

I wish it was every day...

**Out of School Hours Learning Support Programs (OSHLSPs)
Tutor Training Resource**

Presenter notes

**An initiative of the Refugee Education Partnership Project
October 2007**



REFUGEE EDUCATION PARTNERSHIP PROJECT



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1. Introduction



1.1 About this resource

These presenter notes and the accompanying *I wish it was every day...* OSHLSP Tutor Training Participant Notes consist of information and practical activities to support tutors in their work with school aged students from refugee backgrounds. The presenter notes include workshop instructions, background information, activities and suggested timings and responses.

The key areas covered by this resource are:

- ways to effectively support students from refugee backgrounds;
- knowing how stages of development relate to students' learning needs;
- knowing the requirements of the curriculum and the school system; and
- the use of positive and inclusive support strategies.

These presenter notes have been designed as a guide for people who are delivering training to tutors working with students from refugee backgrounds in OSHLSPs. They have been designed to provide a comprehensive training program of workshops which will take approximately 26 hours to complete. Approximate timings have been provided throughout the resource. However, you should select the most appropriate sections to meet the needs of your particular participants within available time constraints. A suggested 15-hour model for delivery has also been included in Appendix A as an example.



1.2 Introducing activities

(15-30 minutes)

Introduce the participants to the purpose of the resource and how it will be used.

Whether the participants are doing the whole or just a section of the training, it is important to take the time to get to know them and for them to get to know one another. This may simply be by introducing themselves and their interest in the training. However, if time permits, it is well worth doing some ice breakers so they will work better together as a group.

Three suggestions are included here:

- The 5 C's
- Acrostic poems
- Ice Breaker Bingo (see handout 1.1)

The five C's

Have participants mingle with other members of the group and ask them about:

1. Their favourite colour
2. Their favourite car
3. Their favourite country
4. Their favourite cuisine
5. A closet fantasy

Acrostic poems

Ask participants to make an acrostic poem based on their name.

For example, for 'Sue':

Sporty
Understanding
Energetic

Ice breaker bingo

Give participants a copy of handout 1.1. Get them to find other members of the group who have the characteristics outlined. The first to get five ticks vertically, horizontally or diagonally wins.

Ice Breaker Bingo

Find another person who can answer YES to any of the statements below and tick the appropriate box.

Continue asking people until you have five ticks either vertically, horizontally or diagonally.

Shout BINGO!

I love chocolate	I live in an area in which I don't work	I drive less than 15km to work each day	I can greet people in four different languages	I can name 3 languages that use Chinese characters
I am the parent of a bilingual child	I enjoy eating Thai food	I own a Pavarotti CD	I have taught overseas	I do some sort of exercise 3 times a week
I was born overseas	I love dogs	I am out of bed by 7am	I see at least one movie a month	My birthday is in June
My ideal holiday is to travel	I read a newspaper every day	I think that spelling tests should be compulsory	My last name starts with S	I love ironing
I have been outside Victoria	I wish I could read the books I've bought but haven't had time to read	I have strong black coffee	I cook regularly	I am bilingual

2. The refugee experience and its impact on children and young people

2.1 The refugee experience

(25 minutes)

Activity 2.1

Ask participants to share their responses to the activity and relate these back to the UN definition of a refugee.

In addition, alert participants to the fact that:

- Of the more than 20 million refugees and displaced persons globally, over half are children and young people.¹
- Asylum seekers may have had similar experiences to refugees and may face continued uncertainty about their future.
- Some individuals who have arrived in Australia as part of a humanitarian or family migration program may have gone through similar experiences as refugees.
- Australia has an established refugee resettlement program, with up to 6000 refugee children and young people arriving each year from war zones. Soon after arrival in Australia, school-aged children enrol in the education system.
- Refugee children are distinguished by their experiences of violence and other traumatic events prior to their arrival in Australia.
- Many refugees will have lived through years of conflict and persecution before leaving their homelands.
- Many refugees will have spent years in a first country of asylum, either in a refugee camp or in the general community.²
- Many recently arrived refugees in Australia come from larger families or from families that have been reconfigured. There are many settlement pressures on families.

Sum up by alerting participants to the key understanding:

- The refugee experience has a profound experience on children and young people because of the violence and uncertainty they have experienced.

¹ UNHCR, *Basic Facts*, available at <http://www.unhcr.org/basics.html>, accessed 18 December 2006.

² VFST (2004), *School's In For Refugees*, VFST, Melbourne, p.11.

2. The refugee experience and its impact on children and young people

2.2. The impact on settlement and learning

(25 minutes)

Activity 2.2

The video *Roni* tells the personal story of a refugee background student from Iraq.³ Roni is in Year 11 at Canterbury Boys High School in Sydney. The video shows Roni both at school and with his family. It focuses on the challenges that Roni faces as well as his aspirations.

Show the beginning section of *Roni*, which describes his refugee experience. (From where the principal introduces him to where she says how she wants him to succeed so he will go from being a victim to being a successful and independent young man.)

Show the section with the scenes of the bombing of Baghdad and Roni's reaction.

Ask participants to share their responses to Roni's story.

Acknowledge participants' personal responses.

Lead the discussion towards the impact that the refugee experience might have had on Roni's settlement, especially at school, and on his learning.

Some suggested responses

- Roni has had disruptions to his education of at least three years. This will certainly affect his progress at school.
- He has endured a level of change unprecedented in the lives of most of his Australian-born counterparts. These include changes in his family and family relationships. For instance:
 - some family members have been left behind in Iraq;
 - there are concerns about their safety; and
 - there are changed roles within the family, including Roni's mother's reliance on him for interpreting.
- On arrival in Australia, Roni was required to learn a new language. He has had to adapt to a new set of cultural norms and to a new and unfamiliar school system.⁴
- The culture and structure of the education system in Australia is likely to be very different from Roni's country of origin. In particular, teaching styles are likely to be less formal than those previously experienced.
- Roni has experienced extreme violence and identifies how he is suffering from the after-effects of trauma. For example, he sometimes can't concentrate on his work and his mind flips somewhere else. He also says he is worried, terrified and scared about the bombing in Baghdad.

Invite participants to share any other relevant knowledge and experiences they have had in supporting refugee background students.

³ ABC (2003), *Our Boys- Episode 3- Roni* [Video], Australian Broadcasting Commission, Sydney. '*Roni*' is available from the LMERC library in Carlton (Ph: 03 93491418, email: lmerc.library@edumail.vic.gov.au). If the '*Roni*' DVD is unavailable Appendix B, '*Moses' Story*' can be substituted.

⁴ Rutter J (1994), *Refugee Children in the Classroom*, Trentham Books, London.

2. The refugee experience and its impact on children and young people

Broadening the discussion

For many refugee background students who have limited or no school experience, adaptation to school may be particularly difficult as they may be facing the intellectual and behavioural requirements of a structured learning environment for the first time.⁵

Although not all refugee students have experienced significant disruption to their schooling, refugees from Africa have usually completed fewer years of schooling than those from Asia or Europe.

In 2004–5, on average, humanitarian entrants from African backgrounds had completed one year of schooling. This compared with four years of schooling for those from Middle Eastern backgrounds and five years for those from Asian backgrounds.⁶

In 2005–6, humanitarian entrants from refugee backgrounds aged 10–19 years from Africa, the Middle East and Europe had completed approximately four years of prior schooling. Asian humanitarian entrants had completed just over six years on average.⁷

While many refugee background students are making successful transitions to schooling in Australia, the following learner profile is typical for recent young refugee arrivals.⁸

They frequently:

- have had no or minimal schooling in their first language;
- have low levels of literacy in English;
- have lived in insecure societies where civil order and services have broken down;
- are suffering the after-effects of trauma and, in some cases, torture;
- have had extended periods of separation from significant caregivers;
- have ongoing uncertainty about loved ones in their country of origin;
- have had disrupted schooling due to movement within and between countries, so that literacy skills are not consolidated in any one language;
- have spent long periods in refugee camps or first country of asylum with minimal or no education;
- come from a language background where writing is a relatively new phenomenon;
- have come from backgrounds where caregivers have also had limited schooling; and
- have expectations of a different education system.

5 VFST (2004), *School's In for Refugees*, VFST, Melbourne, p. 29.

6 DIMIA, *Profile of People Assisted under the IHSS in 2004-05*, available at: http://www.immi.gov.au/media/publications/pdf/07705%20DIMIA_BB_5-6_fa.pdf, p. 22, accessed 28 November 2006.

7 REPP (2007), *The Educational Needs of Young Refugees in Victoria*, VFST, Melbourne.

8 DE&T (2004), *Meeting the Needs of Secondary ESL Learners with Disrupted Schooling - Planning Bridging Programs*, available at: http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Planning_bridging_progs.doc, accessed 28 November 2006.5 VFST (2004), *School's In for Refugees*, VFST, Melbourne, p. 29.

2. The refugee experience and its impact on children and young people

Transitions, including the transition to adolescence, present many challenges for all students. However, the following key factors have been identified as leading to social disadvantage:

- inadequate levels of family income due to unemployment or a low level of government benefits;
- chronic or severe illness;
- discrimination and/or racism;
- physical isolation;
- living in a family environment that can offer little or low level support due to the impact of the refugee experience; and
- being an unaccompanied minor without family support.

Therefore, young refugee background students make up a particularly vulnerable population in schools and other educational settings.

2.3 Refugee background students and OSHLSPs (30 minutes)

Alert the participants to the protective factors that can help young people and to the role of OSHLSPs in supporting refugee background students.

Activity 2.3

Ask participants to share their responses to the activity.

Provide participants with the following table (handout 2.1) and ask them to add their suggestions.

Activity 2.4

Participants may wish to discuss and share what to do if students disclose any traumatic information.⁹

Invite them to share any experiences they have had of students disclosing information. Encourage them to omit the use of names as a first step towards confidentiality. If they practise this, they are far less likely to breach it when they are delivering programs.

Participants also need to be made aware that it is important they do not discuss the personal issues of students outside the program except with the coordinator and where appropriate. Refer them to table 2.1: Supportive responses to disclosure.

⁹ Suggestions of the support that agencies provide can be found in: VFST (2004), *School's In for Refugees*, VFST, Melbourne.

Tutor support

Actions	How can you do this?
Be positive and praise effort	<ul style="list-style-type: none"> ✓ Encourage and compliment students' achievements and attempts ✓ Focus on what they have done well ✓ Be accepting rather than judgmental
Be reliable and trustworthy	<ul style="list-style-type: none"> ✓ Do what you say you will and follow through ✓ Meet your commitments ✓ Maintain confidentiality unless the student's safety and wellbeing are at risk ✓ Provide good role modelling
Show genuine interest	<ul style="list-style-type: none"> ✓ Focus on what students have to say ✓ Encourage students to talk through further questions ✓ Ask students about their interests and follow up on these ✓ Be available
Communicate respectfully	<ul style="list-style-type: none"> ✓ Pronounce students' names correctly ✓ Listen attentively ✓ Model polite forms of language ✓ Use inclusive body language
Ask relevant questions of students, but also respect their privacy	<ul style="list-style-type: none"> ✓ Judge from your discussion with students whether or not they want to share information with you ✓ Recognise that it isn't necessary to discuss students' personal stories unless they want to tell you ✓ Acknowledge the students' feelings

Actions	How can you do this?
Make students feel comfortable and welcome	<ul style="list-style-type: none"> ✓ Give them personal attention and acknowledgement ✓ Make sure they are involved and included
Make students feel safe and secure	<ul style="list-style-type: none"> ✓ Explain why you are doing things ✓ Try to be consistent, calm and clear
Provide routines but also be flexible	<ul style="list-style-type: none"> ✓ Make sure students know what to expect ✓ Be attuned to changing needs and opportunities
Explain rules and expectations	<ul style="list-style-type: none"> ✓ Explain the purpose of the rules ✓ Be clear and consistent about what you expect
Understand students' life experiences	<ul style="list-style-type: none"> ✓ Find out about the students' cultural backgrounds, and circumstances leading to the refugee experiences of people from the students' backgrounds, rather than their personal individual stories
Help students set achievable goals, leading to a positive sense of the future	<ul style="list-style-type: none"> ✓ Know the students' strengths and interests ✓ Build on these strengths and interests ✓ Find out what opportunities exist ✓ Incorporate this into goal setting ✓ Model short and long term goal setting ✓ Encourage optimism about the future and about making progress
Acknowledge legitimate problems	<ul style="list-style-type: none"> ✓ If students want to talk about stressful events, listen to them and respond in a supportive way ✓ Refer to further specialist support where appropriate

Actions	How can you do this?
Provide opportunities for appropriate expression of difficulties	<ul style="list-style-type: none"> ✓ Encourage students to tell somebody about their problems and seek advice/help ✓ Encourage creative expression through a range of mediums including music, dance, art, role-play and/or drama
Provide opportunities for fun and sharing	<ul style="list-style-type: none"> ✓ Provide a balance of activities ✓ Encourage humour and sharing
Encourage small group or paired learning	<ul style="list-style-type: none"> ✓ Encourage students to work together when they are working on the same topic ✓ Provide opportunities to share their knowledge and understandings with others
Encourage friendships and positive relationships	<ul style="list-style-type: none"> ✓ Encourage sharing and connections with others, especially where there are common interests
Encourage students to make appropriate choices	<ul style="list-style-type: none"> ✓ Provide opportunities for choice whenever it is practical and within the limits of the program. This will empower them

3. Knowing the students and understanding their needs

3.1 Cultural background information (10 minutes)

Alert participants to:

- the key understandings; and
- the suggestions of where they can go for cultural background information.

Depending on the group's needs, bring in a sample of the type of information that can be gained from the websites. For example, if the group is mainly tutoring Sudanese background students, *Education and Refugee Students from Southern Sudan*, would be appropriate.

3.2 Building up a student profile (20 minutes)

Introduce **activity 3.1**. When the participants have finished, ask them to share their responses.

