



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

English for Speakers of Other Languages: Refugee Handbook for Schools



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Refugee Handbook for Schools

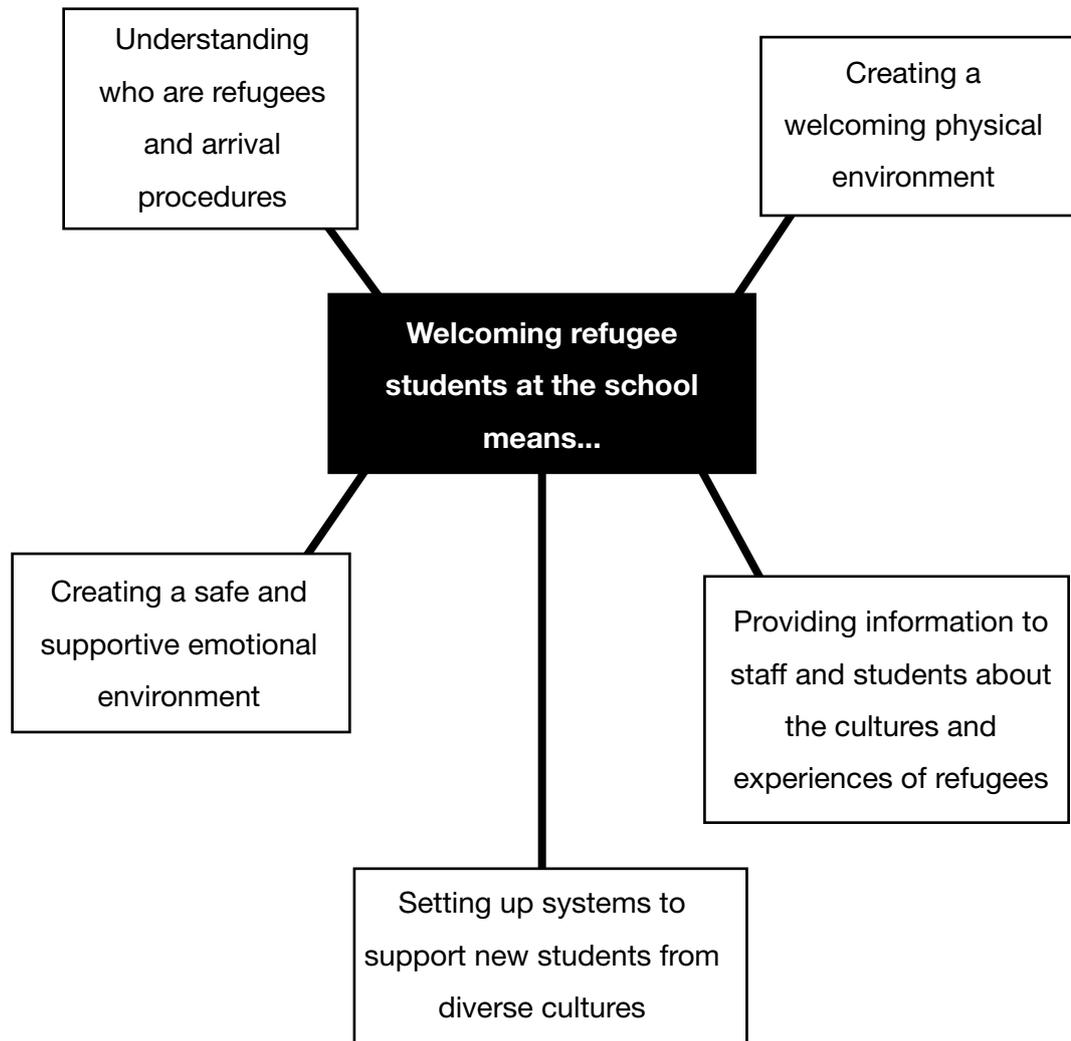
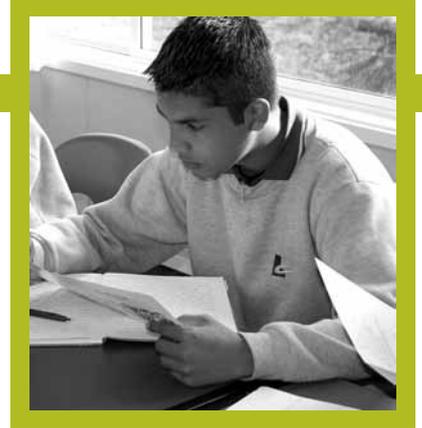
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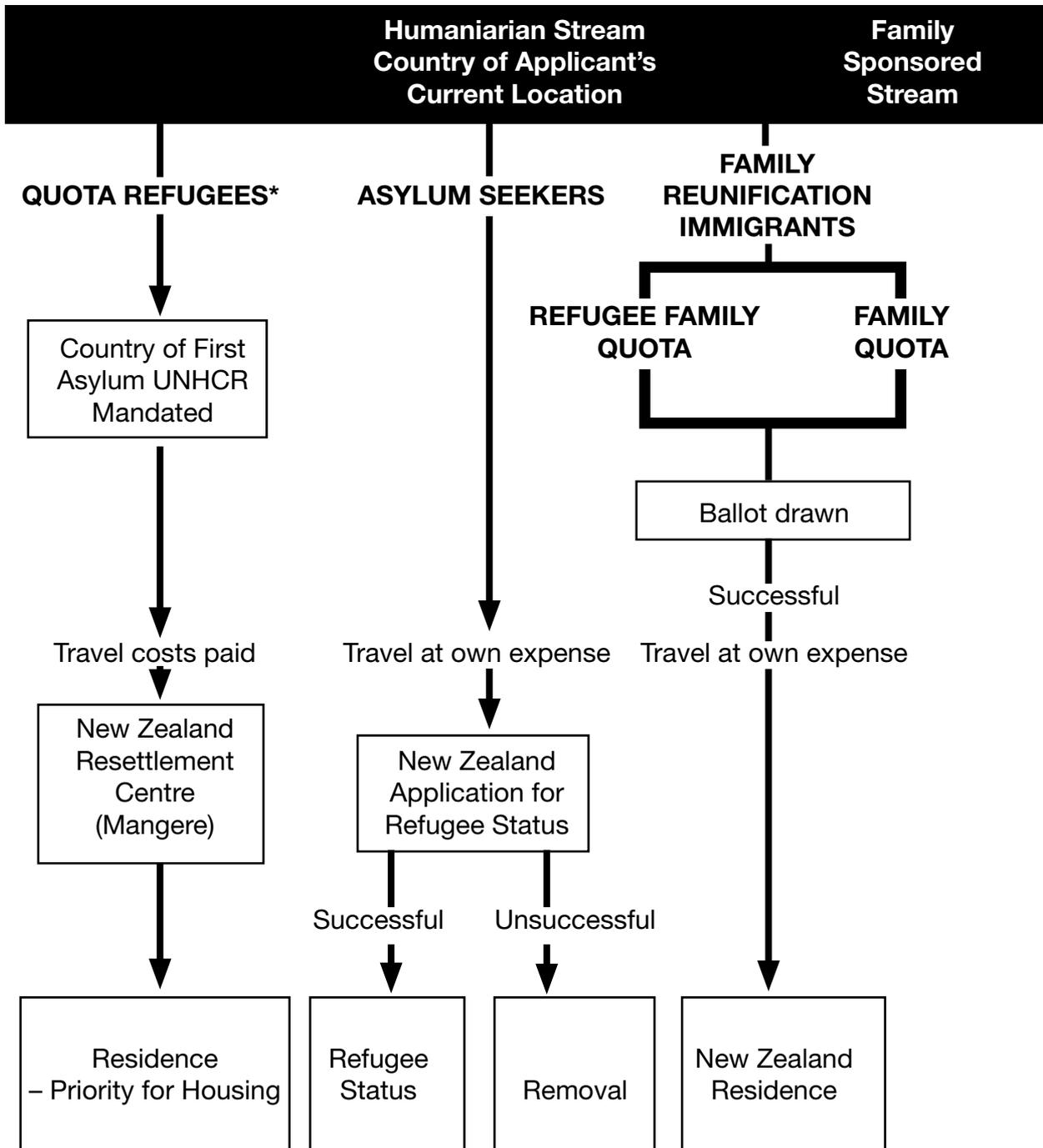
Note

Some details in the handbook may alter from time to time as a result of policy changes. Schools will need to regularly update details in the handbook.

Section 1: Preparing the school to welcome refugees



THE REFUGEE JOURNEY



- A proportion of Quota Refugees is through Family Reunification. Declared spouses and dependent children of resettled refugees do not need to have recognised refugee status to be considered for reunification under the Refugee Quota Programme.

Who is a refugee?

The 1951 United Nations Convention Relating to the Status of Refugees defines a refugee as *any person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and.... is unable, or owing to such fear is unwilling to return to it.* Those who the United High Commissioner for Refugees (UNHCR) accepts as being in such a position are granted refugee status.

Refugee categories in New Zealand

Refugees arrive in New Zealand belonging to any of three categories:

quota refugees

- have left their country of origin and been waiting in a country of *first asylum* (typically in a refugee camp) for permanent resettlement in one of approximately ten receiving countries
- are granted refugee status by UNHCR prior to arrival
- are accepted by New Zealand at a rate of 750 per annum and become Permanent Residents on arrival. Further numbers of “**family sponsored quota**” will also be accepted from time to time at the discretion of the Minister of Immigration.

asylum seekers or “spontaneous” refugees

- make their way to New Zealand independently, without UNHCR mandate, and claim refugee status on arrival
- are typically detained, either at a detention centre, in holding cells or sometimes in prison, while formal applications for asylum are completed
- if accepted as genuine applicants, are released with an entitlement to receive “protection” in New Zealand during the legal process of proving the validity of their case – a protracted exercise sometimes taking two to three years
- receive emergency unemployment benefit and legal aid during this time, along with a 6-monthly renewable work permit but are unable to access a number of social services
- have access to education for children
 - for adults this may occur haphazardly at the discretion of individual institutions
 - children are entitled to attend school and be assessed for ESOL funding
- are repatriated if applications or subsequent appeals for refugee status are unsuccessful (as indeed are the majority).

international/family reunification immigrants

- may be sponsored by resettled refugees from quota or asylum seeker categories
- come from refugee-like backgrounds.

Quota refugees - on arrival in New Zealand

- Quota refugees received at the Mangere Refugee Resettlement Centre for a 6-week residential education/orientation programme.
- Services are provided at the multi-agency Centre by the Ministries of Health, Immigration and Education as well as Refugees as Survivors.
- The education programme, delivered by the Auckland University of Technology, includes early childhood education, primary and secondary classes, and English classes for adults as well as orientation to New Zealand taught in mother tongue.

The refugee legacy

Pre-arrival

- Though refugees come from diverse cultures, all arrive carrying a burden of loss (often sudden) of home, friends, immediate family members, familiar environment, and a sense of safety.
- Some have suffered the additional trauma of torture.
- Unlike voluntary migrants, the choice of refugees to leave the homeland has been negative rather than positive - the involuntary nature of the experience pervades all subsequent aspects of resettlement.

Post-arrival

- On departure from the Refugee Resettlement Centre, the realities and responsibilities of resettlement in a new culture must be faced. This process may be no less traumatic than that endured during the war or in refugee camps.
- Pressures of coping with unfamiliar social norms, and practices, English language, housing, budgeting, transport and bureaucratic systems weigh heavily on those still fragile from past trauma.
- Unfamiliar environment impacts on family dynamics - may lead to family/individual dysfunction.

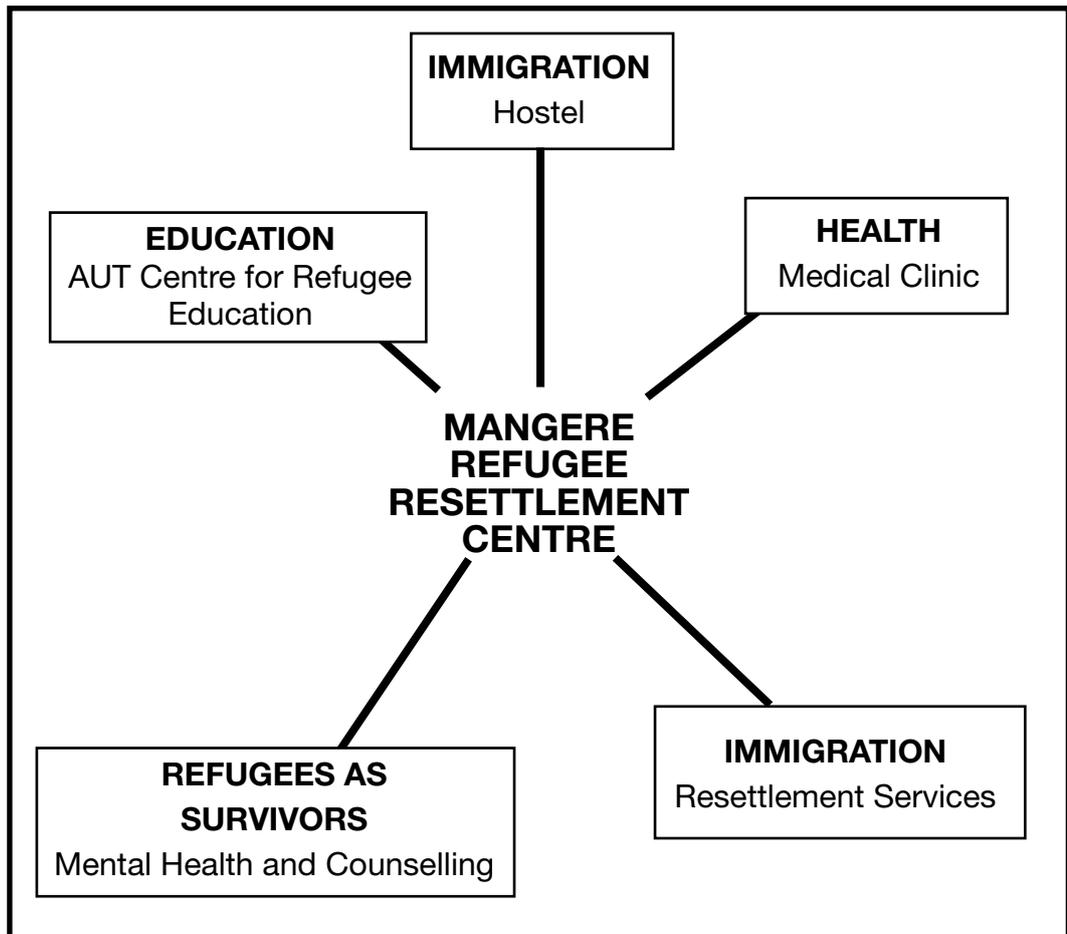
Children

- Primary and secondary schools in New Zealand are likely to present a radically different style of education than that experienced in the home country.
- Past education is typically seriously disrupted and for many children there has been no formal education at all prior to that at the Centre for Refugee Education.
- Bridging the gap is a challenging task for most children to accomplish requiring expert support and assistance.

