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Appendix 1

Recommendations put forward by Morrow (1998)

Morrow, W. 1998, *Education and the Gypsy People of Australia: The Untold Story*, unpublished MEd Admin Hons thesis, University of New England

SYSTEMS OF SCHOOLING

1. Segregated schooling in special Romani schools with Romani Teachers / Teacher Assistants

    1. The use of Information Technology to assist with the expansion of the open access system or the setting up of a system parallel to the open access system, for Romani children, which allows for students to progress at a rate commensurate with their abilities.[1]

    2. The use of mobile schools setting up in various caravan parks, which are capable of moving all over Australia.

    3. Contact (face-to-face) Romani schools in the major capital cities.

2. Setting up of a Romani school to teach the culture and language to Romani children in a less formalised setting with children attending mainstream classes.

3. Initially segregated schooling in special Romani schools, with a long term view to integration.

4. Home schooling with the parents participating with their own children, with permission of the education authorities.[1]

5. Integrated schooling with support for the Romani children in the schools and assistance to succeed.

This support and assistance could be facilitated by and for:

Policy Makers and Administrative Strategies ensuring:

Multicultural Policies / Issues

1. Mainstream educational institutions recognise and acknowledge that students who already speak a second language at home, regardless of attendance at other

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[1] Currently the open access system permits entry only to those students disadvantaged by distance and those whose behaviour is such that it precludes attendance at school. The Open Access School has its own teachers who liaise with the students, the role of the parents is usually to assist with distribution of materials and direct the proceedings. Illiteracy is the one of the main reasons given to Rom parents for their inability to enrol their children.

[2] Currently home schooling requires the parent / teacher to be literate. Illiteracy is the one of the main reasons given to Rom parents for their ineligibility for home schooling registration.

cultural or language programs as may be provided by ethnic schools, do not need to learn a third language.

2. Multicultural policies are realised in school policies and curricula.

3. Awareness of teachers and school staff of the implications and methods of implementation of the multicultural policies currently in place is ensured.

4. Education Department, Children's services staff and school staff are both aware of and responsive to the cultural backgrounds of the children in their communities.

5. Organisational procedures and programs are responsive to the cultural backgrounds of the children in their communities.

Literacy Strategies

6. The introduction of negotiated curricula for both contact and Open Access Schools.

7. Training courses be provided whereby literate Roma could work in their own community under the supervision of a trained teacher, whilst attending intensive training courses.

8. Access to free coaching facilities with a qualified person of Romani descent, or a person familiar with Romani customs, on a one-to-one basis.

Support Networks

9. Development of mechanisms for improved liaison and communication between the home and school, where requested by the individual family.

10. Federal and State Education Authorities ensure that the various Romani associations are informed of their members' rights to assistance and how to access assistance.

11. State Education Authorities to have available to schools a list of Romani volunteers available to schools who can assist with following up early school leavers, assessing their problems and providing support and counselling where required.

Teacher Training

12. Training on how to cope with students of different literacy levels in one class.

13. Production and distribution of cultural information literature or packages for children to take to school.

14. Teaching of multicultural education and policies to all new teachers in universities/teaching colleges.

15. Teaching of basic literacy skills to be a readily available resource at all levels of primary and early secondary school.

    Administrative Measures

16. The use of alternative methods of student assessment which look at the child's abilities rather than their disabilities.

17. Each (Romani) child be issued with an individual report card outlining the level of education received and the skills that the child has (rather than the ones they do not) to facilitate movement between schools (both intra- and inter- state).

18. Introduction of flexible times for school attendance

    1. Minimum number of days (or weeks) that must be attended (or school-based work completed),

    2. Work set on a regular basis to be completed within a set, negotiated time irrespective of term/holiday times.

INITIATIVES FOR SCHOOLS AND TEACHERS

1. Production and use of culture specific teaching materials and aids (not believed to be achievable in non-segregated schools).

2. Ensure that multicultural policies implemented at national and state level are translated into school policies and curricula.

3. Teachers make an effort to become aware of, and responsive to the cultural backgrounds of the children in their classes.

4. Provision of teacher assistants who understand and are familiar with Romani customs and dealing with Romani children in schools.

STRATEGIES FOR THE ROMA TO HELP THEMSELVES

1. Building a Romani support network, to ensure a loud enough voice for action.

2. Asking for assistance for those Romani people who complete school so that they can gain higher qualifications and help others within their community.

3. Using Romani associations to liaise between Education Departments and officials and Roma in each state, or on a national level.

4. Special efforts be made by those Roma in contact with children who leave school early, or have never attended school, to ensure that the family and the child are aware of the need for their children to be educated AND to assist wherever possible the child (or children) with finding the most appropriate form of schooling for their needs.

5. The Roma must make a commitment to their children's formal education, cooperating with schools and other government agencies at all possible times. This rather extraordinary statement has many implications when considering that the law states that schooling is compulsory. However, this commitment may be facilitated by:

   1. Romani Associations informing Federal and State Education Authorities about Romani culture and the difficulties faced by the Romani people.

   2. Education of the Rom about schooling and the education system.

   3. Programs to inform adult Roma, where appropriate, about the availability of community literacy programs.

   4. Involving parents in the child's education, in a home-based learning environment, such that they could also gain literacy skills.

The suggestions that received the widest approval during the third phase of this research are described below. Interestingly they all centred around the open access system, which points to the provision of distance education as being a possible next focus for action.

SOME FOCUSED STRATEGIES PUT FORWARD BY THE ROMA

Because in many instances, the mother is going out to work each day, supervision of young children is delegated to the oldest girl. Therefore, the older girls (most of whom have few literacy skills themselves) could assist with the direction and control of the younger children. It was felt that the girls were quite capable of acting as guides for the younger children, and assisting with location of reading materials. This would be within the normal pattern of their life and give them something constructive to do which would encourage some informal learning to take place. This would be especially good for the

open access system where the illiteracy of the parents is given as one more reason why Romani people are not being allowed to participate. Although the benefit of education and the learning of new trade skills would provide greater earning power.

As a follow on from this, another group felt that the mothers could be educated at the same time as the children. With mothers and children learning together, the strength of the *familia* would be increased and at the same time, there would be no worries about the morality of the classroom. This suggestion was widely welcomed, but it was acknowledged that unless this education was through the open access system, or in a segregated classroom, the solution was impractical. It was also accepted that the loss of earning power from the women would severely reduce incoming money, and that this would result in more families being required to survive solely on social security payments.

Almost every person consulted had comments to make about the open access system. It was believed that this system was by far the best option that was offered in Australia. At the same time, nearly every *familia* had an account of the treatment that they had received by the administrators of this system. Most of the stories were not complimentary, they ranged from simple rudeness over the telephone in response to enquiries, to being told that the open access school did not care whether the children remained illiterate, they were not going to be enrolled in open access.

On talking briefly to Principals of the Open Access schools in each state, it appears that they have limited government funding and that they only want bright children with educated parents in their schools. Perhaps this was the only way they could justify their funding levels? It was strongly felt that either expansion of the existing distance education system and a more user-friendly approach would possibly result in the enrolment of more children in this system. The other alternative considered was to set up another system beside the current one and have it administered by Roma, or other willing participants.

Another feasible strategy could be development of a modular curriculum that allows ease of transfer from one school to another, including across state borders, for periods of time with no loss of continuity in the chance for acquisition of the basic reading, writing and arithmetic skills.[1]

We have here in Australia, something which no other country has been able to achieve to such an extent - a consensus of opinion among the Rom about a suitable form of education, with several variations on this one theme. It is acknowledged that one system is unlikely to suit all parties, but the door has been opened for further investigation in this area.

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[3]   Morrow, M. 1991, The Romani People In The Australian Legal And Social Context, paper presented to of the International Study Conference, September, *Roma, Gypsies, Travellers East/West: Regional and Local Policies*, 1997, trans S. ní Shuinéar, Pavee Point Publications, Ireland, p. 38.

Appendix 2

EUROPEAN ROMA RIGHTS CENTRE (ERRC)

Actions of the ERRC

http://lists.errc.org/about/does.shtml

Index of Country Reports from the ERRC journal (no. 4, 2003)

European Roma Rights Center 2003, *Roma Rights: Quarterly Journal of the European Roma Rights Centre*, No 4.