Sample responses

The following is based on the example of Roni:¹⁰

- Roni is a teenage boy.
- He is a high school student.
- He is a son.
- He is a grandson.
- He loves his family.
- He likes drawing.
- He wants to be an architect.
- He comes from Iraq.
- He likes soccer.
- He helps his mother by interpreting for her.
- He is very proud.
- He comes from a refugee background.
- He speaks at least two languages.

There are other things which we don't know for certain, such as Roni's first language and his religion.

Ask participants how they would use this information to support Roni.

¹⁰ ABC (2003), *Our Boys- Episode 3- Roni* [Video], Australian Broadcasting Commission, Sydney. 'Roni' is available from the LMERC library in Carlton (Ph: 03 93491418, email: lmerc.library@edumail.vic.gov.au). If the 'Roni' DVD is unavailable Appendix B, 'Moses' Story' can be substituted.
ABC (2003), *Our Boys - Episode 3 - Roni* [Video], Australian Broadcasting Commission, Sydney.

3. Knowing the students and understanding their needs

Possible suggestions

Knowing this information about Roni allows you to:

- know his goals, interests and strengths that can be built upon;
- be more inclusive when you are talking to him; and
- not make assumptions about him and the knowledge he brings to tasks.

Round off the activity by:

- asking the participants if this is an activity they would do with the students that they are working with or planning to work with;
- suggesting they could complete it together with the student in order to build a relationship; and
- reiterating the benefits of knowing the student and using this information to provide focused support.

3.3 Understanding student needs

(30 minutes)

Activity 3.2

Ask the participants to discuss how Maslow's hierarchy of needs might help us to understand Roni's needs and the consequent effect on his educational performance.

Ask the participants to discuss, in pairs, the implications of this framework for their work as a tutor in an OSHLSP and then share their responses with the group.

Suggested responses

- Roni's biological and physiological needs seem to be met.
- Because he is close to his family and we see a lot of affection between Roni and his grandmother and mother, we know that this need is being met. However, there appear to be some issues with group acceptance and belonging.
- Roni is missing his father and is worried about him. He speaks about his concern and anxiety for his father's safety due to conditions in Iraq. So Roni has shown signs of insecurity and does not feel safe.
- Roni's esteem needs are only partially met. He is concerned about his status and hence reluctant to go into the ESL class as he feels he is better than the other students. He is concerned about his status and frustrated (e.g. on the soccer field).
- Roni's cognitive needs are challenged by the curriculum demands.
- His aesthetic needs seem to be met and he certainly demonstrates a creative talent.
- At this stage, Roni has many challenges associated with his self-actualisation needs, i.e. his ability to realise his potential, grow as a person and develop his talents and capabilities.

3. Knowing the students and understanding their needs

Activity 3.3

Allocate one of the statements to each of the participants and ask them to:

- reflect on whether it is something they would attempt to do with the student/s they are tutoring and their reasons for this; and
- decide how they might incorporate it into their work with students.

Invite participants to share their responses in order to:

- increase their awareness of the students' issues and the need to make allowances for students; and
- make them more aware of how a sense of competence, usefulness and belonging affect students' self-esteem.

Make the point that:

- It is important not to become over-involved with students and to ensure that the student is referred to the coordinator and appropriate support services when necessary.

3.4 The impact of disrupted schooling (20 minutes)

Activity 3.4

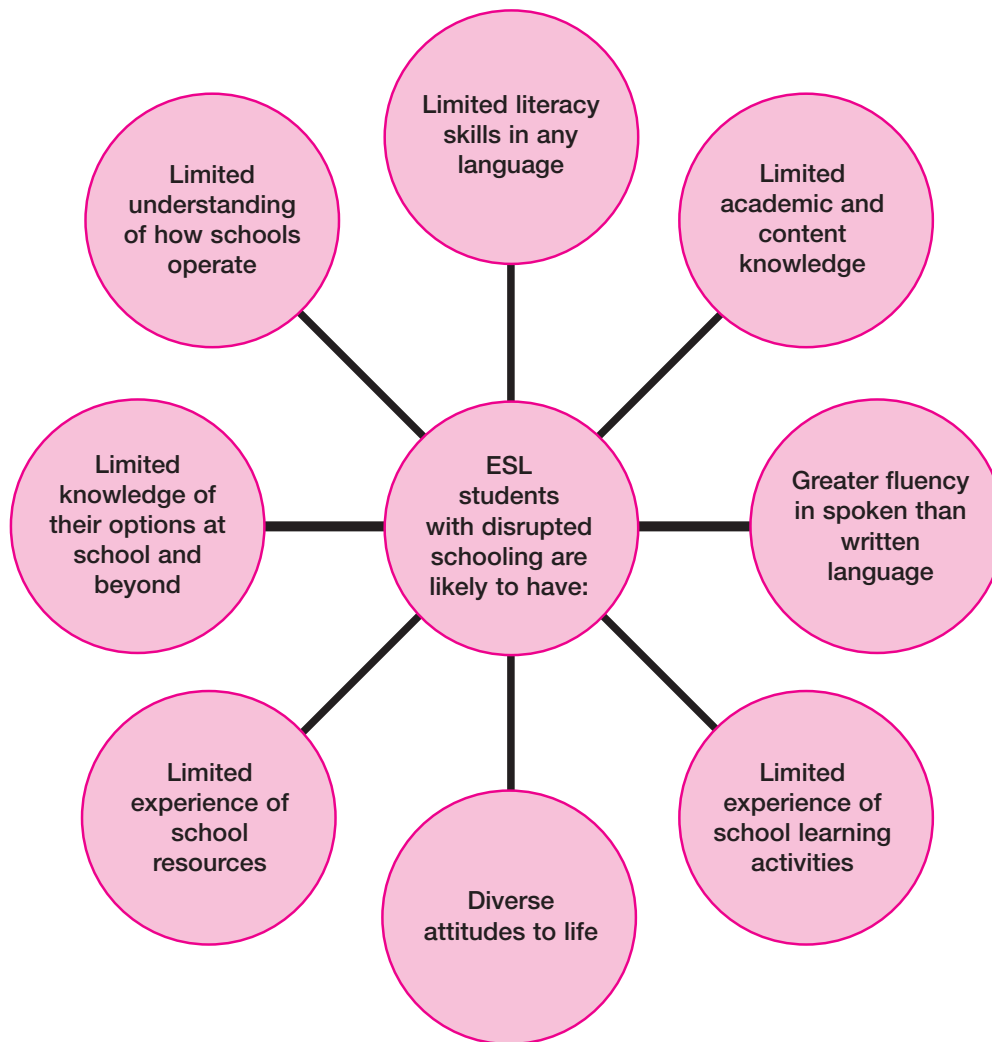
Invite participants to share their responses to the key understanding. The following handout (3.1) can be used as a checklist and/or summary.

Given the information in handout 3.1, ask the participants what students with disrupted schooling need to understand and learn. Suggestions include:

- the conventions of the English language;
- the purpose of schooling and how schools are organised;
- the purpose of literacy and learning tasks;
- new ways of learning;
- how to organise themselves and their learning;
- new ways of behaving and interacting in educational settings;
- topic-specific vocabulary;
- concepts and cultural knowledge of academic subjects; and
- understanding of the appropriate language to use in a range of contexts.

Students with disrupted schooling will greatly benefit from having their skills, experiences and strengths acknowledged and built upon when they approach this new learning.

ESL students with disrupted schooling



3. Knowing the students and understanding their needs

3.5 How to identify students' English language needs (25 minutes)

Activity 3.5

Ask the participants to read through the suggestions for working out students' English language development and discuss them with a partner.

Check whether:

- the suggestions are clear;
- any points need clarifying;
- there is anything important missing; and
- they would use this as a guide.

Activity 3.6

Show the group the section of the DVD where the student identifies himself as a refugee.

Ask the participants how they would use this example to help identify the student's language needs.

Suggested responses

What are the student's language strengths?

- He clearly understands, from personal experience, what it means to be a refugee, so he has the conceptual understanding.

How could he be supported to express this more clearly?

- Show him the written form of what he said.
- Discuss with him whether he has expressed his ideas clearly.
- Point out how he has a really good understanding of what a refugee is.
- Model an example of what he said more clearly and put in additional information to extend it. For example: 'Refugees are people who can't live in their own country because of war or persecution, so they need to go to live in a safe place'.
- Model the correct form of 'Refugee is the people' (subject-verb agreement): 'Refugees are the people'.
- Model vocabulary (e.g. persecution) and discuss its meaning.
- Check understanding of how the ideas are linked.

It is important to note the differences between spoken and written English. For example, written English is often more formal, and there is less tolerance for error as there isn't the capacity to clarify through dialogue.

4. How young students learn

4.1 How do young people learn? (30 minutes)

Ask the participants to:

- reflect on **activity 4.1**;
- share their responses with either a small group or the larger group; and
- make the connection between the discussion and the principles of learning and support.

If further clarification is needed, direct them to Appendix 1 which describes the principles more fully.

4.2 Learning styles and thinking skills (30 minutes)

Ask the participants to:

- read through the different learning styles;
- relate these styles to their own learning and/or to the students with whom they are working; and
- identify particular styles that might pose issues for newly arrived students (e.g. collaborative learning or an inquiry approach) and discuss how they could support students learning in environments where these approaches are used.

The following background information on each of the approaches is described for your information (handout 4.1). You may wish to hand it out to interested participants.

4.3 Stages of learning and development (20 minutes)

Activity 4.2

- Divide the participants into four groups and allocate one of the pictures to each group.
- Ask each group to brainstorm what they think would be a good learning focus for these students, considering their stage of development.
- Ask each group to report back on their discussion to the whole group.

Handout 4.2 can be used to sum up the discussion.

Approaches to learning¹¹

Collaborative learning is a structured group approach to working and learning. Students learn by assuming designated roles within the group activity. These roles often include manager, time keeper, recorder, reporter, resource manager and interpreter. Collaborative learning strategies include the jigsaw technique, four corners and discussion.

Bloom's taxonomy¹² is the most commonly known and used example of a taxonomy. It is a useful approach for ensuring that higher order thinking tasks are included in planning. It has been revised to include the following six-level classification of cognitive development:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Problem-solving involves applying strategies in situations where the problem and the solution are evident as well as in situations requiring critical thinking and a creative approach to achieve a solution. The following problem-solving steps are useful:

- Defining the problem
- Thinking creatively and critically
- Organising, planning and managing resources
- Discussing and negotiating for successful outcomes
- Framing questions and seeking answers or information
- Making decisions
- Meeting deadlines
- Reporting to others

The **inquiry approach**¹³ is a student centred, active learning approach that takes as its starting point the natural process of inquiry and builds on this to develop information processing and problem-solving skills. The focus is on 'how we know' rather than 'what we know'. In this approach, students are actively involved in the construction of their own knowledge.

Graphic organisers¹⁴ are visual tools used to plan activities or assist with reviewing and reflecting on progress, understanding and skills. Students use them to visually organise their information, ideas and research. Graphic organisers are effective in extending students' thinking by encouraging in-depth thought on topics and issues. Tutors may need to formally instruct students on

¹¹ The information in this handout is adapted from: VCAA (2006), *VELS Learning and Teaching Resource*, available at: <http://vels.vcaa.vic.edu.au/support/teaching.html#collaborative>, accessed 20 October 2006.

¹² Further information can be found at: <http://rite.ed.qut.edu.au/oz-teachernet/index.php?module=ContentExpressandfunc=displayandceid=29> and <http://www.humboldt.edu/%7Eetha1/bloomtax.html>

4. How young students learn

their purpose and use, and the type of thinking being targeted in the activity. Sample graphic organisers include concept maps, mind maps, Venn diagrams and flow charts.

De Bono's Six Thinking Hats is a model for learning and practising parallel thinking. Each hat represents a different type of thinking and students are initially formally taught the meaning of each hat and the rules for their use. The six hats are:

- White hat – information
- Red hat – feelings
- Black hat – caution/problem
- Yellow hat – benefits/value
- Green hat – ideas/creativity
- Blue hat – facilitating/organising

Personal learning is encouraged by using a variety of reflection, questioning and creative techniques. These include open ended and hypothetical questions which require a thoughtful and considered response. Techniques such as Socratic questioning assist students to think critically. Creative thinking involves examining possibilities from many angles and taking risks.

¹³ More information on inquiry-based learning can be found at: <http://www.thirteen.org/edonline/concept2class/inquiry/>

¹⁴ More samples of graphic organisers and ideas for their use are available at: <http://www.vcaa.vic.edu.au/prep10/csf/publications/midyears/uscogorg.html>

Stages of learning¹⁵

Years Prep to 4 – The Early Years: Laying the foundations

In this stage students need:

- to develop, basic literacy, numeracy and interpersonal skills and behaviours
- to practise their skills
- to develop confidence and to enjoy learning
- to have varied and stimulating learning activities
- to be encouraged to learn
- to have books read to them
- to be introduced to events, people and ideas to increase their understanding of the world around them
- to learn basic ICT skills (e.g. technology).

Years 5 to 8 – Middle Years: Building breadth and depth

In this stage students need:

- to build on and develop their literacy and numeracy skills
- to respond to information, ideas and beliefs from contexts beyond their immediate experience
- to reflect on learning
- to link new knowledge to existing knowledge
- to establish what is true and accurate, important and useful
- to challenge what is untrue and inaccurate
- to concentrate on tasks for longer periods of time
- to be introduced to new areas such as the humanities, science, civics and citizenship, and technology design
- to be given opportunities to take responsibility for their learning
- to demonstrate their individual talents
- an approach to learning which links to their personal goals.

During the transition from primary to secondary school students also need to think about what it means to be in the new environment and support to meet the challenges of this new environment.

¹⁵ Adapted from: <http://vels.vcaa.vic.edu.au/stages/index.html> and http://vels.vcaa.vic.edu.au/downloads/vels_parent_booklet.pdf#search='http%3A%2F%2Fvels.vcaa.vic.edu.au%2Fdownloads%2Fvels_parent_booklet.pdf', accessed 24 October 2006.

