

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>

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	<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>

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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.

