

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

New at LMERC

Talking Pens

A Talking pen for use with *Mantra Lingua* bilingual story books is now available at LMERC. Digital audio recordings of traditional tales will be uploaded by LMERC on to a chunky (rubber) child-friendly digital file storage 'pen' for use by patrons. To use: students or teachers point the pen at each page and the user hears the story narrated. The language can be changed for each page or remain the same throughout the book. Over 20 languages available.

Journals now on loan

LMERC has many Multicultural Education, ESL and LOTE journals available for loan for up to 4 weeks. Current issues are available to browse at LMERC.

LMERC 20th Anniversary Celebration

LMERC recently celebrated 20 years of invaluable service to Victorian educators with a function on the 3rd of December. The celebration was well-attended, with guests George Lekakis - Chairperson of the Victorian Multicultural Commission and Carol Kelly - Assistant General Manager of the Targeted Programs Branch, both of whom spoke positively about LMERC's important place in the Victorian multicultural and education spheres. Guests were also treated to a magnificent drumming demonstration by talented children from Carlton Primary School. LMERC is proud to continue to play a vital role as Victorian educators prepare their students for active multicultural and global citizenship.

New DVD: 'Working in Australia'

Victoria University, in conjunction with Centacare Catholic Family Services and the Horn of Africa Communities Network, has developed a DVD and booklet about the Australian workplace. Entitled *Working in Australia - a guide to deciding what jobs could be right for you*, the DVD has been recorded in English and 4 community languages: Dinka, Amharic, Somali and Arabic. The DVD contains footage shot at 14 different workplaces, representative of the seven broad categories of jobs in Australia (as categorised by the Jobguide). The Victorian education system is explained, as well as the various education and training pathways that may lead into each job. The booklet, in English, contains a simple career planning process, to help job seekers reflect on their skills, values and interests.

Copies can be purchased on a cost-recovery basis by downloading a PDF order form from this [link](#).

Cultural Diversity Quest 2009

The Cultural Diversity Quest Awards are now open! All Victorian students, teachers and schools are invited to submit an entry about their experience of cultural diversity in one or more of the Award categories. Winning entrants will receive prizes and have their work displayed at the Immigration Museum. Entries

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

must be received by **25 February 2009**. For further information, entry forms and guidelines see:

<http://www.education.vic.gov.au/about/events/quest/default.htm>

Rights of Passage

The Victorian Equal Opportunity & Human Rights Commission has released a new research report documenting the lived experience of young African-Australians in the City of Greater Dandenong. The report, entitled *Rights of Passage: The experience of Australian-Sudanese young people*, identifies a range of systemic factors that contribute to patterns of discrimination and racism that impact upon the life chances of these young people. The Commission identifies potential solutions and makes specific recommendations that relate to the work of local and state government, Victoria Police, community organisations and the Commission.

A PDF version of the report can be accessed via [the Commission's website](#). Printed copies can be requested from education@veohrc.vic.gov.au or on (03) 9281 7122 (Wednesday to Fridays).

Melbourne Declaration on Educational Goals for Young Australians

On 5 December 2008, State, Territory and Commonwealth Ministers of Education meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs, released the *Melbourne Declaration on Educational Goals for Young Australians* which sets the direction for Australian schooling for the next 10 years.

The goals were developed by Education Ministers in collaboration with the Catholic and independent school sectors, following public consultation on the draft declaration.

Goal two is that 'All young Australians become successful learners, confident and creative individuals, and active and informed citizens.' As part of this goal, young Australians are encouraged to appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture.

Full text of the document is available as a PDF from the following link:

http://www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

The conflict in Gaza - Young Adult literature

Recently, a number of titles have appeared that explore dialogue between Israeli and Palestinian young adults and tell their stories.

Here a listing of titles available at LMERC:

Abdel-Fattah, Randa (2008) *Where the streets had a name*. Pan Macmillan.