Primary and secondary classes at the Centre for Refugee Education replicate the methods, routines and organisation of mainstream New Zealand classes while encouraging children to further develop positive attributes from their own cultural backgrounds. Wherever possible, bilingual teachers and tutors support the students. Reports are written for each student to assist subsequent schools/teachers.

It is important to remember that family reunification refugees and asylum seekers generally have not had any access to this orientation and initial support because they do not go through the Mangere Resettlement Centre. It is therefore very important for schools to identify them as refugees on enrolment, so they can get support from this point onwards.

Quota refugees - on arrival services



How can schools increase the chances of educational success for students from refugee backgrounds?

There are many different processes and procedures that schools can follow in order to increase the chances of successful adjustment and learning for students from refugee backgrounds. The remainder of this section and the rest of this handbook offer advice and suggestions to assist schools in meeting the needs of these students.

Welcoming new students

Investing time in developing good procedures for welcoming all new arrivals is certainly cost effective as it helps to prevent problems and difficulties. It is especially important for students from a refugee background who have often had interrupted schooling or come from countries where the education system is very different. The following checklist may be useful in thinking about the process involved.

The school environment

<ul style="list-style-type: none"> Does the school foyer, office and administration block demonstrate that the school values cultural diversity? 	Are there signs, displays, artwork from a range of cultures and different languages?
<ul style="list-style-type: none"> Who is the first contact person they see? 	Has this person been trained in dealing effectively with people from a range of cultures?
<ul style="list-style-type: none"> Are parents and new students shown around the school? 	Who could you use to do this? What are the key areas to show them?
<ul style="list-style-type: none"> Does the school use trained interpreters? 	Parents and community members can be trained at local polytechnics.

The staff

<ul style="list-style-type: none"> Have all staff had professional development in cross-cultural issues? 	Some possible topics are: Pronunciation of names in different language groups Customs and educational background
<ul style="list-style-type: none"> Has a Dean/liaison teacher been appointed with special responsibility for students from a refugee background? 	The Dean/Liaison teacher needs a time allowance because interviewing, assessing, placing, and providing on-going support for students from a refugee background is a time consuming process. Refugee families need to meet with school staff 2 or 3 times to cement a relationship and ensure on-going communication.

<ul style="list-style-type: none"> • Are all teachers informed about a new student arriving? 	<p>What would be the best way to do this? What information do teachers need?</p>
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The students

<ul style="list-style-type: none"> • Do students receive a welcome pack? 	<p>What needs to be in the welcome pack? Is the language able to be understood by students and families with little English? Could include map, a school calendar, a current newsletter, school timetable and routines with events and prospectus</p>
<ul style="list-style-type: none"> • Is there a buddy system for new students? 	<p>Buddies need to be carefully briefed for the job. Some of the information they need to pass on includes the following: where to go each period / change of classroom where the toilets are what to do at interval and lunch explaining instructions introducing them to each new teacher</p>

***New to New Zealand* is an introduction to the cultural and linguistic backgrounds of many different groups of students in New Zealand schools.**

Safe school policies

All schools have developed their own policies and procedures in this area but schools with numbers of students from a refugee background have experienced specific difficulties that they have sought solutions for.

One model that works well with students from a refugee background is an anti-harassment team using peer mediation. A representative range of students are trained in peer mediation techniques. They are then used to help students who are experiencing difficulties with racism or bullying.

Many schools have found it helpful to have workshops that enable students to share experiences in a non-threatening situation and hear suggestions on ways to respond to racism.

In the professional development that staff are given on safe school policies there needs to be a component on how to deal specifically with issues related to refugees including information on their countries, their educational experience and family structures.

Some schools have found it helpful to give students from a refugee background an opportunity to tell their stories. When this has been done, for example in special assemblies or in class in a social studies or health unit, it has resulted in a higher degree of understanding and tolerance from students.

Home School Partnerships can foster student achievement by assisting schools and families to communicate and engage successfully.

For more information on how to develop safe school policies which recognise the needs of students from refugee backgrounds, contact the Refugee Education Co-ordinator in your local area.

Ethnic boxes

An ethnic box is a resource pack or box containing information and items that relate specifically to one ethnic or language group. The boxes are particularly important to use with students from a refugee background who often arrive with feelings of dislocation and unfamiliarity. It helps to demonstrate that their culture is valued and accepted and is often a starting point for building on what is familiar and known.

An ethnic box could contain some of the following:

- maps of the country, the region and the world
- large pictures, postcards and photographs of the country, people and activities
- charts with greetings in the first language and in English
- flashcards with phrases and expressions in both languages
- bilingual dictionaries and books
- resources and materials in the first language (books, comics, newspapers etc.)
- objects and artefacts from the country (hats, mats, beads, cloth, money etc.)

Materials can be obtained from:

Newspaper and magazine cuttings on refugee experiences (cut out and laminated)

Organisations such as UNHCR, World Vision, Unicef, Red Cross

National Geographic magazines

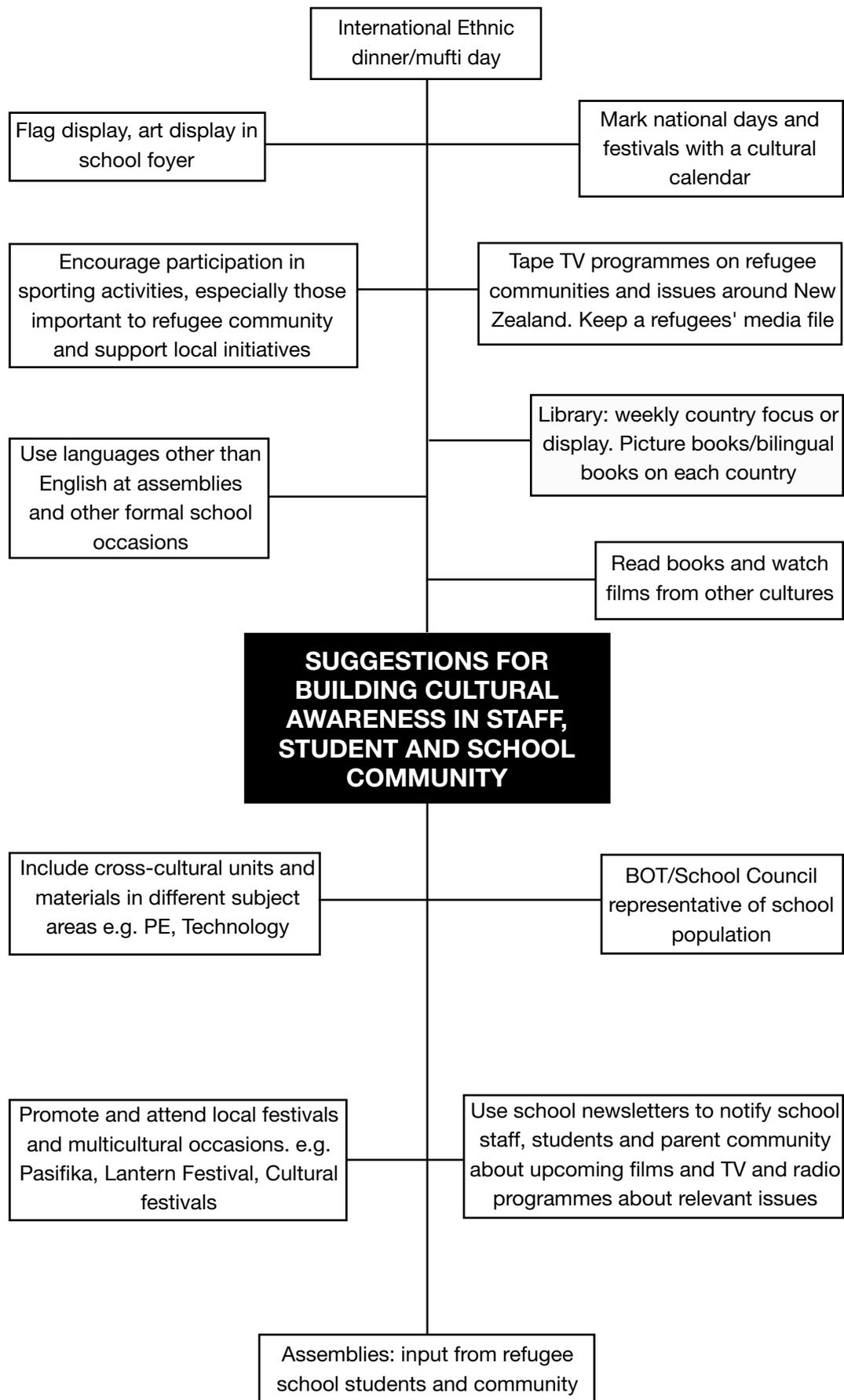
Embassies

Social Studies texts

School Journals

Internet Sites

<p>Further information on developing and using Ethnic Boxes can be found in the <i>NESB Students: A Handbook for Schools</i> pages 36-37.</p>
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Adult learning options

There are some mechanisms for enrolling adult learners at schools in day classes, and some adult students may be eligible for ESOL / Refugee student funding. Schools wishing to enrol adult refugee learners should contact the Refugee Education Co-ordinator for guidance.

In providing language programmes for parents of students from a refugee background, many schools have tapped into unexpected benefits. These can include:

- a levelling influence on school behaviour with the presence of adult role models
- a rich resource that subject teachers can use; refugee adults can be invited to speak to their classes on relevant topics or take small groups on issues they are studying
- a heightened awareness of the multicultural nature of the school and adult input into multicultural events and cultural clubs
- the ability to offer the adults paid employment for interpretation and translation needs at the school
- help in setting up structures for religious observances
- the benefits of parents becoming actively involved in their children's education.

Sources of greetings and cultural information

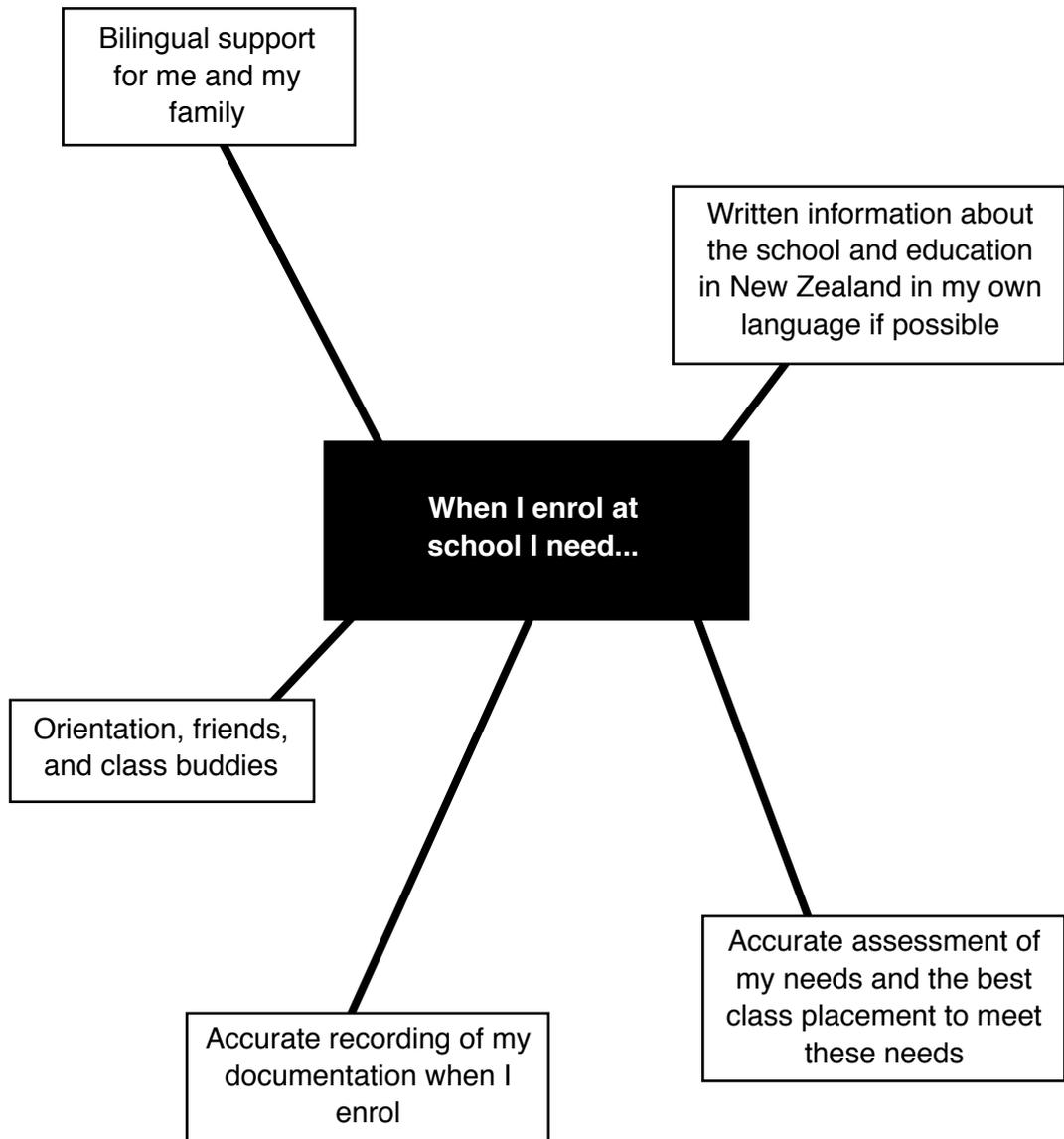
Publications

- *New to New Zealand* is a booklet of background information on many different ethnic groups in New Zealand. It is jointly published by the Hamilton City Council and the ESOL advisors and is available through the Ministry of Education.
- *Effective Provisions for Students from Language Backgrounds Other Than English* (Jannie van Hees) is available from Teachers' Centres.
- English Language Partners New Zealand Association has charts of multilingual greetings and cards of basic phrases in many languages for sale.
- There are many websites with cultural information and greetings in a variety of languages.

Organisations

- The Refugee Education Co-ordinators at the Ministry of Education can assist schools in sourcing community members to provide information on greetings.

