RESOURCE 6

Whole-school approach to strategies

School Policies and Practices
- Professional development for staff to promote an understanding of refugee experiences and learn how to use EAL strategies
- Use of interpreters and translations
- Programs to meet student needs and address gaps
- Transition programs for a range of transitions experiences

Curriculum, Teaching and Learning
- Recognition of learning needs
- Scaffolded teaching of topics and concepts in all subject areas
- Opportunities to experience success with recognition of learning and achievement
- Opportunities for play, art and expression of feelings
- Learning to take risks and build trust

School Organisation, Ethos and Environment
- Structured, predictable environments where changes are explained
- Teaching classroom and school routines
- Modelling respect with correct pronunciation of names
- Quiet spaces and opportunities to relax and play quiet games/prayer rooms
- Teaching how to seek assistance
- Dealing with discipline one-on-one and with an advocate
- Consistency between teachers
- Celebration of diversity

Partnerships with Agencies
- Appropriate and individually managed pathway support including links to other services
- Klassroom Kaleidoscope Group Program
- FH services represented on school committees for secondary consultations and advocacy
- Projects with migrant resource centres, school-focused youth service, local council, feeder schools and English language centres
- Out-of-school-hours learning support programs (OSHLSPr), (CMY)

Partnerships with Parents and Carers
- Refer to Schools and Families in Partnership: A Desktop Guide to Engaging Families from Refugee Backgrounds in their Children’s Learning (VFST, 2015)
- Parent Engagement in Action (CEM, 2013)
- Refer to Talk’s In schools and parent partnership program
- Welcoming and engaging families and community
- Parents involved in enrolments, excursions, canteen, arts festivals, library