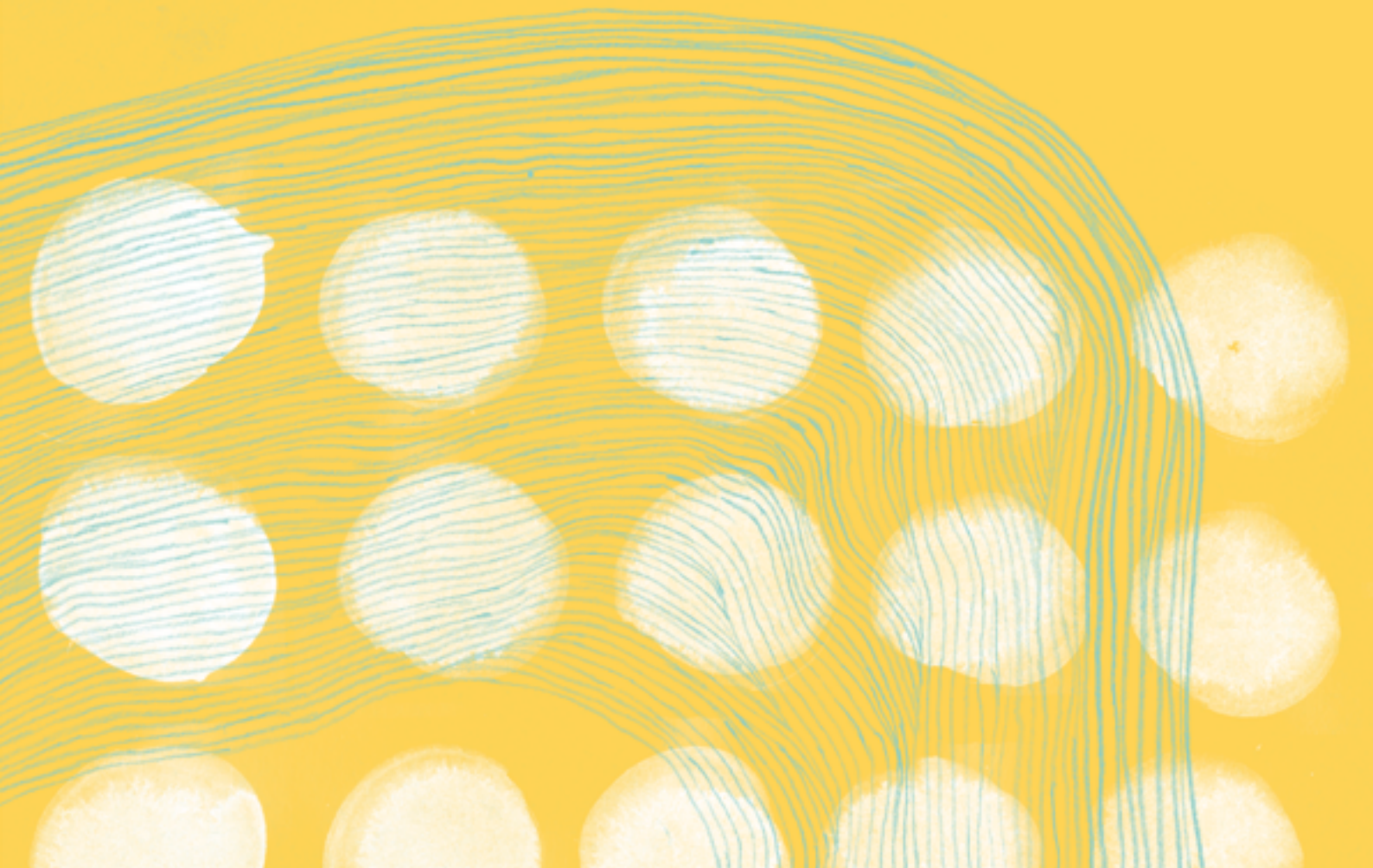


HIORTH'S INDICATORS OF GOOD TRANSITIONS



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Amanda Hiorth's 2017 Victorian study of students' transitions from English Language School to mainstream schools found three aspects of schooling critical to good transitions. Each aspect has three dimensions which may be measured via a set of indicators.