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

From the author of the popular **Does my head look big in this?**, this new novel draws on Abdel-Fattah's Palestinian background and looks at what was lost when the establishment of Israel pushed Palestinians off their land. When Hayaat's grandmother, Sitti Zeynab, becomes unwell, Hayaat travels to Jerusalem to bring back some soil from the family home. She travels with her Christian friend, Sami, who is always in trouble. From the stories and various people they meet, readers will come to learn much about this Middle East 'conflict' which has filled TV screens for much of our lives.

Banks, Lynne Reid (1973, revised 1992) **One more river**. Penguin.

One more river tells the story of Lesley, a Canadian Jewish girl, whose family decide to leave their secure life and move to a kibbutz in Israel. The story is set at the time of the Six-Day War of 1967. Lesley must cope with severe culture shock and come to terms with her attitude and the attitudes of those around her to the Arabs; particularly the inhabitants of the small Palestinian village across the banks of the Jordan River from Lesley's kibbutz.

Banks, Lynne Reid (1996) **Broken Bridge**. Penguin.

Broken Bridge, the sequel to *One More River*, is a more compelling story and illustrates several complex issues surrounding the conflict between Jews and Arabs in Israel. When Lesley's daughter, Nili, witnesses an attack that leaves her Canadian cousin murdered in the streets of Jerusalem, she is torn between her loyalty to a Jewish Israel and her desire to protect the identity of the Palestinian suspect, who was instrumental in saving her life. Banks works hard to present a balanced picture of the conflict, and we come to better understand the complex situation in Israel. The novel deals with many characters in an unfamiliar setting, making for challenging reading.

Ellis, Deborah. (2005) **Three wishes**. Allen & Unwin.

Three Wishes tackles the complex political situation head-on. Ellis (author of *Parvana*) travelled through Israel and Palestine and asked children she met 'to tell me about their lives, what made them happy, what made them afraid and angry, and how the war has affected them. They told me about their wishes for the future.' The stories are sad and sometimes shocking. Both sides reveal a deep fear and distrust of the opposition. Both Palestinians and the Israelis regard the land as their own, and it makes for depressing reading that children have such anger and hatred. Finding common ground seems unlikely, but there is some hope: most of these children wish for peace, and many realise that it can only be achieved if the two groups get to know each other. The stories reflect the world these children live in: most have experiences of deaths of friends and relatives, and have lived with the conflict all their lives. It's an interesting study of the effects of war on children, and could be used as a basis for classroom discussion on issues of war and peace, and human rights.

Laird, Elizabeth (2003) **A Little piece of ground**. Macmillan.

The Aboudi family in Ramallah live with the ever-present dangers and restrictions of the Israeli occupation. Muslim Karim Aboudi and his friends, Joni (a Christian) and Hopper from the refugee camp play soccer on a piece of wasteground. The action rises to a climax during another crisis in Arab-Israeli relations. Tanks roll in, soldiers shoot boys on sight and the soccer ground is destroyed. Hopper, Joni,

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

Karim and Jamal survive, though Karim is injured. There can be no simple happy ending in such an environment, but the Aboudis have family love, friendship, courage and the endurance to hang on to their land and traditions. **A Little Piece of Ground** gives young readers an authentic view of how some children have to live. It is a good adventure story with engaging characters.

Nye, Naomi Shihab (1999) *Habibi*. Pulse Books.

Naomi Shihab Nye is an Arab American author, and her novel *Habibi* introduces Liyana, a 14-year-old Arab-American girl, living in St Louis. Like Lesley in *One More River*, Liyana is distressed when her Father, Dr Abboud, decides to uproot his American family and return to his home in Jerusalem. She also must face the massive changes migration brings, and encounter the inevitable tensions between the Jews and the Palestinians. *Habibi* is an appealing story of a loving family, and is full of detail about the place and culture.

Rifa'i, Amal and Ainbinder, Odelia (2003) *We just want to live here: a Palestinian teenager, an Israeli teenager – an unlikely friendship*. St Martin's Press.