Section 2: On enrolment



Introduction

Effective enrolment and appropriate placement have a crucial role in the future success of students from refugee backgrounds. It is extremely important that schools have thoroughly prepared all staff for enrolment of these students. Placement of students should be flexible, so that there is sufficient time allowed to collect relevant information and conduct assessments.

Enrolment is effective when:

- the school sets aside a specific time for enrolling students from a refugee background so that the refugee liaison person can always be present as the first point of contact
- families have an interpreter or use bilingual support staff to assist with the process
- extra time is allowed for refugee enrolments
- families on arrival are given a school welcome information pack and an interview time
- Schools with significant numbers of refugees appoint a staff member as Refugee Co-ordinator (Enquiries about funding a school refugee co-ordinator can be made to the Ministry of Education's Refugee Education Co-ordinators).

The pack should contain the following checklist:

Please bring back to school	
<input checked="" type="checkbox"/>	Passport or identification papers
<input checked="" type="checkbox"/>	Any school reports or Centre for Refugee Education reports
<input checked="" type="checkbox"/>	A completed bilingual information gathering form
<input checked="" type="checkbox"/>	Any information about your health
<input checked="" type="checkbox"/>	Proof of address e.g. a letter from your landlord, a bill

Refugee Education Co-ordinators from the Ministry of Education are available for advice and support on enrolment. They can also advise schools on how to arrange for interpreters.

Diagnostic assessments – knowing the learner

It is critical that students from a refugee background are given a comprehensive diagnostic assessment before placement. Assessments may reveal that the student, especially if s/he has no prior schooling, will only be able to cope if s/he is placed in a small withdrawal group for intensive English provision and numeracy development for several months. The link between assessment and programme planning is discussed further in Section 3.

Using a checklist such as *Knowing the Learner* can help ensure that the information gathering and assessment is comprehensive.

It is essential that the initial information gathering about each student includes checking to see what schooling (if any) they have had, and how interrupted it was, as well as what language it was in. Students who are pre-literate (have no literacy in first language/s) have much greater learning challenges than those who can read and write in first language/s.

It is essential that schools **check for vision and hearing impairment**, especially for family reunification refugees, who will not have been identified through the health systems that quota refugees have accessed at the Refugee Resettlement Centre in Mangere, Auckland.

It is also important to gather information about the families of the students, as students whose caregivers have no literacy in first or any other language will not be able to get academic learning support from home and will need extra support from school. Conversely, students may come from families whose caregivers have professional backgrounds and who may therefore have special strengths that the school can call on to help the school community.

Once this information, along with other material, has been collected, the school can build up a profile of the students, in order to plan and provide the best possible individual programme plan (section 3) for teaching and learning.

Knowing the Learner

What should I know about the learner in order to support him/her and facilitate his/her learning?

Information on health issues, social situation and emotional adjustment.

This information should be gathered and checked and shared where appropriate with all teachers of the learner.

Background information

Background information (may need to be gathered through an interpreter)

- Date of birth/age (as recorded by caregivers and learner)
- Country of birth
- Religion (if significant culturally/personally)
- Family situation (caregivers and place in family)
- Significant information on any trauma (physical or emotional)
- First language/s

(What do you know about the first language? Is the script Romanic or non-Romanic?)

- Any significant health issues – sight or hearing impairment, other conditions which may affect learning
- What were the occupations of the caregivers in the country of origin?
- What are the learner's obligations and responsibilities outside the school setting?

Social situation

- Are there other students from the same ethnic or cultural group in the school?
- Has the learner made friends inside this group?
- Has the learner made friends outside this group?
- Does the learner relate to peers outside the classroom?
- What are the learner's interests and strengths outside the classroom?

Emotional adjustment

- How is the learner feeling about him/herself? Is s/he coping at school? (Who has talked to the learner?)
- Is the learner's home situation putting him/her under any pressure?
- What sort of support is available at home? Is the rest of the family (including adults) literate or have they had little or no education in their country of origin?
- Does the learner have access to a computer?

Information needs to be gathered sensitively and needs to be based on observations of and discussions with the learner, at different times and in a variety of settings and from the perspectives of a number of people so that a rounded picture of the learner is formed.

Educational needs (affects placement decisions)

- Date of arrival in New Zealand
- Length of time in schooling in country of origin and in other countries/refugee camps prior to entering New Zealand schooling and language of instruction
- Level of oracy, literacy and numeracy in first language/s
- Length of time in New Zealand schooling
- Approximate reading age (How, when and by whom was this assessed?)
- What subjects is the learner studying and how and why were these chosen? At what year level is the learner placed in each subject and on what basis was this decision made?

(Were the placement decisions made with the agreement of all parties – school, learner and family – or was there some disagreement about placement? If the placement is found to be unsuitable after a period of time, is it possible to review and alter it?)

- What are the learner's perceptions of him/herself in relation to the cohort? Are these accurate?
- What does the learner understand about the schooling system in New Zealand and how long it takes to learn to read and write and be mathematically successful?
- Is the learner putting any time outside school hours into learning, and if so, how?
- What are the learner's goals? Is s/he aware of and informed about learning pathways and employment options and possibilities, including levels of education needed to meet entry requirements? Has s/he considered a range of options for future education, training and employment?

Effective placement

Arrival at school	<p>A refugee family arrives at school</p> <p>An appointment is made for enrolment interview</p> <p>Enrolment interview - information gathering</p> <p>Diagnostic assessment</p>
Essential factors in effective placement	<p>Orientation and buddying</p> <p>Long term placement in reception class for low literacy students</p> <p>Partial mainstreaming for Phase 2 learners</p>
On-going support	<p>Placement may need to be reviewed after feedback from teachers</p> <p>Social adjustment</p> <p>Emotional adjustment</p>
Programme options	<p>Programmes must be carefully planned; it is desirable to make an Individual Programme Plan for each student, and review it regularly</p>

Class placement

Placement options will vary at different levels of schooling and with different school settings. One variable in placement decisions may be the number of similar students at the school. If there are several or a large number, then the option of small intensive curriculum (eg English and Maths) classes is more likely. If there are very few similar students, teacher aide time may have to be used for initial intensive literacy and numeracy provision in small group/individual/pair withdrawal. These students must be taught the basics to start with. They will not “catch on” if just left in mainstream classes.

In the upper levels of schooling (Year 7-13), students are particularly at risk of educational failure, especially if they are likely to have more than one teacher each day for different subject areas. **Students may legally remain at intermediate or full primary schools until the end of the school year in which they turn 14.** This means that some students may be able to spend more than two years at intermediate school levels, which may give them time to establish foundation learning skills before they start secondary school.

Secondary school placement decisions have to be made very carefully, especially for senior secondary students. The needs of the student have to be balanced in relation to many complex variables and factors, including optimum class sizes, contact with age level peers, availability of appropriate staff and teaching space, and possible variations in the strengths of the students which may allow for multi-level placement in secondary schools.

Involving families

The expectations and fears of students and their families, who often have little knowledge of the school system in New Zealand must also be carefully considered and responded to. **Students may legally stay at secondary school until the end of the year in which they turn 19**, or if designated as students with special learning needs by Special Education personnel, until they are 21. Discretion can be applied in some circumstances to allow some refugee background students to remain at secondary school longer. This should be discussed with the regional Ministry of Education Refugee Education Co-ordinators.

There are three important questions to ask when identifying ways to meet the needs of these students and making placement decisions.

1. What is in the best interests of the student?
2. How can we best meet the needs of the student, by using or modifying our current resources and by thinking creatively where necessary?
3. Have we accessed all the support to which we are entitled, and have we allocated general and targeted funding appropriately?

Senior secondary students

Educational qualifications and training pathways have to be carefully planned for senior secondary students (See Section 5)

Students with no to very low literacy and numeracy skills need to remain in intensive English classes for most of a school week for at least a year, and often two years.

However, once they have some foundation learning established (such as reading and writing at Levels 2-3 of the New Zealand curriculum) they can be partially mainstreamed, and their educational pathways can include some mainstream placement, although they will still need modified programmes in the senior secondary school.

Training and qualifications pathways may include components from any combination of the following:

- NCEA – unit standards and achievement standards
- EL (English Language) unit standards, NZCEL (NZ Certificate in English Language), NCES (National Certificate in Employment Skills) unit standards, Communications English, Maths Applied and a number of vocational unit standards in a range of curriculum areas
- Courses available through careers education structures such as STAR and Gateway.

Checklist for placement decisions for senior secondary students

- Have the appropriate personnel (e.g. the school's refugee coordinator, the reception class teacher) been involved with the placement decision?
- Is the student placed appropriately, on the basis of informed diagnostic assessment?
- Has the possibility of multilevel placement been considered where it might be appropriate?
- Is the student's programme coherent? (i.e. Is there some sense of integration and direction in the programme, rather than a mixture of unrelated, unfocused subjects which just happen to fit a timetable or a student whim?)
- Is the student getting sufficient learning support?
- Has the curriculum committee reviewed what is on offer at the school to see if all the student needs are being catered for?

Family and community involvement in education

Parents from refugee backgrounds often believe that education is the responsibility of the school and not an area for family involvement. Even families with a strong desire for their children to succeed in education may not discuss school activities at home.

Some families may lack confidence in supporting their children in education because of their own minimal education and poor literacy skills. They need a lot of encouragement to become involved.

There are many strategies to encourage involvement but most importantly schools can establish clear channels of communication with refugee families and communities.

The presence of bilingual staff within schools, or ready access to bilingual community members, greatly facilitates communication as well as the development of common perspectives between home and school.

Children may find opportunities at school to interact and gain self-esteem, for example school camps. This may involve some compromise of traditional culture. Conflict can arise as the older generation, without similar opportunities, clings to and exaggerates traditional culture. Families may perceive the integration of their children through school activities as a cultural threat. Inclusion of family members in children's school activities can preserve family cohesion as involvement reduces the sense of threat.

Parent education programmes which help families to become aware of educationally supportive behaviour are an area in which schools and refugee communities can co-operate.

Schools should:

- suggest specific ways families can help – they feel more comfortable when expectations and roles are made explicit
- utilise refugee community members as resource people or "experts" to contribute to lessons in specialist subject areas
- notify families about homework centres and encourage their participation as assistants
- help families understand how school works
- ensure warm outreach – be prepared to make an extra effort
- be patient – many refugee parents are shy and passive at first
- stress the reciprocal process of an effective relationship in which both parties have strengths and weaknesses
- ensure notification of family/teacher/school community events,
 - meet the teacher evenings
 - report evenings
 - informal social gatherings
 - forums for: cultural information
 - curriculum information
 - general discussion
- make use of Ministry resources such as *Families Learning Together*

- invite participation as parent-help to assist teachers/other staff/students in a variety of ways
- have a bilingual support person available whenever possible
- introduce school's bilingual support person to families as soon as possible and ensure repeated contact in first 2-3 months
- become familiar with family makeup - identify any extended family members with NZ education – use them to facilitate communication
- ensure where possible that written communications to families are translated into first languages - however poor family literacy may mean that anything in written form is ineffective, and direct bilingual assistance is necessary
- extend invitations to attend:
 - open days
 - special events involving whole school
 - sporting events
- organise shared multicultural meals
- seek family assistance with cultural celebration days
- involve parents in discussions about subject and career choice.

The Ministry of Education ESOL website details publications available in several languages of groups from refugee and migrant backgrounds.

Ministry of Education support for students from a refugee background

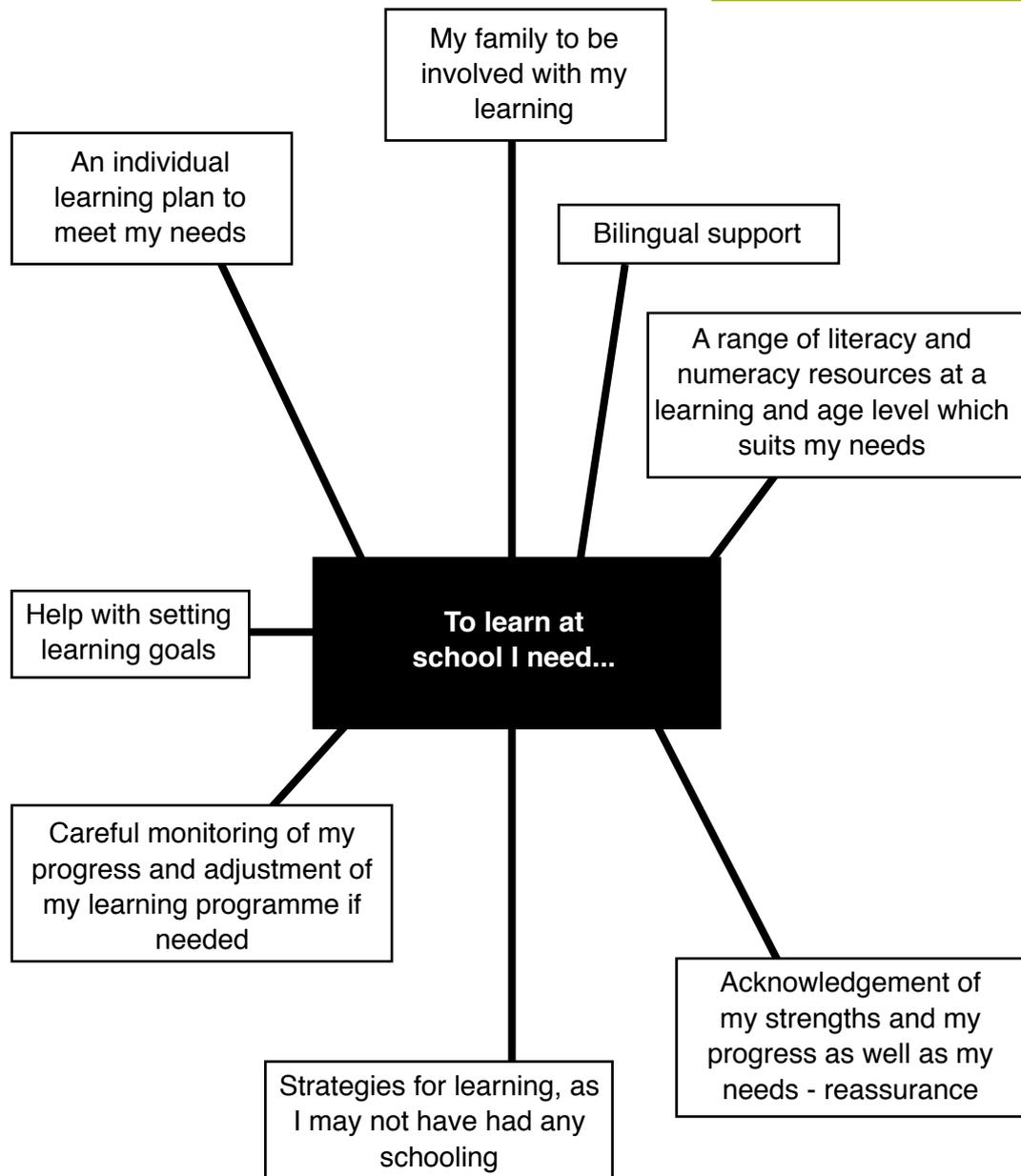
Details on MOE support for students from a refugee background can be found in the ESOL Information for Schools folder from the Ministry of Education.

