Working with Refugee and Asylum-Seeking Children in a Less Culturally Diverse Area of the UK: Does a School Staff Continuing Professional Development (CPD) Initiative Promote Self-Efficacy and is it Useful in Practice?

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Abstract

Teachers and school staff play an important role in the settlement and happiness of refugee children in the UK, yet the preparation and support offered to school staff when refugee children join their classes is limited. In-role training for school staff is frequently recommended for schools with refugee pupils. This training may be even more important for teachers in communities lacking diversity, as they may have less experience of teaching multicultural classes and the children may be more isolated from the community and their peers. The aims of this multi-phase study were:

(i) to design and evaluate a training programme based on school staff members' views and experiences, to support staff working with RAS pupils.

(ii) to explore the experiences and self-efficacy of teachers related to teaching refugee children, adding the teacher voice to this area of research

(iii) to give insight into the influence of community cultural demographics on teachers' experiences relating to working with RAS pupils

In the first phase, qualitative semi-structured interviews (n=6), one joint interview (n=2) and a focus group (n=5) were used to investigate the experiences of teachers in both diverse and less diverse areas of the UK. Thematic Analysis was used to analyse the findings, which indicated three prevalent themes in the experiences of teachers teaching refugee children including; (i) cultural competence, (ii) empathic competence (iii) language as a barrier and (iv) factors beyond teacher control. In the second phase, areas to include in the design of

the training programme were identified from the interviews and focus groups. The findings indicated staff would find the following areas useful to be included in training: (i) knowing background information, (ii) understanding the impacts of trauma, (iii) strategies and examples, (iv) cultural competence, (v) working with EAL pupils and (vi) positive experiences. These areas were used to inform the design of a training programme for school staff working with refugee children in less diverse areas of the UK. The training was piloted, including delivery to five primary schools and two ‘open’ sessions in a neutral location.

In the third phase, the training was evaluated by semi-structured interviews with a sample of the training participants (N=7). Overall, participants felt the training was useful and supported them to increase their self-efficacy regarding working with refugee pupils.

The findings from all phases of the project, the implications for teachers working with RAS pupils in the future, and the implications for educational psychology practice are discussed.

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1.0 Introduction

The numbers of refugee and asylum-seeking (RAS) children and families in the UK has been rising in recent years. RAS children enter the British education system, which is not structured to support the learning and development of refugee children (Hek, 2005b; Hastings, 2012; Morrice & Sandri, 2018). Teachers have a huge responsibility to provide quality education to children with different social, cultural and emotional needs to local British children, particularly in rural areas. There is little research which investigates the experiences of teachers working with refugee children in different regions of the UK, who are often provided with little support in the endeavour. This research aims to (i) design and evaluate a training programme based on school staff members' views and experiences, to support staff working with RAS pupils. (ii) explore the experiences and self-efficacy of teachers related to teaching refugee children, adding the teacher voice to this area of research, (iii) give insight into the influence of community cultural demographics on teachers' experiences relating to working with RAS pupils.

In this chapter, I will present a brief introduction to my research. I will provide the relevant context for the reader to consider alongside the research. It will include background information about refugee populations, the relevant political context, the relevant local context, and some personal context. Throughout my work, I will be writing in the first person as fits with the social constructionist nature of the research and using guidelines from the seventh edition of the American Psychological Association (APA) publication manual.

1.1 Background on Refugees

War and violence are common issues affecting many communities around the world. As a result, millions of civilians leave their homes to seek safety (Ehntholt & Yule, 2006). The increase in families fleeing their homes has led to vast numbers of refugees and displaced people worldwide. The United Nations High Commission for Refugees (UNHCR) (2019) reports that there are 70.8 million forcibly displaced people worldwide; double the number of forcibly displaced people 20 years ago. A large proportion of displaced individuals are children; the World Health Organisation (WHO) (2018) reported that there were 13 million asylum-seeking and refugee children worldwide in 2017. It is important to clarify the distinction between refugees, asylum-seekers, displaced people and migrants.

The UNHCR defines a refugee as someone unable to return to their home country due to a well-founded fear of persecution. This can be persecution for reasons of race, nationality, political beliefs, or religion. Refugees are frequently fleeing conflict, violence, or other circumstances that have seriously disturbed public order. For any of these reasons, refugees cannot return home and require international protection. This definition is based on information from the 1951 Geneva Convention relating to the status of refugees and the 1967 protocol relating to the status of refugees (UNHCR, 1978). The UNHCR defines an asylum seeker as "an individual who has sought international protection and whose claim for refugee status has not yet been determined" (UNHCR, 2015). To clarify, an asylum-seeker is an individual who is seeking asylum in another country as they cannot return to their home country for safety reasons. The host country will

investigate the claim, and a decision made about whether the individual will be granted asylum and will be allowed to remain in the country as a refugee. If granted, this increases their rights within the country. If refused, they will be deported back to their home country, or, they may be able to appeal the decision and apply again. Therefore, a refugee has sought asylum in a country and had their application to remain granted. Processing applications to be granted refugee status in the UK is a long and onerous process which can take months or even years, and can end in refusal. Refugees and asylum-seekers hold different rights within the UK; refugees have the right to housing, education, can access benefits and can legally work. Asylum-seekers do not have the legal right to work in the UK (Rutter, 2001; Home Office, 2014). A migrant is an individual who moves across an international border voluntarily which can be for a variety of reasons, such as to reunite with family who previously moved abroad or job prospects (UNHCR, 2018b). However, reasons for migration can also be complicated and to escape hardship, such as to escape a natural disaster or poverty (UNHCR, 2018b).

1.2 Refugees in the UK

In the UK, there were 126,720 refugees and 45,244 pending asylum cases at the end of 2018 (UNHCR, 2019), with 2,900 applications for asylum in 2018 being for unaccompanied or separated children. The total number of refugees and asylum-seekers recorded in the UK may underrepresent the actual population; Liebling et al. (2014) suggest that often the political agenda surrounding asylum-seekers and refugees in the UK, is to return as many of them to their countries of origin as they can, instead of making this decision according

to individual circumstances. Indeed, a study exploring the representation of refugees, asylum seekers and migrants in the Irish and UK press, suggested that UK reporting often constructs these groups in a negative light as 'invaders' (O'Regan & Riordan, 2018). Jefferies (2018) pointed out on this basis that some refugees and asylum-seekers may be unwilling to declare their presence in the UK to the home-office, making statistics on the population of refugees and asylum-seekers in the UK inaccurate. If this is the case, the number of refugees and asylum-seekers in the UK may be higher than those reported by government statistics.

1.3 Political Context

In 2015 hundreds of thousands of people from the Middle East and Africa attempted journeys across the Mediterranean, which came to be known as the refugee crisis (Caporaso, 2018). The framing of the 2015 events as a 'crisis' was due primarily to the European press and media coverage which was often negative and, in some cases, hostile (Georgiou & Zaborowski, 2017). The number of asylum-seekers entering Europe was concurrent with increases in incidents of terrorism, which seemed to lead to many Europeans categorising asylum-seekers and terrorism under one umbrella (Lucassen, 2018) and an increase of Islamophobic rhetoric in the UK (Harris et al., 2017). Melinda (2019) describes Islamophobia as "an attitude based on prejudice or irrational fears that result in hatred and fear of things related to Islam" (p. 781). Media coverage of the crisis in the UK had more discussions around self-protective strategies, such as tighter border control and stricter registration procedures for asylum-seekers than discussions around caring intervention (Lucassen, 2018).

The terms 'refugee' and 'migrant' were used interchangeably by press coverage throughout the crisis (Georgiou & Zaborowski, 2017; Lucassen, 2018). The choice of which word to use to define groups of people fleeing their homes in the hope of seeking refuge in Europe has implications on attitudes held by the countries receiving them, on both a political level and a social level (Sigona, 2018; UNHCR, 2018b). Goodman et al. (2017) analysed UK media categorisation of the 2015 events and found that the labelling of the groups of individuals entering Europe was initially under the term ‘migrant’, combined with the location of the crisis, for example, ‘Mediterranean migrant crisis’ or ‘Calais migrant crisis’ to imply the level of threat this posed to the UK. This framing presents the crisis as a crisis for Europe, rather than for those risking their lives by embarking on dangerous journeys (Goodman et al. 2017). Presenting the crisis in such a way exposes the UK public to a negative narrative about the difficulty for Europe, and if it reaches us, the UK. Goodman et al. (2017) discussed how the publication of images of a child who had drowned prompted a shift in the classification of the crisis from a ‘migrant crisis' to a 'refugee crisis' encouraging a more empathetic narrative. Terminology, however, shifted back to being a 'migrant crisis' following terror attacks in France (Goodman et al., 2017) which illustrates the association seemingly made between those fleeing their country to seek asylum and terrorism as highlighted by Lucassen (2018). In an article for the UNCRC, Edwards (2016) explains how incorrect use of the terms 'refugee' and 'migrant' can lead to issues. Denial of asylum or entry to a country for a refugee may mean facing the potential threat of death if they are to return to their home country, where the use of the term 'migrant' misrepresents their reasons for leaving their home country and can

attenuate support of the public in welcoming refugees. In my encounters throughout undertaking this research project, I found some people continue to use the terms 'migrant', 'asylum-seeker' and 'refugee' interchangeably, and many people appear to have little knowledge of the difference between them.

The Brexit referendum in 2016, also has implications for refugees and asylum seekers in the UK. A vital aspect of the leave campaign was concerns around immigration and border control, presenting migrants as a threat to British security (Abbas et al., 2018). Refugees were used in imagery by the leave campaign in a poster known as ‘Breaking Point’, picturing queues of refugees, used to highlight threats to Europe's border (Virdee & McGeever, 2018), directly representing refugees and asylum-seekers as a threat for the UK. There was also fear spread by the presentation of children of the refugee crisis as adults posing as children, which again reframes vulnerable children as a threat (Goodman & Narang, 2019), adding to an atmosphere of mistrust. This framing of refugees recategorises them from being a vulnerable, at-risk group to a group threatening UK security, which limits the humanity and empathy afforded to refugees by some of the UK population (Abbas, 2019). Voting to leave the EU was presented as a solution to preventing refugees from entering the UK (Goodman & Narang, 2019).

The result of the referendum on 23rd June 2016 was 52% leave vote (Caporaso, 2018). While problems with racism in the UK were well established before the Brexit vote (Benson & Lewis, 2019; Rzepnikowska, 2018), in the aftermath more individuals acted on racist or xenophobic views, as seen through a rise in hate crimes with perpetrators in half of the incidents reported explicitly referring to the result of the vote (Komaromi, 2016). English schools also had

spikes in hate crime at the time of the Brexit vote (Busby, 2017). As Benson and Lewis (2019) describe, Brexit unveiled already established discrimination and racism in the UK. This is particularly pertinent due to the conflation of refugees and terrorists leading up to the Brexit vote and fear of Islamist terrorists taking advantage of refugee channels entering the UK (Abbas, 2019) combined with an increase in individuals speaking or acting upon their racist views, making the possibility of a hostile reception potentially more likely for refugees arriving in the UK. Migrant and ethnic minority children in the UK are growing up in a different political context to that of generations before them; renewed nationalism and a rejection of multiculturalism are now a characteristic of current UK society (Zontini & Però, 2019).

1.4 Cultural Context of the Population

I conducted the majority of this research in a large shire county in the South of England. In this county, 97.23% of residents are white, leaving only 2.77% of the population made up of other ethnic identities (Office for National Statistics, 2011). As can be seen from this statistic, this is an area with low levels of multiculturalism, with one dominant ethnicity making up the vast majority of the population. Local councils in this county are part of several government initiatives for refugee and asylum-seeking children and families. The Vulnerable Person's Resettlement Scheme aims to bring 20,000 refugees from Syria to the UK by 2020 (Hough, 2018). The Vulnerable Children's Resettlement Scheme aims to bring 3000 refugee children and their families from the Middle East and North Africa by 2020 (Hough, 2018). This county has pledged to welcome refugees

through both of these schemes and is also part of an initiative to take in vulnerable asylum-seeking children and young people.

1.5 The Unique Needs of Refugees

Many RAS families have had exposure to armed conflict (WHO, 2018), loss of family members and friends, witnessing and being victims of violent acts and embarking on dangerous and traumatic journeys before reaching the UK (Ehntholt & Yule, 2006). Some refugee children have not experienced persecution directly if their families have been able to protect them from this, while others will have had extreme experiences such as kidnapping, torture, witnessing the murder of family members and friends and spending extended periods in refugee camps. Others still will fall somewhere in the middle of the spectrum between these two extremes of experiences (Rutter, 2001). Additionally, many refugee children who do not experience the effects of trauma from their own direct experiences are at a higher risk of poor mental health and emotional well-being outcomes through intergenerational trauma of their parents (Dalgaard et al., 2016; Sangalang & Vang, 2017).

The difficulties experienced by RAS children and their families do not necessarily stop when they reach their country of refuge; frequently, families experience more hardship on arrival in unfamiliar destinations (WHO, 2018). The process of applying for refugee status is a long and difficult one as has been previously noted. Both refugees and asylum-seekers will often experience financial difficulties, employment restrictions, changes in accommodation and housing, poor living conditions, social isolation, and racism (Ehntholt & Yule, 2006). Separation of RAS families in the process of fleeing can exacerbate these

difficult circumstances further. Refugee family reunion is another onerous process in the UK (Beaton et al., 2018). This separation from family can heighten mental health issues due to feelings of worry and guilt for family members who have been left behind (Beaton et al., 2018). It is unsurprising, therefore, that Fazel et al. (2016) found that young-adult refugees reported that both pre-migration and post-migration stressors were equally affecting their emotional well-being. Many children arrive in UK unaccompanied, with the WHO (2018) reporting that between 2015 and 2017 of the 25,445 asylum-seeking children who entered the UK, 8,635 were unaccompanied, representing 34% of these children. WHO (2018) also warned that unaccompanied asylum-seeking children are at increased risk of discrimination, marginalisation, institutionalisation and exclusion.

Considering the variety of possible experiences described for RAS families and children, it is unsurprising that with each RAS child, can come high-level and wide-ranging needs, including emotional and physical needs (Hek, 2005, 2005b), due to differences in experiences and circumstances both pre-migration and post-migration (Rutter, 2006).

1.6 Rationale for Current Research

Refugee children are at risk of poorer outcomes. In a time of change, chaos and instability of home life, schools can be one of the most stable, supportive environments in a refugee child's life. It is, therefore, of the utmost importance that schools provide the appropriate support. School staff will play a significant role in the UK school experience for refugee students. Therefore, they need to be adequately prepared. Current literature on the education of refugee

children in Western schools focuses primarily on experiences that refugee children have had in schools and is mainly Australian and American in origin; a limited number of studies have been carried out in the UK. The experiences of UK school staff and their self-efficacy in working with refugee children is a gap in the research. Moneymaker-Lamson (2013) investigated teacher preparedness and self-efficacy in working with refugee children in the USA, which has a very different cultural and political demographic to many areas of the UK. The current research addresses the gap in the literature with regards to the UK teachers' and school staff view, this being a key focus of the research. It also adds to the general body of UK based research on the education of refugee children, paying particular attention to the impact of community demographics on staff experiences working with refugee pupils. It also demonstrates a practical application in the form of a training programme, based on the research findings.