Years 9 to 10 – Developing pathways

In this stage students need:

- to develop more independent thinking
- to focus more clearly on areas of particular interest to them
- to start planning their directions for the final years of school and beyond
- to make deeper connections between their learning and the world around them, and to explore how learning might be applied in that world
- to experience learning in work and community settings.

Years 11 to 12 – VCE or VCAL

In this stage students need:

- to develop an awareness of further education and career opportunities
- to develop effective research, study and time management skills and techniques
- to develop presentation skills to communicate thoughts and ideas effectively.

4. How young students learn

4.4 Information on primary and secondary curriculum (25 minutes)

The Victorian Essential Learning Standards (VELS)

Ask the participants to:

- read though the overview of the VELS;
- do **activity 4.3** with a partner; and
- share their responses.

Then sum up, using the following suggested responses.

Subject	Standard	How could you help a student to do this?
English	Write an argument and define a personal position	Identify the topic. If the student doesn't have a topic, help them to choose one that interests them and that they know something about. Brainstorm words that the student associates with this topic. Help the student to brainstorm arguments and counter arguments. List the arguments on one side. List the counter-arguments on the other side. Help the student to structure and link ideas. See what they think is stronger and start trying to sketch out how they will make an argument. ¹⁶
	Use correct spelling	Use the student's draft writing. Support the student to identify misspelt words. Show the student what was right about their attempt, For example, for uniform: ✓✓ _ ✓✓✓✓ U n e f o r m U n _ f o r m Show a model of correct spelling (e.g. university). Encourage the student to practise this word using the look, say cover, write, check strategy.

¹⁶ REPP (2007), *Case Studies of Out-of-School Hours Learning Support Programs*, CMYI, Melbourne, p. 7.

4. How young students learn

Subject	Standard	How could you help a student to do this?
Maths	Calculate the volume of prisms ¹⁷	<p>Check the knowledge the student will need beforehand to successfully complete the task.</p> <p>Introduce the following:</p> <ol style="list-style-type: none">1. Define volume2. Define a prism3. Explain how to calculate the volume of prisms4. Demonstrate5. Do it with the student6. Watch the student do it independently and support if necessary

Years 11 and 12 VCE and VCAL

This information has been provided for the participants' reference. If they would like more information they should visit the:

- VCE website: <http://www.vcaa.vic.edu.au/VCE/>
- VCAL website: <http://www.vcaa.vic.edu.au/vcal/>

¹⁷ Source: <http://www.mathguide.com/lessons/Volume.html#prisms>, accessed 25 October 2006.

5. How young ESL students learn

5.1 Principles of language learning **(20 minutes)**

Activity 5.1

Ask the participants to read table 5.1 and to reflect on how they can relate it to their work as tutors.

Invite the participants to share ideas.

Collate the ideas and distribute them as a tutor resource.

5.2 The ESL learner **(20 minutes)**

Activity 5.2

Show the section of the DVD which focuses on Amal.

Introduce the activity by asking the participants to discuss the implications for a student like Amal of:

- learning English;
- learning how English works; and
- learning through English.

Allocate one of the above areas to each pair and ask them to share their responses.

Use the following table (handout 5.1) to sum up the discussion.

The ESL learner

Learning English	Learning how English works	Learning through English
<p>Students need to learn:</p> <ul style="list-style-type: none"> • to listen, speak, read and write successfully • to communicate in formal and informal situations • to use English within their immediate environments • to use English in a wide range of situations 	<p>This involves:</p> <ul style="list-style-type: none"> • learning how to use English (e.g. the sounds system, sentence structure, how to link sentences) • learning how English acts as a resource for learning • learning how English operates within the society (e.g. how to make a polite request) 	<p>Students need to use English, the language they are learning:</p> <ul style="list-style-type: none"> • to learn • to question • to clarify • to understand and express knowledge about the world, experience and self <p>At the same time that the students are learning English, they are learning about the topics that are part of the curriculum of Australian schools. Cultural understandings cannot be assumed.</p>



5. How young ESL students learn

5.3 Factors that affect second language learning (5 minutes)

Ask the participants to read through this section and invite questions and discussion.

5.4 ESL stages of learning in relation to mainstream learners (35 minutes)

Activity 5.3

Introduce the KWL activity.

Give the participants a few minutes to think about what they know (K) and want to know (W).

Ask them to pair up with a partner and share their responses.

Share the following input with the group to highlight the main points.

The English standards (on the right of diagram 5.1) describe the levels for the different stages of schooling. These are:

- Level 1 – Prep
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10

VCE and VCAL – Years 11 and 12 – are not covered in the diagram.

The ESL standards describe the following stages for students learning ESL:

Lower primary (Years P to 2):

- Stage A1
- Stage A2

Middle/upper primary (Years 3 to 6):

- Stage BL (for older students who have little or no literacy in any language, and who are beginning their schooling in Australia)
- Stage B1
- Stage B2
- Stage B3

Secondary (Years 7 to 10):

- Stage SL (for older students who have little or no literacy in any language, and who are beginning their schooling in Australia)
- Stage S1
- Stage S2
- Stage S3
- Stage S4

5. How young ESL students learn

Students are likely to move to stages B1 or S1 of the ESL standards after stages BL or SL. They are likely to make quicker progress in learning to speak English than in learning to read and write it.

Stages A1, B1, S1 and S2 describe newly arrived students in the early or beginning stages of ESL learning.

Stages A2, B2, B3, S3 and S4 describe students beyond the newly arrived stages as they move towards the mainstream.

More stages are described for secondary (S) than primary (A and B) because the language demands of the classroom increase from middle to upper primary school and again through secondary school. For example, compare a Year Prep classroom, which has lots of visuals and simple repetitive texts, to that of the language demands of a Year 9 task on Shakespeare, where the students need to deal with increasingly complex content while learning English. Students can be at different stages for listening and speaking and reading and writing.

Because of individual differences, the time it takes students to move through the stages of the ESL standards is not described.¹⁸

Give the participants time to fill in the last column (L) of the **KWL chart** by adding any points they have learnt following your discussion.

Activity 5.4

Think, pair, share

Introduce the think, pair, share activity as a way of thinking about where to place students on the ESL stages diagram, using the example of Yousef. Alternatively, ask participants to think about a student they have worked with. If they do this, they will need to share some background information with their partner while making sure they maintain confidentiality.

Give the participants a few minutes to think about their responses. Then ask them to share their views with a partner. Ask the pairs to share this discussion with the group.

Suggested responses

If we were to place Yousef on the ESL Stages Diagram, he would be:

- in the S stages because he is in secondary school;
- beyond the new arrivals stages (S1 and S2) because he has been in Australia several years; and
- more advanced in speaking and listening (late S4) than in reading and writing (early S4). He needs more support before he would be working at the same level as Christine (level 6 of the English standards).

¹⁸ Further information on the stages is available at: http://vels.vcaa.vic.edu.au/downloads/esl_companion.pdf. This document has useful information on suitable activities for students at each of the stages plus information on student progress and language development.

5.5 Recommendations for ESL support

Activity 5.5

Introduce the participants to table 5.2 that provides a guide for supporting ESL students at different stages of their language development.

Give them a few minutes to think about their responses to the activity. The case studies of Sara and Yousef outlined earlier in section 5.4 could be used as examples.

Ask them to pair up and share their responses and to then share this discussion with the group.

Suggested responses

An example of appropriate support for Sara is:

Sara is given a simple factual book to read. It has pictures which support the text and is on a topic that is familiar to her. Her tutor checks that Sara knows most of the vocabulary in the book and that the sentence structure is not too difficult for her. She is encouraged to read it by herself first, then to retell it to her tutor orally. The tutor then encourages Sara to do a written retelling. Sara's retelling is simple and she is encouraged to add more detail.

An example of appropriate support for Yousef is:

Yousef has been given the novel *Looking for Alibrandi* to read and prepare a book report on. His tutor recommends that he borrow the talking book to listen to the story first before reading it. They then discuss the characters and the tutor encourages Yousef to retell the story and share his response to it before writing about it. The tutor brings in a sample book report for Yousef to look at. Yousef then brings his draft to share with the tutor who discusses some suggested improvements, particularly with the grammar. (This support will occur over several weeks.)

5. How young ESL students learn

Activity 5.6

Introduce the recommended ESL strategies and check they are clear.

Introduce the activity by explaining what to do and by providing a couple of examples from handout 5.2.

Give the participants time to do the activity.

Use handout 5.2 to sum up the activity.

Activity 5.7

Encourage participants to add any other suggestions to table 5.3 from their experience.



Recommended ESL strategies

Repetition and practice

- Re-reading texts
- Reading texts together
- Using the same texts in many ways
- Games
- Songs and poems
- Cutting up sentences into words and then reconstructing the sentences
- Cutting up texts into sentences and reconstructing them
- Cloze (e.g. cover words in a text and students fill in the gap)
- Some useful references are: *Language games for ESL students* (Heinemann Children's Games), *Jazz Chants For Children* (Oxford University Press)

Explicit instruction

- Teaching rules for turn-taking
- Making criteria explicit to students
- Step by step demonstrations
- Explicit teaching of reading strategies, such as how to read on and re-read
- Use of visuals and gestures to support the instruction, demonstrating instructions

Introduction of vocabulary and language

- Introducing key vocabulary
- Referring to a simpler word when possible
- Using visuals, picture dictionaries, bilingual dictionaries, bilingual interpreters when available, bilingual or multilingual versions where possible
- Reinforcing vocabulary with word charts, topic charts, word walls

Demonstration and modelling

- Demonstrating reading strategies, for example, such as what to do if you don't know a word when reading
- Modelling appropriate behaviours and routines
- Modelling handwriting
- Modelling how to write for different purposes (e.g. a story, a letter and other types of writing)
- Reading to and with students

Thorough checking of existing knowledge

- Finding out what students' know, want to know and what they have learnt (KWL)
- Brainstorming
- Pre-teaching about a topic or a book
- Pre-teaching vocabulary, concepts, language structures and features that the student will need to know

Opportunities for focused interaction between tutors and students

- Pair work and barrier games (e.g., read and find the difference, read and draw, describe and arrange pictures in a particular sequence)
- Talking books
- Peer support
- Buddy reading

Deliberate focusing on the rhythms and patterns of English

- Turning instructions into a recount and focusing on the changes
- Demonstrating how English grammar, punctuation, spelling or structure works

6. Creating a positive learning environment

6.1 Features of a positive learning environment (20 minutes)

Activity 6.1

Introduce the think, pair, share activity.

Summarise the discussion and elicit the key points.

They may include:

Looks:

- Active
- Busy
- Purposeful and focused
- Attractive and interesting
- Comfortable
- On task
- Has a range of resources which reflect the ages and language levels of the students
- Light and bright
- A variety of tasks and activities

Feels:

- Safe
- Welcoming
- Comfortable temperature
- Comfortable furniture which matches the needs of the students
- Productive
- Respectful
- Inclusive
- Relaxed

Sounds:

- Interactive
- Has quiet times and/or places to allow for concentration
- On task
- Productive noise including questions and discussions
- Busy
- Laughter

Discuss the implications for creating a positive learning environment.

What can you do to create an environment that supports student learning?

6. Creating a positive learning environment

6.2 Factors that affect student learning **(20 minutes)**

Activity 6.2

Allocate one of the factors that strongly affect learning to each participant. Ask them to write that factor at the head of a sheet of A4 paper.

Ask participants to reflect on how they would incorporate that particular issue into their work with students.

Give the participants a few minutes to write their responses.

Ask the participants to pass this paper to the left. Repeat this until everyone has a turn at adding their suggestions to each factor.

Depending on the time available, report back and/or photocopy and distribute this to the group later.

6.3 Building trust **(15 minutes)**

Activity 6.3

Ask participants to do the reflection activity focusing on trust in relationships.

Ask them to share their reflections with the group and summarise using the following points:

- Trust needs to be earned. It's difficult to restore once it has been broken.
- It depends on both sides of the relationship.
- Trust is underpinned by genuine concern, interest, respect, acceptance, cooperation and encouragement.
- It will increase with openness.
- Trust involves an element of risk.
- Young people from refugee backgrounds will have had past experiences which can affect their ability to trust others.
- Trust is individual and some people will therefore need to have more conditions met before they can build trust.
- Trustworthy people:
 - are reliable and do what they say they will do;
 - maintain confidentiality when necessary;
 - are open and willing to give and receive feedback;
 - are accepting and not judgemental of people; and
 - are consistent and straightforward (say what they mean and do what they say).

6. Creating a positive learning environment

6.4 Responding to incidents

(20 minutes)

Activity 6.4

Introduce the activity. You may choose to role-play this with a volunteer.

Invite the participants to reflect on and then share their example with the group.

6.5 How to engage students

(30 minutes)

Activity 6.5

Give each group small sheets of paper (e.g. post-it notes) to write down suggestions for engaging students in learning.

Ask the participants to stick the sheets up on the wall, then walk around and look at the other suggestions.

Encourage the participants to group similar ideas together, discuss whether they agree or disagree with any of the suggestions, and come up with an agreed list for the group.

Add any of the key suggestions below that have not been listed.

Suggested responses

- Get to know the students, their needs and interests.
- Be positive.
- Encourage students.
- Break learning down into manageable chunks.
- Provide step by step learning activities.
- Provide varied activities suited to their level.
- Be accepting and open.
- Be fair and consistent.
- Make the purpose of the activity clear.
- Value diversity.
- Build on student's existing interests, experiences and knowledge.
- Use examples that relate the work to the students' lives.
- Actively involve the students.
- Check students' understanding.
- Try to make learning fun.
- Provide opportunities for students to learn in ways that suit their learning style.
- Celebrate even small achievements.
- Reward effort with praise/encouragement.
- Model activities where appropriate.

After the activity, have the participants create their own tip sheet.

6. Creating a positive learning environment

Activity 6.6

Invite the participants to brainstorm suggestions for praising students and ways of helping students identify what they do well.