Further details can be found on the Ministry of Education website www.minedu.govt.nz/esol.

Schools can also contact Advisory Services at the University Schools/Colleges of Education and the Refugee Education Coordinators at the Ministry of Education for information about additional support and advice, at no cost to the school. Contact details for these personnel can be found in the ESOL Resourcing Information section of the website.

**Guidance in assessment can be obtained from ESOL / Literacy Advisers
at Colleges / Faculties of Education.**

Section 3: Planning and delivering a teaching programme



Planning and delivering the teaching programme: Introduction

Planning and delivering the teaching programme is a core component of provision for students from a refugee background. There are several important points to note about provision for these students. “Knowing the Learner” (see section 2) in many senses, is fundamental.

- Students can only begin learning effectively when their physical and emotional needs have been met – when they have a safe environment at home and at school, and they are welcomed into the school community and befriended. Ethnic Boxes (see section 1) can be a good communication bridge.
- It is essential that the initial information about each student includes checking to see what schooling, if any, they have had, and how interrupted it was, as well as what language it was in. Students who are pre-literate (have no literacy in first language/s) have much greater learning challenges than those who can read and write in first language/s.
- It is also important to gather information about the families of the students, as students whose caregivers have no literacy in first or any other language will not be able to get academic learning support from home and will need extra support from school.
- The older the student is and the less formal education s/he has had, the greater the gap will be between him or her and the age level group, and the greater the need will be for extended intensive English provision, including foundation oracy, literacy and numeracy skills, before mainstream placement. Initial teaching should be done with *bilingual tutor* support (see section 3) wherever possible.
- Accurate and comprehensive diagnostic assessments for oracy, literacy and numeracy are essential for planning an appropriate learning programme. These assessment tasks should include items that assess the learner’s ability to meet the achievement objectives requiring foundation oracy, literacy and numeracy

For a preliminary first language literacy check students can be asked to complete a 10-15 minute observed writing sample in first language (e.g. about a culturally familiar scene/picture). Teachers can judge if students are literate or not, and, to a limited extent, what level of literacy they have, from observing the quantity and fluency of text production.

- If students appear to be failing to make any progress after approximately the first three months, schools should arrange a bilingual assessment as part of the process of establishing whether a student has learning disabilities.
- It is essential that schools check for vision and hearing impairment, especially for family reunification refugees, who will not have been identified through the health systems that quota refugees have accessed at the Centre for Refugee Education in Mangere, Auckland.

The procedures described in the Ministry of Education *ESOL Funding Assessment Guidelines* which are initially used for assessment against cohort level tasks can also be used with materials judged to be at the learning level of the student in order to diagnose strengths and needs. For example, the ESOL funding assessment would require a running record for a Year 7 student to be taken with a 10-12 reading age text, but a diagnostic assessment would require the running record for a Year 7 emergent literate student to be taken with a text designed for an emergent reader.

Similarly, a numeracy assessment should reveal which fundamental mathematical concepts the learner has, such as 1:1 matching, or ordering objects in series.

Individual Programme Plans (IPPS)

After diagnostic assessment, all students should have an individual programme plan prepared for them. IPPs are modelled on the Individual Education Plans prepared for students with special learning needs and can be adapted for students from a refugee background. Students from a refugee background in early stages of literacy and numeracy development need to have a learning programme which:

- specifies the level within which the student is working in core curriculum areas
- sets each student short term (4-6 week), specific, achievable learning goals
- systematically addresses learning gaps and provides teaching of foundation learning for literacy and numeracy
- allows students to share knowledge about the learning objectives of the unit
- enables the teachers of students who may be partially mainstreamed to recognise the significant extent of the learning needs of the student
- includes goals for developing learning strategies (for details see later in this section).

The student's progress in achieving the IPP goals should be carefully monitored. Progress should be acknowledged and continuing difficulties addressed.

IPPS may also include goals for social interactions.

An example of an IPP can be found on page 5-6

What should be considered in planning a teaching and learning programme for students in emergent phases of literacy and numeracy?

Most students from a refugee background will have had interrupted schooling. Some, although not all, will have had no previous education and will not be literate in their first language, i.e. will be pre-literate. These students will need extensive, comprehensive long term support and intensive literacy and numeracy support for at least the first two years of their schooling. This is the reason that the Ministry of Education provides additional refugee funding for these students.

This intensive provision will be necessary for all learners who enter the schooling system beyond year 1 or 2 with no literacy skills, as they will have missed the time in the schooling system when emergent literacy and numeracy skills are taught. It is particularly necessary for older learners (from year 7-13) as, in many intermediate and secondary schools they are more likely to have more than one teacher during the week and may risk not being given enough time to master the basics before they are expected to apply the skills to learning across the curriculum. There must be intensive programmes provided to ensure that they are systematically taught the fundamentals of literacy and numeracy.

It is essential that the teacher in charge of refugees takes responsibility for ensuring that the learning programme has the necessary components to enable these pre-literate and pre-numerate students to meet the literacy and numeracy objectives at the foundation level of the curriculum, especially the English, Science and Mathematics curricula.

Student Profile

This information is provided to give all staff information on this student's educational background and learning needs. Please read the sheet carefully and note the Implications section for what it means for the student in your classroom.

The ESOL department will liaise with mainstream teachers to assist them in meeting the learning needs of each student by:

- providing appropriate materials relevant to the different curriculum areas
- modifying homework/assignment tasks
- developing an IPP (individual Programme Plan) to set learning goals for each student to and monitor student progress

Student Profile

Date _____

Name _____ Age _____

Ethnicity _____ First language/s _____

Literate in first or other language/s (circle) Yes No

Length of time in schooling prior to entry to New Zealand _____

Date of arrival in New Zealand _____

Emergent Literate (minimal English)	Elementary Phase (well below cohort)	Developing Literacy (below cohort)	Later Phase (close to cohort)
ELLP Stage Foundation	1	2	3
ELIP Years 7 to 13	1	2	3

Subjects taken	(Specify at which Year level)

Diagnostic Assessment Information

• Please note carefully

Reading Age (Approximate) _____ Vocabulary _____
Comments:

Maths level (approximate) _____
Comments:

Additional comments/Special notes

Please turn this sheet over to check on:

1. the implications of this information for the student in your class
2. the IPP (Individual Programme Plan) goals for this student

Implications:

Students in each of the different phases will need, depending on age:

Emergent Literate (minimal English) (ELLP Foundation Stage)
(These students will usually be in the ESOL programme most of the time)

- close monitoring
- very high levels of support
- lots of pictures and taped material
- lots of very simple materials
- lots of practice
- slow and repeated delivery of key spoken messages
- a buddy for all class time outside the ESOL class

Elementary Phase (well below cohort) (ELLP Stage 1)

- high levels of language support
- highly simplified materials
- highly modified but regular homework
- an IPP – Individual Programme Plan (updated every term)
- lots of practice
- checks that they have understood key spoken messages

Developing Literacy (below cohort) (ELLP Stage 2)

- high levels of language support
- simplified/additional materials
- modified but regular homework
- advance notice of topics so that they can pre-learn key vocabulary and get background information on main concepts/ideas
- extra practice of key tasks

Later Phase (close to cohort)

- advance notice of topics so that they can pre-learn key vocabulary and get background information on main concepts/ideas
- ongoing language support
- additional practice and regular homework

Individual Programme Plan

Circle or highlight the phase of this learner

At the end of Term _____ aims to

-
-
-
-

End of term comment:

Individual Programme Plans (IPP)

When is an IPP needed?

An IPP is needed:

- when barriers to learning (little or no prior school in particular) have been identified through information gathering and diagnostic assessment
- at key transition/decision points (e.g. in/out of language support class, assessment for teacher-aide support)

Why is an Individual Programme Plan (IPP) needed?

An IPP is needed to:

- identify achievable outcomes
- select priorities for learning (skills and knowledge)
- determine teaching and support strategies
- decide on resources
- monitor progress regularly (both self-monitoring and teacher monitoring)
- record achievements

What makes an effective IPP?

- an overall long term aim or aims (achievement objective/s)
- learning outcomes need to be drawn from the achievement objectives, focussed and related to the New Zealand Curriculum
- learning outcomes need to be linked, specific, achievable and measurable
- progress needs to be monitored regularly
 - Has the learner achieved the learning outcomes?
 - Has the programme been effective in meeting the learning needs of the student?

Checklist

- Are the long term aims and short term learning outcomes specified?
- Does the IPP reflect understanding of the six points:
 - scaffolding - curriculum links - metacognition -interaction
 - integration of oral, written and visual materials
 - provision of comprehensible input
- Are the desired learning outcomes
 - realistic
 - related to the needs of the learner
 - based on informed and current diagnostic assessment?
- Does the learner understand the learning outcomes?
- Are the necessary resources/texts specified?
- Are the teaching/learning strategies specified where appropriate?

A reading/literacy development programme for emergent readers

These programmes may be delivered in several ways:

- through peer tutoring
- with teacher aide support (bilingual if possible)
- through volunteer parent helpers (with training provided)
- be taught by specialist reading/literacy teachers
- be taught by class teachers

Step 1 *Develop letter/sound recognition (in context) in short, regular daily sessions.*

This must be done through a programme based on the systematic teaching of phonemic awareness. Ideally this type of programme should integrate reading, writing, listening and speaking, as the phonemic awareness is more likely to be consolidated and transferred into all learning areas if the programme is integrated rather than being oral only.

The class session can be supplemented by

- taking home taped reading materials
- using software programmes which consolidate phonemic awareness
- spelling programmes
- card and board games available from Teachers' Centres and other commercial outlets
- use of PM readers in print and electronic reading resources
- use of Digital Learning Objects in literacy (contact School Support Services advisors)

Suggestions for resources can be obtained from the local ESOL literacy advisers.

Step 2 *Develop vocabulary and reading/writing skills in context through use of a graded reading programme.* Make sure that you:

- integrate reading, writing, speaking and listening in your programme
- use lots of visual materials
- choose materials that match the age, interests and needs of the reader as far as possible and make sure that there are books on the same topic available at different reading levels
- include a spelling programme (There are some good software programmes for spelling)
- explain how to learn vocabulary (e.g. Look, Say, Spell, Cover, Write, Check) and make sure that students are learning about collocation, word webs and other ways to organise vocabulary learning
- allow learners to take home practice materials
- read both fictional texts and factual texts from a range of curriculum areas
- set specific, achievable short term goals as part of the individual programme plan (page 5-6 this section)
(e.g. learn 20 science words this week)

Suggestions: Keep a scrapbook which includes pictures of familiar items and photographs to write and read about. You can write the sentence/s from oral text produced by the learner, or you can model a sentence and write it down to read. You can also use software programmes for learners to create their own texts and have them read back to them. It is still important that students get plenty of reinforcement at home through being able to take home taped materials. This is a very brief guide to developing beginner readers. There are lots of other suggestions to support reading development in the Ministry of Education publications supporting reading, such as *The Learner as Reader*.

Numeracy – the first steps

Numeracy is just as important as literacy for learning across the curriculum. An ESOL programme should also have a numeracy component. Students with interrupted or no prior schooling will need intensive support to develop concepts about numeracy and to develop confidence in mastering the fundamentals.

Basic numeracy concepts include the following:

numeral identification	sequencing and ordering
grouping and place value	basic facts

Where can teachers get help?

Advisers.

There are many sources of assistance for providing early intensive numeracy programmes. The maths advisers from the Colleges or Schools of Education can assist schools with processes for assessing students' level of knowledge and with appropriate programme design. The Early Numeracy Project Assessment (ENPA) is a diagnostic tool (an interview process) that is designed to give teachers quality information about the knowledge and mental strategies of the students they work with. It is essential that information from these types of assessment is used along with the ENP Individual Assessment sheet to develop the numeracy components of the IPPs (Individual Programme Plans). The ENP materials also provide teachers with strategies for teaching the Essential Knowledge.

Colleagues

Teachers of students from a refugee background with low numeracy at primary schools will be able to get help from colleagues who teach students in the early years. However, teachers at intermediate and secondary schools will need to seek additional assistance to develop programmes for emergent numeracy.

Resources

The Ministry of Education website portal, Te Kete Ipurangi is a good source of New Zealand mathematical material and links to other maths resources. The on-line Assessment Resource Bank from the NZCER (New Zealand Council of Educational Research) also has a large bank of mathematics tasks. Digital Learning Objects for Mathematics are very useful. Maths Advisors will assist you access and use these.

If students have mastered the basic concepts and are working at higher levels of the mathematics curriculum, but are still well below their cohort, advisers will also be able to assist mainstream teachers with appropriate materials and approaches for these learners. The *Figure it Out* series produced by Learning Media and resources from the two sites above may be useful. Many of the School Journals and related publications such as the *Connected* series and *Fold It*, also have applied maths tasks integrated into the text.

Students with limited or no prior schooling, especially older learners, must have:

- *an accurate and informed assessment of their mathematical knowledge*
- *a coherent, principled mathematics programme which begins at the level of their mathematical development and does not assume the basics are in place and which integrates oracy, literacy and numeracy development*
- *plenty of opportunities to apply and practise their learning and use manipulative materials*
- *explanations of how mathematics is used in all curriculum areas and chances to use it.*

Assisting students to learn

There are many different ways to assist students to learn. These include:

- peer tutors
- setting up self-accessed learning centres, study support/homework centres or holiday programmes
- bilingual tutors and support personnel
- training students in self-monitoring and “learning to learn”
- setting up a mentoring programme

Peer tutoring

Many schools have set up one-to-one support for students through a peer tutoring programme. The teacher who co-ordinates the programme calls for volunteer tutors from senior students and, after a training programme, these are matched with students who ask for subject help. Students who are good communicators and have cross-cultural understanding are chosen to be tutors of students from a refugee background. They arrange to meet once or twice a week in lunchtimes, study periods or after school. A spin off from the tutoring programme is the development of friendship and understanding that often occurs between them.