A true story. Amal and Odelia live in Jerusalem but are worlds apart. They met on a student exchange program in Switzerland. Two years later, Sylke Tempel, a Middle East correspondent, encouraged the girls to develop their friendship through letters. In these exchanges, they discuss the Intafada, their families, traditions and express hope for a brighter future.

Zenatti, Valerie (2008) *Message in a bottle*. Bloomsbury.

Following a suicide bomb attack on her local Jerusalem cafe, in which she and her friends could easily have been victims, a seventeen-year-old Israeli schoolgirl decides to send a message in a bottle to Gaza. An act of hope and desperation, Tal believes that by making contact with a Palestinian she will be able to begin a dialogue through which experiences can be shared, and, just possibly, some kind of mutual understanding achieved. Her message is found by a young man who calls himself Gazaman, and an email correspondence begins.

Zenatti, Valerie (2005) *When I was a Soldier*. Bloomsbury.

Translated from the French, this is the story of Valerie's two years of compulsory National Service in the Tsahal, the Israeli Army. At thirteen, Valerie moved with her family from France to Beersheva, a town in the Negev Desert. At eighteen, she finishes her final school exams and must join the army. Zenatti's memoir also examines her relationship to Israeli identity and nationalism, and her experience as an outsider: a French girl trying to find her place in a new culture.

New Resources at LMERC

Browett, Julie & Ashman, Greg (2008) *Thinking Globally : Global perspectives in the early years classroom*. Curriculum Corporation, Carlton South.

Provides an informative description of global education in the early years and six chapters of cross-curricula activities. Chapters explore concepts of linking with others, personal identity, dimensions of change, social justice, rights and sustainable futures. Activities model a variety of ways of adding a global perspective to current programs and are organised around three levels of thinking. The book is accompanied by a CD-ROM of materials to support teachers.

website: <http://www.education.vic.gov.au/studentlearning/programs/lmerc>
email: lmerc.library@edumail.vic.gov.au

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

Curriculum Corporation (2008) *Global perspectives : a framework for global education in Australian schools.*

Provides ideas for the integration of a global perspective within and across learning areas, and advice for teachers and school leadership teams on implementing the framework.

This publication is available free – order from <books@ausaid.gov.au>

Swan, Coral (2009) *Teaching Strategies for Literacy in the Early Years.* Australian Literacy Educators' Association, Norwood, South Australia.

Focusing on literacies and learning in the early years, this book is a companion volume to *Teaching Strategies for Literacy* by Hancock and Leaver. It provides a rich assortment of literacy strategies to support the learning of students in the first three years of schools.

Book includes strategies for incorporating culturally diverse stories. May also be useful for ESL students.

Articles of interest in recent journals ...

Ethos

Vol. 16, no. 4, term 4, 2008.

Seddon, Terri. *Young People and Social Inclusion: Challenges for Teachers.*

Paper examines the practices of skill-building for work and citizenship, and the roles that schools and teachers have in preparing students for adult life as workers and citizens.

Seddon also discusses the ways in which lifelong learning for work and citizenship is supportive to the goals of democracy and capitalism.

Focus

Vol. 24, no. 1 (Feb-May 2009).

Theme: Infrastructure – Nation Building

Issue contains articles about current developments in AUSaid projects in poor and developing nations.

Japanecho

Vol. 35, no. 6 (December 2008).

Japan and the Global Market Crisis

Literacy Learning: the Middle Years

Vol. 16, no. 3 (October 2008).

Theme: Assessment

Issue contains articles about assessment in schools and the ways it can be used to complement teaching and learning.

New Internationalist

No. 417 (November 2008).

Focus: Through Afghan Eyes: the war that won't end.

Issue examines the problems that have faced Afghanistan for the past 30 years. Various articles discuss the issues of rampant poverty, war, and the restrictions imposed by the Taliban. All articles were written by Afghans with a deep and personal understanding of the issues. Photographs were taken by people trained in the AINA Photojournalism Institute in Kabul.

Practically Primary: Literacy for All

Vol. 13, no. 3 (October 2008).