Sum up and add any additional suggestions they have.

6.6 Promoting positive behaviour **(40 minutes)**

Using a code of conduct

Activity 6.7

Lead a discussion of the sample code/s of conduct using the questions:

- Is there anything missing?
- What needs to be added?
- Is this suitable for students of all ages?

It is important to note the code of conduct is best developed with students, as this provides a sense of ownership and common rights shared by all. Breaches are then managed with consequences that have been determined by the group.

Participants can then either come up with an individual, program or group code of conduct depending on their needs and preference.

To promote positive behaviour it is important for students to:

- feel included and have a sense of belonging;
- learn the norms that they need to operate successfully in learning environments; and
- understand their rights and responsibilities.

Suggestions for tutors include:

- having the rules on a poster in the room;
- making rules and expectations simple, clear and positive,¹⁹ including the 'hidden rules' that govern acceptable behaviour;²⁰
- establishing routines;
- being assertive and consistent;
- being friendly but firm and focused;
- modelling behaviours and social relationships, including team work, being reliable, active listening;
- being enthusiastic and encouraging;
- praising students wherever possible;
- observing how students are feeling and participating;
- showing an interest in students and their work;
- noting issues for students (e.g. problems that can occur because they do not know the correct form of language);
- trying to identify the cause/s of inappropriate behaviour;
- promoting anger management and conflict resolution strategies; and
- promoting anti-bullying and inclusive behaviours.

¹⁹ Burch T (2006), *Dealing with Difficult Behaviour*, available at: <http://home.vicnet.net.au/~sail/tim.htm#info5>, accessed 14 December 2006.

²⁰ DE&T (2006), *Moving in New Directions*, Module 3 (unpublished draft), p. 55.

6. Creating a positive learning environment

Explaining the hidden rules

Activity 6.8

Lead the brainstorm of the hidden rules and list unwritten rules and expectations which operate in programs.

Suggestions include:

- Our sense of personal space
- Attitudes to time
- Attitudes to completion of work
- Attitudes to copying
- What laughter in a program signifies
- Acceptable noise levels and kinds of noise
- Attitudes to ways in which knowledge is acquired (e.g. rote learning, problem-solving)

Have participants discuss what these rules and expectations mean for students, their purpose, and how they can be explained or demonstrated.

Some examples of support are demonstrating and providing opportunities for students to practise:

- using appropriate language for specific situations (e.g. greeting a friend vs greeting the principal);
- using appropriate body language for specific situations (e.g. a threatening vs a friendly encounter);
- using role-play to distinguish between appropriate and inappropriate behaviours in different situations (e.g. the student needs your help but you are busy with someone else. What should they say or do in this situation?); and
- using techniques, such as checklists, to encourage student self-reflection.

Promoting self-control and conflict resolution strategies

Lead a discussion of how you can promote self-control and conflict resolution strategies, starting with the suggestions above. Invite participants to make other suggestions.

6.7 Cultural diversity and the learning environment (30 minutes)

Invite the participants to:

- read the preliminary information on cultural diversity and the learning environment;
- read the example of how to approach the topic of Easter and discuss whether this approach could apply to other topics; and
- reflect on where they stand on the anti-racist continuum.

Then

- introduce participants to the placemat activity; and
- summarise the discussion and elicit key points.

6. Creating a positive learning environment

Activity 6.9

Draw a placemat on a large sheet of paper. Divide the page so that each group member has a section to write in. The middle square or circle is used to record the team response.

In placemat activities, participants are given an issue, topic or question to consider. They begin the process by considering their own responses and ideas. In this case, the participants are asked to consider how, as tutors, they can promote inclusive/anti-racist behaviours.

Have individuals record their responses in the individual sections of the placemat and then share their views with the rest of the team.

After sharing their perspectives, ask them to record their team response in the middle of the sheet.

Ask each group to report back to the whole group.

As a follow-up activity, participants could walk around the classroom and consider the responses given by the different groups and how they varied from their own.

Suggested responses

- Do not tolerate racist or sexist jokes or taunts and remind students of the importance of respectful behaviour.
- If racist or sexist taunts do occur make sure you acknowledge the effect of the taunt.
- Model inclusive and respectful behaviour at all times.
- Value and build on students' previous knowledge and experience.
- Adopt support strategies that allow for diversity and a range of learning styles.
- Participate in activities that develop your understanding of cross-cultural communication and diversity issues or seek advice about cross-cultural issues in communication.
- Emphasise the use of inclusive language, and promote respect for all cultures.
- Choose resources, including literature and storybooks, with a focus on being culturally inclusive and diverse.
- Select student activities from *Racism. No way!*, available at: www.racismnoway.com.au
- Involve students in planning and organising individual and program activities (e.g. a student forum or exhibitions of student artwork).²¹
- Encourage local community participation.
- Encourage activities celebrating the students' backgrounds and the diversity of the local community.
- Use local knowledge and expertise.

²¹ Department of Education (2007), Multicultural Education website, <http://www.sofweb.vic.edu.au/lem/multi/index.htm>, accessed 2 February 2007.

6. Creating a positive learning environment

- Be aware of the impact of non-verbal communication.²²
- Emphasise social cohesion and positive benefits of cultural diversity.²³

Remind participants about the importance of using the strategies already mentioned in the sections:

- Supporting refugee background students in OSHLSPs
- Building trust
- How to engage students
- Promoting positive behaviour



²² Boonyanate N (2003), Multicultural Checklist (unpublished).

²³ <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/dos.pdf>, accessed 2 February 2007.

6. Creating a positive learning environment

6.8 Cross-cultural information and communication

Understanding culture

(15 minutes)

Activity 6.10

Introduce the participants to the iceberg activity.

Summarise and add to the discussion, eliciting how it is the less visible aspects of culture that can often lead to misunderstandings that are unrecognised.

Activity 6.11

Lead a discussion on how culture influences the way we:

- greet each other
- apologise
- make a request
- define friendship
- react to a compliment
- make small talk.

As an example, in Australian standard English polite requests are regarded as important, regardless of a person's hierarchy.

Requests are made up of forms such as *could*, *may*, *would* and *can*.

In many other languages requests are more direct. This can lead to perceptions of rudeness while none is intended.

Ask the participants to reflect on and share how they would encourage students to make polite requests. For example: they could model and practise this using a role-play to ask for some paper. Use examples such as: 'Can I have some paper?' 'Please may I have some paper?' Discuss which one sounds more polite.

Encourage reflection and discussion on:

- how their cultures have changed in the last 20 years; and
- what aspects of their culture might be misunderstood by people from other cultures?

The following example, which relates to greeting and hand shaking, may add to the discussion:

In Sudanese culture it is considered rude if you don't shake hands when you greet whereas some Muslims don't consider it proper to shake hands with members of the opposite sex.

6. Creating a positive learning environment

Communication

(15 minutes)

Stress the importance of non-verbal communication and how messages can be given in different ways across cultures. Also stress how these differences can sometimes be open to misinterpretation across cultures.

Introduce **activity 6.12**.

After the activity, invite participants to debrief and share how successful the communication was and what interfered with communication.

Cross-cultural communication

(30 minutes)

Ask the participants to share their responses to Kaplan's model (diagram 6.4) and how they would use this when working with students and supporting them to express their ideas, both verbally and in writing.

Activity 6.13

Ask the participants to read through the scenarios and share their responses to them.

Possible suggestions include:

Example 1:

The embedded message may have led to confusion and a simpler, more direct explanation and question may be clearer. For example: 'Excuse me. Where is the market?'

Example 2:

The student provides an unnecessary value judgement by saying that the clock radio isn't very good. It may have been better to simply have said: 'I bought this clock radio yesterday and it isn't working'.

The shop assistant's response may seem abrupt because of the repetition.

Example 3:

Some languages have specific and separate words for terms such as 'older sister'. The student may expect English to have a similar word. Because this distinction is not found in English, the question appears redundant to the tutor.

Example 4:

The tutor was upset because the student hadn't let them know that they weren't available and had wasted their time.

The student's response implies that what she was doing was more important. While it may have been, the general nature of the reply makes it sound quite casual.

7. The tutoring role

7.1 Reasons for tutoring

(15 minutes)

Activity 7.1

Ask the participants to reflect on their reasons for tutoring students from refugee backgrounds.

Distribute strips of paper for the participants to list and prioritise their reasons.

Responses may include:

- Helping others
- Work experience
- Utilising skills
- Learning new skills
- Contributing to society
- Meeting new people
- Being needed
- Testing a new career
- Making professional contacts
- Building self-confidence
- Doing something worthwhile
- Learning responsibility
- Using skills and talents
- Gaining recognition from others
- Empowering others
- Meeting others with similar values
- Being a role model
- Having fun
- Giving back what you've got
- Showing that you care
- Experiencing different lifestyles
- Mutual obligation²⁴

Ask the participants to share their most important reasons with the group.

Ask other group members whether they feel this way and/or to comment on any of the motivations that have been shared.

If any of the above points are not raised, ask whether anyone has considered these motivations.

²⁴ Adapted from: Ardoch Youth Foundation (2006), *Session 1 Handbook, Ardoch Youth Foundation Volunteer Training*, AYF, Melbourne, p. 10.

7.2 The rights and responsibilities of tutors (25 minutes)

Activity 7.2

Decide which of the two activities you would like the group to do.

Activity A

Divide the group into two.

- Ask the first group to reflect on and list their responsibilities as tutors of students from refugee backgrounds.
- Ask the second group to reflect on and list their rights as tutors of students from refugee backgrounds.
- List participants' responses on a whiteboard and/or distribute the following handout (7.1) to the group by way of summary. Emphasise why each one is important and how it could be achieved.

Activity B

Photocopy handout 7.1. Cut the rights and responsibilities into individual strips and put them into envelopes. Each group of 4–6 people will need one set.

Ask the group to decide whether each strip is a 'right' or a 'responsibility'. Once they have decided, the group puts the strip of paper into one of two envelopes: one labelled RIGHTS, the other labelled RESPONSIBILITIES.

This activity generates a lot of discussion and helps participants to see the organisation's responsibilities as well as their own and how they fit together.

The rights and responsibilities of tutors²⁵

Tutor responsibilities	Tutor rights
<ul style="list-style-type: none"> • To support the student’s learning, wellbeing and participation in accordance with the aims/goals identified by the student and/or coordinator • To promote and encourage learner independence • To develop a positive relationship with the students and to provide a role model for them • To provide feedback and voice any issues or concerns with the coordinator • To seek guidance and be receptive to the coordinator’s support • To be reliable, open and friendly • To attend consistently, as negotiated, and to notify the coordinator if you are unable to attend • To work cooperatively as a team member • To respect confidentiality, unless there are concerns regarding a student’s wellbeing • To work in a supervised or public area and to notify the coordinator if there is a need to leave the area unattended • To participate in ongoing training and volunteer support meetings • To be familiar with the OSHLSP’s rules and policies and to work in accordance with its regulations, policies, legislation and administrative requirements • To establish healthy boundaries^{26, 27} • To respect the values, beliefs and culture of the students • To recognise that refugee background students have strengths as well as vulnerabilities • To only promise what you can realistically deliver 	<ul style="list-style-type: none"> • To a fair and transparent selection process • To a position description for role clarity and agreed working hours • To an induction or orientation to the role of the tutor • To be adequately covered by insurance • To work in a role which suits your interests, skills and experience • To supervision, training and support, including support for dealing with difficult or distressing situations • To a healthy and safe working environment • To be advised of policies and practices relating to the role, including guidelines and boundaries • To have complaints dealt with in a constructive way • To receive respect and recognition for one’s contribution • To say no if you feel that you are being coerced and if you do not feel comfortable • To be kept informed of relevant issues • To have access to conflict resolution procedures

²⁵ Adapted from: Ardoch Youth Foundation (2006), *Session 1 Handbook, Ardoch Youth Foundation Volunteer Training*, AYF, Melbourne, p. 12; AMES (2006), *Volunteer Policy, Practices and Procedures*, AMES, p. 8; and the Red Cross Framework for Volunteering as presented at a training day at Foundation House on 19 May 2006.

²⁶ Not to give personal advice, especially on matters of health, finance, relationships or legal situations.

²⁷ The website <http://home.vicnet.net.au/~sail/tutor.htm> contains an example of advice regarding tutor/student contact outside the program.

7.3 Tutor hints

(30 minutes)

Activity 7.3

Allocate a number – 1, 2 or 3 – to each participant. Use these to form groups of three.

Each member of the group reads through one of these sections:

- useful content;
- productive learning activities; or
- effective support.

Each participant then reports back to their group and the group uses these suggestions to create a list of DOs and DON'Ts for tutoring refugee background students.

- Invite each group to share their top three DOs and DON'Ts with the whole group.
- List participants' responses on a whiteboard and emphasise the key suggestions.

7.4 Balancing individual and group needs

Lead a discussion about balancing individual and group needs. Allow the participants to discuss any issues or concerns they have and highlight the importance of discussing these with their coordinator.

8. Preparing for the tutoring session

8.1 Structuring a session

(50 minutes)

Activity 8.1

- Ask the participants to form pairs.
- Distribute handout 8.1A.
- Invite each pair to read one of the sections listed in the activity and decide their three main suggestions for structuring a tutoring session.
- Have each pair share their suggestions with the whole group. Encourage participants to note the suggestions from the other groups on the handout.
- Distribute handout 8.1B and highlight the key points.

Activity 8.2

Introduce the PMI table and how to use it.

Ask participants to share their responses.

Sample responses include:

Plus / Minus / Interesting		
P (+) plus	M (-) minus	I (?) Interesting
<ul style="list-style-type: none">+ The principles for planning lessons hold true.+ Most of the ten Rs of home tutoring could apply to OSHLSPs, so it's worthwhile.+ Features of a good tutoring session – the format would be good if the students don't bring in their own work.+ The skills mentioned are very sound and apply to OSHLSPs.	<ul style="list-style-type: none">– The general principles will not apply to OSHLSPs where students bring in their own work.– Some points won't be applicable for school-aged students (e.g. realise).– The format is redundant if the students bring in their own work.	<ul style="list-style-type: none">? Think about how they can be incorporated into this situation (e.g. incorporate review and reinforcement).? Keep this sheet handy and refer to it from time to time to check that you are incorporating these suggestions and skills into your work.

