

Suggested Teaching Components

- Develop awareness of different cultural expectations
- Sit in chair at table for extended period
- Know class teachers' and classmates' names
- Read timetable, locate rooms, identify subjects
- Know basic rules and routines as appropriate to each curriculum area, specialist room or subject (e.g PE, technology, English/mainstream classroom)
- Come prepared to class e.g. bring books, calculator
- Exhibit appropriate and polite classroom behaviour, for example:
 - work cooperatively in pairs or groups
 - wait for others to finish speaking
 - attend to teacher instructions
 - take turns appropriately
- Organise work book or folder, e.g. margins, date, heading, maintaining worksheets appropriately
- Attempt set classwork
- Attempt set homework
- Use a dictionary with teacher guidance (personal/bilingual)
- Borrow from school library

Suggested Themes, Topics and/or Experiences

Timetable, school environment, rules and expectations, classroom procedures, routines

Suggested Assessment Tasks

- Observational records/check lists
- Oral questions

Sample Strategies**Teacher directed**

- Provide an initial orientation session in L1 for new students; organise a buddy system, walk around school
- Model and monitor use of margins, dates, headings, folders, homework diaries etc.
- Change layout/seating of classroom to encourage cross-cultural understanding
- Set homework and give feedback regularly
- Provide opportunities for new students to have questions answered and procedures reinforced with L1 support

Joint/guided

- Provide weekly shared book sessions/library visits
- Play basic dictionary games
- Play games, e.g. memory, matching and circle games to reinforce greetings, personal information, vocabulary, timetable information etc.
- Participate appropriately in casual classroom exchanges

Independent

- Be ready for class with appropriate equipment
- Maintain homework diaries, sheets, folders, etc.
- Help to orient new students to class routines