On the subject of qualitative health research, Yardley (2000) states that “just as ideas and talk affect action, material experiences of health problems and health care can produce creative ideas and insights” (p. 224). The same is true for teaching; the experience of teaching and working with refugee children gives invaluable contribution to designing a training programme to support staff to work with refugee children. This research involved teachers and school staff in the development and design of a training intervention, which is be another critical addition to the literature and the practical application of research. For a training programme to be beneficial to school staff in practice, their opinions and ideas must be considered as they are the ones who will be implementing the messages of the training in the school setting. Creating a training programme without

consulting those who will be the beneficiaries could be a pointless exercise if at the end of the process staff members do not feel they can apply the content in the real world. The impact of this intervention has the potential to empower school staff members to work with RAS children to the best of their ability along with improving outcomes for refugee children in UK schools, by providing them with more effective teaching and support to meet their unique and individual needs. This research provides a realistic, practical, and useful intervention which can be used in the real world and could benefit many teachers, staff members and refugee children across the UK.

1.7 Author Background/Position

I am a Trainee Educational Psychologist (TEP) studying for my doctorate in Educational, Child and Community Psychology at the University of Exeter. I am from Belfast, Northern Ireland, and I lived there for most of my life before moving to the South West of England to complete the doctorate. Belfast and Northern Ireland as a whole are commonly known for the period between the late sixties and 1998 known as 'The Troubles'. The Troubles were characterised by conflict in the community between nationalists and unionists, with nationalists typically Catholic and unionists Protestant. Each community makes up close to half of the overall population of Northern Ireland. My grandfather and father were both active in politics, eager to have a community at peace; the politics of our country and the violence associated was inevitably the topic of many conversations and shaped my personal political beliefs. Growing up in the aftermath of the troubles, I have experienced first-hand the long-lasting impacts war and conflict can have on families and communities. I have also experienced the dangers of wide-spread

bigotry and prejudice against specific groups, often resulting from misinformation or telling one-sided stories depending on the community you have grown up in, not unlike the way the media and press can impact how local communities view refugees and immigration as previously discussed.

The other personal factor that sparked my interest in this area for my thesis research is moving to this particular shire county in England to complete my doctorate in educational psychology, and as a result, becoming a part of the community and working in local schools. A few years ago, the county committed to welcoming a large number of refugee families into the community as previously highlighted. While seemingly a very positive step, I was aware the community lacked cultrual diversity and that this may bring difficulties for RAS families; holding onto their own culture while effectively integrating into the community may be challenging compared to taking these steps in large cities such as London or Manchester. Working in schools in this county, I was interested to know how teachers found working with refugee children, given the cultural context and to see if this played a part in their experiences.

This research, therefore, holds significance for me both nationally and personally. Being aware of the national circumstances and having an interest in working with refugee populations generally drew me to research this area, without a direct personal link to the refugee crisis as such. However, being from Northern Ireland and understanding the political climate and impacts of violence may have impacted the way I perceive the refugee crisis, both in terms of empathy for refugee families who have come from political conflicts, and of the continued presence of discrimination in modern societies and the damage which can follow.

These factors may influence the way I undertake and interpret this research, as my experiences are an inherent part of who I am and the way I view the world.

2.0 Literature Review

In this literature review, I will explore research which has investigated refugee children's access to and experiences of education. I will discuss the role of schools and teachers in working with refugee pupils and illustrate why it is essential for teachers in this role to give their voice to research in educating refugee children. I will also give an overview of research which has investigated teachers' experiences of working with RAS pupils. Finally, I will introduce teacher self-efficacy in the context of teaching RAS pupils.

2.1 Literature Search Procedure

To retrieve literature relevant to my research, I utilised the University of Exeter library search database, with access via Shibboleth. I searched for literature using the following databases, ScienceDirect, PsychINFO, PsychARTICLES, Google Scholar, and Education Resources and Information Centre (ERIC). I also used the Google search engine to retrieve relevant grey literature including government publications and guidance. Additionally, I searched the online repositories of relevant bodies including the UNHCR.

The key search terms I used to locate relevant literature included: refugees; asylum-seekers; refugee children in schools; refugee children in education; teachers; teacher experiences; teacher views; teacher attitudes; school staff; migrant children; training; continued professional development; confidence; self-efficacy. These terms were used in a range of combinations/strings to generate the appropriate searches relevant to my research area. For the searches which resulted in a high volume of results, I restricted my searches to UK based research and to recent publications where

possible. For searches which generated a smaller number of relevant results, I did not restrict the relevance of the literature found by country of origin, type of study or date of research.

2.2 Refugee Children in Schools

RAS children and young people end up in the UK school system, often with little notice for teachers and schools. They bring with them the impacts of their often-traumatic backgrounds and a range of different needs, including social, emotional, cultural, linguistic and religious (Reakes, 2007; Rutter, 2001). However, it is essential to note that the specifics of these needs will be different for each child; as has been highlighted in the introduction, refugees and asylum-seekers have differences in their status and rights within a country, and further beyond this, as individuals, RAS are not a homogenous group (Rutter, 2006). Aspects of the needs of refugee pupils and asylum-seeking pupils may be similar as they have had to leave their home country to arrive in a new country for reasons of safety and may have had difficult experiences related to this (Ehntholt & Yule, 2006; UNHCR, 1978; UNHCR, 2015; WHO, 2018). However, having been granted status to remain in the country, refugee families may be under less immediate stress regarding housing, finances, and deportation due to the changes to their rights within the country (Rutter, 2001; Home Office, 2014). Therefore, the current circumstances of refugee and asylum-seeking pupils are different, which may result in different levels of current stress and needs. However, refugee status does not mean that refugee families are free from stress, as they can continue to experience difficulties on arrival in the UK as has been highlighted in the introduction (WHO, 2018) and post-migration stressors can

have an equal impact as pre-migration stressors on the emotional well-being of refugees (Fazel, 2016). Therefore, while there are distinct differences between the two groups, refugee and asylum-seeking pupils can share needs with regards to previous experiences of trauma and the impact this has, social isolation within the community, difficulties with finances, and being at risk of poor mental health outcomes to name a few (Dalgaard et al., 2016; Ehntholt & Yule, 2006; Sangalang & Vang, 2017; WHO, 2018). For these reasons, refugee and asylym-seeking pupils may present with similar needs in schools and the literature in this chapter is relevant to both refugee and asylum-seeking pupils. However, as previously iterated, it is essential to understand that the specifics of the wide-ranging needs of RAS pupils will be different and they should be viewed as individuals (Hek, 2005; Hek, 2005b; Reakes, 2007; Rutter, 2001).

RAS children and families need to develop feelings of safety and trust in their new environments to be able to reintegrate into the community, which is a process in which education plays a vital role as part of a family's or individual's support network (Ethnholt & Yule, 2006; Thomas, 2016). Hek (2005b) highlighted that the focus of UK schools on exam success and high academic achievement is often not beneficial for refugee children. The UK school system, which refugee children have to adapt to, is often very different from the school system of their home country (Hek, 2005b; Hastings, 2012) or may even be the first time some of these children experience formal education and schooling, or their schooling may have been interrupted for extended periods (Dryden-Peterson, 2015). Exams and assessments in the UK school system are often not suited for refugee students, as they can use complex language making them difficult for refugee

students to access (Morrice & Sandri, 2018). These factors, alongside the potential for discrimination and bullying (Guo et al., 2019; Morrice & Sandri, 2018), can make the school experience a very challenging one for RAS children. The WHO (2018) identifies psychological well-being as the most urgent healthcare need for asylum-seeking and refugee children arriving into new countries and the organisation highlights the role of schools and pre-schools in supporting these needs as part of implementing holistic strategies of care. Refugee students who have experienced trauma can have poor mental health which impacts their everyday lives, including education (Morrice & Sandri, 2018), further demonstrating the importance of schools in supporting RAS students and helping them to settle into their new lives and surroundings. Nevertheless, many schools are not equipped to support these children (Block et al., 2014). This has led to many challenges for school staff, the RAS students and their families when trying to integrate RAS children into UK schools (Whiteman, 2005).

The view on refugee children in schools is often through a negative lens where the child or young person is seen as a victim. It can, therefore, be forgotten that RAS children are also likely to bring many positive experiences to schools through their resilience and skills (Hek, 2005b). To tap into these positive qualities, schools must work with refugees in an appropriate and supportive way which considers their strengths, to ensure focus on the positive contribution they can make to schools and classrooms. Taylor and Sidhu (2012) highlighted in their paper on the barriers to inclusion in Australian schools that schools need to challenge 'the refugee problem' that is depicted by the media to provide beneficial and inclusive experiences of education. Both they and Fazel (2015) found that

portraying refugee children through a trauma lens alone disregards the resilience and strength they have exhibited, consigning them to dependents and victims. Refugee young people in UK schools reported in interviews that negative depictions of refugees and asylum-seekers had a detrimental impact on how well they settled in school and also appeared to be linked to racism and bullying from other students.

Other research has demonstrated the positive effects RAS children can have in schools. For example, Reakes's (2007) case studies on the education of asylum-seekers in UK schools, reported that having RAS children in their schools was a positive experience, both for the other students in the school and the school system as a whole. Further to this, influxes of migrants into London schools were found to often have a positive effect on schools, with links to improvements in pupil performance (Burgess, 2014). While migrants are a discrete group and are not the same as refugees, migrant students have comparable qualities to RAS students such as speaking a different language and having different cultural backgrounds. The UNCRC also highlights that although migrants are not fleeing persecution as recognised by the UK government, they may still be fleeing their country for other safety-related reasons such as political unrest, gang violence or poverty. Finally, Premier and Parr (2019) conducted a case-study and semi-structured interviews with teachers in an Australian school and found that some teachers saw teaching English as an Additional Language (EAL) students as an opportunity, through which they improved their practice. This study focuses on EAL children rather than refugee children so is not directly comparable, however, if teaching refugee children presents more challenges than teaching EAL

children, the rewarding aspect of the experience could arguably be more significant, making it an opportunity for teachers to increase their skill level. School ethos and teacher attitudes were also found to impact the attitudes of other school students, and therefore the likelihood of successful integration for RAS children (Fazel, 2015; Bailey, 2011). Therefore, if teachers view RAS students in a positive light, it will also influence how their peers view them.

There is a complex balance, therefore, that schools need to get right. RAS children need to be adequately supported and nurtured in the light of their past and often current experiences of difficulty and trauma, while not fostering an attitude that depicts RAS children as a burden on the school, but rather celebrating their potential positive influence.

2.3 The Importance of Teachers

There is a lack of UK based research which considers the specific impact of teachers on the educational experience of refugee children. Therefore, in part, this review relies on studies from other regions, notably the USA and Australia. There is also reference to literature that may be considered dated, but this is done so in the absence of contemporary material in the area. Reference to studies focused on migrant students or students with EAL as a comparative group, is also employed as it has relevance to RAS students. This lack of relevant, UK-based, up-to-date research highlights the need for studies to be conducted in this area.

Many studies have shown that teachers and school staff play an essential role in the settlement and happiness of refugee children in both UK schools and internationally (Bartlett et al., 2017; de Wal Pastoor, 2015; Gladwell, 2019;

Murray, 2019). Hek (2005b), in a small-scale qualitative study investigating the experiences of young refugees in UK schools, found that many of the factors influencing their school experience directly involved their teachers, and these were both positive and negative. Positive examples included staff being encouraging towards refugee students and valuing their contribution, and incorporating refugee-related topics into the curriculum and learning. Negative examples included poor teacher attitudes, leaving refugee students feeling that they were being treated unfairly and were not being heard. Reynolds (2008) conducted a study comparing migrant children's experiences of inclusion in two UK secondary schools. They found that supportive and understanding teachers were crucial for positive experiences of inclusion among migrant children. While certain teacher behaviours, such as generalising about migrant students, lack of awareness about backgrounds, and side-stepping around sensitive topics in class, contributed to negative experiences of inclusion. This study focussed on students of Roma identity and backgrounds, which is a distinctly different group from refugee and asylum-seeking students. However, the prejudice around these groups in terms of the marginalisation and isolation both groups can experience allows a degree of comparison, and it is likely that similar teacher attitudes and behaviours towards RAS students would impact their school experience in similar ways.

A qualitative study conducted by Hastings (2012) looked at the experience of six male adolescent refugees in one UK school. Among the influential factors in the transfer and adaptation of refugees to the school, teachers were key for providing advice, tackling bullying, listening, giving them directions, increasing

their ambitions, and being interested in them and getting to know them. The school selected for this study was not representative of the general population of UK schools as it was a highly diverse school, with 80% of students coming from ethnic minority backgrounds and 60% speaking English as an additional language. However, it demonstrates that even with so many students who are also of different backgrounds attending the school, the importance of teachers continued to be a key element to success for the refugee students. It therefore stands to reason that teachers are likely to be even more important in schools with a much smaller percentage of ethnic minority students in attendance, where the 'otherness' of the refugee students may stand out more.

Block et al., (2014) evaluated a school support programme in schools in Victoria, Australia. In this programme, partnerships are facilitated between schools and outside agencies, to provide holistic, whole-school approaches to educating refugee children. They found that staff awareness of the specific needs of refugee students, including social and emotional needs as well as educational needs, was essential to motivate and facilitate whole-school changes to promote an inclusive environment and ethos. Due and Riggs (2016) investigated care for children with migrant or refugee backgrounds in schools in Australia. They reported that students who described having positive relationships with their teachers, also reported feeling safer at school and they also found that teachers identified that it was important for them to have the skills to build relationships with refugee children as they felt they needed extra care. As establishing feelings of safety and trust are one of the first key factors to successful resettlement (Ehntholt & Yule, 2006), this may be one of the most significant potential impacts teachers

can have on RAS children. Morgan (2018) investigated the educational needs of unaccompanied asylum seekers in the UK context. Six unaccompanied asylum-seeking young people (aged from 16 to 17) were interviewed, which revealed that all the young people highlighted the response from staff in their educational setting as a critical factor, whether this was positive as the support provided was high, or negative as they did not feel supported by some staff. Responses from young people also indicated that support from education staff impacted their emotional well-being.