When planning a session

Name of section	Suggestions
Tutor hints	
Balancing individual and group needs	
The needs of students with disrupted schooling	
How to identify students' English language needs	
Stages of learning and development	
ESL stages of learning in relation to mainstream learners	
Recommendations for ESL support	



When planning a session

Name of Section	Suggestions
Tutor hints	<ul style="list-style-type: none"> ✓ Simplify the work (e.g. by breaking it into smaller chunks) ✓ Explain work slowly and clearly ✓ Encourage students to practise how they would say or write something and to practise their skills ✓ Demonstrate and model the work for the students and try to make it fun ✓ Elicit the information from the students and allow them to demonstrate their understanding of their work ✓ Check student understanding. For example, ask them what they have to do, make sure that they check the instructions and ask them 'Where does it say that?' and 'What does it mean?' ✓ Use examples which relate to the students' lives, interests and experiences ✓ When asking questions to groups of students, be sensitive to individuals who do not like to speak in public and encourage their participation and confidence
Balancing individual and group needs	<ul style="list-style-type: none"> ✓ Think about how best to meet the needs of the students ✓ At the beginning of the session, try to find out who is working on the same or similar work ✓ Pair students and encourage them to support one another, as students can often explain things in a way that makes it easy for their fellow students to understand ✓ Ensure that students have time to practise newly acquired skills and to develop independent learning skills and confidence ✓ Consider the needs of students with disrupted schooling
The needs of students with disrupted schooling	<p>Focus on:</p> <ul style="list-style-type: none"> ✓ the conventions of the English language while being mindful of not overcorrecting ✓ the purpose of literacy and learning tasks ✓ guiding students in how to organise themselves and their learning ✓ topic-specific vocabulary ✓ concepts and cultural knowledge of academic subjects ✓ understanding the appropriate language to use in a range of contexts
How to identify students' English language needs	<p>Remember to check the students':</p> <ul style="list-style-type: none"> ✓ understanding of tasks ✓ ability to express themselves ✓ understanding of what's been read ✓ ability to structure ideas in writing

Name of Section	Suggestions
<p>Stages of learning and development</p>	<p>What you plan will depend on the students' age and level at school.</p> <p>In Years Prep to 4 students need:</p> <ul style="list-style-type: none"> ✓ to develop basic literacy, numeracy and interpersonal skills and behaviours ✓ to develop confidence ✓ to enjoy learning through varied and stimulating learning activities <p>In Years 5 to 8 students need:</p> <ul style="list-style-type: none"> ✓ to develop their literacy and numeracy skills ✓ to respond to information, ideas and beliefs from contexts beyond their immediate experience ✓ to link new knowledge to existing knowledge ✓ to concentrate on tasks for longer periods of time ✓ to work on areas such as the humanities, science, civics and citizenship, and technology design ✓ to take responsibility for their learning <p>In Years 9 to 10 students need:</p> <ul style="list-style-type: none"> ✓ to develop more independent thinking ✓ to focus more clearly on areas of particular interest to them ✓ to make deeper connections between their learning and the world around them, and to explore how learning might be applied in that world <p>In Years 11 to 12 students need:</p> <ul style="list-style-type: none"> ✓ to develop an awareness of further education and career opportunities ✓ to develop effective research, study and time management skills and techniques ✓ to develop presentation skills to communicate thoughts and ideas effectively

Name of Section	Suggestions
<p>ESL stages of learning in relation to mainstream learners</p>	<p>When planning, think about how long the students have been in Australia.</p> <p>Newly arrived students need:</p> <ul style="list-style-type: none"> ✓ simpler, more concrete work with a reduced number of steps ✓ simpler texts with familiar language and subject matter and more pictures ✓ more support and time to complete activities ✓ more preliminary work to introduce activities ✓ more opportunity for practise <p>You can expect simple responses and need to encourage attempts to communicate in English and provide positive feedback.</p> <p>Students who have been here longer need:</p> <ul style="list-style-type: none"> ✓ to broaden and extend their experience ✓ to develop skills to cope with more abstract work with an increased number of steps ✓ increasingly complex language features – less familiar and more complex subject matter ✓ more extended texts, as well as more accessible mainstream texts appropriate to their year level ✓ reduced support, preliminary work and time <p>You can expect longer, more complex responses, more accurate and fluent work, and increasingly standard English.</p>
<p>Recommendations for ESL support</p>	<p>ESL students benefit from:</p> <ul style="list-style-type: none"> ✓ repetition and practice ✓ explicit instruction ✓ introduction of vocabulary and language ✓ demonstration and modelling ✓ thorough checking of existing knowledge ✓ opportunities for focused interaction ✓ deliberate focusing on the rhythms and patterns of English

8. Preparing for the tutoring session

8.2 Developing an individual learning plan (ILP) (25 minutes)

Activity 8.3

Invite participants to draw up an ILP for Deng or Akuol. Have each group work on a different focus area (e.g. spelling, speaking).

Alternatively, invite participants to draw up an ILP for a student with whom they have been working.

Ask participants to share their responses with the larger group.

The following sample plans have been included for your information. You may wish to distribute these as handouts.

Collate the participant responses and distribute them to the group so that they have a bank of ideas and activities to use.



A sample ILP: Deng

Individual learning plan – Deng
<p>Focus area/s</p> <ul style="list-style-type: none"> → reading → spelling → bush animals → past tense forms → use of punctuation, full stops and capital letters
<p>Activities</p> <ul style="list-style-type: none"> ◆ Show Deng the book, <i>Dear Zoo</i>. Ask him what he knows about this book. Depending on his response, either: <ul style="list-style-type: none"> • check his knowledge of the vocab in the book orally; or • read the story to him. ◆ Invite Deng to read along or ask him to read the book, pause often, and invite him to predict what will happen next. ◆ Invite Deng to retell what happened in the story. ◆ Make a set of pictures and words with Australian animals and other zoo animals. ◆ Ask Deng to classify these cards into Australian animals/other animals. Bring in an Australian animal alphabet book or a book of Australian animals for reference. ◆ If Deng doesn't understand which animals are Australian animals, use the cards of Australian bush animals, and the model of <i>Dear Zoo</i>, to begin a new story using the same sentence patterns. For example: <p>'I wrote to the zoo to send me a pet. They sent me a kangaroo. He was too jumpy. I sent him back. So they sent me a ...'</p> ◆ Ask Deng to give the name of another animal. Discuss why it wouldn't make a good pet and incorporate this into the sentence. Continue doing this with the other animals, encouraging Deng to write his own sentences. At the end of the list, find out what pet Deng likes and use this to end the story. ◆ Use this new text to talk about the past tense forms of sent/wrote, etc. ◆ Discuss how these look in the present. ◆ Check Deng's use of capital letters and full stops, reminding him when to use them. ◆ Make a cloze sheet (fill-the-gap) of the new text with the past tense words, sentence beginnings and full stops missing. ◆ Check how Deng uses these forms and ask him to reflect on his choices. ◆ Make a <i>Look, Say, Cover, Write, Check</i> spelling sheet for Deng to practise spelling the animal words. ◆ Use these activities to decide whether more work is necessary. ◆ Put the key words into a word bank and a dictionary for future reference. ◆ Jointly work on definitions for these animals. Use these definitions for matching activities and disappearing cloze.

A sample ILP: Akuol

Individual learning plan – Akuol
<p>Focus area/s</p> <p>→ Preparing and practising an oral presentation about Ancient Rome</p>
<p>Activities</p> <ul style="list-style-type: none"> ◆ With Akuol, jointly prepare a simple talk about homes in Australia. Use a home that she is familiar with and/or a book about homes as a reference. ◆ Start with the outside, then the different rooms inside, their function and sample activities that occur in them. ◆ Help Akuol to find a simple resource (e.g. a text, picture book or website²⁸) about life in Ancient Rome, focusing on one area, such as ‘homes’. ◆ Check what Akuol knows about these homes. ◆ Find and label a picture of a Roman home. ◆ Allow her to read through a text about Roman homes. ◆ Ask her if there are any words that she doesn’t understand. ◆ Ask her to retell what she has read. ◆ Go through parts of the text with her to clarify the meanings if necessary. ◆ Use this information to build up a talk. ◆ Demonstrate how to use the model of the talk about Australian homes to help write the talk about Roman homes. ◆ Check the equipment available (e.g. PowerPoint). ◆ Encourage her to use visuals, and help her to make cue cards if PowerPoint isn’t available. If it is, check if she knows how to use it. If necessary, demonstrate how to use it (e.g. the slides and the notes pages). ◆ Listen to her to rehearse the talk. Then encourage her to rehearse in front of a small group of students who have been briefed to provide positive but constructive feedback. This will boost her confidence and help her to present to a whole class at school.

²⁸ An example is: <http://members.aol.com/Donnnclass/Romelife.html#HOUSES>, accessed 15 March 2007.

8. Preparing for the tutoring session

8.3 Selecting appropriate texts

(30 minutes)

Activity 8.4

Direct the participants to read and reflect on the Quick Scan points from *Many Roots*, *Many Voices* and the framework shown in the table.

Check if any of these points need clarifying.

Direct the participants to complete the activity using either a text that they are familiar with or one of the samples included (St Lawrence River, The life cycle of the butterfly)

After doing the activity, invite participants to share their responses.

The examples on the following pages have been included as a model for your information.

8.4 Hints for using resources

(15 minutes)

Activity 8.5

Draw the participants' attention to the general tips.

Introduce the activity.

Direct the participants to Appendix 6.

Invite the participants to share their suggestions.



8. Preparing for the tutoring session

Example A

Name of text: <i>The St. Lawrence River</i>
Year level of student: 6
Background of the student: <i>Dinka speaker. Lived in Sudan and Egypt before arriving in Australia 18 months ago.</i>
Subject area: <i>Integrated unit. Investigating pollution or water quality in rivers and creeks.</i>
Is it inclusive? How does it acknowledge and represent diversity? <i>The example is not a good one as it is not a river that the student would have knowledge and experience of, nor is it a river that she is likely to encounter in her current life. It assumes a lot of background geographical, historical and biological knowledge that is not particularly relevant for this student.</i>
Is the language accessible? Are the text structure, sentence structure, vocabulary and concepts appropriate for the learner? <i>A lot of the vocabulary would be unfamiliar and covers many different subjects. Some of the vocabulary is not particularly relevant (e.g. miles, tons, halibut). Other vocab. and concepts may be difficult and need to be explained, but will be useful (e.g. river system, habitat, pollution, scientist, aquatic, in length, raw materials). Although some of the sentences are simple, there are also compound sentences. The tense changes from the present in the first paragraph to the past in the second paragraph and back to the present in the third paragraph. There is a need to explain this. There are three clear paragraphs but they contain separate aspects of the topic and separate concepts which may confuse the learner.</i>
Is it reader-friendly in terms of layout, type of print, etc.? <i>The print and layout is clear and easy to read. The text is well spaced and not too daunting. However, there are no visuals to support the text or a glossary. No clues are given about key terms (e.g. bold letters).</i>

Decision:

<input checked="" type="checkbox"/> Discard the text. If so why? <i>Because it is a North American example. A local example, which would provide useful information for future school life or living in Australia, or an example which relates to the student's experience, would be preferable. I would therefore choose or create a text which contains:</i> <ul style="list-style-type: none"><i>visual support, preferably with a glossary of difficult terms (although, it would be possible to make a glossary from the text as an activity); and</i><i>one focus rather than this one which contains geographical, historical as well as biological information.</i>
<input type="checkbox"/> Modify or adapt the text. How and why?
<input type="checkbox"/> Use the text. What strategies and activities will help support the student/s?

8. Preparing for the tutoring session

Example B

Name of text: <i>The life cycle of the butterfly</i>
Year level of student: 8 Background of the student: <i>Bari speaker, has lived in Sudan and Uganda before arriving in Australia 1 year ago.</i>
Subject area: <i>Science</i>
Is it inclusive? How does it acknowledge and represent diversity? <i>The text looks at butterflies, although not necessarily this particular butterfly. Butterflies can be found in the student's environment (e.g. at school and in parks). The student may have had previous experience of them in Africa. Experiences of butterflies can be provided through visits to the butterfly house at the zoo, DVDs, etc.</i>
Is the language accessible? Are the text structure, sentence structure, vocabulary and concepts appropriate for the learner? <i>The language is well supported by the illustrations. The sentence structure is simple. Some vocabulary will need to be explained (e.g. metamorphosis, fertilised, attaches, tremendous, camouflaged, predators, proboscis, hatches). The use of pronouns: 'They' is used predictably and follows a simple statement so it can easily be linked to the preceding noun whereas 'itself' may need to be explained but it can also be linked to the preceding noun.</i>
Is it reader-friendly in terms of layout, type of print, etc.? <i>The layout is clear. There is a small amount of text. The illustrations are clear and support the text.</i>

Decision:

<input type="checkbox"/> Discard the text. If so why?
<input type="checkbox"/> Modify or adapt the text. How and why?
<input checked="" type="checkbox"/> Use the text. What strategies and activities will help support the student/s? <i>It is very suitable for the student's level. Use learning activities to explain and practise the vocabulary (e.g. drama, matching and categorising activities).</i>

9. Supporting refugee background students in OSHLSPs

9.1 Tips from good teaching practice

(30 minutes)

Activity 9.1

Ask the participants to reflect on a good teacher they have had.

Invite them to share any key points.

Show the section of the DVD that best matches the needs of the participants.

Ask them to list some of the key learnings they gain from watching the DVD that they could incorporate into their work in OSHLSPs and share their ideas with the group.

Add any additional key points from the list of suggested responses below or from your experience. You may also wish to use these suggestions as handouts.