A variation on peer tutoring can happen when senior students help with reading programmes for pre-literate students from a refugee background. This could form part of a Health and Recreation module for Year 12 students. They receive training and then are matched with a student to hear them read a selected book and check understanding.

Study Support/Homework Centres

Many schools with students from a refugee background have set up study centres in response to the difficulties which many students from a refugee background experience in completing homework and studying for tests and examinations. Positive effects of staff being involved in these centres has been the recognition by the staff tutors of the dedication and hard work put in by many students, and the continuing relationships built between staff and students. Participation has also made many subject teachers more aware of the difficulties students from a refugee background face in the classroom and has motivated teachers to address this.

These centres offer valuable contexts for developing study habits with students and assisting them with school work. They provide opportunities for members of the communities to see how their children are learning and can also be good places for sharing information about school and learning, as well as the focus of social events for the students and their families.

Study Support Centres

These are primary/intermediate school programmes funded by the Ministry of Education, targeting students in Years 6 to 8 at risk of under-achievement. They are not only for students from a refugee background but for all at risk students. Students are taught by a mainstream class teacher with the support of bilingual tutor(s) from the community – when the programme is ethnically based. Students are supposed to study for a minimum of 6 hours a week after school. The programme is expected to cover completion of any homework given by students' respective schools and the school is required to ensure access to IT and the internet. Funding is provided to cover Terms 1 to 4 but is paid in instalments each term. Milestone reports are required yearly or before the next year's funding.

Example. School Somali Study Support Centre

One school programme is managed by the Auckland Somali Community and is funded by the Ministry of Education – as part of Student Support provision for students at risk of under-achievement. It is delivered by a registered mainstream teacher supported by 3 Somali bilingual tutors.

An average of 40 students attend two nights a week for three hours each night from 4 to 7 p.m. The students are Somalis attending local schools in Central Auckland. An afternoon snack and drink is provided for all students.

Homework Programmes (for Year 9-12 students from refugee backgrounds)

Schools may apply to be considered for a grant to provide a Homework Programme. These programmes are funded by the Ministry from the flexible funding pool on application. They are managed by schools and may be available for up to three hours a week for secondary students from a refugee background, and aim to provide academic support to bridge the educational gaps that exist for these students. Many schools employ bilingual tutors to work with students. Milestone reports are required.

Example. Secondary School Homework Programme

The programme is managed by B Grammar School. Its staff and the running costs are funded by Ministry of Education (ESOL) and it is for all refugee ethnic groups in school. It runs from 4 to 5:30pm two days a week. An average of 20 students attend regularly. Students are helped to complete homework in Maths, Science and any other subject with which they need help. The programme is staffed by a Maths and a Science teacher, and the ESOL teacher is also available for most sessions. An afternoon snack and drink are provided.

How to operate a study centre.

Most schools have adopted the following procedures-

- The study centre operates after school for six hours per week.
- A snack and a drink are provided as students arrive.
- A roll is taken, so attendance awards can be given at the end of term.
- Bi-lingual tutors are employed (as a vital element of the centre's success).
- Volunteer teaching staff help students individually or in small groups. This volunteering can be recognised as a co-curricular duty. (Some schools pay teaching staff for this extra time).
- Self-accessed learning resources (see following pages) are provided for those who finish homework early.
- Computer access is provided where possible (with provision of good software and online ESOL materials – for advice on this, contact the local ESOL Adviser).
- End of term awards are given for attendances and effort.
- End of year celebration meal provided for parents, teachers, students and the Principal.

For more information on how to set up a Study Support Centre, contact your local Refugee Education Co-ordinator.

Supporting Self-Accessed Learning

Self-accessed learning can make a very important contribution to students' learning. Not all learning can happen inside the classroom, and older students in particular who have minimal first language literacy and numeracy have time working against them in reaching peer level learning objectives. Setting up opportunities for self-accessed learning in various ways can be a valuable school project. It can be managed and organised both in class and outside the classroom.

Self-accessed learning offers school-wide opportunities. It can be effective if it combines the resources and expertise of ESOL, special needs and curriculum teachers to select and develop resources and implement the programme.

Successful self-accessed learning relies on:

- accurate diagnosis of a student's needs in the particular subject/skill area
- provision of a range of materials at the learning levels of the students
- careful organisation of the materials (classification by type/level/topic), learners need to understand the classification system as well.
- easy access to the materials

NB Self-accessed learning materials can also be used for extension as well as support.

A modern self-access system should include access to computers, instructional DVDs (such as models of speeches/debates/seminars) and listening posts.

HINT: make sure you always keep a master file of all materials, which is not the copy provided for students' use!

Although a conventional definition of self-accessed learning is that students should be able to do the task and self-correct it, providing only "yes/no" tasks and worksheets would lead to very arid learning. There are lots of different types of tasks that suit a modified form of self-accessed learning, meaning that students can work by themselves but get some feedback and suggestions for next steps or corrections from a teacher. Reading guides, three level thinking guides, and information transfer tasks are some of these.

Content hints

You can include materials focusing on:

- curriculum content areas
- general knowledge about New Zealand culture and customs, history and geography
- particular language points
- reference skills (using a dictionary, atlas, finding your way round the school/library, note-taking, understanding how a text book is organised, creating a bibliography, etc)
- presentation skills – giving a speech, organising a research project, the language of examination instructions
- general reading skills
- learning to read

Where can self-accessed materials be used?

In-class self-accessed learning can be provided as a box of materials, classified and coded according to a school-wide system. It may also be linked to web-based materials and sites, which should always be checked before students are directed to them.

One alternative is a self-access section in a library. Another is a designated room. Usually the materials should not leave the room, but in-class materials may be able to be taken home, as long as there is another master copy.

Hints for using self-accessed materials

You should:

- state the aim of the task clearly
- make sure the instructions for use are clear
- laminate materials if possible
- provide a variety of task types and vary and integrate the modes (reading/writing/ speaking/listening – with oral, written and visual support)
- provide answer keys for materials where appropriate
- include “learning to learn” prompts and chances for a variety of self-assessments
- provide opportunities for feedback from a teacher

Guided use of self-accessed materials should be linked to the goals of the IPP’s (Individual Programme Plans) in each subject. Remember to avoid “one-off” disconnected “activities”. You need to keep scaffolding the learning.

You could:

- put up charts with several suggested pathways for learners to follow (linking tasks either horizontally to connected tasks at the same level, or vertically, to similar tasks at increased levels of difficulty)
- provide each learner with a manila folder for self-accessed work, in which s/he keeps a learning log, or a learning profile, which shows the links to the IPP for the term.

Hints for developing self-accessed materials across the modes

Listening:

- dictated writing (from a tape) – on curriculum topics – either in full or as summaries
- minimal pairs – on tape – to write down and check against an answer key (e.g. hair/ here)
- stressed words (writing down) from a spoken text (as indicators of main ideas)
- listening cloze texts
- information transfer tasks
- graphic outlines – completed from a spoken text
- picture or text sequencing (from a spoken text) – e.g. a life cycle
- summary of a news broadcast
- reading support from listening to Choices and Selections tapes/CD Roms and Journal tapes – selected for curriculum topic support
- video segment (1 or 2 minutes) with sound off and write down – what, where, who sentences and what they are saying. Listen again and check predictions.

Speaking:

- pair tasks – using Spot the Difference pictures e.g. different animals/plants in same species, different people from a literary text (Could also be a writing task)
- reading poems onto a tape
- pronunciation/vocabulary practice – word lists from topic areas and general usage words (peer tested)
- games for language learning, including commercial board and card games
- computer based speaking, using the microphone record option with programmes.

Reading:

- reading cards (with scaffolded tasks) (content across the curriculum!)
- intensive and extensive reading logs
- reading for content and language awareness – make language focus explicit – e.g. reading to understand pronouns/verb groups/different types of nouns/adjective order etc.

Writing and general skills:

- copying (content area texts) at early phases of learning
- punctuation tasks, with explanations of why marks are used, using content area texts, so that you maximize learning. (Students could process the material as a one sentence summary, or pose a question about it for the next user to answer)
- spelling programmes (also using the computer, which keeps a record of individual progress)
- writing cards with guided tasks using models and frames
- free writing tasks (and self-editing sheets).

Conclusion

Self-accessed learning can be provided in a number of manageable ways on a large or small scale.

Students can develop learning independence by being asked to bring in their own materials for reading task development, using vocabulary acquisition strategies in a range of classes and showing their vocab logs, trees, etc., and learning to develop their own graphic outlines with the support of structures like the 3x4 grid.

Collect and develop materials as a departmental team or syndicate, using principles shared across the school and allocate the materials to a year or learning level to avoid repetition.

You will never “cover everything” by providing self-accessed learning materials. However, you can provide models of typical tasks and materials to support learners with additional learning needs and build their confidence and understanding of the curriculum. You can also extend learners with special strengths.

Self-accessed materials can enhance learning for all learners! The next page provides a sheet for learners, explaining the ideas of learning to learn and self-monitoring. (It could be copied and distributed to students)

Student explanation

What is self-monitoring? What is Learning to Learn?

Self-monitoring your own learning means checking to see how you are managing as a learner. It is another way of saying “learning to learn”. You can self-monitor your own learning by such things as:

- asking questions (to the teacher or to yourself)
- using a checklist

You should self-monitor at three different times:

- before you start a learning task (such as reading or writing something, or speaking or listening to someone)
- while you are doing a learning task
- after you have finished a learning task

You need to check if you understand:

- what you are learning about
- what you are learning how to do
- which is the best way (or strategy) to learn and to remember what you are learning about and what you are learning how to do

If you want to learn, you need to ask yourself questions and use lots of ways to understand and remember what you need to learn. There are many different ways you can check on yourself.

What is self-accessed learning?

Self-accessed learning is learning by yourself. You may have help for some of the time, but usually you will be working on your own, or perhaps with a partner, but with not much help from a teacher. You are learning independently.

Self-accessed learning is linked to self-monitoring or “learning to learn”, because you have to keep checking with yourself to see if you understand what you are doing and if you are working at the right level. The right level will be “not too easy” and “not too hard”.

A lot of your self-accessed learning will be done at school. In the classroom you may be either

- using specially prepared work from the teacher or
- choosing work at your level from a classroom learning centre.

You may also be working at a homework centre at school or in the school library at lunchtime.

Some of your self-accessed learning away from school may be

- at the local library
- at home, using the internet or other resources

You might use

- books and worksheets
- videos/DVDs/digital resources

If you have not had much time at school, or have trouble learning things, you need to get better at “learning to learn” and at self-accessed learning. It pays off!

Other ways to support students

Here is a checklist of basic classroom procedures and resources in addition to the information on self-access and self-monitoring.

Procedures

- Instructions should be written clearly on the board not just given orally.
- Explain the value of group and peer work and discussion and train students in how to interact.
- Give direct teaching on how to research and do assignments (give models and examples).
- Allow textbooks/readers to be taken home; bilingual/home tutors and parents need these.
- Give students time. These students need teachers who understand that they have missed schooling, that they are working hard to catch up and who believe that over time they will definitely improve. If the teacher loses hope in the student's progress the student will lose faith in him/herself.
- Set extra homework related to the day's lesson: students are keen to catch up by working each night at home. Homework must be marked and clear critical comments should be made.

Resources:

- a clear type, large print English learner dictionary for early phase learners and a student's English dictionary with contextualised explanations, and other reference texts such as a Junior Thesaurus, Dictionary of Idioms.
- bilingual dictionaries (with glossaries in subject areas if possible)
- word lists (topic related) to study prior to studying the topic
- wall charts of key concepts or information – number tables, Periodic tables, maps of the world and New Zealand
- a large range of texts on curriculum topics at a range of reading levels, from beginner to advanced reading levels. Note: Secondary subject classrooms should have these types of texts, not just rely on the ESOL teacher to provide them!
- ESOL on-line, *Te Kete Ipurangi*

Example of a Learning Support Structure

The **4x3 grid** is a structure to support thinking. It can be used at any level, with any sort of text, in any subject with all sorts of different headings. Here is one example. Students record in note form.

3 main ideas	3 most difficult words	3 new things I have learnt	3 questions I have about this text

The **Metacognitive Monitoring** Sheet is one example of a set of strategies which can be applied to learning across the curriculum.

The **Independent Learning** Sheet is an example of how to help students learn at home.

Metacognitive Monitoring:

10 ways of remembering what you want and checking your own understanding

Invisible words (Disappearing definitions)

Write down what you want to remember, then gradually rub out a word or a phrase at a time and say the whole definition to yourself, putting in the missing phrase or word, until the whole definition is rubbed out and you can say all of it from memory.

Ask yourself – how much have I remembered?

Useful for short factual definitions of key ideas and technical terms.

I will use this for:

Mind maps

Practise making mind maps of key information or stages of a text you want to remember or produce. Make sure your mind map is organised into sections, each with a sub heading. Make this mind map several times, so you can do it in two or three minutes inside the exam room as soon as you read exactly what the question in the paper wants you to do.

Ask yourself – how much have I remembered?

Is it organised well?

Useful for topic summaries in many subjects.

I will use this for:

Graphic outlines

When you are rereading your notes, or a piece of literature, or remembering a film, divide your revision page into sections and make brief summary notes under each section or stage of the text (such as stages of narrative or argument). For example:

Useful for understanding and remembering longer texts (e.g. in English) and whole topics in science/ geography/history.

I will use this for:

Topic _____
Paragraph 1/Opening point/Main purpose

Reasons/Supporting details-facts-dates/Shown by

- 1.
- 2.
- 3.

Paragraph 2/Causes/main event/s

- 1.
- 2.
- 3.

Finish your outline and write it out more than once!

Record/organise your outline in some sort of order – e.g. chronological (order of time) or reasons, causes, effects and ensure you have mentioned participants (people, countries, natural forces, etc)

Ask yourself – how much have I remembered and understood?

Mnemonics

Make up a word or phrase, or series of letters, so that each letter reminds you of something you want to remember, e.g. in music “Every Good Boy Deserves Fun”. EGBDF is the order for ‘reading’ the music notes on the lines in the treble clef. You may have other words/phrases, rhymes to remind you of information in other subjects e.g. SEE – Statement, Explanation, Example to help you in writing short answers or essays
Ask yourself – how much have I remembered?
Did I remember it accurately?

Useful for short reminders / important facts.

I will use this for:

Key images and key words

Think about the text you have read (notes or information you want to remember – in any subject area). Practise drawing a sketch (a rough picture) of an idea in the text – e.g. in “Beginning of the Tournament” a marae or a hockey stick: in the natural disasters geography topic, draw an outline of a volcano. Inside this sketch write as many key things as you can remember that will help you answer either a question, or recall key facts about a topic in separate boxes inside this volcano. Don’t just do this once! Do it several times and time yourself, so you can get lots of information inside your image in two or three minutes.