Argus, Karen. *Finding and then Raising Voices: multi-disciplinary units helping P-3 students find a passion and love for writing.*

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

Argus reflects on Super-Me; a unit of work that she developed to engage and inspire students in reading and writing.

Practically Primary: Literacy for All
Vol. 13, no. 3 (October 2008)

Hannell et al. *Ten ways I support all literacy learners in my classroom...*
Seven teachers are asked ten ways that they support learners in their classrooms.
Teachers share valuable insights and methods for inspiring literacy learning.

E:lit (formerly PEN notes)
E:update 002. *Strategies for a Thinking Classroom*
E:update 003. *Students as literacy researchers*

Copies of articles or information about these and other journals held by LMERC are available on request. (Copyright provisions apply)

'Far to Here' – Darfur Art Show

Far to Here is an inspiring art exhibition that documents the amazing journeys that many Darfuri refugees have taken to flee the conflict in Sudan. Darfuri youth have used cameras to capture their experiences in Australia; photos for the exhibition were taken in workshops run by the Darfur Australia Network. It is hoped that the exhibition will raise awareness about the plight of Darfuri refugees, as well as highlighting the inspirational journeys and resilience that all refugees share.

Far to Here is supported by the Victorian Government through the Victorian Multicultural Commission. The exhibition will be open from 9-22 February at fortyfivedownstairs gallery: 45 Flinders Lane, Melbourne. For more information, please contact Sarah at the Darfur Australia Network: sarah@darfuraustralia.org or on 03 8060 5659.

At the Immigration Museum

Ancient Hampi: The Hindu Kingdom Brought to Life

Temporary exhibition – until 26 Jan 2010
Immigration Museum Education Centre
Bookings & further details 99272754

CMY 20th anniversary exhibition

Temporary exhibition - until 7 June
Bookings & further details 99272754

A Worthwhile Enterprise - The Migrant Hostel in Springvale

Community Gallery Exhibition
Temporary exhibition - until 23 March
Immigration Museum Community Gallery
Bookings & further details 99272754

For further information please contact.
Jan Molloy
Programs Co ordinator

**Multicultural Education Unit
Languages and Multicultural Education Resource Centre**

Newsletter Issue 1, 2009

jmolloy@museum.vic.gov.au
<http://museumvictoria.com.au/ImmigrationMuseum/>

Professional Learning Opportunities

Date	Event	Venue	Further information
Various dates in February and March	ACMI Teacher Seminars	Australian Centre for the Moving Image	Website flyer available: http://www.acmi.net.au/teacher_seminars_term4_2008.aspx Registration form available: http://www.acmi.net.au/global/docs/Teacher_registration.pdf
9:30am – 3:30 pm on various dates (see flyer)	Australian Government Quality Teacher Programme; Consumer and financial literacy professional learning program	Various locations across Victoria.	Liz Aird liz.aird@sev.asn.au Flyer available: http://www.sev.asn.au/teachers/financial-literacy.html

Professional Learning Activities offered by Victorian Foundation for Survivors of Torture (VFST) can be found at: <http://www.foundationhouse.org.au>

Calendar of important days

The EDNA calendar for Australian schools is a comprehensive listing of special days, weeks and events. It can be found at:
http://www.edna.edu.au/edna/go/schooled/schools_events

For religious holidays and observances:
The Interfaith calendar: <http://www.interfaithcalendar.org/2007.htm>

For multicultural events and festivals in Victoria:
<http://www1.visitvictoria.com.au/displayObject.cfm/ObjectID.0007C337-47CA-1A83-846A80C476A901EF/vvt.vhtml>