Distribute the additional ESL tips that follow (handout 9.1) and highlight those that will be most useful for your group.

Suggested responses

Andree Poulter, Middle Years (junior secondary) teacher

- There are times when it is appropriate for students to use the first language. For example, to activate prior knowledge, to reflect, when there is a need to go deeper.
- Students need to learn basic English and master many styles of English needed at school that they don't find on TV or on the street.
- Explain a topic's relevance to students and why it's important.
- Language needs to be used explicitly (e.g. nuances between words, to use words precisely, specialized vocabulary).
- If students haven't expressed language precisely, discuss this with them and paraphrase it for them. (An example is provided by Robyn Antrim when she models 'in English we say some'.)
- Students need help to understand ways of sorting information and concepts, and how to deconstruct texts. (An example is using the structured overview to sort information into three paragraphs with separate ideas, then adding the linking words and an introduction and conclusion.)
- Work on content and language by using visuals and speaking before writing.
- Repetition is important (e.g. by having students tell and retell the content, then retell it in writing).
- As writing is different to speaking, we need to share sample sentence beginnings.
- Concrete ideas (e.g. port) are easier than abstract ideas (e.g. trade).
- It's often necessary to review language and content with students.

9. Supporting refugee background students in OSHLSPs

Robyn Antrim, primary ESL teacher

- It is important to develop students' oral language first, and to move from the oral to the written.
- Recycle the language. For example, by reading a story, sequencing the pictures from the story, orally retelling the story, modelling story writing and then individual story writing.
- Check the students' understanding of vocabulary and link it to their experience.
- Focus on the language in context (e.g. modelling the use of temporal connectives such as *first, then, next, after, later, finally*).



More ESL tips

- Students learn by doing.
- Students respond to people who take an interest in them.
- Provide opportunities for listening before speaking, and reading before writing; particularly with newly arrived students.
- Encourage students to talk.
- Identify and work on the language and literacy demands as well as the content of the students' work.
- Use strategies that model language and how to approach tasks.
- Provide lots of opportunities for students to practise the target language.
- Use language exercises that practise specific language skills.
- Use realistic language that will develop communication skills.
- Don't expect beginning learners to produce language that hasn't been explicitly taught.²⁹ It is important to draw attention to the language featured.
- View errors as an important part of the learning process.
- ESL students need to learn about Australian society, cultural practices and expectations.
- Students often develop more fluency in speaking than reading and writing and may need plenty of time to complete written work that may seem simple and straightforward.
- Constantly check students' understanding and repeat steps or parts of explanations, if needed, and give corrective feedback.
- Actively model learning how-to-learn skills and strategies.
- Demonstrate links in learning, show how to apply learning and provide different examples of the target learning.³⁰

²⁹ Nunan D (nd), *Task-based Language Teaching: From Theory to Practice* (PowerPoint presentation), available at: <http://www.nunan.info/>, accessed 6 March 2007.

³⁰ DE&T (2006), *Designing Effective ESL Programs - Professional Development for Teachers of Students with Disrupted Schooling* (unpublished), module 2, p. 75.

9. Supporting refugee background students in OSHLSPs

9.2 How to support learning

(40 minutes)

Direct the participants to read through the introductory section on supporting refugee background students' learning and then complete **activity 9.2**.

After allowing time for discussion, ask participants to share their responses, adding the following examples if needed.

Suggestions	Examples
Build on knowledge gaps by checking understanding of concepts and vocabulary and not making assumptions	<p>A tutor noted that while a student was working on a graph of a survey she did not understand the initials on the graph (e.g. that 'd' stood for dogs).</p> <p>The tutor gave an example of initials using her name, the student's own name and the student's friends' names.</p> <p>She then asked the student to write the initials for other members of the OSHLSP.</p> <p>Finally she checked that the student understood which teachers' initials were on her timetable.</p>
Allow students to express their understandings in a range of ways, such as through drawings or discussion	<p>Draw a house in country of origin and then help them to label this, in order to build up their vocabulary.</p>
Wherever possible, use real life or concrete contexts to introduce the new learning	<p>When introducing fractions, use a real object to demonstrate, such as an apple. Label the drawing, showing the connection between the fraction and the drawing of an apple.</p> <p>When introducing multiplication, make sure the students understand the link between 'groups of' and multiplication. For example, that 3 groups of 3 cars is represented as 3×3.</p>
Think about the steps students need to take them from their current knowledge towards mastery of the new learning. For example, can they do the first step, then the next, etc.?	<p>Sequence the pictures from a story in order and tell the story, before writing it.</p> <p>Match the word to the picture, then the word to the same word, before asking students to have a go at spelling the word</p>

9. Supporting refugee background students in OSHLSPs

9.3 Scaffolding

(20 minutes)

Activity 9.3

Ask participants to share their responses about how the teachers in the DVD scaffolded the students' language. Suggested responses include:

Andree:

- modelled language orally for the students;
- checked their understanding;
- provided opportunities for the oral language to be practised;
- used a structured overview as a framework for this language to be ordered and transferred into writing;
- provided the model of a sample writing structure by linking the ideas and adding an introduction and conclusion; and
- directed students to write their own piece of persuasive writing.

Robyn:

- modelled the language through story reading and retelling the story;
- checked their understanding;
- provided opportunities for the students to practise this language orally first;
- modelled the linking words that she wanted the students to incorporate into their own writing; and
- supported the students when they rewrote their own version of the story.

Activity 9.4

Choose whether to discuss or role-play the two scenarios.

For the discussion:

Lead the discussion comparing the two approaches to working with the student to support his language development.

Point out how the first approach highlights the student's mistakes but doesn't really help him to improve his language unless he is highly motivated. It focuses on what is wrong with the student's language.

The second approach is an example of scaffolding as it builds up the student's language and knowledge.

Highlight the effect that the two approaches might have on the student's confidence

9. Supporting refugee background students in OSHLSPs

For the role-play:

Allocate the groups and the roles for each group by numbering the participants as 1, 2 or 3.

Ask the participants who played each of the roles how they felt and whether this has altered the way they would support students.

Summarise by pointing out how the first approach highlights the student's mistakes but doesn't really help him to improve his language unless he is highly motivated. It focuses on the limitations of the student's language.

The second approach is an example of scaffolding as it builds up the student's language and knowledge.

Highlight the effect that the two approaches might have on the student's confidence and on the tutors' satisfaction.

Discuss the frameworks and scaffolds presented diagrams 9.1–9.6 and the useful websites listed.



10. Supporting refugee background students' literacy development

10.1 The development of listening and speaking in English (20 mins)

Activity 10.1

This activity aims to raise awareness of the complexities involved in learning to speak and listen in English.

Lead the discussion and scribe the suggestions on the whiteboard, ensuring that the following information is included:

- A new sound system
- Rhythm and intonation
- New vocabulary and sometimes new concepts
- The grammar, and structure of the language
- The appropriateness of language for different situations
- Functions of English
- Nuances and subtleties of text
- Subject-related language

How these aspects of language are used needs to be made explicit to students.

Ideas for ways of demonstrating these to students are in the following table, which could be provided as a handout.

Ask the participants if the information on oral language, students from refugee backgrounds and OSHLSPs and the implications for their role as tutors is clear.

It is important that tutors understand the importance of oral language in literacy development and that students need opportunities to practise and clarify through listening and speaking as well as reading and writing.

Making language explicit to students

Example	Way of demonstrating this
A new sound system	<ul style="list-style-type: none"> Show students and have them practise, according to need, how we make particular sounds (e.g. 'th').
Rhythm and intonation	<ul style="list-style-type: none"> Use poems and chants and have students tap the rhythm to provide practise. (Because English is a rhythmical language, a lack of rhythm can affect the intelligibility of the speech.) Role-play and discuss how intonation affects the meaning of the same words (e.g. friendly vs sarcastic).
New vocabulary and sometimes new concepts	<ul style="list-style-type: none"> Use visuals, dictionaries, context to introduce these.
The grammar and structure of the language	<ul style="list-style-type: none"> Model the correct form and highlight what is important. For example, consonants at the end of words carry a lot of meaning because they can tell us, for example, whether something happened in the past or if it is singular or plural. Demonstrate how English works grammatically in a meaningful context.
The appropriateness of language for different situations	<ul style="list-style-type: none"> Role-play the different ways we might greet a friend or police officer, for example.
Functions of English	<ul style="list-style-type: none"> Explain how cultural factors affect the way we make requests and greet one another, for example.
Nuances and subtleties of text	<ul style="list-style-type: none"> Role-play the difference between a command and request, for example.
Subject-related language	<ul style="list-style-type: none"> Introduce historical, scientific and mathematical terminology in context.

10. Supporting refugee background students' literacy development

10.2 Strategies to assist the development of listening

Listening

(35 minutes)

Activity 10.2

Ask the participants to read through the list of strategies to support effective listening.

Ask if any of the points need clarification. If necessary, provide examples of how they can be implemented. For example, it may be possible to ask students to tell you how they would say something in their first language or encourage students from the same language to discuss and clarify a point in their first language or use a bilingual dictionary.

Ask participants to check these activities in the glossary and, in pairs, present an example of the use of one of them to the group.

Collate the responses and distribute them to the group as a practical tutor resource.

Alternatively or additionally, choose a few of these activities to do as a group, as tutors are much more likely to use something they have already tried.

Speaking

(30 minutes)

Activity 10.3

Check if any of the terms in table 10.1 need clarification.

Ask participants to list them in order from the simplest to the most complex.

List the group's responses on a whiteboard.

Suggested response

- Conversation
- Brainstorming
- Exploratory talk
- Role-playing
- Improvising
- Monologue
- Directions
- Instructions
- Interviews
- Storytelling
- Reader's theatre
- Debates
- Oral reports
- Presentations
- Prepared dramatic presentations

10. Supporting refugee background students' literacy development

Activity 10.4

Ask the participants to read through the list of strategies to support effective speaking.

Check if any of the points need clarification. If necessary, provide examples of how they can be implemented.

Ask participants to check these activities in the glossary and, in pairs, present an example of the use of one of them to the group.

Collate the responses and distribute them to the group as a practical tutor resource.

Alternatively or additionally, choose a few of these activities to do as a group, as tutors are much more likely to use something they have already tried.

The following worked examples of the text type games may be used to model their use with the participants before they practise them individually.



10. Supporting refugee background students' literacy development

GAME 1: INSTRUCTIONS

How to put on a jacket

Prompt	Instructions (individual student)
1. First ...	Push your arm through the sleeve.
2. Then ...	Put your other arm through the other sleeve.
3. Next ...	Pull the jacket down.
4. Finally ...	Do up the buttons or the zip.

GAME 2: NARRATIVE

Prompt	Instructions (individual student)
1. When?	Once upon a time
2. Where?	in a small town
3. Who?	there was a hungry young man
4. What?	who knocked on the door of a house and asked for something to eat.
5. Complication	He was turned away but he tricked the lady into making soup by telling her he could make soup from a stone.
6. Resolution/ End	They both enjoyed the soup and he left feeling full and happy.

GAME 3: RECOUNT

Prompt	Instructions (individual student)
1. When?	Yesterday
2. Where?	at the river
3. Who?	my friend and I
4. What?	went fishing and we caught a fish.
5. Comment	It was fun and I want to do it again.

10.3 Reading and the low literacy refugee background learner

(15–50 mins)

Reading in English

Check if the introductory information on reading in English is clear or whether the participants would benefit from more information.

Activity 10.5

Direct the participants to read the text about the insect.

Discuss whether they think this is a simple text for a student from an ESL background and their reasons.

Suggested responses include:

- The vocabulary may be difficult as it is used in unusual ways (e.g. silk).
- It is very unclear what 'it' refers to in the text. You would need to make sure that the students understood when 'it' refers to the spider and when 'it' refers to the insect.

Check how the participants responded to the activity to gauge their understanding.

Background information on the reading process and where it breaks down for low literacy refugee background learners has been included for your information (handouts 10.2, 3 and 4).

It will be particularly useful to discuss cueing systems.

A suggested approach is to write the following sentences on the board and incorporate the background information as a basis for discussion.

In winter it is cold, in summer it is _____.

Sue is a good plinger. She _____ every day.

The umbrella is green, purple and _____.

A suggested approach with handout 10.4 is to:

- show participants the handout on an overhead or PowerPoint slide;
- cover the second column; and
- ask participants to predict the content and then check their predictions.

The reading process³¹

Semantics helps competent readers draw on their understanding of the topic including relevant cultural knowledge. It is what readers draw on whenever they make links with previous knowledge, and this existing knowledge plays an important part in processing new information.

For example, knowing about the seasons enables us to predict the probable word omitted here:

In winter it is cold, in summer it is ____.

Low literacy refugee background learners may not yet have the concepts, the vocabulary or the understanding of idiomatic language to bring meaning to the text. They may rely on visuals to make predictions and gain meaning from written texts.³²

Syntax or the structure of language is intuitive for a competent speaker.

As the following example demonstrates:

Sue is a good plinger. She _____ every day.

To predict that the word is 'plings' you need to know three things about how English works:

- that it must be a verb;
- that the verb from plinger must be pling (generalising from pairs like writer-write); and
- that the word will end in an 's' (generalising from she writes, she falls, etc.).

Syntax involves knowledge of:

- pronouns (e.g. he, his, them);
- connectives and conjunctions which link ideas (e.g. if, however, after);
- articles (e.g. a, an, the);
- word endings (e.g. 's' for plurals, 'ed' for regular past tense verbs);
- word order (e.g. 'start up' vs 'up start'); and
- tense changes (e.g. from think to thought).

Low literacy refugee background learners may not yet have sufficient knowledge of the structure and functions of English to know whether the text makes sense. For example, they may be able to work out the gist of a text but not fully comprehend it because of a lack of understanding of cohesive devices, such as *if* and *although*.³³

³¹ Adapted from: Gibbons P (1998), *Learning to Learn in a Second Language*, PETA, NSW, p. 72-3.