Useful for topic summaries in many subjects.

I will use this for:

Ask yourself – how much have I remembered?

Peer testing (aural/listening and checking)

When you have your information/notes, find a partner who is studying the same topic or subject as you are and take turns to ask each other questions and check the answers from notes. Make sure the answers are accurate! Do this several times, since each time you do it, you will remember the information better and understand it more.

Useful for remembering and understanding information in many subject areas.

My peer tester will be _____ person
for _____ subject
we will plan to test _____
on _____ at _____ day / time

Comment codes (for your own notes)

Use a pencil to write Comment Codes in your notes. e.g. M=main idea, D=detail, R=reason, C=cause, E=effect, KTA=knew this already, DF=don't forget. Give yourself a tick when you have really understood or remembered a main idea. Make up your own codes so that you are thinking as you read and revise, not just letting it wash over you without really concentrating! Rub the codes out when you have revised once and do them again when you go back to your notes to reread them.

Useful for checking that you really understand notes, or for making you realise that there is something you don't quite understand – helps you concentrate

I will use this for:

Time trial

Put your watch or a clock in front of you and think of a topic, or choose an old exam question. Give yourself exactly 5 minutes to write out everything you can in the given time, then go back to your notes and see what you've left out. You could practise doing this with a friend, to see who could write down the most (relevant) information.

Useful to stop you wasting time in an exam, because you get used to writing quickly and recalling information fast.

I will practise doing this for _____ subject
for _____ amount of time
on _____ which days

Remember to organise your revision time so that you study subjects in a cycle - in the order of the tests, not just one subject at a time, but some of each subject, each day.

Highlights

Highlight different sections of your notes in different colours; e.g. causes of a situation in one colour, all actions, actions/events/descriptions relating to one person in one colour, or all major ideas in one colour and details relating to that idea in another colour, stable and unstable elements (science) in two different colours etc. Be thoughtful! Ask yourself – have I understood the connections between these ideas? Have I separated main ideas from supporting details?

Useful for understanding relationships between ideas, connecting one part of an answer / text / topic with another part - showing differences etc.

I will use this in each subject, each day.

What other ways of remembering things have you found helpful?

- making up a rap
- record and play back
- putting information on different coloured pieces of paper

Which strategies are best for which types of information in which subjects?

How have you planned your study schedule?

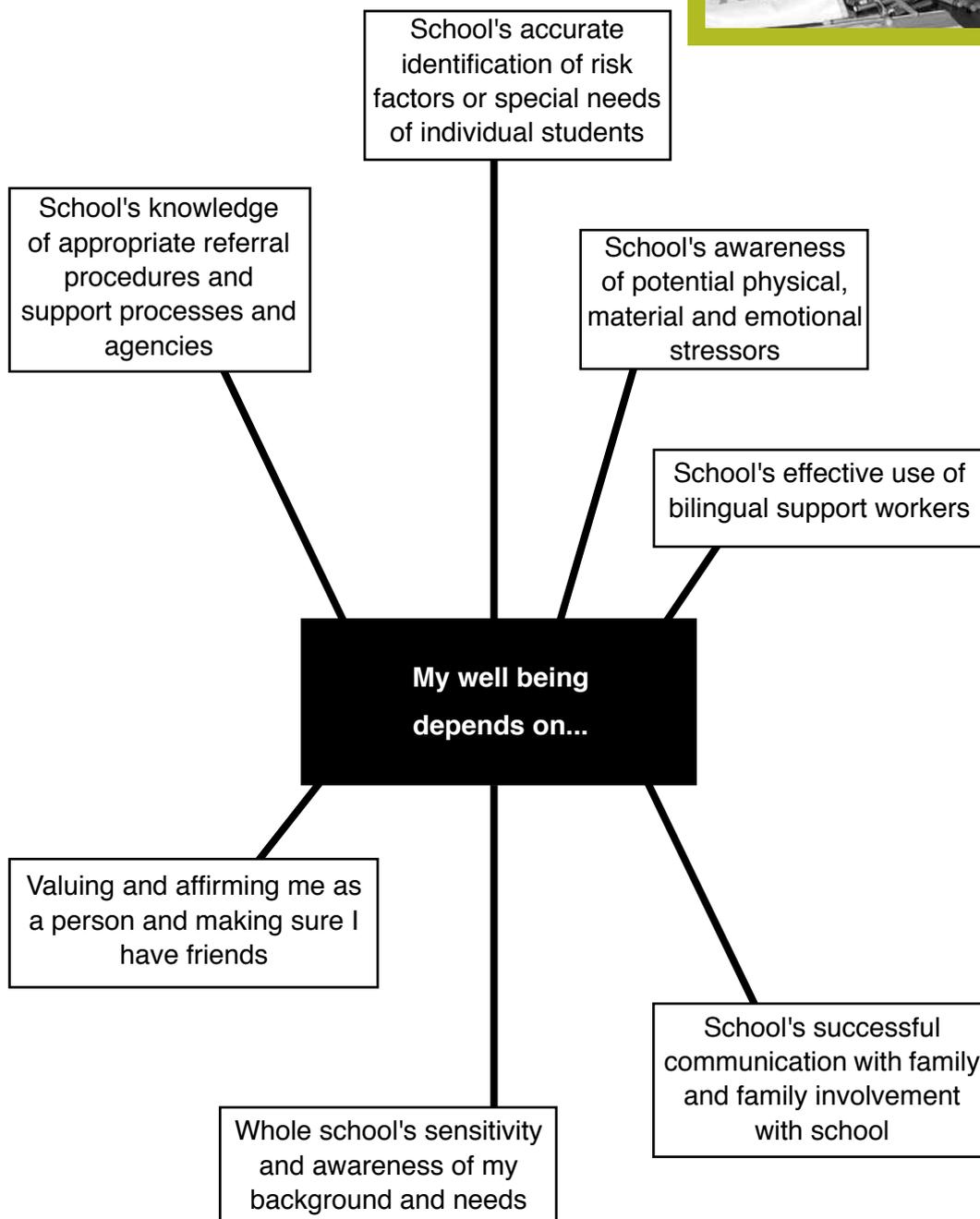
Have you planned to turn off the radio or TV while you are studying?

What helps YOU?

Remember! Learning is active not passive.

The internet is a really good place to find more information on graphic outlines, and other thinking and study tools.

Section 4: identifying and managing at-risk students



Meeting the social and emotional needs of students

There are many social and emotional needs that need to be met for all students. Students from a refugee background in particular, however, are likely to have additional needs as a result of both pre-settlement and re-settlement trauma and stress. Pre-settlement factors are those which affected students prior to their arrival in New Zealand. (see Section 1). Re-settlement factors are those which are on-going areas of risk or stress at home or at school which affect students.

In spite of good preventative policies and support in school, some children will require more attention because they are not learning or because of their behaviour at home or at school. Early assessment of children with difficulties in behaviour or learning is important to ensure that the children make maximum progress at school and to ensure that they receive appropriate and adequate support.

Student profiles

Each student should have a profile on record. This can be built from a number of sources, including the *Knowing the Learner* sheet, (see Section 2), on-going discussion with the students, other agencies' reports, records of progress and support interventions, teacher observations and family discussions. A possible profile template can be found on the next page.

Profiles should be:

- managed by the school's refugee co-ordinator
- kept in one place for ease of appropriate access
- regularly reviewed and updated
- used to provide a coordinated approach to meeting the needs of the refugee students in the school

Identifying stresses

The factors that may result in stress for students may be in one or more of the following categories which may overlap: cultural loss, material deprivation, mental/emotional health, physical dislocation, physical trauma/health, family issues.

A checklist to help assess which apply to the individual student and to monitor how these are being addressed is part of the profile on the next 2 pages.

Removing or reducing stresses

It is important to remember that stresses may be caused by a number of factors. The causes of students' distress or challenging behaviours must be carefully determined, and where possible cross checked with the perceptions of a **bilingual support worker**. Teachers may make inaccurate assumptions or judgements about students' behaviour without this careful investigation.

There is seldom one simple link between a symptom and a cause of distress. For example, aggression may be related to many of the factors above such as confusion and frustration in school, desire to protect a peer or sibling, past experiences of violence, domestic violence or abuse, anxiety, lack of knowledge about how to relate appropriately to adults and peers in the new context. The possibility of direct or hidden bullying or other harassment at school should always be considered. Creating and maintaining a safe and supportive environment is a whole school responsibility.

Indicators of stress in students

Children may show stress in a number of ways. What should alert us to the fact that a child might need additional support? Indicators include one or more of the following.

- The child is learning more slowly than other comparable learners in all areas of the curriculum, and is failing to meet the targets established through the Individual Programme Plan (see Section 3)
- Attendance problems – lateness, may have frequent absences from school or be missing classes, or may drop out of school
- Social issues – difficulties in making or keeping friends, withdrawn, isolated
- Behavioural difficulties – aggression and anger outbursts, disruptive behaviour, failure to follow classroom rules, inappropriate interactions with opposite sex
- Mental health issues – poor concentration, restlessness, inability to follow classroom routines, over anxiety, clinging
- Physical problems – bedwetting, poor bladder control, extreme tiredness

Adapted from *Into the Whirlwind* by Naomi Richman Trentham Books 1998, Westview House

Assessments and reports

All assessments for identification of needs and possible referrals should be done in conjunction with bilingual support. See page 9 for a job description of a bilingual support worker.

Reports should:

- describe the circumstances and academic and emotional needs of the student
- identify the issue and stresses for the student (at home and school)
- develop a plan to address the issues and some strategies to ensure the plan is followed through

<p>Record of school contacts</p> <p>Our school refugee co-ordinator is _____</p> <p>Student profiles are kept _____</p> <p>Other school staff to contact for social/emotional support:</p> <p>_____</p> <p>Our bilingual support workers are:</p> <p>Name: _____ (community and language) _____</p> <p>Name: _____ (community and language) _____</p> <p>Name: _____ (community and language) _____</p>
--

Student: _____

Date: _____

<p>Checklist: indicators for at-risk students</p>	<p>Dated comments / checks</p>
<p>Cultural</p> <ul style="list-style-type: none"> • cultural dislocation (loss of language, familiar culture and religion) and difficulties in acculturation • harassment (religious or racial) at school or in the community 	
<p>Material</p> <ul style="list-style-type: none"> • financial stress, difficulties in meeting school and life expenses • changes in socio-economic status • inadequate or overcrowded housing 	
<p>Mental/emotional trauma</p> <ul style="list-style-type: none"> • loss of caregivers, friends, relatives • exposure to war zone, sudden loss of home • experience of abuse (physical, sexual, rape, torture) • direct active participation in fighting • mental health issue 	
<p>Dislocation</p> <ul style="list-style-type: none"> • in refugee camp for extended time (2+ years) • internal dislocation in own country • frequent or on-going relocations before and /or after resettlement, including schooling 	
<p>Physical health (impacting on learning)</p> <ul style="list-style-type: none"> • permanent injury or disability (hearing loss, vision impairment, brain injury, scarring, loss of limb or movement, poor dental health, malnutrition effects) • inaccurate age documentation • on-going health issues – e.g. TB 	
<p>Family stresses</p> <ul style="list-style-type: none"> • no guardian • not with birth family/usual caregivers • caregivers not of parental generation • low educational level of caregivers • caregivers with mental health issues • taking on family responsibilities/adult roles (interpreting etc) • family violence • no longer with family of original arrival in NZ • financial stresses 	
<p>Educational</p> <ul style="list-style-type: none"> • no schooling (no literacy in first language) • interrupted schooling • schooling not in mother tongue • no time at Centre for Refugee Education (Mangere) • challenging behaviour – avoidance of work • withdrawn behaviour • poor progress – cognitive delay? 	
<p>Social interactions</p> <ul style="list-style-type: none"> • developmental social level below peers • isolated in class • not participating in school activities • no effective relationships with peers/friends • difficulties with opposite gender 	

Recommendations for action:

Referring students for additional assistance

What do we do if we identify a need or an issue for a student?

The school needs to know:

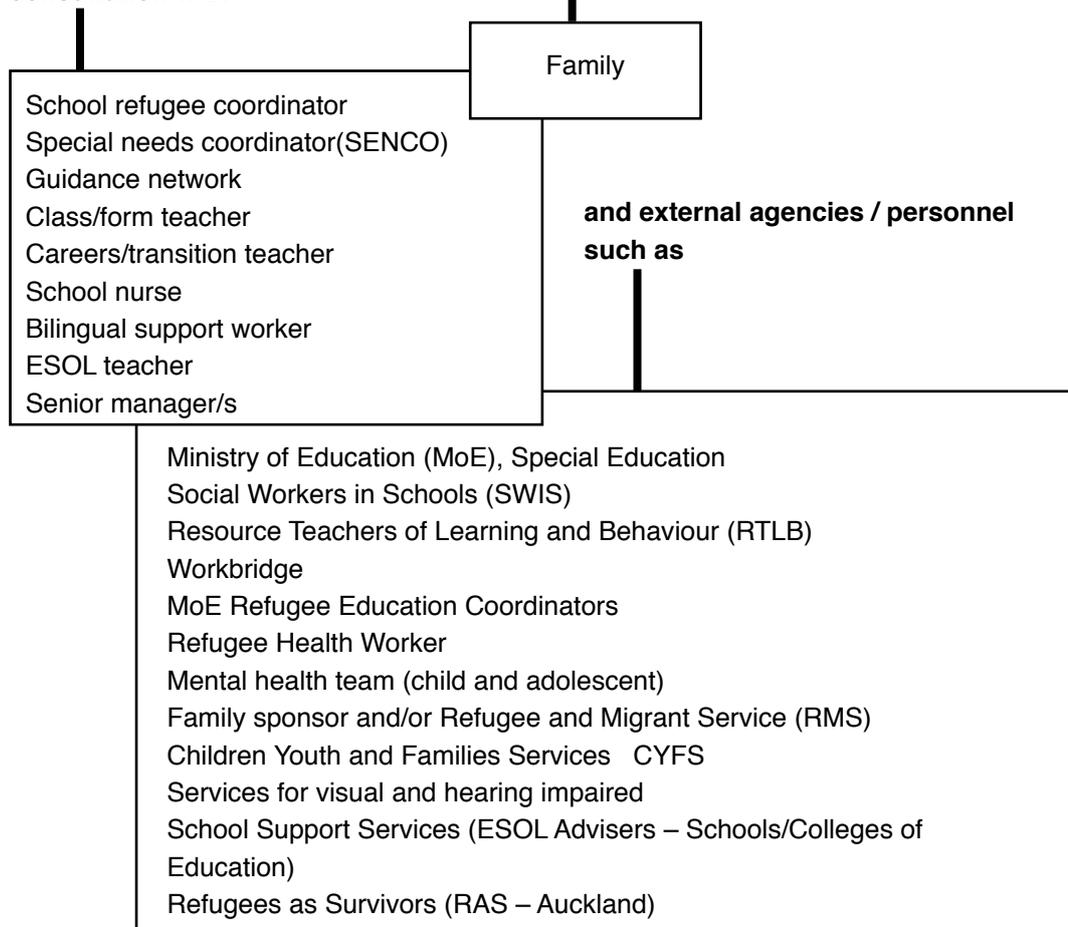
- what types of support are appropriate
- how to provide this support within the school

OR

- where and how to make a referral or a request for additional support

There are many levels at which schools need to support students. The approach which the most successful schools use is holistic. This means that the whole student is taken into account and the whole school develops and uses systems and approaches which address the needs of the student at every level. It also means that the refugee coordinator in the school is aware of the different types of support available for different levels of need.