Articles on Education (Chronological Order) 1998 – 2003

http://www.errc.org/publications/indices/education.shtml

European Roma Rights Centre Actions

The ERRC encourages Romani NGOs and Romani individuals throughout Europe to contribute their time, money and expertise to the ERRC to assist with actions against racism and discrimination and 'to empower Roma to their own defence by engaging in activities':

> **monitoring** the human rights situation of Roma in Europe;
>
> **publishing** information on human rights abuse of Roma and news about the Romani civil rights movement in the form of press releases; reports on the situation of Roma in various countries; reports on themes comparing the situation of Roma in different countries; the newsletter Roma Rights and the ERRC internet homepage;
>
> **legal defence:** providing and supporting legal services, including litigation, to Romani victims of human rights violations; using courts of law to end discriminatory practices by engaging in impact litigation;
>
> **legal research:** building strategies, based on analyses of existing law and legal services, to empower Roma through law and strengthen the network of legal advocates working on behalf of Roma;
>
> **conducting seminars** aimed at the dissemination of information concerning Roma rights and the promotion of change-oriented litigation and law reform;
>
> **advocating Roma rights** in domestic and international governmental and non-governmental settings;
>
> **maintaining a documentation centre** of Roma-related, human rights and legal material;
>
> **offering scholarships** and stipends to Romani students of law and public administration.

(ERRC 1999a)

The Index of Country Reports from the ERRC journal (no. 4, 2003) reads:

- Expulsions of Roma from Macedonia and the United Kingdom;

- Physical abuse and other inhuman and degrading treatment by police and other officials in Bulgaria, Italy, Romania and Serbia and Montenegro - and serious violations of Romani children's rights in Germany;

- Racial killing, attacks and harassment by skinheads and others in Bosnia and Herzegovina, Bulgaria, Czech Republic, Romania, Russia and the United Kingdom;

- Anti-Romani Racism in local elections in Bulgaria;

- Action Plan on Roma Approved in Bulgaria;

- Comprehensive Anti-Discrimination Legislation adopted in Bulgaria;

- School segregation concerns in Hungary;

- Forced evictions, and planned evictions, in Bosnia and Herzegovina, Czech Republic, Greece, Hungary, Romania, Serbia and Montenegro, Slovakia, Slovenia and the United Kingdom; other issues related to the right to adequate housing in Italy;

- Denial of fundamental social and economic rights in Bosnia and Herzegovina;

- Access to personal documents and threats to the exercise of fundamental rights and freedoms in Romania;

- Access to justice issues in Czech Republic, Greece and Hungary; Romani victims of human rights abuse awarded compensation in Czech Republic; European Court of Human Rights to review mob violence case from Romania;

- Incitement to racial hatred in Slovakia and the United Kingdom;

- Coercive sterilisation concerns in Slovakia;

- European Commission for Racism and Intolerance reviews Slovenia and Spain.

(ERRC 2003: 69)

Articles on Education in Chronological Order 2003 - 1998Nr 4, 2003

- Court Action Against Segregated Education in Bulgaria: A Legal Effort to Win Roma Access to Equality

Nr 1-2, 2003

- Bulgarian Ministry of Education and Science Issues Landmark Instruction for the Integration of Minority Children and Pupils
- The Committee on the Elimination of Racial Discrimination: Trends and Developments
- ERRC Action as Poland and Slovakia Are Reviewed by the United Nations Committee on Economic, Social and Cultural Rights

Nr 3-4, 2002:

- Bulgarian Ministry of Education and Science Issues Landmark Instruction for the Integration of Minority Children and Pupils
- Romani Children Denied Enrolment in Bulgarian Schools
- Croatian Parents Refuse Integrated Schooling
- Private School in Hungary Declared Unlawful
- Hungary Appoints Ministerial Commissioner for the Integration of Roma and Disadvantaged Children

Nr 2, 2002:

- Memorandum on Human Rights Education Department
- Low Romani Attendance in Greek Schools
- Ombudsman Finds Discrimination against Roma in Education in Hungary

Nr 1, 2002:

- In Croatia, Ministry of Education Supports Separate Classes for Roma
- Romani Children Blocked from Enrolling in School in Spain and Serbia and Montenegro

Nr 4, 2001:
- ERRC field notes, Croatia: being taught to hate
- Opre Roma!
- UN Committee on Elimination of Racial Discrimination review of Ukraine; international monitoring body reports on Finland, Hungary, Liechtenstein and Slovakia

Number 2-3, 2001
- Racist lessons in Hungary
- Public school in Greece closes in order to exclude Romani children

Number 4, 2000
- Romani children from Kosovo turned away from Bosnian school
- Romani children harassed by classmates in Yugoslav schools
- The denial of racism
- After the deep freeze: ethnicity, minorities and tolerance in the new East and Central Europe
- Romani political participation and racism: reflections on recent developments in Hungary and Slovakia
- Racial discrimination and the protection of minorities: recommended government actions
- Human rights in the case of the Roma

Number 3, 2000
- Roma Rights of the Child
- Realising the child's right to participate
- Parallel worlds: Romani and non-Romani schools in Bulgaria
- Framework for a program for equal integration of Roma in Bulgarian society. Council of Ministers of the Bulgarian Government
- Romani children and the right to education in Central and Eastern Europe
- Roma and Sinti voices on the right to education in France
- Stealing children: institutionalising Romani children in Italy
- UN special session on children
- Konvencija pala e čhavrikane čačipena: Convention on the Rights of the Child

Number 2, 2000
- Parents of 633 students boycott the admission of three Romani children in Spain
- Teacher attacks Roma in Macedonia

Number 1, 2000
- The ERRC legal strategy to challenge racial segregation and discrimination in Czech schools

Number 4, 1999
- Roma evicted from site in Wales
- Traveller education dealt blow in Britain
- Parliamentary Ombudsman for Minority Rights declares Hungarian education system discriminatory

Number 3, 1999
- A childhood memory by Sanida Skender

Number 2, 1999
- A drunk racist attacks Romani children in school in Slovakia
- Abuse of Romani students in Macedonian schools
- Hungarian courts rule against discrimination and abuse of Roma
- Government report finds Gypsy Travellers particularly hindered in UK schools
- Lawsuits filed by Roma challenge racial segregation in Czech schools
- Bringing cases challenging discrimination against Romani children in remedial special schools
- Discrimination and the Romani complex

Number 1, 1999
- ERRC hosts family meeting in Ostrava, Czech Republic

Autumn 1998
- Hungarian court rules against segregation
- Primary education of Roma: the case of Hidas, Hungary, 1998

Summer 1998

- Agrammatos

- Projects in Romani education: Bulgaria

- "Everyone has the right to education"

- Roma in the educational systems of central and eastern Europe

- Discrimination in education: some thoughts on American law and experience

- The education of Romanies and other Travellers in England and Wales

- Notes by a Romani teacher in a majority-dominated Bulgarian school. Things a teacher can't forget

- How young Roma live

Spring 1998

- Roma sue school in northeastern Hungary: The submission against the principal of the Ferenc Pethe Primary School, Tiszavasvári, Hungary

Winter 1998

- Ombudsman criticises education policy for Hungary's ethnic minorities

Country report:

- A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic

Advocacy letters and press releases 2001:

- Conference: "The Desegregation of the "Romani Schools" in Bulgaria: a Condition for an Equal Start of Roma" (April 28, 2001)

Advocacy letters and press releases 2000:

- Strasbourg Application by Roma Challenges Racial Segregation in Czech Schools (April 18, 2000)

Advocacy letters and press releases 1999:

- Hungary: Letter to the Minister of Education (August 29, 1999)

- Press statement: Concerning about Lawsuits Filed by Roma Challenge Racial Segregation in Czech Schools (June 15, 1999)

Appendix 3

Media Articles 2000

Gypsies push for own school

B. Crouch

Sunday Mail (SA), Edition 2

27 February 2000, Page 13

Pure discrimination

S. Dunn

Sunday Mail (SA), Edition 1

5 March 2000, Page 59

Gypsies push for own school

The State Government would fund a private school for about 25 gypsy children in the Adelaide suburbs under a proposal being considered by officials.

The move comes amid ongoing closures of public schools, with 103 closed or amalgamated by the present Liberal and previous Labor governments.

The Government intends to close or amalgamate another 30 schools by 2002 to save $5 million and has cut the school year by a week to save money.

Education department officials met with Gypsy representatives last week to discuss the application for registration and State funding for the school.

The Australian Romani School for Gypsy Culture and Language would provide primary schooling for Gypsy children living in Adelaide and distance education for those further afield.

Many of the anticipated pupils do not attend school because their mostly illiterate parents are suspicious and hostile towards schools, according to the application.

It notes Gypsies are proud of their nomadic independence, do not want to assimilate and their culture precludes them from participating fully in mainstream society.

Parents also fear their children will be victimised at school, and mainstream education may split families.

Education Minister, Mr Buckby, will make a decision by June 30 on several applications for new or expanded private schools, the rest coming from Christian groups. Gypsies are a nomadic group, of north Indian origin, who had largely moved to Europe by the 14th century, preserving an insular culture.

Their nomadic lifestyle and exclusive culture has led to discrimination and persecution, notably under Hitler when around 400,000 were exterminated in Nazi death camps.