The importance of teachers in the experience that RAS children have in schools is clear from the studies discussed, yet the preparation and support offered to teachers in the UK when refugee children join their classes is limited (Madziva & Thondhlana, 2017; Migliarini, 2018; Wiseman & Galegher, 2019). As has already been highlighted, there is a delicate balance between being aware of and supporting the unique needs of RAS students, while ensuring they are not being marginalised by being viewed as victims, with their strength and resilience ignored; it is a difficult task for teachers to get this balance right. The Department for Education in the UK published some guidance on supporting asylum seekers and refugee children in 2004 (DfES, 2004). However, it is presented as recommendations rather than required guidance for Local Authorities (LAs) to enforce. With tight budgets and little funding, many LAs do not follow all the guidance, leaving an additional risk of considerable variation between provisions for refugee children across different regions in the UK (Morrice & Sandri, 2018), with some having more access to appropriate schooling support than others and leaving many teachers unsupported and unprepared.

2.4 The Experiences of Teachers Teaching Refugee, Migrant and EAL Students in the UK

There have been many studies investigating what works best for refugee children in Western Schools, most based in the USA or Australia. The few UK based studies focus mainly on what works well and what does not work well, and what the experiences of being in a UK school have been like for refugee pupils. There have been very few UK studies published which mainly focus on the experience teachers and school staff have had and how prepared they have been or have felt when teaching refugee pupils. One notable UK study, which investigated a teacher perspective on teaching refugees, was that of Perry and Hart (2012). This study considered tutors who taught English as a second language to adults. Although it intended to focus primarily on their experience teaching refugees, the findings highlighted a need for better preparation and training for these tutors generally teaching any EAL adults and did not provide an adequate investigation of the specific, additional complexities of teaching refugees.

Other UK based studies considered teacher perspectives on teaching RAS students included doctoral theses. Morgan's (2018) doctoral research on the educational needs of young asylum-seekers found that educators reflected on the difficulties they had in terms of identification of social and emotional needs of the young asylum-seekers they worked with and that they often felt unqualified to support these needs. Morgan's (2018) was a small-scale study but is important as it was conducted in a shire county, which is likely to be less diverse than schools in larger UK cities. Teachers may face an additional challenge when

educating asylum-seekers for the first time as they may have limited experience in teaching a more culturally diverse cohort. However, the perspective of the students was the main focal point of this research, and the research only considered asylum-seeking young people, not refugees. It was also aimed at educators teaching the asylum-seekers in the 17- to 18-year-old age-range, which leaves out the voice of teachers who teach younger asylum-seekers, which is likely to be a much different experience. The work does not encompass the voice of teachers who teach refugee children, though it is likely they face similar challenges.

Dabbous (2018) explored inclusive practices of Scottish primary school teachers working with refugee and migrant pupils. Twelve teachers were interviewed for the study, which found that teachers lacked cultural knowledge and confidence in working with diverse ethnic groups. Teachers viewed language difference as the main barrier to teaching. Guidance and training were recommended to improve teachers' knowledge in this area and improve the incorporation of the needs of refugee and migrant pupils in the classroom. Although teacher views and experiences were expressed in this study, the study was designed to understand the practices used to create inclusive classrooms in this school, rather than to investigate how teachers experienced working with refugee pupils. It also combined refugee and migrant pupils into one group, rather than acknowledging the key differences between them which may impact teacher's views and experiences.

Bailey (2011) conducted research for a doctoral thesis on teacher perceptions of teaching RAS children and young people to investigate the effect

of having these students in UK schools on the classrooms, the wider school community and the individual teachers themselves. They interviewed seven teachers, analysing their responses and identifying themes. One theme was the personal and professional challenge presented when working with RAS students, which was reflected in the responses of all participating teachers. Teacher responses highlighted issues such as inflexibility within LAs and the high expectations of the education system. Alongside this, some teachers expressed that working with RAS students created extra work and increased their levels of stress, as working with these children is different from working with the general student population. Frustration at themselves, a sense that they needed to be doing more, that they were not adequately meeting children's needs, difficulties with inclusion and contending with the negative attitudes of other staff members were highlighted as concerns. Despite the difficulties highlighted by teachers of having RAS children in their classrooms, the rewarding aspects of the challenge were also noted. This demonstrates that UK teachers may be unprepared and unsupported for the additional challenges associated with teaching RAS students, but that they can still have positive experiences despite this lack of support and adequate preparation. It is reasonable to infer that if teachers had adequate preparation and support, the positive and rewarding aspects of teaching refugee children could outweigh the difficulties. This would benefit both the teachers' stress levels and the well-being of the students whom they teach.

2.5 Under-Preparation of Teachers working with RAS Pupils

Under-preparation of teachers to work with refugee pupils has been identified as an international problem (Wiseman & Galegher, 2019). However,

findings from different regions should be considered with caution. Different countries and indeed different regions within countries may have different political landscapes, different educational systems, different percentages of cultural diversity and different numbers of RAS individuals and families living there. While the information given in these studies can be considered and drawn upon, teachers in different countries can hold differing views and attitudes towards refugees and asylum-seekers (Soriano & Cala, 2019) and may differ significantly to those in the UK.

Taskin and Erdemli (2018) investigated the issues faced by teachers in Turkey when teaching refugee children. They interviewed nine teachers who felt that they did not receive enough support or resources to adequately teach refugee students. Teachers in Greece also reported feeling unprepared and lacked confidence around their abilities to include refugee pupils in mainstream classrooms (Sevi et al., 2018).

Due and Riggs (2016) based a paper on survey data from an Australian study of 14 Intensive English Language Programme (IELP) teachers combined with six IELP teacher interviews, as part of an investigation into care for migrant and refugee children in schools. IELPs are provisions within some mainstream schools in this area of Australia, which use EAL trained teachers to teach children arriving from other countries in a separate class from their mainstream equivalent for an extended period (usually 12 months), before the students move into mainstream lessons. The responses indicated that teachers had difficulties with developing relationships with these groups of students and that this difficulty was seen more often with the refugee students. The data from teachers suggested

that time and space is required to build relationships as well as having the knowledge and skills required to forge positive relationships with refugee students. Importantly, IELP teachers are likely to have increased experience of working with children of other languages and from refugee backgrounds due to the nature of their specialised teaching post, and yet these teachers still identified particular challenges when working with refugee students. It is likely, therefore, that these challenges could be more pronounced for mainstream teachers.

Moneymaker-Lamson's (2013) doctoral research into the efficacy, preparedness and empathy of teachers working with refugee students in the USA involved surveying 140 teachers from 11 schools and then interviewing 13 of these teachers. Interviews were conducted with the seven teachers who scored highest on the efficacy survey, along with the six teachers who scored the lowest. The interview data indicated that while some teachers implied they felt very prepared to teach refugee students, others reported feeling extremely unprepared for this challenge. On the survey subscale, which measured teacher preparedness to teach refugee students, the ways teachers felt least prepared included identification of and effectively responding to the emotional needs of refugee students.

Raponi (2016) conducted a master’s thesis study on the teacher view of educating students with interrupted formal education (IFE) in the USA. Refugee children have often had their education interrupted (Dryden-Peterson, 2015) and so are likely to face some of the same challenges as this population of students. Students with IFE have additional needs to that of EAL students including limited or sometimes no skills in literacy, limited content knowledge in many school

subjects and often experience social and psychological isolation (Freeman & Freeman, 2002). Data was collected including 56 surveys and six teacher interviews (Raponi, 2016) and it indicated that teachers mainly did not feel prepared to teach students with IFE, particularly in attempting to meet their additional needs while following a demanding curriculum. This aspect of difficulty could be particularly relevant for UK teachers teaching RAS children in mainstream schools, as the expectations set for teachers to produce high academic results for classes as a whole could conflict with simultaneously trying to give individual students attention and care and supporting social and emotional needs.

Much of the literature available on teacher experiences of teaching RAS children indicate that mainstream teachers do not feel equipped to provide adequate educational support to RAS students and often specialist teachers, such as EAL teachers, are relied on to provide the majority of the support. For example, Due et al. (2015) investigated the teacher perspective of IELP teachers in Australian schools. They found that participants felt that IELP teachers had specialist knowledge compared to mainstream teachers that put them in a better position to teach refugee students, including better knowledge of their backgrounds, a better understanding of their experiences before moving to Australia and better knowledge of the resettlement process and the difficulties associated with it. They also felt that the smaller class sizes of the IELP classes provided a safer space for the refugee students and placed them in a better position to differentiate the curriculum according to the needs of the students. Similarly, Due and Riggs (2016) found that specialised IELP staff had a better

understanding of refugee students' needs and that IELPs were the 'best practice' option for adequately caring for RAS students in the school setting. The implication that separating refugee students from mainstream classes keeps them safer, and that mainstream teachers do not know enough about this cohort of students to teach them as well as IELP teachers, is concerning on several levels. Firstly, the inclusion of refugee children in mainstream classes should not make them feel unsafe; an inclusive school ethos which welcomes refugee students is effective in promoting the well-being of RAS students (Block et al., 2014; Hek, 2005b; Taylor & Sidhu, 2011), and separating RAS children from their mainstream peers does not promote inclusive attitudes. Secondly, even in Australia where IELPs are available, the students will eventually end up in mainstream education, and the teachers who teach them will still need to be equipped to work with refugee pupils and have a level of understanding about the implications of being a refugee, both for their education and their well-being, whether they are newly arrived or not. Additionally, most schools in the UK do not have IELPs and small primary schools often do not have access to EAL teachers at all. If the 'best' way to effectively support refugee pupils is by removing them from mainstream classes into a separate class and employing specialist teachers to teach them, it implies that the majority of UK Primary schools will never achieve 'best practice' in their work with RAS children, which is a very negative outlook. It also takes the responsibility of care for these pupils away from the whole staff team and directs it towards just one or two specialist staff members, which does not encapsulate a whole-school effort to protect and provide for RAS children. An example of this trend happening in the UK can be seen in Reynolds' (2008) study

on the experiences of migrant children in UK schools. Reynolds (2018) found that migrants students' primary teachers, were passing on all and any issues these students were facing to EAL teachers, who were overworked and understaffed. Migrant children are not refugees, but the research is relevant as they can face similar challenges as previously highlighted. There must be a more practical and inclusive way to ensure that RAS children have fair access to adequate teaching and social and emotional support in UK schools, other than removing them from mainstream classes and relying on 'specialist' teachers to provide the majority of the support, both educational and social-emotional.

Other studies have also demonstrated the lack of adequate preparation and training for teachers teaching international cohorts of students. For example, teachers teaching low literacy refugee students in Australia were found to use some language and literacy development strategies but not to an adequate level that would promote learner autonomy. Teachers prioritised discussion, written resources and teacher-focused activities (Windle & Miller, 2012). Walker et al. (2004) conducted research in the USA, which found that teachers of EAL students in mainstream schools who were unprepared and unsupported encountered more challenges when working with the students. These teachers also developed negative attitudes toward EAL students. When teachers of EAL students lack appropriate training or support, they struggle to be and feel competent in their work. Even teachers who start with positive attitudes are at risk of developing negative attitudes, which can impact the school climate and whole school attitudes towards EAL students (Walker et al., 2004). EAL students are not synonymous with refugees but face the same language barrier challenges.

This study, therefore, highlights a potential risk of refugee students experiencing the backlash of negative teacher attitudes, if teachers are unprepared and unsupported to work with them effectively. All these studies highlight the issue that schools and teachers worldwide are not adequately prepared to educate refugee pupils, and this is likely to be the case in the UK also.

The United Nations Convention on the Rights for the Child states that every child has a right to education and that education should help children develop to their full potential, including refugee children (Candappa, 2000; Unicef, 1989). Nevertheless, these rights do not translate to educational policies in the UK (Migliarini, 2018). If teachers are not trained adequately and supported to work with children with complex issues and backgrounds, different to those of other children in the UK, it must be questioned whether the rights of the child are being upheld. Teacher training programmes in the UK do not specifically cover how to work with and support refugee children, yet teachers are expected to take on this challenge and educate the children to their full potential.

2.6 Cultural Makeup of Communities and Teacher Professional Development

Some aspects of the guidance from the Department for Education and Skills (DfES, 2004) and recommendations made in published research have highlighted strategies which contribute to the success of integrating refugee pupils into mainstream education in Western societies, and have positive impacts on the students themselves. Unfortunately, many of these recommendations are unrealistic for schools in more isolated and less diverse areas of the UK to achieve. For example: having an ethnic mix of pupils in schools (Bartlett et al.,

2017; Hek, 2005b), having other pupils from the same home country as the new refugee students (Barlett et al., 2017; Hek, 2005b), having previous experience with culturally diverse students (Arnot & Pinson, 2005; Reynolds, 2008), language support from EAL teachers (Arnot & Pinson, 2005; DfES, 2004) or teachers who speak the same language as the refugee students (Hek, 2005a; DfES, 2004), ethnic diversity among the teaching staff (Reynolds, 2008) or teachers from the same cultural background of refugee students (Hek, 2005a). According to the most recent published census data, some areas in the UK, such as in the South West of England, have not had the same increase in population diversity as other parts of the UK, such as the large cities of London, Manchester and Birmingham (Office for National Statistics, 2011). For these less diverse areas, many recommendations of policy and research are not realistic to implement, because the communities are lacking in the cultural diversity necessary to implement this guidance. A more diverse school population gives refugee pupils increased opportunities to develop relationships and access other support previously highlighted (Bartlett et al., 2017). In addition to this, some research has shown that teachers working in culturally diverse schools have more positive attitudes about teaching ethnic minority children compared to teachers at schools with low cultural diversity (Glock et al., 2019). Exposure may link to feeling unprepared to teach ethnic minority students due to lack of experience. It may be the same for teachers working in schools with low diversity with regards to teaching RAS pupils. Schools which lack prior experience of working with RAS pupils can be reluctant to enrol these pupils compared to schools which have

worked with RAS pupils previously, as some have a view that they do not have the resources or expertise to integrate them (Madziva & Thondhlana, 2017).

However, that is not to say that successful school integration and positive school experiences are not achievable for refugees in these areas. Rutter (2006) identified three main factors of good practice when educating refugee children. One was linguistic needs, which could be difficult for less diverse settings. However, the other factors, achievable independent of school and community diversity, were psycho-social needs and a welcoming environment. Many other recommendations emerging from policy and research are possible in all schools, provided the teachers have the knowledge and understanding to support implementation. For example, positively reframing school attitudes towards refugees (Hek, 2005b; Taylor & Sidhu, 2011; Arnot & Pinson, 2005; Fazel, 2015), supportive and understanding teachers (Reynolds, 2008; Hek, 2005b; Hastings, 2012), ensuring children feel safe (Hastings, 2012), facilitating friendships (Hastings, 2012), encouraging use and development of children's first language (Hastings, 2012), teachers' awareness of the background and welfare needs of refugee students (Block et al., 2014), adapting the curriculum to benefit refugee children, e.g. appropriate for children with backgrounds of trauma (Block et al., 2014) and teaching topics about the positive impact of refugees (Hek, 2005b). Training for teachers and staff is frequently highlighted as a recommendation for schools with refugee students in the literature (Cerna, 2019; Fegert et al., 2018; Gladwell, 2019; Morgan, 2018; Perry & Hart, 2012; Reakes, 2007; Whiteman, 2005; Wilkinson & Langat, 2012) and these areas could be integrated into training to enable teachers to implement them effectively. The DfES (2004) recommends

"training for all school staff, of the skills needed to support and teach asylum-seeking and refugee children" (p. 5). This kind of training could be even more critical for school staff in communities lacking diversity, as they have even less experience of teaching multicultural classes compared to other areas in the UK.