School personnel who might be involved in meeting individual needs in consultation with



It might be useful to make up a chart of these people and agencies, and fill it in with the local contact names of the agencies you might get support from. There is a lot of help available!

Who can help with what?

This model of three different levels of need describes what types of support the school can be providing and accessing at each level. There are also print resources listed in each section of this booklet.

The following page explains the protocols for accessing additional assistance from the Ministry of Education, Special Education, in particular for schools enrolling students from a refugee background for the first time, or those who would like to review their procedures and update new staff on meeting the needs of students from refugee backgrounds.

A checklist

Level 1 Main needs – ESOL main focus + general adjustment and on-going support at school

<p>School provides:</p> <ul style="list-style-type: none"> • staff preparation/on-going professional development • student orientation programme • peer support • accurate assessment • a student profile • an individual programme plan • ESOL programme • possible bi-lingual tutor and a support worker • pathway planning support and mentoring systems 	<p>Assistance available from:</p> <ul style="list-style-type: none"> • Refugee Education Coordinator (MoE) • Special Education (MoE) • ESOL Adviser • internal experts in school • Careers Service • SENCO (primary/intermediate) • School Refugee Co-ordinators • Guidance Counsellors
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Level 2 Main needs – ESOL + moderate additional needs – (learning and behavioural - some health needs)

<p>School provides:</p> <ul style="list-style-type: none"> • a risk or needs assessment and report • a bilingual special needs assessment (in consultation with RTLBs) • a behaviour/learning plan • a social skills training programme 	<p>Assistance available from:</p> <ul style="list-style-type: none"> • Flexible Funding Pool (MoE) • Refugee Education Coordinators (MoE regions) • School Support Services (Schools/ Colleges of Education) • Resource Teachers of Learning and Behaviour (RTLBs) • Social Workers in Schools (SWIS) • Health agencies
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Level 3 Main needs – ESOL + high needs – severe and challenging behaviour, high mental health needs/trauma, physical or cognitive disability

<p>School provides or accesses:</p> <ul style="list-style-type: none"> • a bilingual special needs assessment • a record of concerns/incidents and interventions to date • health records 	<p>Assistance available from:</p> <ul style="list-style-type: none"> • Special Education (MoE) • ORRS (on-going resourcing) • Mental Health teams (Hospital Boards and other agencies) • support agencies for the hearing and visually impaired (in addition to support from Levels 1 & 2)
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Protocols for Assisting Students from a refugee background: Ministry of Education, Special Education (Protocols are available from Refugee Education Co-ordinators)

The Ministry of Education, Special Education has developed a set of protocols for assisting schools with the needs of students from a refugee background. The first two protocols correspond with the first level of needs of students from refugee backgrounds. The third protocol corresponds with the moderate and high levels of need.

Protocol 1 aims to support the orientation of students to New Zealand. It describes the procedures for supporting **quota students** from a refugee background and their families at first point of entry to New Zealand.

Protocol 2 aims to support students whose ability to learn may be affected by their experiences, either pre-settlement or after re-settlement. It identifies the whole school support available for schools receiving quota students from a refugee background. Under Protocol 2, Special Education personnel are available to:

- conduct staff meetings to provide information on the needs of students from refugee backgrounds
- help schools identify potential triggers for trauma
- help schools review their policies and procedures (as described in Section 1)

Protocol 3 identifies the reasons for referral of individual students for specialist assistance from a variety of agencies.

Schools who wish to access support through Protocol 2 or 3 should contact either Ministry of Education, Special Education or the local Refugee Education Coordinator (MoE)

Case Study

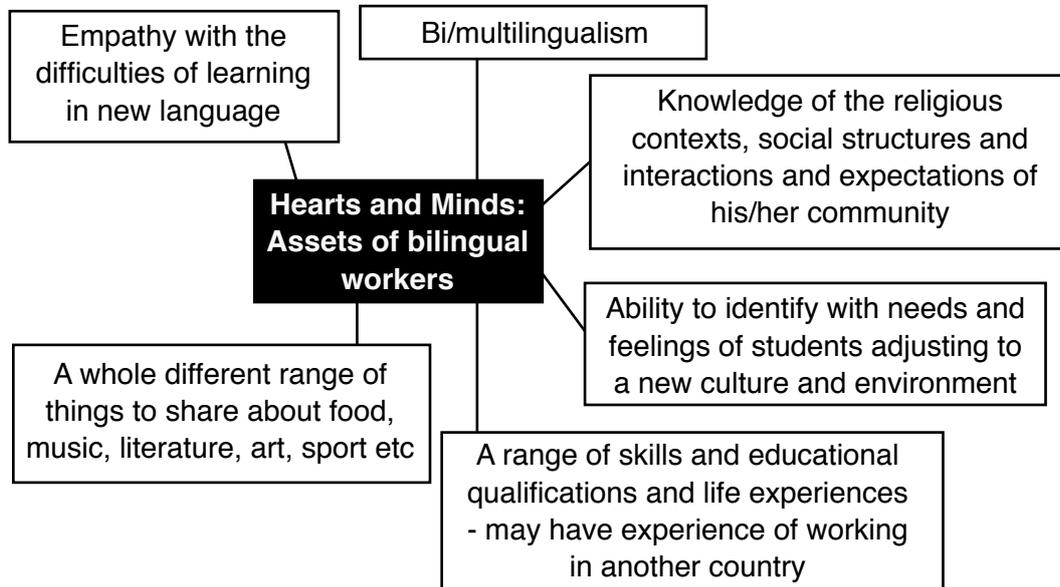
Background: P is a 9 year old Afghan boy, born in Pakistan of refugee parents and separated from his siblings at age 4. He has a dysfunctional, fragmented family and past trauma includes physical violence. With little peer contact and frequent moves, he has poor social skills. He had no prior education or exposure to English before arrival with his mother only. The family have little contact with their community in New Zealand. He was introduced to school routines and the education system at Mangere Centre for Refugee Education.

At school: P is the only refugee student in the school and has had adjustment difficulties. The school had limited understanding of his academic, social and emotional needs. He was placed in a junior class to meet his learning needs, but had no contact with age peers. The school seemed to expect refugees to fit in and be grateful for their new lives. There was no positive family contact with the school other than complaints about his behaviour.

Behaviour: P demonstrated aggression to teachers and children, running away, defensiveness, lies, isolated playground behaviour, anxious habituated behaviours (hair pulling and skin picking) possible post traumatic stress, nightmares, bedwetting, avoidance of non-preferred tasks, refusal to stay within behaviour boundaries at home and school, poorly developed concept of others, resistance to mother.

Plan to address needs: School called on Ministry of Education, Refugee Education Coordinator, (REC) initially to ask for child's removal from school. REC arranged a meeting with mother and school to describe concerns and behaviours, with an interpreter. Special Education worked with school and family to target behaviours to change and to monitor playground behaviour. IEP set up, with RTLB contact as well. School staff meeting on refugee needs with Special Education and REC. Situation recognised as being at Level 2, using Protocol 2 and likely to need long term monitoring and support for both school and child.

Bilingual support workers: roles, requirements and job descriptions



There are many reasons for employing bilingual support staff.

Bilingual support staff have a number of distinct assets.

- They understand what it is like to have to develop a dual identity – one part of which has to maintain their places in their own communities and one to take a place in the community to which those born outside New Zealand need to acculturate.
- They are able to mediate learning for those students with whom they share a language.
- They can smooth the communication pathways not only between the parent/caregiver community and the child and the school but also within the school.

This can mean:

- giving explanations of school systems, curriculum and assessment, learning pathways, extra-curricular activities and behavioural expectations to the parents/ caregivers
- anticipating or ensuring early detection of school based problems with or for students, so that problems can be averted or minimized
- picking up early warning signs of emotional problems and working with school guidance personnel to support students
- suggesting culturally appropriate resolutions and/or negotiating with specialist referral agencies
- sharing cultural information about the community with the school, at mini professional development sessions
- working one to one or in small groups with students to support social, emotional and academic development
- helping maintain effective school-community communication

Suggestion. Take the time to do a skills inventory with bilingual support staff – many are likely to have hidden or undeclared talents.

Differences between bilingual tutors and bilingual support workers

The roles of bilingual tutors and bilingual support staff are distinct, even though they may in some cases be the same person. The main role of a bilingual tutor is to help students with their learning in and through English. The role of a bilingual support worker is to help with student – school – community liaison. There will be times when there is considerable overlap, but a tutor's time should be focussed on the classroom.

Selecting and appointing bilingual support workers

Bilingual support workers must:

- have the confidence and trust of the community – i.e. have the mandate of the community
- be able to respect the protocols of confidentiality
- have the skills to interact with the educational and wider communities
- be able to determine when and where to refer students when appropriate, in consultation with the school and family when necessary

Appointments should be advertised and interviews conducted. Hours, holidays, and rates of pay should be clearly specified. Conditions and a job description as well as protocols of operating should be written down and discussed verbally prior to appointment.

Basic requirements for working in a school

On initially joining the staff bilingual support workers need:

- induction, befriending
- formal introductions to whole staff and individually to key personnel, senior management, RTLB, different teams in school, BOT, PTA
- a negotiated job description and clear lines of responsibility and reporting
- clear explanations of school systems (rewards/discipline procedures)
- opportunities to observe typical classrooms in a variety of subject areas

At later stages bilingual support workers (and tutors) should be considered for and included in professional development opportunities.

Bilingual support staff also need:

- access to copies of whole school timetable
- a workplace – including a room to work with students at arranged times
- copies of school calendar (special events, PD days etc)
- access to copies of relevant school policies

Supportive ways of working

- Set up an email loop with workers from different area/schools.
- Set up a telephone chain for important school and community meetings.
- Meet regularly in a cluster with the local MoE Refugee Education Coordinator.

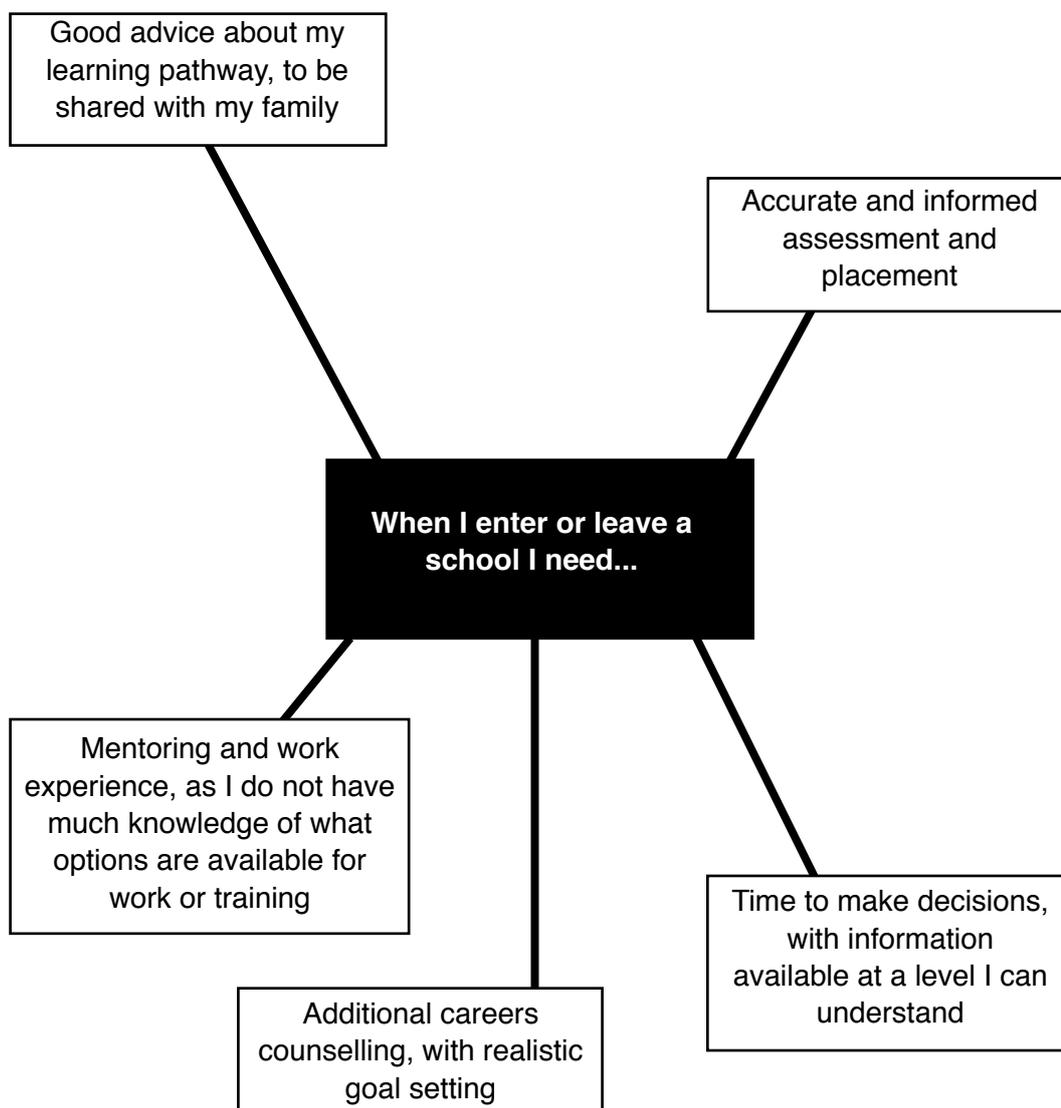
Identifying and responding to needs: working with guidance personnel

Many teachers in charge of students from a refugee background at primary and intermediate schools, and guidance staff at secondary schools have noticed that students from refugee backgrounds may not access their assistance very readily. The reasons for this can be quite complex. The counselling model is unfamiliar to some students, and they may hesitate to seek help for many reasons.