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

8 th February	Nirvana Day (Buddhism)	http://www.bbc.co.uk/schools/religion/buddhism/nirvana.shtml
14 th February	Library Lovers Day	http://www.librarylovers.org.au/
15 th February	Galileo's Birthday	http://www-groups.dcs.st-and.ac.uk/...Mathematicians/Galileo.html
21 st February	International Mother Language Day	http://www.un.org/depts/dhl/language/
27 th February	Schools Clean Up Day	http://www.cleanup.org.au/au/Campaigns/overview-scu.html
1 – 5 th March	International Education Week	http://www.studymelbourne.com.au/events/international-education-week
1 st – 31 st March	Australian Women's History Month	http://www.womenshistory.com.au/promotion.asp?plD=7
5 th March	World Book Day	http://www.worldbookday.com/
9 th March	Commonwealth Day: Celebrating Diversity	http://www.thecommonwealth.org/Internal/148532/commonwealth_day/
9 th March	Fast of Esther (Judaism)	http://www.bje.org.au/kids/templateFolder.php?id=88&qid=2
9 th March	Milad al-Nabi (Islam)	http://www.cie.org/...il.aspx?id=N&m_id=52&item_id=112&cat_id=102
10 th March	Purim (Judaism)	http://www.bje.org.au/kids/templateFolder.php?id=247&qid=2
11 th March	Holi (Hinduism)	http://www.holifestival.org/
14 th March	International Pi Day	http://mathforum.org/t2t/faq/faq.pi.html
14 th – 20 th March	Catholic Education Week	http://web.ceo.melb.catholic.edu.au/index.php?sectionid=124
17 th – 23 rd March	Cultural Diversity Week	http://www.culturaldiversity.vic.gov.au/

Get ready for 2009...

2009 International Year of Reconciliation

<http://www.reconciliationday.net/UNITED_NATIONS_2009.html>

On 20 November 2006, the General Assembly proclaimed 2009 as the International Year of Reconciliation. It expressed its steadfast determination to pursue reconciliation processes in those societies affected or divided by conflicts, describing such processes as necessary for the establishment of firm and lasting peace.

2009 International Year of Natural Fibres

to raise awareness of natural fibres, to promote efficiency and sustainability of the natural fibres, and to foster an effective international partnership among the various natural fibres industries.

<http://www.fao.org/es/esc/en/15/320/highlight_322.html>

Resource list available of relevant material from LMERC.

Multicultural Education Unit
Languages and Multicultural Education Resource Centre

Newsletter Issue 1, 2009

International Year of Human Rights Learning

The General Assembly has proclaimed the year commencing on 10 December 2008 as the International Year of Human Rights Learning, to be devoted to activities to broaden and deepen human rights learning based on the principles of universality, indivisibility, interdependency, impartiality, objectivity and non-selectivity, constructive dialogue and cooperation. It aims to enhance the promotion and protection of all human rights and fundamental freedoms, including the right to development.

Many resources for P-12 students are available at LMERC. To request a resource list or information about LMERC's Human Rights DVD collection please ring or email (details below).

International Year of Astronomy

<<http://www.astronomy2009.org/>>

The International Year of Astronomy 2009 is a global effort initiated by the International Astronomical Union and UNESCO to help the citizens of the world rediscover their place in the Universe through the day- and night-time sky, and thereby engage a personal sense of wonder and discovery.

Contact us:

LMERC

150 Palmerston Street

CARLTON VIC 3053

Tel: (03) 9349 1418

Fax: (03) 9349 1295

Website: www.education.vic.gov.au/studentlearning/programs/lmerc

Email: lmerc.library@edumail.vic.gov.au

Blyton.judy.j@edumail.vic.gov.au

peck.jennifer.a@edumail.vic.gov.au

Published by Student Learning Programs Division
Department of Education and Early Childhood Development
Carlton 2009

© State of Victoria (Department of Education and Early Childhood Development)
2009

The copyright in this document is owned by the State of Victoria (Department of Education and Early Childhood Development), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the *Copyright Act 1968*, the National Education Access Licence for Schools (NEALS) (see below) or with permission.



An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Early Childhood Development,
2 Treasury Place, East Melbourne, Victoria, 3002.

website: <http://www.education.vic.gov.au/studentlearning/programs/lmerc>
email: lmerc.library@edumail.vic.gov.au