Wilkinson and Langat (2012) investigated the practice of teachers teaching refugee students from African backgrounds in one Australian secondary school. Focus groups with teachers revealed that teachers wanted access to professional development relevant to the change in the cohorts of children they were teaching, with the increase in numbers of African refugee students. Teachers felt that as well as restricted access to additional support, lack of training was a key component preventing teachers from adequately differentiating their practice to support the needs of the refugee students. This finding is relevant to areas of the UK which have less diverse populations, as a critical aspect of Wilkinson and Langat's (2012) study was the change in the demographics of the pupils attending the school, and the teachers' lack of skill to teach a cohort of students who had become much more diverse than what they had been used to in the past.

Many of the studies discussed trauma as one of the key aspects which sets apart the needs of RAS pupils as different to that of migrant or EAL pupils. Teachers can be unsure of their ability to appropriately support pupils who have experienced trauma, with some of the view that this responsibility is for mental health professionals (Alisic, 2012; Graham et al., 2011). Practices that build teachers' knowledge and understanding of trauma is important for both pupils and teachers to succeed (Delale-O'Connor et al., 2017). One study demonstrated that

teachers who received training to support pupils who had experienced trauma reported higher levels of self-efficacy and were able to offer emotional support to pupils as part of their role, rather than experiencing it as an additional stress or burden (Woolmer et al. 2016). Teachers working with refugee background pupils in Canada reported a need for professional development opportunities, particularly around literacy skills and understanding trauma, to guide them in providing emotional support for pupils (MacNevin, 2012). Castellanos (2018) suggested tailoring trauma-informed training for teachers to make it specifically relevant for supporting refugee pupils to increase the self-efficacy of teachers in working with refugee pupils.

2.7 Self-Efficacy

Self-efficacy is one's belief about the degree of their ability to perform or respond to certain scenarios (Bandura, 1994). This determines how people motivate themselves and behave in relevant circumstances. When an individual has a high level of self-efficacy, they have confidence that they can overcome or perform well in daunting situations (Bandura, 1994). If an individual has feelings of self-inefficacy, they may feel anxiety in relevant situations, which can exacerbate their feelings that they will be ineffective (Bandura, 1986). Mastery experiences, however, have influence over the perceived self-efficacy or self-inefficacy of individuals (Bandura, 1986; Bandura, 1994). Therefore, in the context of working with refugee pupils, teachers who have experienced this scenario going well will have higher levels of related self-efficacy. Additionally, social models are way to strengthen self-efficacy beliefs (Bandura, 1994). In the context of working with refugee pupils, according to Bandura's theory, if a teacher

who has lower self-efficacy regarding their ability to work with refugee pupils, they may be able to increase their level of self-efficacy by witnessing other teachers undertaking this task and doing it well. Therefore, teachers who have worked in ethnically diverse schools may see similarities to working with refugee pupils and may be able to draw on these experiences. They also may be more likely to have colleagues who have worked with refugee pupils who they can use as a social model. Again, teachers in less ethnically diverse schools may have less of these experiences and resources to draw on, which could impact their feelings of self-efficacy in working with refugee pupils. If teachers do not feel that they can succeed in the teaching of RAS pupils, they may have a lower motivation to persevere if this becomes a challenging feat (Bandura, 2000).

Research on self-efficacy and job satisfaction of teachers is also of interest. Caprara et al. (2006) suggested that higher teacher self-efficacy enables teachers to adapt more successfully to changing contexts. The addition of refugee children to a class which previously had none would undoubtedly be a changed context; therefore, it is crucial for teachers to feel capable in these kinds of situations. Low teacher self-efficacy has also been related to teacher burnout (Skaalvik & Skaalvik, 2007; Skaalvik & Skaalvik, 2010; Schwarzer & Hallum, 2008) and academic achievement of pupils (Caprara et al., 2006; Tschannen-Moran & Barr, 2004). Therefore, if teachers feel unprepared and lack confidence in teaching refugee students as research suggests, it could contribute to lower teacher self-efficacy, higher teacher burnout, and it may impact the academic development of refugee students. Moneymaker-Lamson (2013) found that specific teacher training delivered to teachers teaching refugee students can

increase their efficacy and feelings of being prepared to teach this group of students. They demonstrated this through survey data, which indicated that the teachers who had attended specific training courses related to diversity were correlated with higher efficacy and feelings of preparedness to teach refugee students.

Self-efficacy is explored in this study instead of confidence because self-efficacy encompasses more than just confidence. It includes one's personal belief of their competence and their ability to affect change (Luthans & Ibayeva, 2006), where confidence is a singular and distinctive trait (Morony et al., 2013). Self-efficacy is linked to successful teaching (Bandura, 1997) and has the potential to lead to changes in practice (Luthans & Ibaveva, 2006). Furthermore, the evaluation of self-efficacy is important for the design of continued professional development initiatives and potential intervention (Wyatt, 2015) which is a key aspect of this piece of research. Increases in teacher self-efficacy resulting from engaging in CPD can in turn have positive outcomes for the students they teach (Biasotti, 2011).

Self-efficacy is often explored using quantitative measures and scales (Klassen et al., 2011), however, questions have been raised around the quantitative measurement of self-efficacy with regards to their validity and the simplified picture of self-efficacy they provide (Burrell et al., 2018; Glackin & Hohenstein, 2018; Wheatley, 2002). It has been argued that qualitative methods can provide a more comprehensive picture of self-efficacy in relation to depth and context (Abbot, 2010) which may be more useful for the field of education with regard to teacher practice (Glackin & Hohenstein, 2018; Wheatley, 2005; Wyatt,

2012) as teacher self-efficacy is a difficult construct to capture (Wyatt, 2014). Qualitative methods such as observations and interviews have been successfully used to explore self-efficacy in educational research, and provide a broader conceptualisation of the concept of self-efficacy than more traditional quantitative methods (Glackin & Hohenstein, 2018; Usher, 2009; Wyatt, 2015).

2.8 Continued Professional Development (CPD) and Adult Learning

Guskey (2002) describes professional development as 'systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students' (p.381). Professional development initiatives for teachers and school staff have been shown to contribute to a range of positive impacts for students, including improvements in emotional, behavioural and academic outcomes (Bravery & Harris, 2009; MacKay et al., 2010; Rose et al., 2019). Implementation science allows the exploration of how of learning gained through training or CPD is transferred into practice (Bates, et al., 2014; Patel, 2013).

Teachers have highlighted that effective CPD improves their knowledge, competence, skills and understanding which ultimately leads to growth as a professional (Elliot & Campbell, 2015). Teachers have reported that the most effective CPD is that which directly addresses their needs (Goodall et al., 2005) and is relevant and applicable to their classroom setting (Hunzicker, 2011; Hustler et al., 2003). CPD that participants find relevant is more likely to be transferred into practice (Burke & Hutchins, 2007). The support required by teachers from external professionals (such as educational psychologists) should be defined by the teachers themselves (Armour & Yelling, 2010), as CPD designed with the

adult learners in mind improves the transference of learning to their teaching practice (Elliot & Campbell, 2015). One way of ensuring the needs of staff are addressed and CPD is relevant is by including their views in the design of the CPD activity.

Adult learning is complex, and while it is often considered to be a cognitive process, it involves other aspects of human functioning including emotional, spiritual, and physical experiences (Merriam, 2008). In a review of literature on effective in-service training, Bluestone et al. (2013) found that using interactive techniques such as discussions, allows for better learner interactivity and engagement, improving the impact of the CPD for the participants. Repetition of learning was also found to have improved outcomes comparatively to one-off learning events. Narrative learning has been proposed as a way to give meaning to experiences and in this sense using stories the stories of others and by applying new information to one's current context to form part of their current narrative is another method to facilitate the learning of adults (Clark & Rossiter, 2008).

These aspects of adult learning can be incorporated into CPD or training design to promote the effectiveness of learning. Effective CPD can lead to deepened understanding and improvement in practice for teachers, and therefore improved outcomes for students (Broad & Evans, 2006; Opfer & Peddar, 2010). Determining exactly how effective training or CPD is, is complex and requires multiple sources of data and measurement tools to reflect the multidimensional nature of successful CPD, such as potential outcomes for both the staff and the students (Broad & Evans, 2006). As such, evidencing the effectiveness of CPD

is something that schools find difficult, and often only consists of staff completing a satisfaction questionnaire immediately after finishing a CPD activity (Armour & Yelling, 2020; King, 2014). Other methods of evaluating CPD include but are not limited to using questionnaires or surveys before and after to observe specific changes in attitude, behaviour or knowledge, using observations or filming to observe changes in practice, using standardised measures or school data to evidence changes for students and using interviews to gain a more in depth understanding of the impact of CPD (Broad & Evans, 2006; Elliot & Campbell, 2015; Hardman et al., 2009; King, 2014; Little & Maunder, 2020; Maddox & Marvin, 2012; Rose et al., 2019). King (2014) described an over-reliance on using standardised testing to evaluate the effectiveness of CPD for school staff, indicating that richer forms of data are also valuable.

2.9 Conclusion

School staff are often not equipped with the necessary support and resources to provide RAS pupils equal access to education, which puts these pupils at risk of further disadvantage (Miles, 2017). With UK government guidance and support lacking, it is the responsibility of schools to address the unique needs of RAS pupils. Community demographics regarding multiculturalism may further influence staff members' experiences of trying to provide RAS pupils with a high-quality education.

2.10 Research Aims

The primary aim of this research was to design and evaluate a training programme based on school staff members' views and experiences, to support staff working with RAS pupils. Secondary aims included to add to the limited

number of studies which give teachers a voice with regards to the education of refugee children in UK. It also aimed to give some insight into the influence of community cultural demographics on teachers' experiences and self-efficacy relating to working with RAS pupils. The designed training programme was delivered to staff working with RAS pupils in schools with low levels of cultural diversity, in an effort to improve their self-efficacy.

2.11 Research Questions

For the purpose of this research, I am using a definition of cultural diversity, adapted from Dee and Henkin's (2002) definition of cultural diversity as 'perceived deviations from White, middle-class, monolingual backgrounds. Cultural diversity is related to perceived differences in skin color, language use, linguistic ability, and socioeconomic status' (p. 25). With consideration to the aims of the research, I am defining cultural diversity as perceived deviations from white, monolingual backgrounds, with relation to perceived differences in skin colour, language use, ethnic heritage, and religious beliefs. Given the overall community demographics of the locations where the schools which participated in this study are based (Office for National Statistics, 2011), schools described as having a high level of cultural diversity refers to schools in which 40% or more of the pupil population are from a black or other ethnic minority background. Schools described has having a low level of cultural diversity refers to school in which 95% or more of the pupil population are from a white-British background. These descriptors will be used for the remainder of this study. The research questions that will guide this study are outlined below. Detailed description of the individual phases of the research are presented in Chapter 3.

2.11.1 Phase One

Research Question One: What are the views and experiences of primary school staff from culturally diverse UK communities and less culturally diverse UK communities of teaching refugee children in a mainstream setting?

Research Question Two: What is the self-efficacy of primary school staff in less culturally diverse areas of the UK concerning their ability to teach refugee children, and how does this compare with the self-efficacy of primary school staff in more culturally diverse areas of the UK concerning their ability to teach refugee children?

2.11.2 Phase Two

Research Question Three: What do primary school staff who have had experience of teaching refugee children in culturally diverse and less culturally diverse areas of the UK think one-off training programmes, delivered by outside professionals such as educational psychologists, should include to support school staff to teach refugee children more confidently?

2.11.3 Phase Three

Research Question Four. How useful is training based on data generated through phases one and two, combined with additional information from published literature, for school staff in practice?

Research Question Five. How does training based on data generated through phases one and two, combined with additional information from the published literature, impact the self-efficacy of school staff in less culturally diverse areas of the UK regarding working with refugee children?

3.0 Methodology

Methodology has been described as ‘the lens a researcher looks through’ when selecting which methods will be best suited to their research questions (Mills & Birks, 2014; p. 32). It brings the practical act of employing methods together with the different philosophies which surround social scientific research (Schwandt, 2007). In this thesis I carefully considered the methodology of this study and chose tools that generate and gather the type of data that addressed my understanding of the research questions.

In this chapter, I explain my ontological and epistemological position in undertaking the research, I present the theoretical framework used in the research, and I restate the aims of the research alongside the research design. I then discuss the ethical considerations of the research. I conclude the chapter by explaining my choice of data collection and analysis methods.

3.1 Ontological and Epistemological Position

3.1.1 Ontological Position

There are competing world-views that frame social inquiry, and researchers need to be explicit about their ontological and epistemological assumptions (Holloway & Todres, 2003) with regards to their research as these shape the entire project and how it should be viewed and understood. This research is an inquiry into the experiences of teachers working with refugee children and the effect of a training programme designed using teacher views, that is, exploring how useful the training was for school staff in practice and the effect it had on their sense of efficacy working with refugee children. My approach to the research questions in the context of knowledge in the world, is that social

reality is interpreted differently by different individuals, who will, therefore, have different perspectives on phenomena (Mack, 2010). In this research, I assume that the experiences and opinions of the participants will depend on their interpretations and understanding of their personal world and that each individual holds their own reality (Braun & Clarke, 2013), which will, in essence, be their interpretation of the time and interactions they have had in the classroom and in school, related to working with refugee children. For the staff participating in the study, their view of reality intertwines with their experiences, and so the knowledge they share is reflective of their personal perspective. This interpretation may be different from that of the refugee students or the senior management in the school as they are on a different side of the interaction and will have their own interpretation of the events. Nevertheless, to understand school staff self-efficacy and to create effective CPD which will improve their self-efficacy in working with refugee children, it is the staff who must be directly involved in the research to develop a tool which may be meaningful to them. In taking this stance, I have approached the research in a way that aligns to this ontological position of relativism (Cromby & Nightingale, 1999), with use of methods from a complimentary epistemological position, in terms of how I will explore the differing realities of the participants in the research.

3.1.2 Epistemological Position

I investigated the research questions using the epistemological assumptions of social constructionism. Social constructionism attributes the origin of a person's knowledge, emotions and morals to human relationships (Gergen & Gergen, 2008). Social interactions lead to the construction of ideas

and knowledge, rather than these existing in their own right (Robson & McCartan, 2016). From a social constructionist perspective, my role as the researcher is to understand the different social constructions of each participant about teaching refugee children in their specific context for the first phase of the research. For the second and third phases, it is to understand the social construction each participant has around what useful training should include and how useful the designed training was for practice and self-efficacy. Language is a useful mapping tool to understand different social constructions, with each person using language in a different way to communicate their view on the same topic, with each view considered equally important and relevant (Gergen & Gergen, 2008). Therefore, to answer the research questions, the methods I chose to use to generate and collect data were interviews and focus groups.