³² DE&T (2006), *Designing Effective ESL Programs - Professional Development for Teachers of Students with Disrupted Schooling* (unpublished), module 2, p. 49.

³³ DE&T (2006), *Designing Effective ESL Programs - Professional Development for Teachers of Students with Disrupted Schooling* (unpublished), module 2, p. 49.

Graphophonics involves knowledge of:

- the letter/sound relationship; and
- punctuation.

Competent English-speaking readers are familiar with the English sound system and how it is represented in writing.

Sometimes the semantic cues aren't enough. For example, without knowing the initial letter, we cannot predict the missing word in the following sentence:

The umbrella is green, purple and _____.

Because low literacy refugee background learners may still be learning the letter/sound relationships of English an over-reliance on graphophonics can lead to them 'barking at print' and not gaining meaning. Also, because English is not always a phonetic language, over-reliance on graphophonic cues can lead to incorrect pronunciation and make it difficult for students to connect with simple words they know orally (e.g. *their*).³⁴

Textual knowledge involves:

- the purpose, structure and features of different types of written texts (e.g. letters, lists and instructions).

Low literacy refugee background learners will benefit from explicit instruction in the purpose, structure and features of a range of written text types.

³⁴ DE&T (2006), Designing Effective ESL Programs - Professional Development for Teachers of Students with Disrupted Schooling (unpublished), module 2, p. 49.

Reading skills³⁵

To read successfully, readers need the following skills.

<p><i>Code breaker</i></p> <ul style="list-style-type: none"> • Break the code <p>This involves understanding the sound/symbol relationships, the left-to-right and top-to-bottom direction of text, the alphabet and punctuation. It is important, however, that this be introduced in real contexts and not in isolation where there is no real meaning. Breaking the code involves relating the text to spoken language.</p>	<p><i>Meaning maker</i></p> <ul style="list-style-type: none"> • Connect with the text to make meaning <p>This involves matching the reader's background and content knowledge with the text.</p>
<p><i>Text user</i></p> <ul style="list-style-type: none"> • Use texts appropriately for a number of purposes 	<p><i>Text analyst</i></p> <ul style="list-style-type: none"> • Analyse texts, critically and question assumptions as well as identifying the strengths and weaknesses of the text

³⁵ Department of Education Tasmania (2006), *The Four Resources Model*, available at: <http://www.itag.education.tas.gov.au/focus/beingliterate/FourResources.htm>, accessed 30 April 2007.

How reading might break down for low literacy refugee background learners³⁶

A competent English-speaking reader:	A low literacy refugee background learner:
<ul style="list-style-type: none"> 'Samples' the print, picking out key words which carry the most meaning 	<ul style="list-style-type: none"> May still be learning the concepts of print (e.g. upper and lower case letters, common consonant clusters) May not have prior knowledge of how to read May not recognise which are the key words that carry the most information because the vocabulary may not be familiar and/or they may not know how words are represented in print
<ul style="list-style-type: none"> Predicts what is about to be read on the basis of semantic and syntactic information 	<ul style="list-style-type: none"> May not have sufficient background, cultural or language knowledge to make appropriate predictions
<ul style="list-style-type: none"> Tests each prediction by asking whether it sounds right 	<ul style="list-style-type: none"> May have limited background knowledge and therefore may not be able to tell whether a prediction sounds right in English
<ul style="list-style-type: none"> Confirms or rejects each prediction 	<ul style="list-style-type: none"> May be therefore unable to confirm or reject each prediction
<ul style="list-style-type: none"> Self-corrects when necessary 	<ul style="list-style-type: none"> May not recognise a miscue or may not know how to correct it

³⁶ Gibbons P (1998), *Learning to Learn in a Second Language*, PETA , NSW, p. 74-5 and DE&T (2006), *Designing Effective ESL Programs - Professional Development for Teachers of Students with Disrupted Schooling* (unpublished), module 2, pp.53-4.

10. Supporting refugee background students' literacy development

Understanding text cohesion

If time permits, do the following activity which is an example of 'jigsaw reading'. Otherwise, ask the participants to read through the section on text cohesion and discuss them.

Jigsaw reading

Divide the participants into groups of four and allocate each group member a letter from A to D:

- A will read and do the activity on Reference words (**activity 10.6**)
- B will read and do the activity on Conjunctions (**activity 10.7**)
- C will read about Substitution and Ellipsis (and think of other examples)
- D will read about Lexical Cohesion (and think of other examples)

All the people with the same letter (e.g. all the A's) get together and take a few minutes to read their section, complete the activity together and discuss it. They then move back to their original group.

Each person takes a couple of minutes to explain their topic to the rest of the group.

Sum up by pointing out how understanding how text cohesion works, and how making it explicit to ESL students will improve their reading comprehension.

Ask the participants to reflect on this when they look at the reading strategies and to think about how they can use them to increase a student's understanding of text cohesion.

Ask the participants to consider this also with helping students to:

- break the code;
- connect with the text to make meaning;
- use texts appropriately for a number of purposes; and
- analyse texts.

10.4 Strategies to assist reading

(55 minutes)

Ask the participants to read the list of 'before', 'during' and 'after' reading strategies to support low literacy refugee background students' reading.

Ask if any of the points need clarification.

If necessary, provide examples of how they can be implemented.

Ask participants to read about the activities in the glossary and, in pairs, present an example of the use of one of them to the group.

Collate the responses and distribute them to the group as a practical tutor resource.

Alternatively or additionally, choose a few of these to try as a group as tutors are much more likely to use something that they have already tried.

10. Supporting refugee background students' literacy development

Activity 10.8

Introduce and show the section of the DVD where Amanda is working on developing reading skills with a group of low literacy secondary students at Noble Park English Language School.

Ask participants to list some of the key learnings that they gained from watching the DVD and share their responses.

Add any additional key points from your experience or from the responses below:

Suggested responses

Strategies Amanda used which could be used with students in OSHLSPs:

- Develop silent reading skills. For example:
 - Read and find the answers.
 - At the prediction stage, look at visuals (e.g. photos).
 - Ask focus questions and get students to respond to true and false questions.
 - Have students read text silently to process the information.
 - Have students then read aloud.
 - Have key vocabulary on flashcards so students can make a mental note of these.
- Practise skimming and scanning (e.g. by making it into a game where the tutor says a word and the student needs to find it).
- Tell the student to focus on paragraphs and sentences and look for signposts.
- Give students practise at memorising, looking up and returning to where they were up to.

10.5 Writing and the low literacy refugee background learner

(30 mins)

Activity 10.9

Ask the participants to select either:

- the writing process, or
- one of the text types from Appendix 7.

Ask them to work individually or with a partner and list how they would use this information to support low literacy background students to build their knowledge of text types.

Point out that Appendix 7 provides clear examples for tutors to understand and talk to students about the purpose, use, structure and language used.

Ask participants to share their responses and add any additional key points from your experience.

You may wish to collate the responses and distribute them to the group as a practical tutor resource.

10. Supporting refugee background students' literacy development

10.6 Strategies to support writing

(30 minutes)

Ask the participants to read the list of strategies to support effective writing.

Ask if any of the points need clarification. If necessary, provide examples of how they can be implemented.

Ask the participants to read the activities in the glossary and, in pairs, present an example of the use of one of them to the group.

Collate the responses and distribute them to the group as a practical tutor resource.

Alternatively or additionally, choose a few to do with the group. As mentioned previously, tutors are much more likely to use something that they have already tried.

Activity 10.10

Introduce and show the section of the DVD where Amanda is working on developing writing skills with a group of low literacy secondary students at Noble Park English Language School.

Ask participants to:

- list some of the key learnings that they have gained from watching the DVD that they could incorporate into their work in OSHLSPs; and
- share their responses.

Add any additional key points from your experience.

Some suggested responses

Strategies Amanda used that could be used with students in OSHLSPs include:

- dictation, as it highlights error, providing students have enough skills to achieve some success;
- building up writing by starting with students recounting their own stories, then a friend's story, then their country's story. As issues start to emerge, leading the student into informative writing;
- using large A3 sheets, putting in blocks for paragraphs. Put in any sentences about this topic here, leading to an essay with clear paragraphs; and
- using a writing frame.

Other examples of writing frames are available on David Wray's website.³⁷

You could also refer to section 9.1: Tips from good teaching practice.

³⁷ <http://www.warwick.ac.uk/staff/D.J.Wray/Ideas/frames.html>, accessed 19 April 2007.

10. Supporting refugee background students' literacy development

10.7 Handwriting

(5 minutes)

Activity 10.11

Ask the participants to read through the handwriting section and go to the SOFWEB website to look at correct forms.

If necessary, make copies of the Victorian cursive script available.

Ask the participants to share any comments or questions they have about handwriting and the students they are working with.

10.8 Spelling

(15 minutes)

Activity 10.12

Divide the participants into pairs by allocating them a 1 or a 2. Instruct the 1s to read through the section on spelling strategies for the tutor and the 2s to read through the section on spelling activities for the students.

Once they have completed the activity:

- ask if any of the points need clarification;
- if necessary, provide examples of how the strategies can be implemented; and
- collate the responses and distribute them to the group as a practical tutor resource.

Activity 10.13

Ask participants to:

- list some of the key learnings that they have gained from watching the DVD that they could incorporate into their work in OSHLSPs; and
- share their responses.

Add any additional key points from your experience

Some suggested responses

Strategies Wendy used that could be used with students in OSHLSPs:

- Practise the oral language using pictures.
- Match the oral to the written words.
- Be explicit about what you are listening for (e.g. 'I am listening to the way you pronounce these words').
- Ask questions to focus on differences in words (e.g. the difference between 'penguin' and 'platypus').
- Play the concentration game.
- Focus on the oral form of combinations of letters (e.g. sp, sl), the sounds we make with our mouth.
- Focus on the visual memory aspect of spelling (e.g. take a photo, have a go, check).

11. Supporting students across the curriculum

11.1 General support strategies

(30 minutes)

Ask the participants to read the general strategies and useful suggestions included at the beginning of the section.

Ask if any of the points need clarification.

If necessary, provide examples of how the strategies can be implemented.

Activity 11.1

Ask the group to brainstorm strategies and activities that you could use to develop the skills listed in table 11.1.

Suggested responses

Topic	Specific skill/knowledge	Strategies/activities
General knowledge about Australian culture	Learning about ANZAC day	Bring in pictures (e.g. newspaper clippings) and use these to check the student's prior knowledge of ANZAC day. Label these pictures and use them to build up a simple text about Anzac Day. Build up a glossary of key terms. Introduce and model any key areas that are missing.
General knowledge about Australian history	Learning about patterns of migration post World War 2	Draw on the student's experience of migration. Relate new information to this. Read a short article on the topic. Check student understanding. With student input, build up a simple text for the student to read and transfer this information onto a timeline.
General knowledge about Australian geography	Locating the states on map Locating capital cities on a map	Check the student's knowledge of states, capital cities and maps. Categorise the names of the states and capital cities. Demonstrate how to locate them and then gradually withdraw support until the student can do it independently.

11. Supporting students across the curriculum

Topic	Specific skill/knowledge	Strategies/activities
Using a dictionary	<p>Finding a word in the dictionary to check its spelling</p> <p>Looking up the meaning of words in the dictionary</p>	<p>First check the student's knowledge of the alphabet and knowledge of the 1st, 2nd and 3rd letters.</p> <p>Demonstrate the first example and then gradually withdraw support until the student can look up and check other words independently.</p>
Using an atlas	<p>Locating The Great Victorian Desert on a map</p>	<p>First check the student's knowledge of the index page and any prior knowledge of The Great Victorian Desert.</p> <p>Build on this and demonstrate how to locate another place. Then gradually withdraw support until the student can locate places independently.</p>
Developing research skills	<p>Using the internet as a research tool</p>	<p>Discuss, demonstrate and provide practise in using a search engine and selecting appropriate sites. This involves critically looking at whether the site provides appropriate information for the task.</p> <p>Discuss, demonstrate and provide practise in incorporating this information into the required task (e.g. by putting this into their own words).</p>
Understanding how a text book is organised	<p>Using a contents page</p> <p>Scanning headings and subheadings</p> <p>Finding page numbers</p>	<p>Using a sample text, check the student's knowledge of these features and their purpose in helping to:</p> <ul style="list-style-type: none"> – identify and locate information – support understanding of the text.
Creating a glossary	<p>Highlighting key words and presenting their definitions</p> <p>Looking up the meaning of words in the dictionary</p>	<p>Using a sample glossary, first check the student's knowledge of glossaries, including their purpose.</p> <p>Use this model to create a glossary on the topic being studied.</p>

11. Supporting students across the curriculum

Topic	Specific skill/knowledge	Strategies/activities
Creating a bibliography	Ordering the bibliography and entering a reference	Using a sample bibliography, first check the student's knowledge of bibliographies. Demonstrate and provide practise examples.
Giving a speech	Ordering and linking the information Using cue cards	Draw on the student's knowledge of the topic and work with the student to develop a structure. Then listen to the student rehearse the information and demonstrate and provide practise in the use of cue cards.
Organising a research project	Obtaining and organising information	Discuss the possible sources of information. Support the student to develop note-taking skills and to develop a possible structure for the project.
Understanding the language of examination instructions	Understanding instructions for multiple choice questions. For example: <i>Answer all questions in pencil on the answer sheet provided.</i> <i>Choose the response that is correct or that best answers the question.</i> <i>A correct answer scores 1, an incorrect answer scores 0.</i> <i>Marks will not be deducted for incorrect answers.</i> <i>No marks will be given if more than one answer is completed for any question.³⁸</i>	Check understanding of the language. Have the student rewrite their understanding in their own words. Model what to do and then provide practise example.
Understanding particular language points	Using the terminology and the passive form in science reports (e.g. the water vapour rose and formed clouds)	Check the meaning of the terms. Ask the student to reword it to check understanding. Discuss the use of the passive and its purpose.