ASPECTS	DIMENSIONS	INDICATORS (THE STUDENT IS ABLE TO...)
SCHOOL CLIMATE	FORMAL PROCEDURES	<ul style="list-style-type: none"> • Understand school rules (e.g. recognises bell times; uses lockers appropriately). • Understand student roles and responsibilities (e.g. punctual to class; wears appropriate uniform at correct time/day/season; follows and understands timetable; answers roll call; funds of knowledge recognised). • Link school/family (e.g. brings home school notices/letters/reports; replies to school communications; uses electronic resources – school portal). • Access support (e.g. aware of school support network and feels safe to request assistance).
	SCHOOL CULTURE	<ul style="list-style-type: none"> • Understand socio-cultural features of schooling (e.g. aware of school's values and expectations of students; understands differences/similarities of Australian and own socio-cultural education values). • Belong to school community (e.g. developing identity as student of school; feels sense of belonging to wider school community; engages in extracurricular school activities – parent/teacher interviews, information sessions). • Access support (e.g. aware of school support network and feels safe to request assistance).
	NAVIGATION	<ul style="list-style-type: none"> • Navigate school grounds (e.g. locates classrooms and vital areas of school (office, toilets, entrance/exit gates, year level coordinators, staffrooms, canteen, gym, oval); uses school map; re-oriens self if lost; understands layout and function of different areas in school grounds). • Access support (e.g. aware of school support network and feels safe to request assistance).

ASPECTS	DIMENSIONS	INDICATORS (THE STUDENT IS ABLE TO...)
ACADEMIC	LANGUAGE AND LITERACY	<ul style="list-style-type: none"> • Participate in language and literacy activities (e.g. communicates with peers; takes risks with English language; uses linguistic repertoires to express self; consults with L1 peers for assistance). • Access support (e.g. aware of school support network, feels safe to request assistance; aware of language supports –MEAs, homework club.) • Access key learning areas across the curriculum with support from teachers using EAL pedagogies.
	KEY LEARNING AREAS	<ul style="list-style-type: none"> • Understand classroom procedures (e.g. understands interaction rules of classroom; uses teachers' names; raises hand to participate). • Engage in academic activities (e.g. understands and completes classroom tasks and homework; understands and implements teacher feedback; uses appropriate materials for study – laptop computer, textbook, stationery, workbooks). • Connect with teachers (e.g. recognises names of teachers; identifies teachers with relevant learning area). • Access support (e.g. aware of school support network and feels safe to request assistance; aware of language support provided by school – MEAs, homework club).
	SOCIO-CULTURAL EXPECTATIONS	<ul style="list-style-type: none"> • Engage in academic activities (e.g. raises hand to participate). • Understand socio-cultural features of learning (e.g. aware of similarities and differences between own and Australian cultural learning styles, takes risks with learning style, understands lesson objectives). • Access support (e.g. aware of school support network, feels safe to request assistance; understands how to access resources to complete tasks).

ASPECTS	DIMENSIONS	INDICATORS (THE STUDENT IS ABLE TO...)
SOCIAL	RELATIONSHIPS	<ul style="list-style-type: none"> • Connect with school members (e.g. knows peers' and teachers' names; communicates with L1 and English-speaking peers, develops friendships, communicates with and builds rapport with teachers). • Accesses support (e.g. aware of school support network and feels safe to request assistance).
	BELONGING	<ul style="list-style-type: none"> • Belong to school community (e.g. feels welcome at school; feels positive about school; identifies as student of school; participates in school activities – excursions, camps, sports, extracurricular; feels included in school community; member of sub-communities – clubs, friendship groups, sports team). • Feel valued in school (e.g. feels valued for cultural and language heritage; strengths recognized). • Access support (e.g. aware of school support network and feels safe to request assistance).
	WELLBEING	<ul style="list-style-type: none"> • Link school and family (e.g. involves family in school life). • Feel valued in school (e.g. strengths and skills recognized). • Access support (e.g. aware of school support network and feels safe to request assistance; accesses external agencies for supplementary support; locates and accesses Wellbeing Department; has trusted and safe connections with school staff).

SOURCE: Table 6.1 in Hiorth, A. 2017 'I want to grow my country': Refugee-background Karen students in transitions: Experiences in the move from language school to mainstream schooling, PhD Thesis, Graduate School of Education, University of Melbourne. <https://minerva-access.unimelb.edu.au/handle/11343/194855>. Used with permission.

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