3.2 Theoretical Framework

The framework which will guide this research is Thompson's (2016) Personal, Cultural and Structural (PCS) Model. The PCS model is a model of anti-discriminatory practice. Differences often lead to discrimination and oppression, including differences in race, language, ethnicity, religion and many other perceived differences. Refugees enter the UK from a different country and often have many differences to the majority population of the country or city where they are making their new home, including but not limited to race, religion, culture and language. The PCS model recognises individuals as unique. Each person in any given group, for example, refugees have had different experiences, in different social contexts and sharing a group identity does not make all the individuals in that group the same. It is also a holistic model, as it recognises that

discrimination is not just present at a personal level, but at cultural and structural levels within society; these three levels are interlinked and interrelated (Thompson, 2016).

The personal level of the model refers to the thoughts, feelings, attitudes and actions of individuals and personal exchanges with people through practice (Thompson, 2016), such as teachers interacting with refugee children in the classroom. It is the individual's beliefs and thoughts which influence the judgement and actions of the individual, and whether these judgements and actions are discriminatory.

The cultural level of the model refers to collective and shared values and beliefs, in terms of what is understood as acceptable, usual, right or wrong, leading to social norms within that cultural context which most people tend to follow (Thompson, 2016).

The structural level of the model refers to the institutionalisation of discrimination within society, and the power dynamics and political influences which shape society and reinforce discrimination at the highest level, impacting on the other two levels of culture and personal (Thompson, 2016).

Tackling discrimination at the personal level is not enough, as an individual's thoughts and beliefs leading to their actions have stemmed from the broader levels of culture and structure. Schools themselves have their own cultures, and teachers have a considerable influence on the development and alteration of school attitudes, dynamics and culture; this was one of the reasons for using teacher participants. Although the aim is to investigate the experiences

of teachers and to develop a training programme which will support them in their work with refugee children, this is within the context of understanding that by supporting teachers, refugee children themselves will have better support in school, with the ultimate aim of minimising inequality of their access to education.

When individuals are discriminated against, they experience a disadvantage. As has been highlighted in the literature review, the education system in the UK often does not benefit refugee children; they are experiencing a disadvantage compared to children born and raised in the UK. Refugee children have reported experiencing isolation and bullying from peers due to their differences, such as having poor English, and unfair treatment from teachers (Guo et al., 2019; Hek, 2005b; Morrice & Sandri, 2018); this could be due to cultural or structural influences in the everyday lives of other pupils and teachers in schools, which affect their individual beliefs and behaviours (Thompson, 2016). Experiences of discrimination in school can have a detrimental effect on future outcomes (Adair, 2015; Gonzalez et al. 2014), which means RAS pupils are at risk. Involving school staff in the research and using their views and experiences about working with refugee children provides an opportunity to understand how discrimination works in schools on all three levels; personal, cultural and structural. With a better understanding of this, teachers can do more to tackle discrimination by considering the disadvantages refugee children experience in UK schools holistically. The training programme derived from the research will provide a platform to decrease the disadvantage refugee children face in schools in the UK. Successful training based on research has the potential to influence

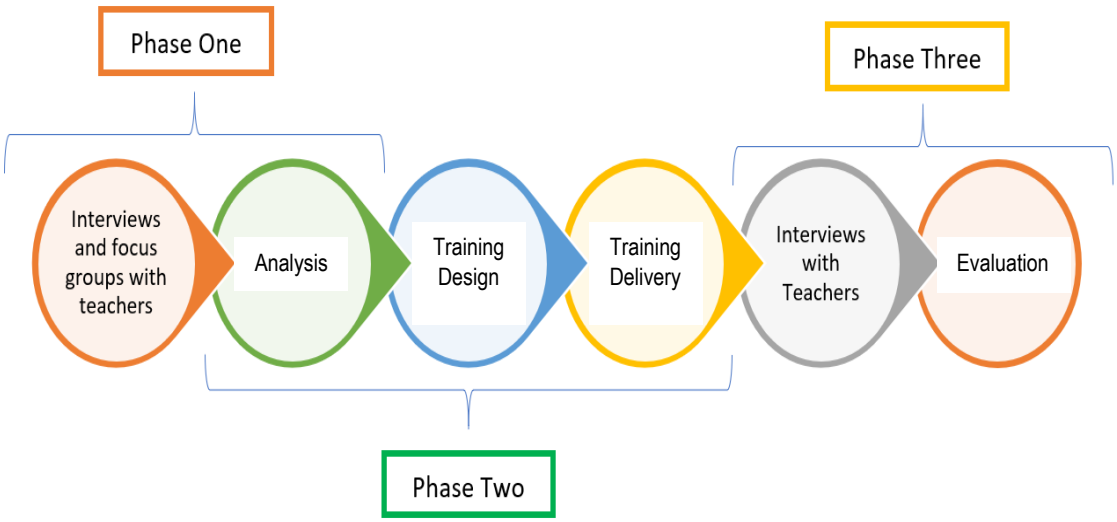
policy and practice relating to the education of refugee children, helping to promote change at the highest levels of structure in our society.

3.3 Research Design

Fitting with the social constructionist approach I took for this three-phase research project, I used a qualitative design across all phases of the research to explore the experiences of teachers working with refugee children in the UK, using idiographic methods to explore the research questions. I divided the research into three phases, which are presented in Figure 1. I present a more detailed description of each phase below.

Figure 1

Research Design Overview



3.3.1 Phase One

The first phase of my research aimed to explore the views, experiences and self-efficacy of school staff working with refugee children in primary schools, with additional consideration of the potential influence of the cultural demographics of the areas and schools. The research questions guiding Phase One were:

Research Question One: What are the views and experiences of primary school staff from culturally diverse UK communities and less culturally diverse UK communities of teaching refugee children in a mainstream setting?

Research Question Two: What is the self-efficacy of primary school staff in less culturally diverse areas of the UK concerning their ability to teach refugee children, and how does this compare with the self-efficacy of primary school staff in more culturally diverse areas of the UK concerning their ability to teach refugee children?

To answer these research questions, a combination of interviews and focus groups was used, these methods are discussed in detail below. Thematic analysis was used to analyse the data, also detailed below.

3.3.2 Phase Two

The second phase of my research aimed to elucidate what staff feel would be useful in a training programme aimed at supporting school staff to work with refugee children effectively in areas of the UK with lower levels of cultural diversity, and to design this training programme. The research question guiding Phase Two was:

Research Question Three: What do primary school staff who have had experience of teaching refugee children in culturally diverse and less culturally diverse areas of the UK think one-off training programmes, delivered by outside professionals such as educational psychologists, should include to support school staff to teach refugee children more confidently?

The data for phases one and two were collected simultaneously. As such the data were also collected through interviews and focus groups. A separate thematic analysis to answer this research question was conducted in parallel to the thematic analysis conducted in Phase One. The findings were used to guide the design of a research programme which was then delivered to school staff as part of the second phase of the research.

3.3.3 Phase Three

The third phase of my research aimed to investigate what the effect of the training was for school staff in practice and to investigate the impact of the training programme on participants' self-efficacy. The following research questions guided Phase Three:

Research Question Four. How useful is training based on data generated through phases one and two, combined with additional information from published literature, for school staff in practice?

Research Question Five. How does training based on data generated through phases one and two, combined with additional information from the published literature, impact the self-efficacy of school staff in less culturally diverse areas of the UK regarding working with refugee children?

To answer these research questions, I conducted interviews with participants who had attended a training session and analysed the data using thematic analysis, detailed on page 69.

3.4 Ethics

Ethical Approval for the research was granted by the University of Exeter Research Ethics Committee (Appendix 1). The primary ethical considerations for this project were (i) gaining informed consent from participants, (ii) the possibility of discussion of sensitive content, and (iii) anonymity and confidentiality. I will explain the steps I took to address each of these ethical considerations.

3.4.1 Informed Consent

Participants were emailed information sheets (Appendices 2 and 3) ahead of the focus group or interviews, to give them time to read through the information, consider their involvement further and ask any questions before the focus group or interview. The information sheet included information summarising the purpose of the project, why they were approached to participate, what participating would involve and what would happen to the information they shared after the interview or focus group. At the beginning of each interview or focus group, I checked that everyone had read the information sheet, providing another opportunity to do this. I then summarised the key points and asked if there were any questions. After ensuring participants had all the necessary information, I then asked them to sign the informed consent form (Appendix 4).

3.4.2 Sensitive Content

Due to the nature of the research, the prospect of sensitive or upsetting information arising in discussions during interviews and focus-groups was a possibility, such as stories that participants may have shared about asylum-seeking or refugee children with whom they had worked. This possibility was highlighted on the information sheet given to participants (Appendices 2 and 3) and again by myself before beginning the focus groups and interviews. If any information of this nature was shared, it was not expected that it would be too far removed from the possible encounters that participants would have with students disclosing sensitive information as part of their everyday work. Participation was voluntary, and I explained to participants that they could withdraw or take time away from the session at any stage if they needed to. I was also available after each session for anyone who wanted to talk or ask any questions. As an educational psychologist in training, I was aware of the necessity to ensure that all participants were comfortable and to monitor the wellbeing of the participants, so that I would be able to stop recording or offer breaks if required. Should incidents have arisen the following processes were in place; I would speak to the participant privately and ask if they want to stop the session or take a break. I would then speak to them after the session or before they left, to check-in with them and stayed to talk to them if needed. I would then signpost the individual to appropriate support such as the Education Support Helpline or the Samaritans. If an individual had contacted me after their participation in any stage of the research, I would have used a similar procedure.

If any child protection concerns had arisen during the interviews, focus groups or training, the following processes were in place; I would privately discuss with the participant that we needed to inform the child protection officer at the school which the relevant child attended and ensure this was carried out. I would accompany the participant to speak with the child protection officer and discuss the school's safeguarding procedures and provide them with the relevant information in relation to the concern raised and follow the school's record keeping policies in relation to safeguarding concerns. I would then inform my research supervisors and check that no more procedures were necessary.

3.4.3 Anonymity and Confidentiality

I anonymised all participants in the transcripts by giving them pseudonyms while maintaining an air of reality and personal impact of the data. I felt that using labels instead of names in the transcription would negatively affect the natural flow of the conversations when reading it and take away from the real and personal accounts shared, which removes some of the emotive effects which are an important element of the data. Any other names mentioned on the recordings were also changed to pseudonyms during the transcription for the same reason. All other identifying data, for example, cities, boroughs or towns, were also removed to ensure anonymity both of participants and the individuals being discussed.

Using focus groups makes the inherent ethical issue of confidentiality more complicated because any opinions or thoughts expressed during the session are not only shared with the researcher, but with the other members of the focus group as well (Morgan, 1996). I made clear to the individuals

participating in the focus group that while anonymity and confidentiality will be ensured with regards to the recorded transcripts, that their identity cannot be hidden from one another. I, therefore, requested as part of my dialogue before beginning the focus groups, that all focus group participants respect the privacy of the views expressed by others and not to repeat them outside the group (Appendix 5). Participants gave their informed consent in the knowledge of these circumstances.

3.5 Qualitative Research Methods

Revisiting the research aims, the purpose of the inquiry is to investigate the experiences and opinions of the participants. I was interested to know what school staff experiences are of working with refugee children and what their experience of working refugee children was like after having participated in bespoke training; how they thought it affected their work with refugee children and how it affected how they felt about their ability to work with refugee children. The purpose of the inquiry was therefore to investigate experiences, for which there can be no right or wrong or absolute answer, which lead to my choice of utilising qualitative research methods, specifically using interviews and focus groups, in line with my ontological and epistemological positions.

3.5.1 Focus Groups

I used focus groups as part of the data collection method for the first phase of the research as they are a recognised method of generating rich data drawing from participants' experiences (Morgan, 1997; Kitzinger, 1995). They are useful because the communication between participants as part of group interaction can promote exploration and clarification of views and experiences that may not be

as accessible during one to one interview (Kitzinger, 1995). Focus groups are also beneficial for the discussion of sensitive topics, such as the current research, because they can create an atmosphere of openness and support, potentially making sensitive topics more comfortable to discuss (Wilkinson, 1998). Participants voicing their experiences or opinions could encourage other group members to be honest and open in expressing views which they may be more likely to keep hidden in an interview scenario, particularly if said views may be perceived as socially unacceptable (Kitzinger, 1995). A vital element of this phase of my research is to investigate what would be useful to include in a teacher training session on teaching refugee children, and focus groups have increased capacity to generate ideas and spark memories through discussion with colleagues (Kitzinger, 1995). Focus groups allow the collection of rich data and give participants the confidence to be open and honest in the expression of their views if other participants are expressing their honest opinions. Focus Groups have also been noted to be beneficial in understanding the needs of staff members (Denning & Verschelden, 1993) which is particularly useful in this section of the research in exploring what school staff feel they need from training about teaching refugee children.

There are also possible drawbacks of using focus groups in qualitative research. For example, group silences or domination of discussion by individual group members (Bloor et al., 2001; Robson & McCartan, 2016). In instances of group silence occurring, I would respond by rewording the question or adding further prompts to ensure the question was clear. Participants in focus groups will be colleagues and aware of who would be in the group and of the general topic

of the conversation prior to participation. Individuals who agree to participate in a focus group will have had the option to participate in an interview instead. These preliminary steps also make it less likely that silence may occur due to participants being reluctant to share their views or experiences. In the instance that discussion is dominated by a single participant, I would encourage others who have had fewer opportunities to give their views, by observing non-verbal cues and responding to them as an invitation to contribute to the discussion or seek clarification around their non-verbal response to what had been said (Bloor et al., 2001). At the beginning of the focus group, I also iterate to participants that there are no right or wrong views and that it is ok to offer a different opinion or experience to someone else in the group (Morgan, 1992).

3.5.2 Interviews

Interviews were the second method of qualitative data collection that I used. Interviews are well recognised as useful for exploring participants' opinions, beliefs, experiences and motivations on particular topics (Gill et al., 2008) with the potential to generate data that is rich and detailed (Braun & Clarke, 2013). Braun and Clarke (2013) also note that because of the extensive use of interviews in the everyday social world (such as radio, politics, news, popular culture) they are likely to be familiar to participants. Interviews, therefore, may not feel as unnatural or intimidating as some qualitative data gathering tools might, particularly if some individuals have never participated in a research project before. Interviews are also well suited to research questions about participants' experiences and for exploring views of participants about a topic that has

personal relevance or significance to them (Braun & Clarke, 2013). The experiences and views of participants are critical in all phases of my research.

