects of the

program which represent real breakthroughs in the area of Social Studies curriculum development. The first of these is that it does in fact flesh out the New South Wales curriculum (which is heavily process-based) with content that is of real concern and relevance to the teachers' intentions but it does not do this at the expense of the processes. The second is that it is one of the very few social studies programs (in the world) which offers a coherent rationale for the selection of the concepts employed. ... The selected concepts for this program ... all contribute to a clarification of the theme of multiculturalism and enable children to ask meaningful questions about and explore the nature of their world.' **Dr John Fitzgerald in the Cahill et al. Review of the Commonwealth Multicultural Education Program, Commonwealth Schools Commission, Canberra, 1984, pp.110-111.**

'Extensive trialing has indicated that one at least of the aims of the Project is being achieved: teachers are themselves learning by use of the curriculum. The materials contain the liveliness and immediacy of those usually associated with the school-generated, while avoiding the latter's lack of depth and fragmentary character. They encompass the intellectual seriousness demanded by traditional curricula and at the same time assist with the mainstream skills which all students require. Students' imaginations are captured, inspiring them to creativity on their own behalf and encouraging active learning rather than passive acquisition of knowledge. Texts are presented as problems, with no immediately right or wrong answers. Themes used are diverse, but the concepts fit tightly.' **Lorna Lippmann, Community Education for a Multicultural Society, Report to the National Advisory and Coordinating Committee on Multicultural Education, Canberra, 1985, pp.24-25.**