

## 12. CHALLENGES

1. Multiple literacy and language levels in a single classroom mean that in current programs, often not all students are engaged at any one time
2. Homework is often not completed and yet is intrinsic to the additional practice and reinforcement needed for students to succeed in academic work
3. The difficulty of getting parents and guardians to the school to talk about pathways and schoolwork
4. Lack of resources and facilities
5. Lack of co-ordination and collaboration between staff (i.e. with mainstream teachers and MEAs)
6. Staffing remains a considerable obstacle. Schools face difficulty recruiting and retaining teachers. This presents problems for consistency, planning, and curriculum development
7. Ongoing trauma and unsettled living conditions continue to affect the learning of many students
8. Social integration with the wider student population remains difficult
9. Prevalence of teacher-fronted and teacher-centred pedagogy which creates a lock-step and tedious pace of delivery, particularly when combined with the requirement that all students complete identical tasks in an identical timeframe
10. Strong possibility that students may still be at S1 or S2 level after the transition program, and therefore cannot be successfully integrated into mainstream classes

## 13. RECOMMENDATIONS

1. Purchase and development of targeted materials for this level in English and other discipline based learning areas
2. Compiling of lists of existing topic-based material at upper primary and middle years level which is appropriate to adolescents and to the language levels of students in bridging programs. This list should cover science, mathematics, SOSE, and English. This could be undertaken by a group including qualified ESL teachers, LMERC staff, informed mainstream teachers, and researchers where needed
3. Identification of a range of targeted and productive activities for MEAs and ESL teachers within mainstream classes. These should include planning time, delivery time, resources development, and marking and feedback
4. Overall co-ordination is needed to bring together ESL, bridging, literacy and mainstream staff to co-ordinate resources and provision for this cohort
5. Relevant assessment guided by clear expectations and marking rubrics matched to the ESL Developmental Continuum (P-10). The limitations of standardised reading comprehension tests for this cohort need to be recognised.
6. Professional development for all teachers and MEAs on ESL literacy strategies and materials
7. Resources and additional tasks need to be available as part of the classroom routine. For example, any student who finishes automatically gets a reader, dictionary worksheet, set of vocabulary flashcards or similar
8. Schools continue to explore ways of supporting students to complete homework and assignments.

9. Connections to language centres appear to be valuable and this relationship should be strengthened as part of future planning for provision
10. Involvement of primary school teachers in planning should be considered in light of their knowledge of literacy teaching and learning
11. A more systematic approach to delivery via the School Network Model is suggested. Transition programs should be part of the annual Network Strategic Plan.
12. Interventions should be tailored holistically to the needs of students and should therefore combine resources available through literacy funding, ESL, MIPs, and community-based programs.