3.5.3 Combining Focus Groups and Interviews

As per the reasons outlined above, I felt that both methods had excellent reasons for being effective data-gathering tools for my research. I, consequently, decided to employ both methods and allow individual participants to choose their preference. Different individuals may find focus groups and interviews either empowering or intimidating, depending on the kind of person the individual is. Some individuals may be more comfortable talking to the researcher to share their views alone, possibly not wishing to express certain views in front of colleagues, or anticipating feelings of anxiety or intimidation in the group setting. Conversely, others may feel the prospect of a one to one conversation with a stranger intimidating, but would be more confident with the support and in the safety of the presence of people that they know. By employing both of these methods, I gave individuals the opportunity to decide in which scenario they would be more comfortable having these conversations, ensuring consideration of their wellbeing first and foremost, with the potential for additional positive side-effects too. For example, participants might have shared with me more information than they would have done had they not had a choice of scenario. From a practical perspective I may not have recruited as many participants if some had not been comfortable with one or other of the data collection methods, and I may have missed a valuable voice that has influenced the findings. I also may have had a less diverse pool of participants, as choosing one method may have only suited certain kinds of people. Pragmatically, teachers being busy

professionals, the flexibility of having options of participation may have increased their likelihood of being able to fit it into their busy schedules.

Using a combination of interviews and focus groups allows different depictions of a phenomenon (Lambert & Loiselle, 2008) and gives both depth and breadth to the data (Braun & Clarke, 2013; Michel, 1999). It can also promote identification of both individual and contextual factors relevant to a particular topic (Lambert & Loiselle, 2008). Focus groups can reduce the likelihood of social desirability bias, in which participants respond to questions in a way they feel will please the researcher (Bryman, 2011). However, Michel (1999) advocates against the use of focus groups alone, as certain individuals can be silenced, where interviews allow a deeper investigation of sensitive topics. Using a combination allows for the sharing of views and experiences that may not be gleaned from using one method, resulting in a richer overall dataset (Michel, 1999). As both data collection methods involve transcribed, written data, thematic analysis can be used to analyse both types of data (Braun & Clarke, 2013). While acknowledging that focus groups and interviews generate different types of data, they are complimentary methods and using them in conjunction was appropriate to achieve the overall aims of the research and answer the research questions.

3.5.4 How Focus Groups and Interviews were Conducted

A semi-structured approach was used for the focus groups and both phases of interviews, because I wanted to generate the most useful data for the study by addressing key questions while leaving room for elaboration and additional exploration of issues that are important to individual participants and groups (Braun & Clarke, 2013; Gill et al., 2008). This approach also allowed for

flexibility with the wording and order of the questions (Braun and Clarke, 2013) to ensure a natural flow of conversation for both interviews and focus groups, which can have different dynamics. As my research already had pre-established aims an element of structure ensured the main issues were addressed by all groups and interviews but provided enough flexibility for participants and groups to take the dialogue in their own direction and provide richer data. The questions and discussion points were designed to address the research questions and aims specifically (Rowley, 2012), to ensure these were properly addressed, with questions planned and ordered in a way that encouraged participants to focus on relevant discussion (Turner, 2010) while not limiting the participants in the expression of their views (See Interview Schedules: Appendices 6, 7 and 8). The design of the interview schedules was also informed by previous research (Smith, 1995). Studies which were used to guide the design of the interview schedules included research with teachers working with refugee or asylum-seeking pupils conducted by Sevi (2008), Due and Riggs (2016) and Due et al., (2015). These studies were useful to provide a starting point and to guide the wording of the questions, however they were context specific and therefore the interview guides could not be directly used or adapted for this research. The sequencing of the questions in the interview schedules was carefully considered (Braun & Clarke, 2013) and reflected the format of the interview schedules of the studies I used as a guide with regards to beginning with straightforward and open questions about the participants, then becoming more focused and specific (Due et al., 2015; Due & Riggs, 2016; Sevi, 2008). The schedules were drafted and redrafted,

incorporating feedback from my supervisors and was trialled with a colleague to ensure clarity of questions (Braun & Clarke, 2013).

I planned to facilitate and gently guide the discussion of both the focus groups and interviews to ensure participants kept the discussion relevant to the research questions and study aims and to prevent it venturing off-topic onto unrelated issues (Morgan, 1996). The design of the questioning facilitated the exploration of the self-efficacy of teachers teaching refugee children, the exploration and understanding of teacher's experiences and views on teaching refugee children and generated discussions around what would be useful in teacher training about teaching refugee children. However, this phase of the research was also an exploration of the teacher voice, which has been largely absent in previous research into educating refugee children in the UK. The structure of the focus groups and interviews was open enough to allow participants to bring issues to the table, which may not have been captured by previous research studies (Morgan, 1996). The interview schedule employed hierarchical focusing to ensure that the discussions did not venture off the main aims of the research, but also did not limit the discussion to set themes already highlighted by previous research; participants were able to bring new ideas and experiences to the study of teaching refugee children in UK schools. The interview schedule used was similar for both the focus groups and the interviews, to facilitate analysis across both types of data. Dictaphones were used to audio-record the sessions.

3.6 Thematic Analysis

I used Thematic Analysis to analyse the data in both phases of the research as per the steps described by Braun and Clarke (2006); how I carried out these steps is described in detail within the chapters addressing specific phases, to ensure complete transparency about conducting the analysis, which is essential to demonstrate the trustworthiness of the analysis (Attride-Stirling, 2001; Nowell et al. 2017). I chose thematic analysis because of its aspects of flexibility as an analytic method (Braun & Clarke, 2006), making it an appropriate method for all aspects of my research. Braun and Clarke's thematic analysis applies to differing theoretical frameworks (Braun & Clarke, 2006; Clarke & Braun, 2013) and so it is applicable and appropriate to use alongside my chosen theoretical framework. It is suitable for addressing different types of research questions (Clarke & Braun, 2013). Thematic Analysis can be used with a range of data types, including interviews and focus groups (Clarke & Braun, 2013) which allowed combined analyses. Alongside these essential aspects of my research, thematic analysis fits within my epistemological stance of social constructionism (Braun & Clarke, 2006), as within thematic analysis a researcher can recognise and interpret the collective or individual meanings and experiences brought to the research by the participants (Clarke & Braun, 2013). Another less pertinent factor, but worth considering is that thematic analysis is an accessible and foundational analytic method recognised as an excellent method to use by a researcher new to the field of qualitative research (Braun & Clarke, 2006; Clarke & Braun, 2013).

3.7 Credibility and Dependability

The nature of qualitative research means that findings are dependent upon subjective interpretations of data (Leung, 2015). In quantitative research experiments, emotions and opinions of the participants and the researcher are considered unwelcomed bias. However, they are integral parts of qualitative research and add to the depth of the findings (Leung, 2015). Therefore, how qualitative research can be considered credible and dependable, is very different to that of quantitative research.

Credibility and dependability can be ensured through using appropriate tools, methods and data (Leung, 2015) and by designing and integrating strategies which will make the findings more trustworthy (Noble & Smith, 2015). The appropriate use of methodology, sampling, design and analysis for the research aims demonstrates the credibility of this piece research. Comparison of participant data from more culturally diverse schools and less culturally diverse schools will enable observation of any repetition between groups (Morgan, 1996) and differences between groups. Comparison of findings across all three phases for repetition of themes also supports the credibility and dependability of the research. Designing the training programme involved data comparison, through which the Phase Two findings were considered alongside existing research and theories. All datasets were transcribed verbatim, examples of which are in Appendix 9.

The process of analysing and interpreting the recorded data in both phases of the research involved prolonged engagement with the topic (Yardley, 2000), whereby I was present at the time of the recordings and completed the

familiarisation stage of the analysis. Prolonged engagement is an element of commitment to the data which contributes to quality control in qualitative studies (Yardley, 2000). I also had one of my Trainee Educational Psychologist (TEP) peers review my codes and themes for each phase of the research as a method of analyst triangulation (Patton, 1999; Silverman, 2013). My personal assumptions, opinions and motivations have been openly presented and consideration given to the impact of this on the interpretation and how that may affect the relevance of the findings (Yardley, 2000).

4.0 Phase One

In this chapter, I will describe the recruitment process, participant sample, data collection and analysis processes relevant to this phase of the research. I will then present and discuss the findings, structured by the identified themes.

4.1 Recruitment

Phase One began with recruiting participants for the interviews and focus groups, to answer research questions one and two. I selected primary schools to contact, using my professional network to identify schools who had refugee or asylum-seeking children in attendance in the South of England shire county and in two large UK cities, who might be interested in participating in the study. Schools were contacted by email, directed to the Assistant Head or Special Educational Needs Co-ordinator (SENCo), depending on the recommendation. The Assistant Head or SENCo disseminated the research details to the relevant teachers in their schools, who decided themselves if they wanted to be involved and if they would prefer to participate in an interview or a focus group.

4.2 Sampling and Participants

The sample for the first phase of the research was a purposive sample consisting of one focus group of five participants, one joint interview and six individual interviews. In total, the sample consisted of thirteen participants contributing to six sets of data. Seven of the participants were based in large UK cities and worked in schools with a high level of ethnic diversity. Five of these participants took part in a focus group and they all worked in the same school. The other two participants did individual interviews. One of these individual interview participants was a retired primary school teacher who previously

specialised in EAL, had experience working with all ages in primary school and was currently volunteering at a local primary. The other was a current primary school teacher of a Year 4 class. The remaining participants (n=6) were working in a large shire county in the UK and worked in schools with a low level of ethnic diversity. The joint interview was with two teachers from the same primary school who opted to interview together. Of the remaining four interviews, two were with participants from one primary school; one nursery teacher and one school family support worker, one was an EAL teacher from another primary school, and one was a support worker for a charity, who worked with refugee families. All of the participants (N=13) were currently working with refugee children. Table 1 summarises the participant information, including pseudonyms used.

Table 1

Participant (N=13) Information and Data Collection Method

Pseudonym	Job role	School Cultural Diversity	Data Collection Method
Tariq	Refugee Support Worker	Low	Interview
Pat	EAL co-ordinator	Low	Interview
Morgan	Teacher	Low	Interview
Grace	School Family Support Worker	Low	Interview
Lauren	Teacher	Low	Joint Interview
Nikki	Teacher	Low	Joint Interview

Table 1 Continued

Pseudonym	Job role	School Cultural Diversity	Data Collection Method
Diane	Teacher	High	Focus Group
Sarah	Teacher	High	Focus Group
Iain	Teacher	High	Focus Group
Kim	Teacher	High	Focus Group
Lucy	Assistant Head Teacher	High	Focus Group
Michael	Teacher	High	Interview
Paula	Retired Teacher	High	Interview

Participants (N=13) were recruited through friendship pyramiding (Braun & Clarke, 2013) through the researcher's and participants' networks. The criteria for participation were any primary school staff members who were currently or had previously worked with a refugee or asylum-seeking pupil within the last five years, in a school with either a high level of cultural diversity or a low level of cultural diversity. An exception was made for the refugee family support worker who did not work in a school, as this participant brought a different voice to the research through his work with children and families outside of school in an area with limited cultural diversity. This individual happened to be a refugee, so could also draw upon his own experience during the interview. These factors meant that this individual could bring other important perspectives to the study that are appropriate to the research questions and theoretical aims of the overall study (Morse & Field, 2002). To enable inclusion of this participant, the interview

schedule needed to be altered to ensure questions were appropriate. For example, the first question ‘how long have you been teaching?’ was changed to ‘how long have you been in your current role?’ and question four, ‘to your knowledge, have the staff at the schools you have worked with had any training in working with refugee or asylum-seeking children?’. The interview guide used for the refugee support worker can be found in Appendix 8 Without these changes, the interview questions would not have been relevant and useful data would not have been generated. Changing the questions provided an opportunity for a unique but relevant voice to be added to the research (Morse & Field, 2002), allowing this data to be used as a reference point or sounding board for views expressed by other participants. This data was incorporated into the overall analysis so that areas of discussion which were also highlighted by the other participants could be seen from another viewpoint, allowing further reflection on some aspects of the data. Any codes which appeared to be generated by this participant alone were not included in the identification of themes, to ensure that the overall message of staff experiences and views was not skewed. (Further explanation and discussion of data analysis is provided in section 4.4)

4.3 Data Collection

The sessions mainly took place in the schools where the individuals worked to provide ease and accessibility of participation for participants, and the interviews and focus groups took place after school hours. The exceptions were two participants; one retired teacher whom I met in her home during the school day, and the refugee family worker, whom I met in a café during an evening.

These participants picked a location and time where they felt comfortable meeting me to facilitate a comfortable interview atmosphere.

Interviews and focus groups were conducted as described in Chapter Three, (p.66-68). The interview and focus group schedules were designed based on the research questions and aims of Phase One. Due to time limitations, the schedules were not tested with the intended participants, however they were tested with the research supervisors and a TEP colleague for clarity of questions. After the first interview, the responses to the questions were reviewed to ensure responses indicated a clear understanding of the questions, and the data generated was relevant to the research questions. There were no concerns after the first interview, so no changes were made to the interview schedule. The focus group schedule contained similar questions to the interview schedule but was written for a group rather than individuals. The interview and focus group schedules can be viewed in Appendices 6, 7 and 8 respectively.

Sessions for the focus groups aimed to be between one and two hours and for interviews between 30 minutes and one hour but these times varied depending on group dynamics and how much group or individual discussion there was around the questions.

Data collection with both interviews and focus groups went well. The focus groups were dynamic with high levels of participation from all members of the group. There were no negative incidents in the interviews or focus groups and participants appeared to be comfortable with sharing their experiences and views.

4.4 Data Analysis

Thematic analysis was used to enable communication of a rich report of the entire data set and was conducted as per the steps described by Braun and Clarke (2006).

Familiarisation and transcription was the first step. In this step, I transcribed the interview and focus group recordings verbatim, individually coding speakers using the pseudonyms in Table 1. I wrote the pseudonyms next to their contributions to ensure the dialogue of individual participants could be tracked (Gill et al., 2008). Transcription of the recordings enabled me to retain the information in a way that is true to the original nature of the dialogue. As I had conducted the interviews myself, I already had a level of familiarity with the data to support this step in the process. I deepened my familiarisation further by the active reading of the transcribed data and repeated listening to the audio recordings. Example sections of transcripts can be found in the Appendix; For a focus group transcript, see Appendix 10, for an interview transcript, see Appendix 11.

The second step in the process involved generating initial codes to organise the data. For this step, I went through each of the transcribed data sets, and using NVivo, coded sections of dialogue under short descriptors, which I created to give an overview of the type information in the sections of dialogue stored under that code. Some sections of dialogue were coded under more than one code if relevant. This was the first stage of organising the data into meaningful groups. The codes can be seen in Appendix 12. Examples of quotes and their coding can be found in Appendix 13.