The questions that need to be asked in order to support students' social and emotional needs might be those such as the following. In finding answers to these, schools will have to consider the cross-cultural competencies of their own personnel, possible resource people from the refugee and host communities and bilingual support workers. They may also need to draw on from the professional education sector – counselling associations, School Support Services, and Special Education personnel with experience in working with students from refugee backgrounds. Some of the answers can also be found by referring to other sections of the Refugee Handbook.

Questions	Possible responses
<p>How can guidance staff create opportunities to build students' trust and confidence as a source of help?</p>	<p>Introduce yourself to the students. Take the opportunity to talk to them in passing. Approach them to ask if they're alright, rather than waiting for them to come to you. Build your own cross-cultural capital and know about the backgrounds of different groups. Learn a greeting in their language.</p>
<p>What sorts of manifestations of problems might we see and when do we know if they're serious?</p>	<p>Check the indicators. Discuss the issue with experienced specialists. Avoid making assumptions. Build your own expertise through research. Work with the bilingual personnel.</p>
<p>How do students from a refugee background and other marginalised groups present with issues which might need the combined expertise of guidance and bilingual staff to sort out?</p>	<p>Discuss the issues and test your perceptions with people from the student's cultural background. Hold small group discussions with groups of students from the culture to raise the issues. They are often very perceptive and many have stated their preference for working on these issues in small groups, rather than individually.</p>
<p>How do we know whether a problem is related to learning stress, emotional stress, external stress or a combination of two or more?</p>	<p>Spend time talking to the students, gathering information from a variety of sources and observing the student in different settings.</p>
<p>What are some ways to "put out small fires" (deal with problems before they become too serious)?</p>	<p>Ensure that school policies and procedures promote the physical and emotional safety and happiness of students at school. Display the photos of people students can go to if they have a problem. Train peer mediators and anti-harassment student leaders.</p> <p>Work with the school to familiarise the parent communities with ways of operating in New Zealand culture, to anticipate issues that may arise and to understand their viewpoints.</p>
<p>What do we do if we suspect a serious problem?</p>	<p>Know who and when and where to make a referral. Access bilingual help if possible.</p>

Section 5: Planning for transition from school



Transition points – Pathway planning – Leaving school

There are several points of transition for students from refugee backgrounds. These are:

initial entry to school

This may be as a new entrant five year old, when they will still need additional support, or as an older student beginning school in New Zealand for the first time. The Ministry of Education has publications in a range of languages to help families understand the school system. Other types of support have been referred to in other sections of this handbook.

change of school during the year

Many students also move schools several times, as accommodation or circumstances dictate. These students will also need careful assessment and monitoring, as evidence suggests that students who are transitory are at higher risk of educational failure.

Schools will need to take extra care to ensure that the fundamentals of literacy and numeracy have been established, (see Section 3) and that each student's individual programme plan addresses his or her particular needs.

primary to intermediate or intermediate to secondary

Almost all students moving from one level to another experience anxiety as they enter an unfamiliar environment. Many studies suggest that moving from primary to intermediate (Year 6 to 7) and from intermediate to secondary (Year 8 to 9) poses risks for a number of students. As the students move up these year levels, the systems become more complex.

Risk factors for students may include:

- students having to deal with a number of different teachers during the day
- communication systems in the school becoming more complex, so important information about the learner may not reach all teachers
- students having to make choices about which subjects/options to take
- less flexibility in the system to recognise and allow for learning delays and more pressure to cope in the mainstream with inadequate support
- fragmentation of learning and long gaps during the week between classes in each subject, with few opportunities for recapitulation

Schools need to take extra time to ensure that students understand new systems and that families are included in the information sharing.

moving into senior secondary school

Students from refugee backgrounds will often need much more support when choosing subjects for senior school qualifications. They are likely to need careful direction and guidance about the long term effects of choices made in Year 11 (the first year of NCEA). Many students may need an additional year to gain credits (unit standards or achievement standards) at each level. Careers advisers, deans and other personnel who provide this advice and guidance need the knowledge about the learner and the skills and perception to find the right balance between realistic and unrealistic expectations of the students. Choices about training and education need to reflect the capability and potential of the student.

leaving school

Many students from refugee backgrounds leave school for further study or training. It is very important that they receive good advice about their entitlements so that they do not enrol in expensive private courses with few real prospects of successful completion or of gaining employment.

career planning

Schools will benefit their students from refugee backgrounds by liaising with the local Refugee Education Co-ordinator from the Ministry of Education for information on supporting career and pathway planning.

Issues in careers guidance

How do we identify students from refugee backgrounds who need help and assess what level of direction is appropriate?

These students may need:

- more seeking out (i.e. more encouragement and time to see the careers adviser)
- greater direction in making choices, as many are not used to choosing for themselves
- extra help to go to interviews, reminders to send in information by due dates, help with covering letters and filling in other forms, managing student loans and eligibility for allowances

How do we create time for individual and group careers counselling and for building student profiles and for coordinated monitoring of school programme choices to ensure coherent pathways are followed?

Advisers need to:

- coordinate and monitor subject choices and pathways for students and review these regularly in conjunction with IPPs (individual programme/career plans)
- ensure that there are personnel available to explain careers databases and jobsearches on line as these are difficult to access and comprehend for students with low levels of literacy
- create regular opportunities for small group discussion and information sharing on what type of jobs are available and how to train for them – in conjunction with a bilingual support worker or tutor

How do we involve the caregivers and families?

Families/caregivers need:

- comprehensible information about training/education options, with access to information through their first language
- alternatives to conventional careers evenings – may be able to support adult community as same time as student community through community meetings, or translation of information into community languages

How do we help students to develop the interpersonal skills needed for employment?

These students often have few interactions with the wider community outside school and may need additional support through:

- social skills training for interpersonal interactions and building up cultural knowledge to support acculturation
- quite explicit modelling and access to training videos or CD ROMS for workplace oracy and literacy (For information on these resources, contact the ESOL adviser at the College/School of Education)

How do we access useful networks and additional support?

There are many options for setting up mentoring systems, and for approaching service agencies for sponsorship and support. These include those such as Rotary, Zonta, BPW, Lions, Federation of University Women, ethnic community networks, community grants etc. Setting up a local data base to be shared by a cluster of schools is useful.

Hopes and dreams

There are many additional difficulties and demands facing students from refugee backgrounds. Decision making itself can be stressful for them and their families as they seek to establish their futures. Moreover, as many of the adults are unlikely to find full time permanent work, the students carry the burden of the hopes and expectations for the next generation and the responsibility of future for their parents' generation.

Advisers need to be aware of the typical psychological cycle for those seeking education and employment in a new country.

Typical stages in exploring education, training and employment options

Fantasy – unrealistic hopes/expectations based on lack of information about educational pathways or the job market or entry criteria, or over-confidence in own skills.

Tentative – based on experiences of others and the beginnings of understanding training requirements and careers possibilities in specific fields.

Realistic – based on taking into account own skills/attributes, job market.

Advisers need also to be aware of possible barriers to training and employment for both students and their parents, so that these can be anticipated and addressed through careers education and counselling and informal support if possible.

Barriers to training and employment:

- low educational levels, low English levels
- lack of accurate information about possibilities/options
- inadequate job search skills
- lack of knowledge about the workplace
- psychological factors and personality factors
- course costs and travel and living costs while training

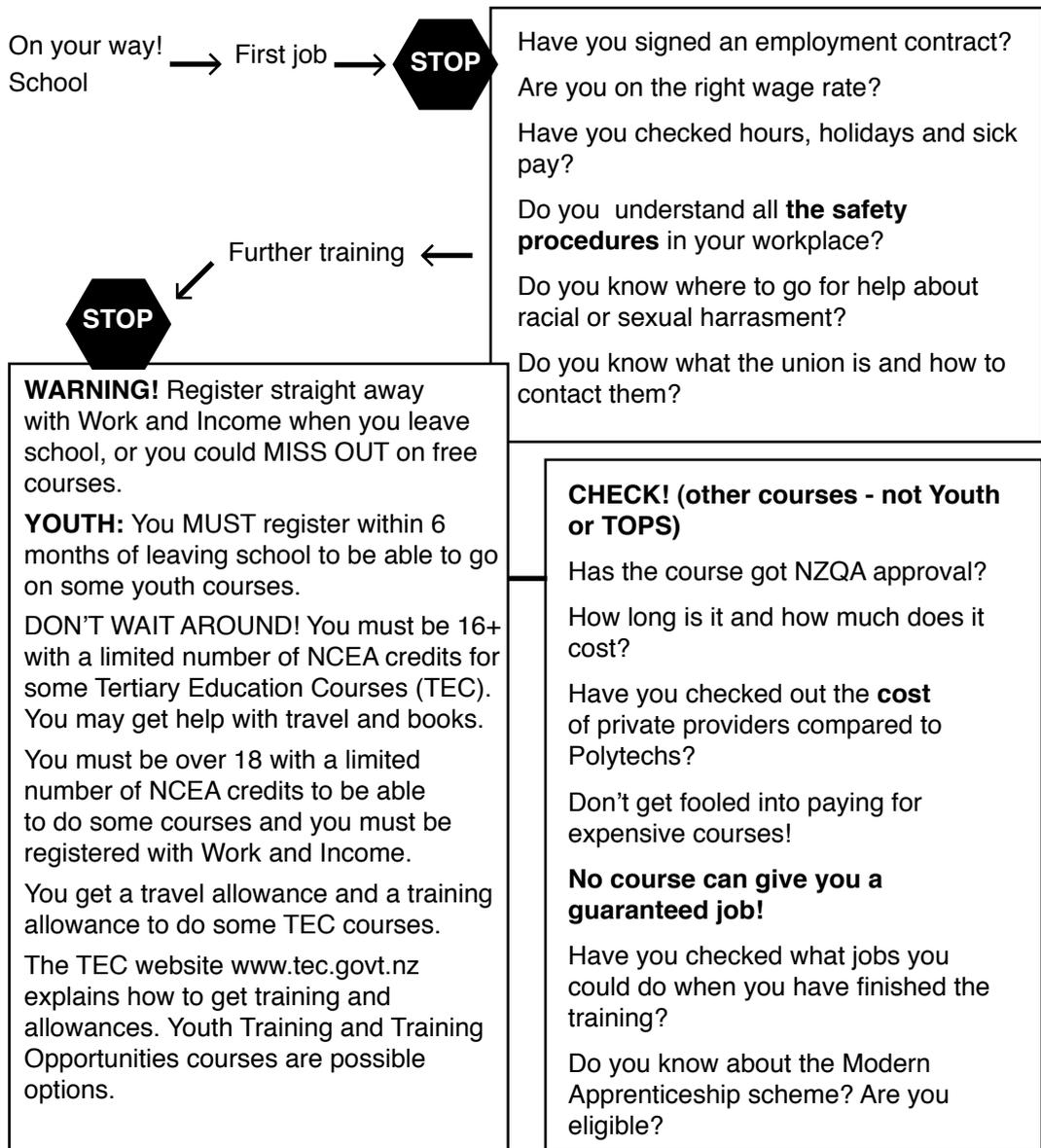
In addition adults may also experience:

- despair and guilt, uncertainty, depression, low self esteem mixed with hope and determination to create a future for their children
- greatly reduced job status and forced adjustment of expectations
- on-going stresses of cultural adjustment, language challenges, family tension, financial hardships
- resistance, rejection and hostility from the host society, lack of adequate support structures

Monitoring progress.

It is useful for schools to get students' permission to keep records of their progress after leaving school. This sort of data can be very helpful for policy planning, at local, regional or national level to see what sorts of support have worked best for which students, and which training and educational pathways have been most successful.

Checklist for students to complete with a careers adviser before enrolling in a course or starting a job (Details may change with policy changes from year to year or in different regions of New Zealand)



REMEMBER!

You might have to do more than one training course.
 You need good English for most jobs in New Zealand.
 Maths skills are needed for many jobs.

Student loans must be paid back when you begin to earn over a certain amount of money.

You might be eligible for (= able to get) a living allowance while you study. If your family earns under a certain amount of money you will not have to pay back the living allowance.

You need to think about many different job possibilities before you decide what course to go on.

Case studies of successful school leavers from refugee backgrounds

These three case studies show that it is possible for motivated and determined students from refugee backgrounds to be successful, given sufficient time and support.

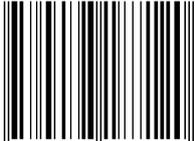
S arrived in New Zealand in March 1993 at the age of 12 with her grandmother, aunt, 1 sister, and 2 cousins from a refugee camp in Kenya. She had minimum formal education. She enrolled at a local intermediate school in Wellington and found difficulties in adjusting to the school environment in the beginning. She moved to a high school in Auckland in 1995 and scored 100 in the ESOL assessment (after being 2 years in the system) and scored 120 in the next ESOL assessment the following year (1996). With a very supportive family (mother) and volunteer tutors she made huge progress and left with Higher School Certificate in 1998. She enrolled at Auckland University of Technology in 1999 and did a foundation course in the first year with English for academic purposes. She kept getting extra support in most subjects. She graduated from Auckland University of Technology in 2002 with a Bachelor's degree in Science, then progressed to a Masters in Audiology and gained employment as an audiologist in 2005.

A arrived in New Zealand in 1999 as an unaccompanied minor. He came from a multicultural, multilingual background and was able to speak 5 languages. He was literate in the language of last country of asylum before coming to New Zealand which was different from his own native language. He stayed with a foster family and immediately enrolled in a high school in Christchurch. He experienced teasing and bullying from other students in school which caused some social difficulties for him. He focussed on improving English and establishing strong academic foundations while the integration process was taking place. After 2 years of being in school his English was up to a level which allowed him to do mainstream subjects. He intends to enrol in tertiary education.

J arrived in 1996 from a refugee situation with her older sister and her family and came with a good educational background. She immediately enrolled in a college in Auckland. Her family provided a very supportive and caring home environment and the college provided an understanding and supportive learning environment. She did ESOL and 6th Form Certificate in 1997. She integrated well into school life and made friends from different backgrounds and cultures and was involved in school activities. She left college with Bursary in 3 subjects in 1998 and enrolled in the Engineering School in Canterbury University in Christchurch in 1999. She successfully graduated in 2002 with a Bachelor of Engineering with second class honours.



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