Romani International SA spokeswoman, Ms Wendy Morrow, who has a Master's degree in education administration, said the planned school aimed to break an illiteracy cycle running at more than 80 per cent among the estimated 16,500 Gypsies in Australia. She noted many children had problems at mainstream schools.

"I don't particularly want my own children to go to school, but I don't want them to be illiterate," she said.

The Ethnic Schools Association of SA knows of only two other stand-alone full-time ethnic schools. However, it has 98 management groups running 163 classes in 43 languages for 8316 students, held after hours and on weekends in mainstream schools.

Library Heading: Ethnic affairs - South Australia

Private schools - South Australia

Gipsies

Keywords: sa

Section: NEWS

Pure discrimination

GIVEN the Education Department always claims a shortage of money, I was surprised to read (SM, 27/2/00) a private school may be set up for gypsies.

The article stated they ``do not want to assimilate'' and clearly they choose not to follow the laws of this land. So why are they here? Is this group allowed to do what it wants?

I am sure if I chose not to educate my children I would soon be accused of child neglect and appropriate steps taken. In the 21st century, it is a form of child abuse to allow and encourage illiteracy. So their children don't like school. I don't know many children who wouldn't rather be playing than sitting in a classroom.

Why should taxpayers fund a private school and why should our taxes pay for a school which discriminates against non-gypsies?

Library Heading: Private schools - South Australia

Gipsies

Column: focus

Section: OPINION

Type: Letter

Appendix 4

Australian Multiculturalism 1968 – 1999

The evolution of multicultural policy: key official policy reports - summaries

http://www.immi.gov.au/multicultural/australian/summaries.htm

1999. *New Agenda for Multicultural Australia.* **The Government's policy statement, in response to National Multicultural Advisory Council report** *Australian Multiculturalism for a new century: Towards inclusiveness.*

The New Agenda, in general, supported the NMAC recommendations. It defined Australian multiculturalism, created the Council for Multicultural Australia and announced a plan of action to give practical effect to four principles for multicultural Australia to continue to flourish for the good of all Australians:

- civic duty, which is concerned with support for the basic structures and principles of Australian society;

- cultural respect, which is about mutual respect;

- social equity, which is about equality of treatment and opportunity; and

- productive diversity, which seeks to maximises the significant cultural, social and economic dividends arising from the diversity of our population.

1999. *Australian Multiculturalism for a new century: Towards inclusiveness.* **National Multicultural Advisory Council report (chairman, Neville Roach AO).**

The report recommended the continuation of Australian multiculturalism as a public policy. It signalled a change of emphasis by to showing how diversity is relevant to all Australians, and seeking to maximise the benefits of diversity in the national interest.

1995. *Our Nation: Multicultural Australia and the 21st Century.* **The then Government's policy statement, in response to the 1995 report of the National Multicultural Advisory Council report** *Multicultural Australia - the Next Steps - Towards and Beyond 2000.*

The report generally supported the NMAC recommendations. It expressed the basic statement of multicultural policy in a Multicultural Compact which was a statement of the balance of rights and obligations between individuals and the community in a multicultural society.

1995. *Multicultural Australia - the Next Steps - Towards and Beyond 2000.* **National Multicultural Advisory Council report (chairman, the Hon. Mick Young).**

The report confirmed that the fundamental tenets of the 1989 *National Agenda* were still relevant. The Council's report aimed at furthering the development of an inclusive, tolerant and globally competitive Australian society by including the issues of Aboriginal reconciliation, national identity, global and regional forces, information technology, religious diversity, and sectoral challenges.

1989. *National Agenda for a Multicultural Australia* **the then Government's policy statement, drawing on the advice of the Advisory Council for Multicultural Affairs (chairman, Sir James Gobbo).**

It defined the fundamental principles of multiculturalism based on three rights (expressed as dimensions) and three limits (based on obligations). In summary these are:

- the right to cultural identity (expressing and sharing one's individual cultural heritage, including their language and religion); social justice (equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth); and economic efficiency (the need to maintain, develop and utilise effectively the skills and talents of all Australians);

- the obligation to have an overriding and unifying commitment to Australia, to its interests and future first and foremost; to accept the basic structures and principles of Australia; and to accept that the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

1988. *Immigration: a Commitment to Australia.* **A report by the Committee to Advise on Australia's Immigration Policies (chairman, S. FitzGerald).**

The report argued that the official definition of multiculturalism did not correspond with the popular concept of it. The report concluded that 'confusion and mistrust of multiculturalism, focusing on the suspicion that it drove immigration policy, was very broadly articulated. Many people, from a variety of occupational and cultural backgrounds, perceived it as divisive. The majority of these people also expressed concerns about immigrants' commitment to Australia and to Australian principles and institutions'. The report recommended a coherent philosophy of immigration as the Committee saw mistrust and failing consensus threatening community support for immigration.

1986. *Future Directions for Multiculturalism.* **A report of the Australian Institute of Multicultural Affairs.**

The report emphasised a range of recommendations to reform government agencies and services and make them more accessible to people of all cultures. The report identified significant social and economic inequalities disproportionately experienced by non-English-speaking background people.

It supported the findings made in the Jupp Report and recommended that an extended 'access and equity' strategy should be subject to public scrutiny and include people of non-English-speaking background, the disabled, women, and indigenous people.

1986. *Don't Settle for Less*. Report of the Committee of Review of Migrant and Multicultural Programs and Services (chairman, J. Jupp).

The report included four basic principles as the basis for the policies of the Federal Government:

- all members of the community should have equitable opportunity to participate in the economic, social, cultural and political life of the nation;

- equitable access to, and an equitable share of, resources which Governments manage on behalf of the community;

- equal opportunity to participate in/influence government policies, programs and services;

- rights, within the law, to enjoy one's own culture, practise one's own religion, use one's own language while respecting the right of others to their own culture, religion and language.

1982. *Evaluation of Post-Arrival Programs and Services* by the Australian Institute of Multicultural Affairs (chairman, F. Galbally).

The report found an impressive record of implementation of the findings of the 1978 *Review of Post-arrival Programs and Services to Migrants*. The Evaluation concluded that the report had been of substantial benefit to: migrants, both newly arrived and longer resident; Australia's ethnic groups; and the community as a whole.

It found that Australia has 'perhaps the most comprehensive system of migrant and multicultural services in the world. In several key areas, Australian provisions are unique'.

1982. *Multiculturalism for All Australians: Our Developing Nationhood*. A report of the Australian Council on Population and Ethnic Affairs (chairman, J. Zubrzycki).

The report expressed the view that the days when multiculturalism was discussed exclusively in the context of 'ethnic affairs', defined 'as something concerned with non-English-speaking minorities in Australia are over'. It saw social cohesion as the key, with multiculturalism being the interaction between cultural minority groups and the wider Australian society.

The report stressed the notion of inclusiveness and opposed a situation where minority groups 'flourish on the margin at the expense of the total Australian society'.

1980. *Review of Multicultural and Migrant Education.* **A report of the Australian Institute of Multicultural Affairs (chairman, F. Galbally).**

The report commented on the fundamental role of education in the development of multiculturalism. The report stressed that education in Australia should embrace the teaching of English as a second language, the teaching of community languages and studies of ethnic and cultural diversity in Australia.

1979. *Interim Report of Public Consultations on the Establishment of an Ethnic Television Service.* **A report of the Ethnic Television Review Panel.**

The report stated that ethnic television would be valuable to all Australians by promoting tolerance and appreciation of the diverse, multicultural nature of our society, and would also assist ethnic groups to maintain and develop their cultural identity.

1979. *Multiculturalism and its Implications for Immigration Policy.* **A report of the Australian Population Council (chairman, W. D. Borrie) and the Australian Ethnic Affairs Council (chairman, J. Zubrzycki).**

The report canvassed some of the concepts and practices involved in multiculturalism, traced some aspects of the evolution of Australia towards a plural society, and set out its views on the desired conditions for building a multicultural society in Australia and on its relationship to immigration policy - which the report expressed in terms of serving the national interest.

The report recognised that multiculturalism is dynamic and expressed the conviction of both Councils that its development should take place within the framework of existing parliamentary institutions and with due regard to social and political rights and obligations.

1978. *Review of Post-arrival Programs and Services to Migrants* **(chairman, F. Galbally).**

The report represented a watershed in the development of multicultural policy. It identified multiculturalism as a key concept in formulating Government policies in relation to programs and services for migrants and spelled out four guiding principles: equality of opportunity and equal access to programs and services for all; the right of all Australians to maintain their culture 'without prejudice or disadvantage'; the need for special services and programs for migrants to 'ensure equality of access and provision'; and the principle of 'full consultation with clients' with encouragement of self-help for migrants to become self-reliant as quickly as possible.

The Report's 57 recommendations addressed the twin issues of equity and cultural maintenance in settlement services, English language teaching to adults and children, translation services, migrant resource centres and grant-in-aid programs to community

groups. It also foreshadowed the development of ethnic television and the establishment of an Institute of Multicultural Affairs.