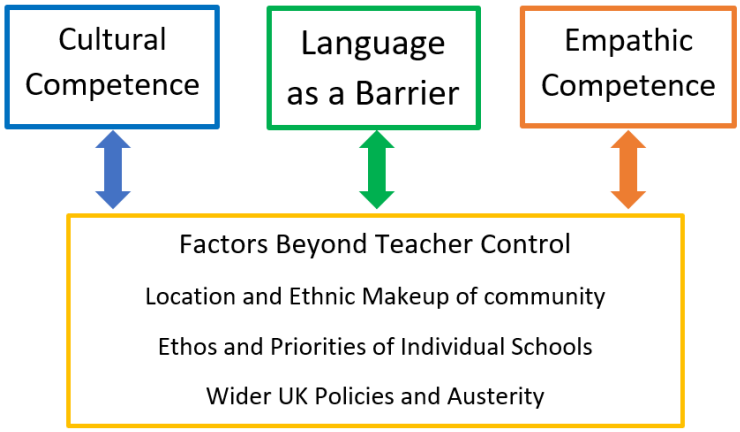
The third step was to sort the codes into potential themes and sub-themes. For this step, I handwrote all of my initial codes onto small pieces of paper. I then grouped similar codes, writing the name of some codes onto multiple pieces of paper if they seemed to fit into more than one group. This process was iterative and involved altering the categories and trying different combinations until I had a set of clear themes, integrating the vast majority of the codes.

The fourth step was reviewing the themes. In this step, I refined the themes by identifying which themes were weak or lacked appropriate relevance to my research questions and aims. Some themes were collapsed into one another, giving a broader overall theme. Examples of codes which made up each theme are presented in Appendix 12.

The fifth step was defining and naming the themes, which involved identifying the essence of the themes, what they encapsulated and coherently conveying this. The themes I chose were *Cultural Competence*, *Language as a Barrier*, *Empathic Competence*, and *Factors Beyond Teacher Control*. *Factors Beyond Teacher Control* had elements related to the other three themes within it. Consequently, I felt this theme underpinned the other three. Figure 2 shows a visual representation of the themes. Sub-themes were also identified within the *Factors Beyond Teacher Control* theme, as illustrated in Figure 2.

Figure 2

Thematic Map for Phase One



4.5 Phase One: Findings and Discussion

The findings are presented according to the four main themes identified in the qualitative data, which were *Cultural Competence*, *Language as a Barrier*, *Emotional Competence* and *Factors Beyond Teacher Control*. This section will conclude by relating the findings to Thompson's PCS model.

4.5.1 Theme One: Cultural Competence

Participants did not explicitly mention cultural competence during the focus groups and interviews. The theme choice was justified by the way the participants discussed their experiences and the pupils they worked with, and described their practice, inferring about their level of cultural competence personally and in their schools as a whole. As cultural competence was not addressed in detail in the literature review process, I will explain the concept of cultural competence before discussing this theme further.

The concept of cultural competence in relation to education and teaching is understood under several different names or labels, including but not limited

to, teachers' cultural competence (Casciola, 2014; Gay, 1993; Harrison et al., 2010), teachers' intercultural competence (Álvarez Valdivia & González Montoto, 2018), multicultural education (McFeeters, 2019; Weisman & Garza, 2002) and culturally responsive teaching (Callaway, 2016; Civitillo & Juang, 2019; Gay, 2018; Iwai, 2019; Özüdogru, 2018). Cultural competence in teaching and education is a complex subject, and there are several different frameworks and structures used to explain and consider this concept (e.g. Civitillo & Juang, 2019; McFeeter, 2019; Santoro, 2009). However, they all share distinct themes. These themes include recognising and celebrating cultural diversity in learners, promoting connections to multiple cultures, validating individuals' cultural identification, including diversity in practice and recognising where cultural diversity indicates a difference in learning needs for pupils (Callaway, 2016; Civitillo & Juang, 2019; Gay, 2018; Santoro, 2009).

Analysing the way teachers discussed the children they had worked with, there appeared to be a discrepancy between the cultural competence of teachers who were working in culturally diverse communities and teachers who were not. Teachers who were working in culturally diverse communities demonstrated a better understanding of a broader range of cultures and a more naturally competent response to cultural diversity. These teachers often highlighted that it was not a cultural shock to the school to have a new refugee pupil and drew on the fact that they are used to teaching a diverse pupil population.

Iain*: … I think we're quite confident as a school in terms of if a kid comes from a different culture it's not going to be like 'arrgghhh, what's he like? what do they do?' …cause we're just used to that mix anyway.*

Whereas often, teachers who were not working in a multicultural area communicated a level of anxiety or a gap in knowledge around working with a family from a different culture.

Morgan: *… we do have a lot of Polish children and even like translating letters and stuff is mainly all Polish. So, then it's then thinking 'oh' it's completely, flipped now we've got to think of someone completely different who isn't from here and has had a completely different background.*

My findings suggest that for many of the teachers and participants who worked in a less diverse school, cultural competence is a difficulty, with some teachers directly expressing that their initial apprehensions around teaching refugee children were linked to working with a pupil from a different culture or background. In contrast, teachers who were working in culturally diverse schools did not cite cultural differences as one of their concerns about working with refugee children. This difference indicates that the demographic makeup of the class or school, influenced how confident participants felt about this aspect of working with refugee children due to their level of experience. Cushner (2008) posits that in order to develop a meaningful understanding of diversity and to develop skills needed to accommodate difference, experiences need to be immersive. Teaching in a school with a highly diverse pupil cohort may provide the immersive experience necessary to develop the cultural sensitivity required to work effectively with pupils from a wide range of backgrounds.

Other studies have indicated that life experience and exposure to diversity are determinants in the development of teachers' cultural competence

and sensitivity (Álvarez Valdivia & González Montoto, 2018; Deering, 1997). For many teachers who lived and grew up in more remote areas of the UK, there is little diversity in the local population. Santoro (2009) highlighted a phenomenon in Australian schools, with teachers having minimal experience of working with a diverse student population and the teachers themselves being white, Anglo-Australians; the dominant culture in the area. Nevertheless, the teachers who taught in a more culturally diverse school expressed greater confidence in working with children from different cultures, despite being of mainly the same cultural background as those teachers working in the less diverse schools. This has similarities to my study, in that the school staff participants were all white, most of whom were British and two of whom were of other European heritage, yet the cultural competence demonstrated differed across school contexts. Santoro's (2009) study further indicates that the experience of working in a culturally diverse setting can result in higher levels cultural competence. Numerous studies have suggested the importance of context and experience in the development of cultural competence of teachers (Glock et al., 2019; Harrison et al., 2010; Iwai, 2019; Lastrapes & Negishi, 2012). One aspect of an American study by Harrison et al. (2010) investigated possible differences in cultural competence between white teachers in culturally diverse school settings compared to racially homogenous school settings. They found that white teachers working in diverse school settings had higher scores in multicultural teaching knowledge than their teaching counterparts working in racially homogenous school settings (Harrison et al., 2010). The experiences reported by teachers in my study gives a qualitative reflection of this quantitative finding

by Harrison et al. (2010), indicating that one of the possible reasons behind the difference in cultural competence reported by teachers working in diverse schools compared to the teachers working in less diverse schools is the exposure to cultural diversity and the abundance or lack of opportunity to work in a culturally diverse setting in order to develop these skills. Anderson (2019) found a similar pattern with Educational Psychologists (EPs) in the UK, whereby EPs working in more culturally diverse areas were likely to view themselves as having higher cultural competence than the EPs working in less culturally diverse areas, attributing this to their intercultural contact experiences.

The way teachers discussed their approach to diversity further highlighted the discrepancy in teachers' cultural competence. Their dialogue indicated whether cultural diversity was embedded within their everyday practice or if teachers had to make a conscious effort to employ multicultural strategies. Teachers who worked in culturally diverse schools discussed inclusion and celebration of culture as a part of everyday school life whereas teachers who worked in less diverse schools pinpointed the use of specific events or strategies which were inclusive of ethnic minority cultures. For example, Morgan highlighted how the school she worked in had a cultural week every year during which they celebrated diversity and encouraged pupils and families to share their cultures with the school population.

Morgan: *yeah and what's nice is we do cultural week, once a year*.

Furthermore, Pat discussed including children from different cultures in assemblies to teach the rest of the school population about their culture and to encourage open-mindedness.

Pat: *we do different assemblies… Eh, and sometimes I don't know, a Muslim child will stand and talk about the Ramadan.*

This indicates that the demographic makeup of the community can influence how culturally competent a school staff member is, due to the impact it has on their usual way of working, and the experience they build up as a result. Other studies have highlighted one-off instances of multicultural practice as superficial and noted that the cultural needs of all learners are sometimes only recognised in a limited number of situations but are missing from general day to day classroom strategies and teaching practice (Casciola, 2014; Dabbous, 2018). Tokenistic and surface-level gestures which give a nod of recognition to pupils from different cultural backgrounds are concerning because it minimises the part that these pupils play in everyday school life. Further, some participants in my study seem to be under the impression that they are successfully catering for the cultural needs of the pupils by engaging in these limited activities. This suggests a lack of awareness that their cultural competence and engagement in multicultural practices is limited.

Most of the teachers in the less culturally diverse schools seemed to focus on language as the primary aspect of working with refugee children which made it a different experience to working with the other children in their class. While participants working in more diverse schools also noted language differences as

a factor, they did not identify it as the primary difference or challenge. Dabbous (2018) also recognised a tendency of teachers to view language as the most significant challenge to teaching refugee and migrant pupils. *Language As a Barrier* is focused on in more detail later in the discussion, however, I want to highlight the possibility that cultural support for refugee children in the less diverse schools, where it is arguably even more crucial, may be insufficient due to language barriers taking priority. It seems for teachers who lack experience of working with diversity, language barriers dwarf the other needs of refugee pupils, leading to lack of recognition of the cultural needs of ethnic minority students. This oversight may lead to teachers and schools making only the small, superficial efforts discussed previously to promote inclusion of cultural diversity, not recognising the need to upskill teachers in cultural competence and to root multiculturalism in all aspects of school life and teaching.

Some of the teachers in this study made comments about not seeing refugee pupils as different from other pupils.

Grace: *she's not been treated any differently*.

For the teachers working in diverse schools, they seemed to be trying to imply that with a diverse cohort in which a large majority of pupils are not British nationals or are second or third-generation immigrants, refugee pupils do not stand out as being different culturally; they blend in alongside their peers.

Michael: *… this school's always been like this, so I don't see any special thing*.

This conflation of RAS pupils and migrant pupils has implications for refugee pupils which is discussed later in this chapter. However, for the teachers teaching

refugee pupils in less diverse schools, in which the vast majority of pupils are from white, British backgrounds, the implication that they treat their refugee pupil or pupils the same as the rest of the school brings further into question the level of cultural competence of the teachers. Many researchers have discussed a phenomenon referred to as colour blindness (Hachfeld et al., 2015) and although not all researchers have explicitly used this term, they are referring to the same issue and the implications it brings (Álvarez Valdivia & González Montoto, 2018; Dabbous, 2018; Santoro, 2009; Xu et al., 2016). Colour blindness is reflective of an attitude known as *Minimisation* (Bennett, 1986; 2004). *Minimisation* describes a tendency to minimise the importance of cultural differences and in the process, assume that individuals are similar enough to be generalised across cultures (Bennett, 1986; 2004). In schools, this may mean assuming that one curriculum, one learning style or one teaching style is appropriate for pupils of all cultures (Bennett, 2004). This view has been associated with schools characterised by lower levels of diversity, as staff can believe that due to having few migrant students, they did not need to or could not adapt their practice accordingly, resulting in a focus on similarities and little accommodation for difference (Álvarez Valdivia & González Montoto, 2018.) The teachers in this study who taught in schools with less cultural diversity made little reference to adapting their teaching in terms of the cultural needs of the refugee pupils and often mentioned that few changes were necessary as the pupil or pupils had "settled in well" (Nikki). This perhaps leads teachers to assume that there is no need to change their teaching style or reflect on the potential cultural inequalities of their everyday practice and teaching is instinctively catered for the majority culture of the class, as indicated

by Álvarez Valdivia and González Montoto (2018). Alternatively, it could be that cultural differences are recognised, but they are simply not prioritised over similarities (Xu et al., 2016). Minimisation and colour-blindness tendencies in teachers have implications for inclusive teaching practices, despite having well-intentioned personal beliefs, as it can result in unintentional discrimination (Hachfeld et al., 2015). The pupils of the teachers who demonstrate colour blindness may therefore be inadvertently experiencing discrimination through the oversight of teachers to recognise that cultural differences are important and significant in a pupil's education.

Other studies have found UK teachers to avoid recognising the different cultural background of the students they were working with, resulting in the homogenisation of students with different cultural heritage (Dabbous, 2018). This caution often comes from a good place, as some teachers may be following through with their understanding of equality (Hachfeld et al., 2015). Teachers often express a desire to promote inclusion (Alexander & Weekes-Bernard, 2017) and have personal beliefs that align with this (Flynn, 2013) but they are not always equipped with the knowledge or skills to employ inclusive practices (Dabbous, 2018).

4.5.2 Theme Two: Language as a Barrier

In all of the data sets, participants highlighted language as a critical aspect of teachers' experiences working with refugee pupils. Teachers of EAL pupils have highlighted communicating with parents and pupils as one of the main difficulties of this work (Gándara et al, 2005; Madziva & Thondhlana, 2017). Linguistic needs are also highlighted by Rutter (2006) as one of the three main

considerations of working with refugee pupils in schools. However, in my study, the nature of this difficulty seemed to vary between teachers working in less culturally diverse areas and more culturally diverse areas.

Teachers working in more culturally diverse areas demonstrated understanding of the implications of language barriers for the children and parents, giving more focus to how it can feel for them, rather than the difficulties it presented for themselves as a teacher.

Diane: *Mmm, lots of miming, lots of drawing pictures or writing it down, that can be a real-, it's really frustrating for you as well, but especially for the parent.*

In this quote, Diane is explaining how difficult it can be for parents trying to communicate with the school if no staff members can speak their native language. The way she explains this indicates that the difficulties the teachers face are second to the difficulties faced by parents; she feels more empathy to them and their frustration over her frustration as a staff member. The dialogue of other participants who worked in more diverse schools also reflected this tendency.

Teachers working in culturally diverse schools also discussed another challenge facing children who experience language barriers; the impact it can have on their behaviour and the consequences this can have for inclusion.

Iain: *So then, but then behaviours that might appear to be like naughty or kind of might appear to be angry behaviours, could actually be they just don't know what you're talking about. And they're really confused (laughter) and they're a bit upset cause they don't know what you're talking about.*

Iain highlighted this as a mistake that teachers with less experience might make, rather than as a mistake he might make. Iain recognises the potential for such oversights to happen and the implications of this for the child, but is not something he considers to happen in the school where he works. Overall, teachers working in more culturally diverse schools did highlight language barriers as a factor in their day to day work, but they tended to frame it around the challenges posed to the children and families rather than for themselves.