³⁸ VCAA (2006), VCE Chemistry Exam 1, 2006, available at: http://www.vcaa.vic.edu.au/vce/studies/chemistry/exams/2006/2006chem1_w.pdf, accessed 24 April 2007.

11. Supporting students across the curriculum

11.2 Content across the curriculum

(30 minutes)

Activity 11.2

Ask the participants to:

- choose one curriculum area they wish to focus on (trying to ensure that a range of areas is covered);
- read the relevant section;
- list some of the key learnings they could incorporate into their work on to a tip sheet; and
- share their responses.

Add any additional key points from your experience

You could also:

- collate and share the tip sheets to create a tutor resource; and
- consider sharing these resources with other coordinators and tutors by placing them on the site of the online community of the Homework Help Network on MC2.³⁹

³⁹ <http://mc2.vicnet.net.au/home/hhnw/index.html>, accessed 15 May 2007.

12. Homework support

12.1 Appropriate homework

(25-40 minutes)

Ask the participants to read through the suggestions and invite them to make any comments or additional suggestions.

Activities 12.1 and 12.2

Participants working with secondary students should complete activity 12.1; those working with primary students should complete activity 12.2.

Ask the participants to read through the suggestions and lead a follow up discussion.

These suggestions provide useful guidance for modifying work for students, particularly those from low level literacy backgrounds.

If the homework the students bring along is not appropriate for their level, recommend that tutors discuss this with their program coordinator. It is worthwhile developing a relationship with the school as it opens up the opportunity for dialogue. This may include discussing the possibility of contacting the student's teacher by phone or a brief note or even establishing a written communication system with the teacher. Point out it is important, however, to ask the student's permission before doing this.

The section on supporting refugee background students' literacy development has many other suggestions which may be helpful to incorporate.

12.2 Homework hints for tutors

(20 minutes)

Ask the participants to read through the suggestions and lead a follow up discussion (**activity 12.3**).

These suggestions are particularly useful for working with low literacy backgrounds students.

The information in Appendix 7 is recommended to be used as a checklist with students.

13. Developing independent learning and group work skills

13.1 Learning to work independently

(30 minutes)

Activity 13.1

Discuss the suggestions for developing independence and check if any need clarifying.

Highlight some of the best examples and who they would be best suited to. For example, a lower primary school student may need to practise writing letters, words, numbers, sentences, shapes or how to hold a book whereas a secondary student may need to focus on skimming a text to get the gist.

Invite participants to share any suggestions they have.

Activity 13.2

If possible, provide participants with a copy of pp. 13–22, section 3, of *The New Zealand Refugee Handbook*.

Lead a discussion of how useful the suggestions made would be for their work with students.

Point out that although the suggestions are worthwhile, some of them will need to be simplified or reworded because of the students' language levels.

13.2 Developing group work skills

(25 minutes)

Activity 13.3

Discuss the suggestions for developing social skills and check if any need clarifying.

Ask the participants if they have any suggestions to add to the list.

Divide the participants into groups and allocate one suggestion to each group to make a similar chart.

Invite participants to share their responses.

Collate the responses and distribute them as a tutor resource

Thank the group for their participation. Ask if they have any 'burning issues' which they would like to discuss and suggest that they exchange contacts so that they can continue to support one another.

Appendix A: Suggested 15-hour model for tutor training delivery

Suggested Model for 6 x 2.5 hour sessions

Session	Content	Time	Time
1	<p>Introduction</p> <ul style="list-style-type: none"> • Purpose • Audience • Ice Breaker <p>The refugee experience and its impact on children and young people</p> <ul style="list-style-type: none"> • The refugee experience and its impact on settlement and learning • Refugee background students and OSHLSPs <p>Knowing the students & understanding their needs</p> <ul style="list-style-type: none"> • Cultural background information • Building up a student profile • Understanding students' needs and the impact of disrupted schooling • How to identify students' English language needs <p>How young students learn</p> <ul style="list-style-type: none"> • How do young people learn? 	<p>20 mins</p> <p>25 mins</p> <p>30 mins</p> <p>Handout</p> <p>20 mins</p> <p>Handout – 5 mins</p> <p>25 mins</p> <p>25 mins</p>	<p>150 mins (2.5 hours)</p>
2	<p>How young students learn (cont)</p> <ul style="list-style-type: none"> • Learning styles and thinking skills • Stages of learning and development • Information on primary and secondary curriculum 	<p>30 mins</p> <p>Handout – 5 mins</p> <p>Handout – 5 mins</p>	<p>150 mins (2.5 hours)</p>

Appendix A: Suggested 15-hour model for tutor training delivery

Session	Content	Time	Time
	<p>Principles of language</p> <ul style="list-style-type: none"> • English as a Second Language (ESL) learning • The ESL learner (key understanding) • Factors that affect second language learning (brainstorm these) • ESL stages of learning in relation to mainstream learners • Recommendations for ESL support (Brainstorm) <p>Creating a positive learning environment</p> <ul style="list-style-type: none"> • Features of a good learning environment • Factors that affect student learning • Building trust (handout) • Responding to incidents (reduce to Key understanding & discussion) 	<p>Handouts – 10 mins</p> <p>35 mins (includes next section too)</p> <p>10 mins</p> <p>20 mins</p> <p>20 mins</p> <p>15 mins</p>	<p>150 mins (2.5 hours)</p>
3	<p>Creating a positive learning environment (cont)</p> <ul style="list-style-type: none"> • How to engage students • Promoting positive behaviour • Cultural diversity and the learning environment (discussion) • Cross-cultural information & communication (discussion) 	<p>30 mins</p> <p>30 mins</p> <p>Handout- 10 mins</p> <p>Handouts – 20 mins</p>	<p>150 mins (2.5 hours)</p>

Appendix A: Suggested 15-hour model for tutor training delivery

Session	Content	Time	Time
3	<p>The tutoring role</p> <ul style="list-style-type: none"> • Reasons for tutoring (brainstorm and discussion) • The rights & responsibilities of tutors • Tutor hints • Balancing individual and group needs 	<p>10 mins</p> <p>25 mins</p> <p>25 mins Handout</p>	150 mins (2.5 hours)
4	<p>Preparing for the tutoring session</p> <ul style="list-style-type: none"> • Structuring a session (discussion & Handouts) • Developing an individual ESL learning plan • Selecting appropriate texts • Hints for using resources <p>Supporting refugee background students in OSHLSPs</p> <ul style="list-style-type: none"> • Tips from good teaching practice • Scaffolding (discussion & Handout) • How to support refugee background students learning (& Handouts of scaffolds) <p>Homework Support</p> <ul style="list-style-type: none"> • Appropriate homework (1st section only) 	<p>10 mins</p> <p>25 mins</p> <p>30 mins</p> <p>(Handout)</p> <p>30 mins</p> <p>10 mins</p> <p>30 mins</p> <p>15 mins</p>	150 mins (2.5 hours)

Appendix B: Moses' Story⁴⁰

The journey to Australia

Moses was born in a village in southern Sudan. There are many tribes in southern Sudan, and Moses' tribe was Dinka. In southern Sudan, a civil war between the government troops of northern Sudan and the liberation armies caused the death and wounding of many people, and young boys were often taken away from their families and forced to fight. Moses' older brother was taken by the army, and the family never heard from him again. Life was very hard in the rural area where Moses lived, and there was not much food.

Moses' father had two wives, which was a tradition in Sudan. His father lived with his first wife and her two sons and three daughters. He visited Moses' mother, his second wife, every other week, and Moses looked forward to him coming. Dinka people value their cows and, when Moses was quite small, his father bought him and his mother a cow, which Moses looked after and loved. Moses' mother had lost her leg to a landmine, so from a young age Moses had to work hard to ensure that the two of them had sufficient food and wood for cooking. Even so, Moses loved his life in Sudan. Each day he roamed around the village, chatting with his many uncles, helping aunties to carry their heavy loads of wood, herding cows, fishing in the river, climbing trees and hunting with friends.

When Moses' father visited, he would talk with other men in the village of his opposition to the northern government of Sudan, and Moses loved to sit behind him and listen to his elders' conversations. Moses' father had twice been imprisoned and tortured for speaking out against the government, and Moses knew to hide in the forest when soldiers visited their village to look for his father. One time, a young soldier had caught Moses and badly beaten him. He was lucky to survive, because on the same occasion his close friend was killed in front of him for resisting the soldier. Moses escaped when the soldier was called away, but Moses has never forgotten the image of the soldier shooting his friend.

When Moses was 10 years old, his father talked about his decision to leave Sudan for Kenya, as he feared being arrested a third time. Moses' father and mother talked through the night about whether she could manage the journey to Kenya, which would entail much walking and hardship. By morning, they told Moses that they had reached the decision that Moses should go with his father, but that his mother would remain in the village with her sister. Moses was devastated at the thought of leaving her, his uncles and aunties, his cow and the life he loved.

Moses' mother promised that she would somehow see him again in the future, and gave Moses one of her bracelets to remind him of her. When night came, Moses and his father collected the first wife, whom Moses called stepmother, and the family set off on the journey to Kenya.

The journey was long and difficult. Moses now had two half-brothers and three half-sisters, and had to get used to being in his new family. His stepmother was very kind to him, but he cried each night, thinking of his

⁴⁰ This story is an excerpt from *Schools In For Refugees* published by The Victorian Foundation for Survivors of Torture. It can be read as a group instead of watching the 'Roni' sections of the DVD.

mother. As they journeyed, they slept in the forest during the day, and travelled at night, walking long distances. Once they were attacked and beaten by local villagers, and their saucepans were stolen. When they arrived in Kenya they had few belongings left, and they were exhausted and malnourished. One of the things that made Moses happy in these difficult times was that he had managed to hold onto his mother's bracelet to remind him of her.

For the next five years, Moses lived in a refugee camp in Kenya. The camp itself was dangerous, with thousands of people living closely together. There was fighting between the many factions in the camp, there was only a little schooling, and Moses felt that he never had enough to eat because his food allowance was small and the food was not always fresh. He and other boys spent their days getting up to mischief. After five years in the refugee camp, the family were interviewed by Australian government officials, and accepted for resettlement in Australia. Moses and his family arrived in Melbourne when he was 15 years old. After his village life in Sudan and the refugee camp in Kenya, Melbourne was very strange, with high buildings and many fast cars travelling down broad, tarmacked roads. After life in the refugee camp, Moses had grown used to the separation from his mother, but he still missed her, and wore her bracelet as a reminder of happier days in Sudan. He soon realised that the health services in Australia were better than those in Sudan and that his mother could see doctors who would give her an artificial limb and help her to walk. He felt angry that his mother had not been able to accompany him, and hoped that she could join him when he was older.

At school in Australia

On arrival in Australia, Moses and his family found a house that they could afford to rent, though it was too small for eight people – Moses and his two half-brothers had to sleep on the lounge floor. Many things in the house surprised Moses – that clean water came by turning a tap, that food was prepared on an electric stove. Moses often went out and walked around the streets, but was sad that he knew no-one and that he could not wander in and out of houses as he used to do in his village. He felt very isolated and alone, and was confused about who he was in this strange culture.

With his half-brothers and sisters, Moses attended the local language centre. He found it difficult to learn English. After a while, he moved to a mainstream school where he entered Year 9.

He found the classroom very restrictive. He couldn't understand the teacher. He hated the school. There were both boys and girls in the school, and they were treated as equals, whereas in Sudan, boys were regarded as more important.

Studying was also difficult for Moses. He had experienced very little schooling in his life so far, and was not interested in reading and writing. He would much rather work on cars, because he was good at it. Teachers assumed that

a student in secondary school had learnt reading and writing skills in primary school, and Moses was often in trouble for not concentrating and not doing his homework.

Homework was difficult for Moses. There was little space at home for him to study, and the television was always on in the lounge room where he slept. His father spoke little English and his stepmother had never been to school to learn reading and writing. They did not understand the school system to discuss his problems with a teacher, nor could they help him with homework. There were other problems at home too. Moses was having difficulty sleeping, partly because of the cramped and noisy conditions, but also because he had nightmares in which he saw his old friend being shot by the soldier. This reminded him of how bad the war was at home, and how much danger his mother was in. His father had also become very angry, beating the children when they annoyed him. His father often remembered the torture he had experienced in prison, and he was depressed because he had to leave Sudan. He also felt guilty because he had left Moses' mother in dangerous conditions. All these problems made him feel angry and frustrated about his ability to change this situation.

As a result of his difficulties at home and school, Moses' moods oscillated between anger and sadness, and he was unable to control his behaviour in the classroom, even though each day he resolved to concentrate hard. In Sudan, Dinka people were regarded as strong and proud, but in Australia Moses felt looked down on by other children, who teased him because he was so different from them. He was in trouble for fighting back when he was teased, and was occasionally suspended from school. Moses began to stay away from school because it made him so angry, and he started to hang around the shopping centre, making friends with some boys there. They admired him for his strength and daredevil attitude, which encouraged Moses to miss school.

One of the teachers at school noticed Moses' difficulties, and he invited Moses to join the mechanics workshop he was running after school. From the first time he attended, Moses loved it. At the end of Year 10, Moses was told he had failed. He did not want to go on with school any more. A community worker at the school told him about a mechanics course being run at the local TAFE, and Moses jumped at the idea. His father didn't agree at first, but once the school careers officer explained that it could lead to an apprenticeship and potentially a job, he agreed to let Moses try it. The worker also linked Moses into an after-school support program (an English language course) to help improve his English and suggested that he talk with a counsellor to deal with the nightmares he was having. From that moment, Moses began to enjoy his life in Australia. He liked the way Australians took such delight in cars, and felt proud that he could fix them. He began to make friends with others who admired his skills and, for the first time since he left the village, he felt as though he belonged.

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<http://www.humboldt.edu/%7Eetha1/bloomtax.html>

More information on inquiry-based learning can be found at:
<http://www.thirteen.org/edonline/concept2class/inquiry/>
<http://www.thirteen.org/edonline/concept2class/inquiry/>

More samples of graphic organisers and ideas for their use are available at:
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