1977. *Australia as a Multicultural Society*. A report by the Australian Ethnic Affairs Council (chairman, J. Zubrzycki).

The report contained the first definition of multiculturalism, as resting on the three principles of social cohesion, equality of opportunity and cultural identity, and the policy guidelines derived from these principles.

1973. *Inquiry into the Departure of Settlers from Australia*. A report by the Immigration Advisory Council's Committee on Social Patterns (chairman, J. Zubrzycki).

The report, which was tabled in Parliament, recommended remedial action on a range of settlement services to be provided by government and community groups.

1968. *The Questing Years*. A report by J. Zubrzycki.

The report highlighted the concept of cultural pluralism in contrast to the prevailing theoretical concepts of assimilation and integration. For the first time, a conceptual link was established between equity and cultural pluralism by identifying problem areas of the migrant settlement experience and by discussing alternative approaches to migrant settlement.

The report reviewed a number of issues including the obstacles faced by migrant children in the education process, unskilled migrants in the workforce, non-recognition of overseas and trade qualifications, and residential segregation and housing.

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Appendix 5

Table 1:

Key Participant Interviews

Questions used in Key Participant Interviews

Table 1:

Key Participant Interviews

Chapter	Meeting / Communication Date
1	Geoff, *Kris* Meeting, 2 March 2000
1	Geoff, *Kris* Meeting, 2 March 2000
2	Romani Elder, *Kris* Meeting 2 March 2000
6	*Kris*, 14 March 2000
7	Pauline, *Kris* Meeting, 2 March 2000
7	*Kris* Meeting, 2 March 2000
1	Margaret, Personal Communication, 29 May 2000
3	Smith, Personal Communication, 7 June 2004
3	Smith, Personal Communication, 7 June 2004
6	McDonald, Personal Communication, 29 February 2000
6	Participant, Personal Communication, 2 March 2000
6	Pender, Personal Communication, 28 February 2000
6	Colleen, Personal Communication, 17 March 2003
7	Participant, Personal Communication, 20 May 1999
7	Nadia, Interview August 2001
8	Steve, Interview, 8 October 2001

Chapter	Participant	Interview Number and Date
2	Giorgio, Interview	Q2, 22 April, 1998
6	Pender, Interview	Q3, 24 September, 1999
7	Josie, Interview	Q4, 17 March 2000

7	David, Interview	Q6, 28 August 2001
6	Susan, Interview	Q7, 29 August 2001
7	Susan, Interview	Q7, 29 August 2001
7	Susan, Interview	Q7, 29 August 2001
5	Sharon, Interview	Q14, 31 August 2001
7	Harry, Interview	Q22 28 September 2001
7	Geoff, Interview	Q24, 29 September 2001
5	Catherine, Interview	Q25, 29 September 2001
1	Marcia, Interview	Q26, 6 October 2001
1	Marcia, Interview	Q26, 6 October 2001
6	Marcia, Interview	Q26, 6 October 2001
6	Marcia, Interview	Q26, 6 October 2001
6	Marcia, Interview	Q26, 6 October 2001
6	Victor, Interview	Q27, 7 October 2001
8	Pauline, Interview	Q28, 7 October 2001
8	John, Children Group Interview	Q30, 8 October 2001
7	Participant, Children's Group Interview	Q30, 8 October 2001
8	Mike, Interview	Q31, 3 December 2001
8	Josh, Interview	Q32, 18 December 2001
5	David, Interview	Q33, 3 February 2002
6	David, Interview	Q33, 3 February 2002
8	Margaret, Interview	Q34, 3 February 2002
1	Colleen, Interview	Q37, 10 May 2002
8	Geoff, Interview	Q39, 28 May 2002
7	Nicole, Interview	Q40, 28 May 2002

7	Nicole, Interview	Q40, 28 May 2002
7	Nicole, Interview	Q40, 28 May 2002
7	John, Interview	Q44, 9 June 2002
8	Shelley, Interview	Q49, 22 January 2003
6	*Kris* Elders, Interview	Q51, 17 March 2003
9	*Kris* Elders, Interview	Q51, 17 March 2003
9	Pauline, Interview	Q51, 17 March 2003
8	Catherine, Interview	Q54, 28 March 2003
6	Cher, Interview	Q55, 28 March 2003
8	Barbie, Interview	Q56, 28 March 2003
1	Gregory, Interview	Q57, 7 June 2003
4	Samantha, Interview	Q59, 2 November 2003
4	Carrie, Interview	Q60, 2 November 2003
8	Carrie, Interview	Q60, 2 November 2003
8	Participant, Interview	Q61, 28 March 2003
8	Chantal, Interview	Q62, 17 March 2003
8	Participant, Interview	Q63, 28 March 2003
10	Marcia, Interview	Q64, 29 March 2003

Questions used in Key Participant Interviews

INTERVIEWS WITH THE SIKAVNI CHILDREN

- What did you do at *Sikavni* today?
- How do you like the Romani Sikavni?
- Tell me about the sorts of things you do at the Romani Sikavni?
- How do you like doing some of your work from the Open Access School and some not?
- How do you think going to the Romani *Sikavni* has changed your life?
- What do your brothers/sisters/ cousins/friends think of you going to the Romani Sikavni?
- If the child had been to a school previously, I also asked them about some of the differences between the two, being careful not to encourage criticism.

INTERVIEWS WITH THE PARENTS OF THE SIKAVNI CHILDREN

- What do your children think of the Romani Sikavni?
- How do you like the Romani Sikavni?
- Does your child/children talk much about the things they do at *Sikavni*?
- How do you think having your children going to the *Sikavni* has changed all your lives?
- What do your brothers/sisters/ cousins/friends think of your child/children going to the Romani Sikavni?
- If the Romani Sikavni had been around when you were a kid, do you think you would have gone to it?
- Do you think the Romani Community has accepted the Sikavni?
- Do you think the Romani Community teaching our children how to read and write in English as well as teaching them about our culture and heritage?
- (If their child had been to a school previously) What are some of the differences between the two and the impact of both on their lives.

Appendix 6

OPTIONS FOR SCHOOLING –

QUEENSLAND 2010

Professor Don Edgar

http://www.booroobinschool.com.au/inspection/2003_dec_ undated_4.html

Schools face a 'new landscape of learning' (Tom Bentley (1998), _Learning Beyond the Classroom_, Demos, London). As outlined in the Discussion Paper _'Social Trends and Their Impact on Queensland Education'_ (Edgar, 1999), the worlds of work, family relationships, community and the very nature of government are being transformed by global forces only partly under our own control and schools must adapt to these new demands or they will fail in their central task of preparing competent future citizens.

The theme of that paper was '**_Learning to live with complexity_**'. This second paper draws out some of the detailed implications of our changing society in the form of 'Options' to be considered in planning Queensland Education's strategy for the coming decades.

Schools have to find new ways of helping students understand the complexity and unpredictability of life in the knowledge society. Schools must themselves become 'learning organizations' in the fullest sense, open to new ideas and drawing upon a wider range of learning resources in their communities and beyond.

Schools will have to shift gears away from the old industrial models on which they were based – the model of the factory, transforming raw materials into a product which met standardised quantity and quality requirements; the model of the prison, taking young people off the hands of other adults, controlling pupils' behaviour rather than cultivating knowledge, skills and understanding; and away from the metaphor underlying both these models – that of the machine, well-oiled, efficient, with a clear purpose and measurable outcomes, everything controlled hierarchically from the top.

This is a task of organizational culture change, never easy when people feel threatened and misunderstood, made particularly difficult by the weight of 'common knowledge' about education and schools and the vested interests of institutional structures that have survived long past their use-by date. Lasting culture change involves changing organically the taken-for-granted habits of an organization – _'the way we do things around here'_ – not simply declaring a new mission statement and calling for a change in attitudes. Workplace culture is a lived thing. Usually, that involves change in work

processes across all levels. Culture change cannot be imposed from the top, it has to be experienced as a better way of achieving desired goals than the old way.

As David Hargeaves (1994, p. 10) puts it: *"Utopian social engineering will no longer do. We need a larger dose of what Karl Popper calls the piecemeal approach to reform – detecting weaknesses and failures and then undertaking the necessary experiments and readjustments to set things right. It puts trial and error ahead of ideology and considers experience as important as inspiration. Making mistakes is a necessary feature of making progress, a sentiment as familiar to the teacher as it is alien to the politician."*

Both teachers and the wider public are weary and rightly mistrustful of the grand plans to reform the education system that seem to emanate from each new government taking over the reigns of power. So it would be unwise for the system to announce yet another 'restructure' unless it involves adaptable change to be initiated at the school and regional level.

But culture change can be facilitated and encouraged by leadership at the top of the system, not in the form of new commandments to be followed and enforced, but by modeling the new forms of behavior desired. For example, the central administration could demonstrate such a new culture through its structures and actions by adopting the following values framework:

A New Values Framework for Central Administration

(i)   greater trust and respect for teachers;

(ii)   a recognition that the individual learning child is the key unit in education, not the school as an organisation, and that the school is a more important component of education than the central bureaucracy;

(iii)   an acceptance of the diversity of backgrounds and needs of children at different schools in different localities and an encouragement of flexibility and autonomy in the way separate schools arrange the learning process;

(iv)   closer integration of services across the departments of health, education and

human services to improve the wellbeing and learning outcomes of children, as well as to reduce costs;

(v)   an equitable provision of essential support services for schools, in particular workable computer networks to facilitate student learning, the sharing of best practice, and cross-referencing of community resources that could be drawn into the education process;

(vi)   a marked reduction in central bureaucratic demands on schools for reporting, accountability and student assessment;

(vii)   a clearer recognition of the differing purposes, needs and learning cultures of schools catering for early childhood, middle childhood and later adolescence and encouragement of their differentiation;

(viii)   a determination to make the state school system one of quality and innovation.

In the various consultations carried out by Education Queensland, some clear lines of action have already emerged which coincide with the needs of the networked society and which highlight the above values framework.

- The schools wish to be freed up from central bureaucratic constraints. Regional and local variation in student needs, parental backgrounds and work opportunities make any 'one way' of running the schools both frustrating of school/community-based initiatives and ineffective in meeting desired outcomes. This does not mean a lack of accountability, because schools should remain accountable for helping students achieve specified outcomes, but they should be accountable more directly to their own constituency – the students, parents and employers concerned. Time-wasting managerial requirements for writing reports and accounting for financial expenditure divert teachers and school administrators away from their central purpose – to produce understanding, both of various disciplines and of the world we live in. (Gardner, 1993)

- There is a demonstrable lack of knowledge in head office about what is appropriate at the school level, a lack of horizontal communication at the regional and specialist level to spread best practice and information, and

inappropriate/inadequate forms of support from the central agencies. Such stumbling blocks should be removed and replaced by IT-based 'Education Cluster' support networks responding directly to the needs of the schools.

- At the same time, there appears to be a lack of understanding on the part of many schools themselves about their own 'market'. Though teachers may dislike the word market and its connotations, competition from the private school system, web-based open learning, industry-based training, combined with decreasing retention rates, make it imperative that they learn more about their constituents, in particular why parents and students choose particular schools. The preferred approach would be to improve knowledge of their constituents, knowledge of the learning resources of their region/community/locality beyond the school, knowledge of potential partnerships in the learning process. This cannot be managed from central office, but it could certainly be encouraged and supported. The point of learning about their community is to adapt the learning process to the varied backgrounds, needs, interests and learning processes of their students. A one-size-fits-all model guarantees inequality of outcomes.

- There is an apparent need for more differentiation and specialisation of schools. To cater properly for what parents and students need or want requires an analysis of their 'market', using the special competences of staff to create unique programs of excellence from which learning clients may choose. Examples mentioned in the consultations include selective schools based on academic achievement, religion, ethnicity and gender; magnet schools with a distinctive approach; focus schools in specialist subject areas, such as music or maths. excellence; alternative schools for students with learning or behavioural problems; virtual schools using the new technology; work-based schools, where students combine occupational experience with more formal learning and training. Hargreaves argues (1994, p. 32 ff.) that in a plural society, there is no harm (in fact many advantages for motivation, learning and parental support) in having smaller, philosophically unique schools, but they must also teach the "first and public language of citizenship which we have to learn if we are to live together". The usual problems of economy of scale

can be overcome through consortia on administrative and technical support, smaller schools designed with particular needs in mind always more likely to involve and satisfy their clients than a larger, less personal or community-responsive amalgamation.

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*One **option** might be to encourage schools to both network and specialise – in what could be called an **'Education Cluster'**, sharing resources, exchanging teachers, linked to community-based family support systems, local libraries and other education and business organisations. Such clusters would not all be of the same size, nor coterminous with present regional boundaries; rather they would be natural groupings to emerge over time out of cooperative initiatives across areas that make such cooperation practical.*

- The long-standing domination of the school curriculum by universities, through the Board of Secondary School Studies, and the eight KLA's of the Curriculum Council, should be addressed. So too must the detailed prescription of VET options. Schools should not deny alternate student destinations and pathways that are equally legitimate to that of achieving university entry. In fact much of the alienation of students and parents from the education system probably stems from this narrow framework of achievement, and much more flexibility for schools to arrange learning in meaningful ways is required. Hargreaves (1994) attacks the myth that final year examination results are 'qualifications'. *'One cannot simply be qualified tout court: one is qualified as something in order to do something. So far as I can see, success in the (VCE) qualifies one as or in very little: it qualifies one to take an examination at the next level – on the path to – guess where? – the universities. We dupe ourselves by calling them qualifications rather than educational and academic achievements. '*

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*The **option** here is to abolish the Curriculum Council and the Board of Secondary School Studies and replace them with a new 'Core Curriculum Board' which would develop a minimum core of education outcomes to be achieved in each school, in whatever way they choose, leaving substantial room for additional specialist and*

innovative areas of study to be determined by the schools themselves, based on community needs and staffing strengths. This 'core curriculum' would include what is called above 'the public language of citizenship', civic and social education essential to the functioning of a multicultural democratic society. (See also Boyer, E.L. (1995), The Basic School: A Community for Learning, Carnegie Foundation for the Advancement of Teaching, Princeton.)

- The role of teacher therefore needs to be re-thought. The notion that children are passive receptacles into which teachers, as experts, pour their information has long been discredited. No teacher, however expert, can know enough to meet the needs of different students; students learn actively from a variety of sources; self-directed learning and the application of knowledge are essential for the future need of life-long learning; and the teacher's key role is to lead students towards applied understanding, a kind of 'knowledge navigator' providing the essentials for self-piloting on the part of learners. Gardner (1991, p. 18) defines understanding as *"a sufficient grasp of concepts, principles, or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competences can suffice and in which ways one may require new skills or knowledge."*

- Clearly this involves knowing what you need to know as much as what you already know, and being able to apply what you have already learned to the task of acquiring new knowledge for understanding new situations and problems. This approach rejects the notion of simple task specification and requires an education process based on action projects, working with teams cooperatively, solving new problems and drawing on a wide range of resources. It is the school's (and the teacher's) job to facilitate this sort of active understanding, not just to 'teach'.

- Perkins (1995) uses a similarly active metaphor for what happens when we get smarter – we *learn our way around*. *Knowing our way around involves more than facts and knowledge. It includes feelings, values, beliefs and concepts. It is not just a question of being able to traverse routes we have been over before, but to*

find new ones through the landscape according to the specific context and goal of our activity... Knowing our way around a realm (which may be a subject discipline, a sport, a new form of technology) will include propositional, theoretical and practical knowledge. " (quoted in Bentley, 1998, p. 129). Clearly, the teacher as subject expert is not ruled out in this formulation, but the outcome for students must be seen as the ability to apply what is learned in new contexts, not simply the capacity to regurgitate facts and theories for tests.

• It follows that formally-trained teachers are not the only ones who can help students learn. While the status of teachers cannot be mandated from the top (by edict, or improving salaries, or educating the public), it could be enhanced by recognising their special skills, preserving their time for the specialised tasks of guiding students through their discipline, leaving much of the less complex work to teacher assistants and other mentors, and outsourcing much of the complex 'social work' to those trained to deal with such problems. This of course challenges the monopoly of the teaching unions over education, but if they could agree that using human resources other than teachers in the schools might enhance teacher status, and improve their effectiveness, opposition might be less vocal. By analogy, doctors do not do all the work required in hospitals; we have nurses and nursing aides, technicians and administrators as well.

*The **option** to consider, then, is for the roles of adult workers in the schools to be reconfigured. The school principal should be a key 'master teacher', the leading professional in the school. The principal would work in partnership with a professional 'school manager', qualified to administer financial and bureaucratic systems. Teacher promotion could lead to being a 'master teacher', guiding the work of other 'teachers' and 'teacher trainees' towards better learning effectiveness. 'Assistant teachers' could work under the supervision of teachers, paid less, but offered formal professional development opportunities to move up the system as they become more expert at guiding the learning process. Professional development could take the form of industry sabbaticals outside the schools, some could become 'portfolio teachers' seconded from other industries as consultants, and much secondary school teaching could be*

> *contracted out to TAFE and other training institutions. Small schools could join into consortia/clusters to share their administrative infra-structure, in preference to the closing down of locally-responsive small schools. Such initiatives could be worked through with teacher unions in an effort to improve the range of adult resources available to students, improve the effectiveness of teachers, and enhance the status of teachers as 'knowledge navigators' essential to the future lives of children in our schools.*

- Modern technology is a particular challenge to the traditional role of teachers and must be applied sensibly by the schools. Information Technology allows students (and teachers) to draw on resources well beyond the classroom or the (often disadvantaged) community in which it operates. Potentially, IT "permits teachers to spend less time on what Oakeshott calls the communication of information and more on the heart of education, the communication of judgement." It opens up the possibility for older students to work from home, from local libraries and other workplaces, using peers and other more distant mentors to complete learning assignments. Noteworthy, too, is the fact that computer games (often derided by adults*) "both motivate and challenge; they do not lower their expectation because of the perceived background of the player. If the game is hard, the machine frustrates, but it is less likely than a teacher to humiliate."* (Hargreaves, 1994, p. 41). As Lee (1998) points out, research on IT-based learning already suggests it may be more motivating and may more naturally develop 'problem-solving' skills in students than conventional classroom learning methods, so it is important that children in economically disadvantaged areas have access to quality IT equipment and mentors. Gardner (1994) argues that IT might free up the teaching role so that schools could develop new roles such as 'assessment specialists' (understanding individual students' abilities and interests); 'student-curriculum brokers' (to match students to wider learning opportunities in their community); and 'learning navigators' (working closely with students to cull the pearls from the dross of the Internet).

> *It may now be timely to implement a modified version of Ivan Illich's (1971) concept of 'deschooling', through educational networks and learning webs; the technology now allows it and technology is, in fact, driving such a change. Such networks would more likely be used by secondary students, but have potential across the education system for all students and teachers.*
>
> *The* **option** *then, is to reconfigure educational IT systems so they can operate across Education Clusters, linking schools, local libraries, TAFE and other colleges, possibly welfare service agencies and businesses involved in work experience and job training. Adequate technical servicing and support staff and budgets would be essential.*

- Teachers complain of their over-loading with a 'social welfare' role. As the main paper argues (See Section 3: Family Structures and Processes Affecting Schools, and Section 4: Community Trends and Education in the Future), they cannot avoid this, given the major changes in the family/work relationships of most Australian families. Every teacher needs training in the development of what is called 'emotional competence' or 'emotional intelligence' and the school as an organisation must be imbued with the ethos of social-emotional health.

> *But an additional* **option** *is to draw on other, more appropriate resources - child care, youth and ethnic community services, non-government welfare agencies, business human resource managers - to work with them in the cause of helping those most in need; and to insist that other government departments such as Human Services, Police, Health, work more closely with the schools and use them as a* **'community hub'** *for more effective intervention in the social-emotional and learning difficulties experienced by many students. While the central government bureaucracy needs to act to remove barriers to such collaboration, integrating all of the 'human service'- related departments, it would be preferable for each school or 'cluster' to develop its <u>own</u> unique links with external agencies, since each school and area will have its own mix of social needs. Schools with a high Koorie or other ethnic population, for example, would work in different ways with linked agencies from schools where there is more of a multicultural or socio-economic mix. Such links cannot be mandated from the top; they must develop generically from careful negotiation in the local area.*

- This relates to another emerging problem – the increasing divide between regions in terms of job opportunities, social disadvantage, parental stress and student dysfunctional behaviour. (See Section 1: Structural Change in Australia's Economy in the main 'Social Trends' paper). Such regions are readily identifiable from ABS statistics and additional resources could be devoted to them. In particular, attention needs to be paid to early childhood readiness for school, with special provision of child care, parenting education, family counseling, policies of community inclusion and connectedness, infant health and welfare, pre-school programs that focus on readiness factors.

- The consultations noted that the state system is losing enrolment share at the pre-school level, many parents recognising that these early years are a vital foundation for learning and that the state system under-resources this stage of childhood development. There is hardly a better-researched and documented aspect of education than these significant early childhood years, including the long-term cost-benefits of quality child care/pre-school programs and the long-term disadvantages for children who have no access to quality early childhood programs. Historically, provision has been bedevilled by the false distinction between child care and pre-school, the reluctance of kindergarten experts to focus on 'education' as compared with 'play'.

*The clear **option** here is for the Queensland Government to seize the day, cut through the theoretical and academic niceties, recognise that **investment** in children at this level will pay off in myriad ways (preventing child abuse, lack of thriving, ill-health, school failure, early dropout, poor job chances, delinquency and crime in later life) and ensure that every child has access to both quality child care and pre-school programs. The government and community must recognise that quality child care (even without specific educational programs), play groups, parent education programs, creative playgrounds, mobile children's book and toy libraries, are all part of preparing children for schools, absolutely essential in disadvantaged areas where parental resources are lacking. Unless children are 'ready to learn' when they start formal schooling, much of the teachers' time is wasted and the cost to the community at large*

*is huge. Briefly, the literature suggests the following qualities define a child who is 'ready to learn' and already learning effectively: confidence, curiosity, intentionality and persistence, self-control, relatedness, capacity to communicate and cooperativeness. (NCCIP, 1997, The Emotional Foundations of School Readiness, National Center for Clinical Infant Programs, Arlington, Va.) These are the qualities one would hope every child of whatever age and every adult citizen has developed throughout their educational experience and family life, but the foundations must be laid early in life. It may be an **option** worth considering to establish a 'Readiness to Learn Inquiry' in Queensland, to highlight what is known from research and indicate ways in which early childhood services can be better integrated into the pre-school and early primary school years. (See also Boyer, E.L. (1991, Ready To Learn: A Mandate for the Nation, The Carnegie Foundation for the Advancement of Teaching, Princeton, NJ; Focus on The First Sixty Months: A Handbook of Promising Programs for Children Zero to Five Years of Age (1987), National Governors' Association Committee on Human Resources, USA; and Homel, R. (1999), Pathways to Prevention: Developmental and Early Intervention Approaches to Crime in Australia, National Crime Strategy, Canberra, ACT.)*

- Clearly, such readiness cannot be achieved without the parents of every child understanding 'best practice' and cooperating as partners in the education process. This is crucial in the **primary school years**, where a more family-like atmosphere in the school can and should be encouraged. This requires an open encouragement for parents to participate in the school, to assist teachers as aides in classroom learning, not just as orange slicers or schoolyard watchdogs; the present control mentality of some schools has to be broken down.

- The schools are a community resource, funded by the state from public tax revenue, and all members of the community, not just parents, have a right to be involved, and to use school resources. Especially in new areas, school facilities could be shared with community welfare service groups, sporting groups, youth, arts, elderly and ethnic clubs, and it is the duty of central government to legislate to remove legal and bureaucratic impediments to such school-community

interaction. 'Public liability' is too often used as an excuse to exclude others from using these costly publicly-provided facilities.

*A clear **option** here is for the Queensland Government to consider making all primary schools a **community hub,** or a **learning centre** for more than just the teaching/learning of primary school students. The pragmatic (and doubtless cost-effective) integration of much of the work of human service providers, both statutory and non-government, could be centred on the primary schools. Kindergartens, infant health and child care centres and after-school care programs could be more closely linked, perhaps co-located, with primary schools. Funds currently allocated to central bureaucrats could be diverted to these community hubs, to finance coordination workers and spaces allocated to the broader family education/support work of the school. Funds might also be needed to assist the development of computerised links between area 'cluster' schools, child care centres, libraries, etc., so that information is shared across all access points. In particular, parent education programs could be centred round the primary schools, not conducted by school staff but by experts seconded from outside and funded by other departments. But they would work cooperatively with teachers to share their knowledge of family and community problems/needs, as partners in the education of primary school children.*

- It is beyond the scope of this paper (and the writer's expertise) to suggest what the curriculum of primary schools should be. But the starting point should be a clear understanding of the family and community background of the pupils, the wishes of their parents, and a knowledge of the foundations required for later lifelong learning. The new cognitive psychology makes it clear that every child has the potential to develop several forms of intelligence, not merely the two that schools have traditionally focused on – linguistic and logical-mathematical intelligence. Gardner identifies 8 sets of competence or intelligence which are inter-linked and need attention if children are to develop even these two. Each child has a different blend of the eight and his/her route to understanding will vary with their unique balance of intelligences (Bentley, 1998, p. 23). Gardner does not argue that schools should have separate curriculum areas pursuing the other six forms of

intelligence (spatial, bodily-kinaesthetic, musical, inter-personal, intra-personal and naturalistic), but he does argue that every child should be challenged to develop all forms insofar as possible. Other researchers describe this variety of abilities differently. For example, Bentley (1998) emphasises the child's 'practical' ability to adapt to varying contexts and situations, and the ability to display 'creative' intelligence by creating routines for familiar activities and becoming better able to deal with novelty. Ceci (1996) and Cole (1996) both insist on the importance of the child's varying environment and context to the way intelligence develops. Writers such as Salovey and Mayer (1990) and Goleman (1996) highlight the importance of 'emotional intelligence' or 'emotional competence' in determining our success in life, whether that be in handling family relationships, school learning, peer group interaction or workplace tasks. This ends the rigid distinction between reason and emotion and is a crucial advance in thinking about education for the global information age, where communication, adaptability and working with diversity are crucial skills.

• Perkins (1995), like all the others, stresses the fact that the capacity for intelligent behaviour can be learned; it is not something only inherent in our genetic makeup, surely a lesson every teacher needs to comprehend in terms of both assessment, methodology and assessment. There are, he says, three foundations for intelligent life performance: neural, experiential and reflective, the last two reflecting experience and mastery in certain areas, plus the internal control system that allows self-review and strategic thinking. Most of these theorists stress the centrality of 'active learning in practice', as opposed to passive learning of facts, theories and categories of information. Gardner in particular calls for 'apprenticeships to excellence', and Bentley describes numerous examples of learning in practice that go well beyond the confines of the school or classroom.

*The **option** suggested here is that teacher education and all primary school discussion about the curriculum should be informed by the new psychology of intelligence. While linguistic and logical-mathematical skills will continue to be important (perhaps even more important) in the digital world, foundations must be laid in all aspects of potential*

*competence if we are to educate the whole child. Queensland might benefit from having readily accessible **discussion papers** prepared on these new theories and their application in the primary school classroom. (See also Edgar, D. (1992), <u>Multiple Intelligences as a Framework for 'Lift Off'</u>, ACTF, Melbourne.)*

- The **middle school years** need to be given special consideration in the structure of education. Transition from primary school and the onset of puberty bring with them special needs and problems and the school structure should deal with them directly and positively. Though often too much is made of the 'turbulence' of the adolescent years, it is clear that facing the future as an adolescent today is somewhat more insecure than it was some decades ago.

- How those middle school years are defined may vary state by state, but it is probably wise to separate young people aged 11-14 from those aged 15-18 who are more adult-oriented and better able to control their own learning program. Because at this stage of their lives many students' mothers are re-entering the paid workforce, and fathers are at the peak of their careers, now working longer hours and less secure in their jobs, it is important for the middle school to serve as a 'surrounding organisation', ensuring its rules are worked out democratically with students; that every student is included and valued in the school community; that learning is relevant to the real world and project-based whenever possible; that physical activity is encouraged and every aspect of the school's program values effort, rigour and high achievement; that it structures experiences within and outside the school that will enhance competence and thus self-esteem based on real achievement, not phony praise; and that resilience, gaining confidence, involvement with a widening circle of adult mentors be facilitated. A greater emphasis on learning how to learn, on problem-solving, on analytic and synthesising skills, rather than on fixed subject matter content, might well lay the foundations for the more focused academic demands of the senior high school years.

- A particular need during the middle school years is to expose students to as wide a variety of work experiences and potential career paths as possible, not to narrow

down their future life choices and curriculum. This is linked, of course, with the point made above about reducing the dominance of school curricula by university entry requirements. Close networks with local employers and TAFE colleges should be built and credit given for student work in community services and workplaces. As Bentley (1998, p. 101) puts it: *"The key point about the knowledge economy is that it is based not just on flows of information, but on the creation and application of human knowledge – applying know-how to our activities and production, and adding value in the process. Knowledge industries – not just the high-tech ones that we are used to hearing about, but core industries like health and education – are increasingly sources of employment over the last forty years. This is a fundamental shift. In the past, the key resources of wealth generation have been land, labour and physical materials. In the future they will be ideas, creativity and knowledge."* He lists the core skills demanded by the new work context as being orientation to change (adaptability and self-reliance); interpersonal skills (as hierarchical work structures erode and team work and fluid work roles take over); analytical skills (ranging from seeing the broad picture, applying knowledge to new situations, and the capacity to sort information effectively); and problem-solving, rather than the repetition of functionally defined tasks. Mulgan (1997) describes the future workplace as a 'more intensively social model of labour', in which productivity is determined by the quality of relationships rather than the rules of organisations.

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*The key **option** for the middle schools is, therefore, to rethink their old focus on individual achievement, individual assignments and individual competition in assessment. Most of the world of paid work consists of teams of people combining their different skills to produce a jointly valued outcome. Working cooperatively, valuing the different but essential contributions of others, knowing how to add value to the group's effort are important to later life success. While individual assessment may be required for the transition from final schooling to university entrance (though even this could be argued), the primacy of shared knowledge, jointly developed understanding and the application of knowledge to shared tasks could be a valuable focus of all student learning in the middle high school years.*

- The middle school years are also the years of students coming to terms with sexuality and adult gender relationships. Particular attention needs to be given to how boys and girls are managed and taught to respect one another. Parental involvement is desirable, but the school has a wider responsibility to ensure the values of self-respect, equality, empathy and respect for others are taught. Human relationships education might be given a stronger focus at this level.

- The **senior high school** years also need to be re-thought in light of the varied life prospects facing students in the new century. In general, the message is 'skills, skills, skills', but certainly not just narrowly-defined academic skills, or vocational skills suited to one area of work alone.

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*Senior high schools need to consider several **options**:*

i. much less time spent by students in the school itself, and more self-directed home-based work or activities within other community agencies or workplaces;

ii. treating students as responsible adults, taking the consequences for their own choices, decisions and actions;

iii. the development by each student of a 'portfolio of skills' (Handy, 1994; Letcher, 1997). Such a portfolio would describe all assignments – whether individual or group - completed both within and outside the school, the competences involved, outcomes achieved, and assessment reports. It would be important for every student to have gained credit for workplace experience, community service contributions, hobbies and interests outside the school curriculum itself, such as music, drama, sports, technology;

iv. a completely different school workplace culture, with teachers as knowledge navigators, not information disseminators, clothing and rules appropriate to the age group, reliance on student self-government, leisure and study spaces apart from formal classrooms.

v. active encouragement by the school of adult mentors and assistant/portfolio teachers from the world of business and the wider community. There is, in fact, no reason why senior high schools could not develop an ethos of adult lifelong learning, a place where students aged 16-19 complete their formal schooling,

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> *but to which they will return as adults needing updating, further education, advice on career choices, and in which they might later offer time as adult mentors themselves.*
>
> vi. *Only the best qualified teachers would be employed in senior high schools/secondary colleges, but their qualifications would include a willingness and demonstrable capacity to guide students in self-directed learning and work within the more independent and adult-oriented school environment.*

- The overall purposes of education identified in the related consultation report (Schofield, 1999) seem to point to the sort of pragmatic options suggested here. The public appears to understand that education has social purposes, not just narrow economic ones, and that education for life, for citizenship and community development, for generic and transferable skills, social cohesion and respect for diversity are of more importance than narrow vocational training for jobs that may not exist by the time students complete their formal schooling.

- There is expressed interest in quality, challenge and excitement as characteristics of the good school but, it seems, not a very clear understanding that such qualities depend on encouraging diversity and innovative experiment in the schools instead of an insistence on a standard, core curriculum.

- But there is also a recurring theme in the public consultations about education for action, about active planning, active learning, the development of skills than can be applied by children to life situations and their future work and active citizenship in a democracy.

- There is also a recognition that quality involves nurturing the best in every student, not processing them through a standard sausage factory. People are saying that the schools should be child-focused, not just system-driven. And children are seen as 'active' participants in the learning process, not just passive recipients, if they are to become contributing community members. In fact, there is apparent agreement that a 'Queensland-specific' education system is

meaningless in today's world, since each individual in future will have to operate in a national and global context, not just within one state, region or neighbourhood. The concern expressed for students suspended and excluded for behaviour problems is just one element of this. The public appears to want the state school system to deal decently with every child, not to exclude anyone who might be a 'problem' for teachers or for the system as a whole.

- There is a clear recognition among these consultation participants of the changed nature of work in Australian society. (See also Section 2: Changes in the Work-Family Nexus' in the main 'Social Trends' report). They stress generic skills, vocational 'education' not vocational 'training' for specific jobs, the need to develop entrepreneurial, self-directed skills, the significance of education for relationships, for equitable access to computer literacy, and the reality of life-long education for every future worker.

- There is also an understanding that education is more than what takes place in the schools. Calls for better resourcing of early childhood programs, for closer school links with family support agencies in the community, for seeing students not as individual learners but as part of a family and of a community which impact on the learning process are all indicators of a broader view of education in which the schools play a key, but not exclusive, role.

- However, there seems to be a high level of scepticism about school-based management, and little understanding that separate government departments could operate in a more holistic way. People say they want some 'stability' and an end to 'fads', but they are not completely happy with the status quo. In my view, this is where Education Queensland and the Government can and should take a leadership role. No government has yet moved beyond the outmoded structure of functionally separate departments, largely because of bureaucratic inertia and silo mentality resistance to changing the power balance through pooling resources. But it is not beyond the realms of possibility and is a logical extension of the impossibility of managing complexity from the centre. Whilst it may be

dangerous to suggest that governments could further save money through closer integration of separate departments, when it is in the interests of a more holistic, developmental and preventative approach to children it cannot be dismissed lightly.

The starting point of this Options Paper was that no grand, utopian new 'reform' program from the top will work. The message is that, instead, the system must allow greater experimentation, innovation and control at the local area level. In that way, schools might regenerate trust and respect from the public whose taxes fund their important work.

Don Edgar, October, 1999.
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Appendix 7

Sikavni Mission Statement

AUSTRALIAN ROMANI SCHOOL OF GYPSY CULTURE AND LANGUAGE

POLICY: MISSION STATEMENT

Aims and Strategies[1]

1. Spiritual & Moral Development

Aim: to provide a good grounding in Romani culture with an understanding, appreciation and pride of the Romani traditions.

Strategies:

1.1 to teach all aspects of the Romani culture, including beliefs, practices and history;

1.2 to encourage children to live according to Romani traditions naturally in every aspect of their lives, both inside and outside the *Sikavni*;

1.3 to instil in children a pride in their heritage and to train them to have the confidence to explain it to other people;

1.4 to teach children to be tolerant of other religions and cultures and to encourage them not to express antagonism when confronted with different beliefs and customs;

1.5 to develop in the children a sense of belonging to the Romani community;

1.6 to run the Sikavni according to Romani beliefs;

1.7 to teach the Romani language.

2. Teaching and Learning

Aim: to develop individual students to their maximum potential and to encourage intellectual curiosity in partnership with the Open Access College.

Strategies:

2.1 to facilitate each child's ability to communicate more effectively and appropriately by developing the skills of verbal communication, literacy and artistic expression;

2.2 to develop an understanding of fundamental ideas of number, measurement and mathematical relationships, a knowledge of the language of maths and skill in computation and problem solving;

2.3 to develop inquiry and research skills and encourage good working habits;

2.4 to train memory skills;

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[1] Adapted from the Islamic School Curriculum and Policy Statement

2.5   to provide a secure learning environment in which learning is a pleasure;

2.6   to give each child a feeling of achievement in her or his work;

2.7   to extend the children's overall knowledge.

3.   Social

Aim: to develop in all children the acquisition of social skills which enable them to function effectively and harmoniously in Australia's multicultural society and the adaptability to live effectively in any social environment.

Strategies:

3.1   to develop positive personal qualities such as confidence, kindness, self discipline, good manners and independence;

3.2   to develop positive social qualities such as tolerance, the ability to share, mutual support and respect for persons and property;

3.3   to provide as wide a range of experiences as possible to develop cooperation, responsible social behaviour and understanding of others;

3.4   to develop a knowledge and understanding of and respect for the laws of Australia.

4.   Cultural

Aim: (I) to develop a realisation that different cultures make up our society and to be tolerant of others, while encouraging the development of pride in each child's own cultural background.

(II) while retaining pride in the child's own cultural background, to develop pride in being Australian and an ability to adapt to and fit into any cultural context.

Strategies:

4.1   to encourage upholding of Romani culture and traditions;

4.2   to teach about the cultural backgrounds of the children in the school within the context of the curriculum;

4.3   to expose the children to the cultural heritage of the Romani people and to encourage the experience of as wide a variety of forms of artistic expression as possible;

4.4   to be aware of the various cultural backgrounds of children within the Sikavni and to try to cater for all of their needs.

5. Personal Development

Aim: The Sikavni aims for the development of the whole person – intellectually, spiritually, socially and physically – and of individual talents and abilities.

Strategies:

5.1 to foster positive character development and a sense of personal worth in each student;

5.2 to develop an awareness of themselves and others as unique individuals;

5.3 to foster the motor skills and the overall physical development of all of the children;

5.4 to teach the children to be more organised and responsible in their work and play;

5.5 to develop in the children a sense of order and personal cleanliness in all aspects of their school lives;

5.6 to educate the children in ways in which they might use their leisure time profitably.

6. Social and Community Development

Aim: to provide the best possible environment in which all members of the Sikavni community will be encouraged to grow and contribute to the development of a Romani Sikavni which will be a source of pride for all Roma.

Strategies:

6.1 to encourage positive parent involvement in all aspects of the functioning of the Sikavni and to ensure that parents are continually informed and educated;

6.2 to provide the best possible physical environment and the best possible standard of materials and aids to maximise the children's opportunities of learning;

6.3 to provide supervisors with a good working environment and to encourage professional development to ensure personal satisfaction and maximum opportunity for learning;

6.4 to provide a general environment of discipline and order within which the children may develop to responsible adulthood;

6.5 to ensure a proper balance between Romani teaching and the general curriculum so that children may develop into well-educated Roma.

Appendix 8

Sikavni Floor Plan
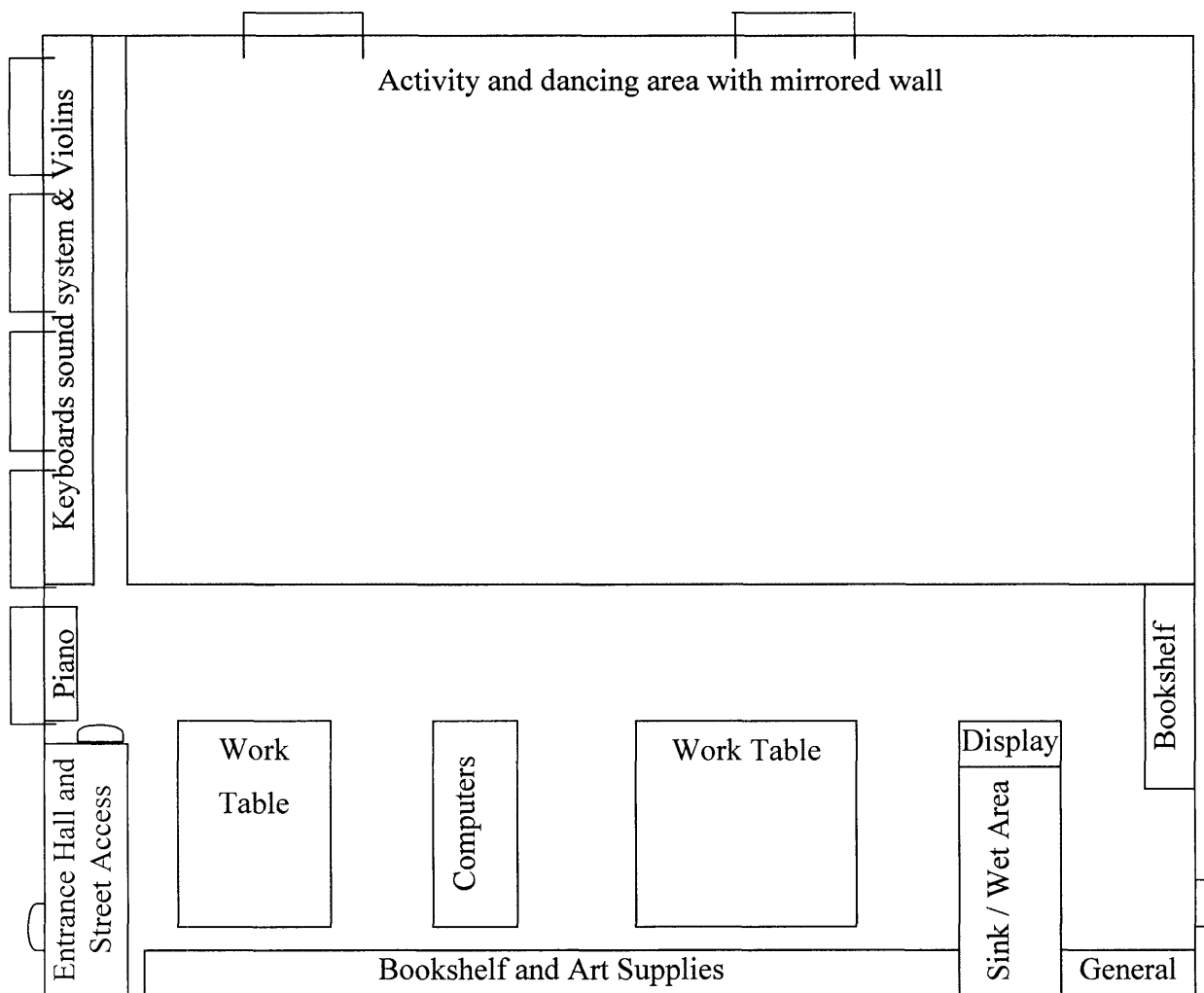
Key:

⟍ Doors

⌐ Windows

Note: this plan is not drawn to accurate scale