Teachers who worked in less culturally diverse schools primarily described language as the biggest challenge they experienced when working with refugee pupils. One of the teachers described how she experienced this difficulty in practice.

Lauren: *The girl that I had, I'd say out of the three of them probably had a few sort of behaviour quirks and I found that quite difficult to manage… Because she could be a little bit cheeky and then actually explaining to her why she couldn't do things and what the consequence was and what all that meant and then relaying that to parents, I found a little bit tricky. Because yeah, she didn't know why she was getting told off for doing these things and it was, you know, not knowing why she wasn't allowed to do that and then finding someone to ring home to tell the… cause the grown-ups couldn't speak any English at all when they first started so it was just trying to have those conversations about things that had happened in school.*

Lauren discusses finding it challenging to manage a child's behaviour because of language barriers. Her reactions and strategies were not as effective

as they relied on both the child and parents being able to discuss the child's behaviour. Lauren considered this challenge primarily from her point of view, rather than that of the child and parents. She also did not consider that the communication barrier may have been a driving factor in the child's behaviour as was considered in the earlier quote by Iain. These discrepancies indicate that language barriers are not an exceptional issue for teachers working in culturally diverse schools, but it is for teachers working in less culturally diverse schools.

Other studies which looked at teaching refugee or migrant pupils in areas of the UK which have historically been less diverse also found that language was perceived to be the biggest challenge by teachers (Dabbous, 2019; Morgan, 2018; Skinner, 2010). Dabbous (2019) highlighted that teachers focused on reducing this barrier and gave little attention to utilising the benefits of multilingualism. Teachers working in the less diverse schools in my study also gave little attention to the benefits of being multilingual, both for the refugee children and for the benefits of an additional language for their class as a whole. As with cultural competence, some teachers mentioned specific one-off events in which they used the child's language in the classroom, but there was no indication that this was a regular occurrence.

Lauren: *the lady came in and read to us all, the whole class, a story in Arabic.*

Bailey and Marsden (2017) conducted observations on the incorporation of migrants' home language use in predominantly monolingual primary schools and found no instances of any language use other than English in 15 hours of classroom observations. In their interviews, although teachers acknowledged the

benefits of multilingualism in the classroom, they mainly associated multilingualism with pupils requiring more support (Bailey & Marsden, 2017). When working with refugee pupils, Hastings (2012) advocates for using and developing pupils' first language as it represents a way to connect with their cultural and brings a range of benefits for the pupil and the school. Government guidance also recommends that schools encourage parents to read and speak to their child in their first language, along with using their first language in the classroom such as by learning and using some simple words, and having bilingual resources (DfES, 2004) which were strategies noted by some participants, however, again, they were not described as consistently applied.

The participants working in more culturally diverse schools discussed having multilingual staff members and discussed ways in which the school incorporated multilingualism into everyday school life.

Michael: *for example, some classes have got uh, when they do something they do it in different languages. Yeah? So you might have posters in different languages, some classes actually do the assemblies in several languages because the parents come and see the assembly and some of them don't… you know. Uhh, we've got translators when it's needed.*

Creating a classroom environment that accommodates learning English as an additional language can be viewed by teachers as laborious (Madziva & Thondhlana, 2017). However, it may be easier if members of the staff team are skilled in the area of working with EAL pupils (Due et al., 2015; Wilkinson & Langat, 2012) or if there is a multilingual staff team, which seemed to be the case

for many of the participants working in more culturally diverse schools. This will be discussed further under the theme *Factors Beyond Teacher Control*. Teachers have highlighted having opportunities to experience working in more diverse classrooms as a potentially useful way to improve their skills in working with pupils whose first language is not English (Skinner, 2010). Potentially if the teachers working in the less culturally diverse schools in this study had more practical experience working with EAL pupils, they would not perceive language as the main difficulty of working with refugee pupils as they would have improved skills in this area.

Teachers from schools in both diverse and less diverse areas considered the impact of individual differences in how quickly children and young people can pick up a new language, particularly the impact of their age. For example, Nikki compared her experience of teaching an older sibling in a refugee family to the experience of the reception teacher.

Nikki: *…So reception, yeah, so that, that's sort of easier I suppose in terms of not knowing any language… I know that the reception teacher said that in some ways um, his English just slipped in didn't it?*

There seems to be a shared view from most of the teachers who participated in this research, that because younger children pick up a new language faster, they are easier to teach because they can 'slip in' along with the rest of the class, often picking up English at a similar rate to lower ability children who have English as a first language. Other research has suggested that younger children can adjust to the English language more easily, with some practitioners

noting that the focus on play is helpful for acquisition of English (Hamilton, 2013). Pat in my study also noted the benefit of a play-based curriculum for refugee pupils

Pat: *…they're more kind of taking in 'yeah cool, I can play now, that's all right' you know, one language or the other, language is not needed, play is here doesn't matter you know, they just communicate through each other. This doesn't happen when they are older, the barrier is there, they are conscious, self-conscious.*

Adjusting lessons and learning to support EAL pupils can feel like more of a challenge when pupils are older on arrival (Hamilton, 2013).

Teachers also referred to some children being more naturally able to pick up English language than others, which has also been highlighted by previous research (Gándara et al., 2005; Paradis, 2011).

Lucy: *Um and children do vary hugely in how quickly they pick up English. We had one boy who started in Year three, at the beginning of Year three this year, with no English and he is now completely fluent. But on the other hand, some children just take a really, really, long time and it, it will affect their learning for a long time.*

Several teachers identified that a child had picked up social language quickly. However, staff who make these observations should employ caution, as they can lead to assumptions that the child can also access academic language, and ergo, the curriculum (Hamilton, 2013). This is not the case. As identified by Cummins (1981), Basic Interpersonal Communicative Skills (BICS) are developed before Cognitive and Academic Language Proficiency (CALP) is acquired, which means

children can interact socially before they can access formal learning. Gaps in vocabulary between EAL pupils and their native English-speaking peers often persevere over several years (Hutchinson et al., 2003). This discrepancy between access to social language comparatively to academic language was not raised by any teachers in the interviews or focus groups.

The knowledge and skills of teachers working with EAL pupils vary hugely, and this inconsistency is likely to have an impact on the learning and development of individual pupils (Franson, 1999; Leonard, 2019). Teachers often plan lessons without understanding how the learning of EAL pupils is different to students who speak English as their native language (Helfrich & Bosh, 2011). Therefore, the skills and knowledge of teachers in this area is hugely important, but in my study, many teachers who have less experience working with pupils who speak another language experienced this to be a real challenge, which implies that they do not have the same skillset as teachers the teachers working in more culturally diverse schools. This disparity is likely to have implications for the individual pupils that they teach (Hamilton, 2013; Helfrich & Bosh, 2011).

4.5.3 Theme Three: Empathetic Competence

Teachers from both culturally diverse and less culturally diverse schools appeared to be emotionally moved by the experience of working with refugee children and families. Participants frequently told stories about the background of the child or families with whom they were working. When asked to discuss their own experiences, teachers often came back to the experience of the children or families, describing difficult things that they had been through. This need to draw attention to what some of the children and families have been through may

illustrate that participants had been emotionally moved by a family's story. A personal connection may create an increased level of understanding and sympathy for the child and family than what they might receive from those who are not personally connected. Retelling the stories of refugee children and families can also be seen as a form of perspective-taking, which is a behaviour that promotes empathy as it helps the individual to consider this information and what it might mean for their teaching (Warren 2016; 2018).

Michael: *She has a very tragic story. First, she's from uh Syria, she lost her mum to cancer while she was there. And then she lost, in an explosion, a brother and uh, her dad. So she even had that cancer problem before even getting to more issues. One of the-, so she came with her sister and the brother, to uh mum's sister that's living here. I don't know how long that lady's been living here. Doesn't look like its long cause she's not very fluent in English, but it depends. And her brother actually, I'm not sure if he had some operations here because of scarring and all that so…*

As can be seen through Michael's dialogue, he demonstrates an intimate knowledge and understanding of the refugee child and her family, which gives the impression that he knows the situation well, which may be more than a teacher would typically know about children in their class. Sharing this information implies that Michael understands that it is important to know more about a refugee child's background due the impact it may have on them in school. Teachers need to have a certain level of empathy to make these links and to develop understanding for refugee children and their families.

Some teachers directly discussed the impact that knowledge of the child or family's current situation had on them emotionally and how it made them feel. Such as Morgan, who taught a nursery year group in a school with less cultural diversity

Morgan: *And that was what I found really hard actually, when I went on the home visit, cause they're in, I don't know if, I think they're still in there at the moment, they were in special housing. But it's so bare and they only obviously have toys and that which someone has given them, so that was a big shock to think, cause you go in so many homes where it's like you know, covered in toys. And you go in and you just think 'wow', so I think also the big thing is providing them at school, like a good experience for them. And all the toys and things like the chicks, she wouldn't have got that at home. Whereas here, it was nice to give her that experience.*

Morgan describes her shock and sadness at seeing the family's home environment and the comparison of this to most of the other children's homes that she is used to visiting. Witnessing this translated into a desire to provide the child with a rich environment of positive experiences and resources she may not have at home.

Participants from culturally diverse schools also communicated shock at aspects of refugee families' circumstances, such as Sarah who was part of the focus group.

Sarah: *It makes you think of your life when you hear of their stories. Just from a personal, like how lucky, cause some of the stories are quite, you know I can*

remember one lady who used to work here and when she came over, she came over because of a war and she saw her mum gunned down in front of her, she saw other family members murdered, she was a child, but she then fled to Italy and just her whole story, I just think like 'wow', huh! I have nothing to liken to that.

Sarah describes how RAS families' stories help her reflect on her life and how different their personal experiences are. This recognition highlights understanding of the difficulties families have experienced and consideration for how this might impact the individual by acknowledging how lucky she is to have had the life she has had.

While there was variation in how experienced or confident teachers were in coping with the impacts of trauma, all teachers demonstrated a level of emotional competence in that they understood that trauma may have an effect of some kind on the child and were able to empathise with this.

Pat: *They, they travelled in lorries, they travelled across the water, and all this stays with them and, they have nightmares and they have sometimes physical disabilities or you know, injuries that are ongoing reminder of the things that happened to them.*

This is important because when teachers demonstrate an understanding that the experiences of a child may impact them for a long time, they may be more prepared to recognise and respond to the effects of trauma that a child displays in school (McInerney & McKlindon, 2014). Pat goes on to discuss emotional needs as the most crucial aspect to consider when working with refugee children in schools.

Pat: *I think you know looking through the Maslow hierarchy, it's straight away the first is the safety, that they feel, and that's what you would find if the learning is not happening, it is usually due to the safety. You need to look the first barrier: do they feel safe? Do they have friends? Do they feel included? Ummm on sort of, you solve the problem I think from that angle first, umm and emotional side of it. So yeah um, the relationship, trust, safety would usually come as a vital as a fist thing to work on. And it's alright, kind of once, kind of that's sort of worked through and the language barrier doesn't matter here, as long as you can come with this non-verbal communication that shows you as a friendly person, as a person that is there to hold you, to hold you in their heart, the rest of it is fine. So yes, certain things to acknowledge and to keep in mind.*

Of the teachers who participated in the study from less diverse areas, Pat was the only teacher who considered the emotional needs of refugee children to be a more significant factor for teachers than language differences. Pat uses psychology in her reasoning and demonstrates understanding that feeling safe and emotional needs must be addressed before learning (Ehntholt & Yule, 2006; Hastings, 2012), regardless of language barriers. She also expresses an understanding that schools can provide emotional support regardless of language differences. This is not to say that other teachers in less culturally diverse areas did not consider the emotional needs of refugees to be important, but that for them, language barriers took priority. They also often commented that the child or children they were working with did not have any emotional needs that they could see. It may be that the children that these teachers happened to

work with did not display any emotional needs, so this was not something that stood out in their minds as much as language barriers did.

Nikki: *I guess sort of be open-minded and sort of prepared for anything because they could come in fairly settled as our children did, or they could come in not ready to sort of, come into school and sit down and for any emotional like trauma they night be bringing as well.*

However, it is possible that the teachers did not pick up on the emotional needs of the children because they were not overtly expressed due to suppression or delayed responses (Chung et al., 2018; Levine & Kline, 2006).

On the other hand, teachers who worked in more culturally diverse schools expressed that responding to trauma appropriately was one of the main aspects of difference working with refugee pupils compared to the other pupils in their class, perhaps because they were so accustomed to working with migrant children and families. Paula, who had the most experience of working with refugee and asylum-seeking pupils, described how the emotional needs of refugee pupils had arisen on several occasions; she was able to tell many stories about how experiences of trauma had manifested either during school or on school trips. For example, below, she described a young boy having an emotional response triggered by the fire alarm.

Paula: *Sometimes very wary. We had a Serbian boy, nearly six-foot-tall in year six, immensely tall parents and big sister, and the first time that we had a fire drill he fell to the floor under the table screaming, um, because he'd come from the War in Kosovo, and what we did for him, was um, whenever there's-, because*

legally you have to have fire drills every half term or so, the caretaker would come and take him by the hand, this great big boy, and they would go together. And first the caretaker would press the bell and then they'd step out quickly and then Matija would press the bell, and they would step outside the building. Um, because he was just, he was just, you know, the sort of trauma. Um, so, yeah, it depends what they've come from.

Here Paula gives an example of the impact of trauma on pupils whom she has worked with in the past and how the school successfully put measures into place to understand the trauma and to support the child to manage similar situations in the future. While Paula does not express any anxiety around working with children who have experienced trauma or have emotional needs, she does describe it as being one of the critical considerations of working with refugee or asylum-seeking pupils. Michael, who also works in a diverse area and school, described a similar experience to most of the teachers working in less diverse areas in that he has only ever taught one refugee child (the child he teaches currently) and that she does not have any obvious emotional needs. However, the main difference is that Michael expresses anxiety around the possibility that this child may have underlying needs which are being masked and he is not recognising. In contrast, the teachers in less diverse areas were more focused on navigating language barriers. Michael explains his position on the emotional needs of the pupils he teaches well in the following two extracts:

Michael: *Uhh, yeah, because, most of history is tragic and uh, we were reading another book which was about the Great Fire of London and uh, this boy loses his mum and his sister to plague and all that so you get, you're kind of teaching*

and you're with one ear out trying to see if anything is ringing a bell. But no, she was-. So she is emotionally very strong. Or trying to uh, put it down deep inside of her. I don't know.

Michael: *…being sensitive to, whenever you face these curriculum issues when you're talking about refugee children or other tragic events, I would have loved to know if should we, how should we approach it or have a bit more technical knowledge about how to approach it, cause it's just, trying to, I could have made a mess, you never know what happens. So know what to do, because sometimes I might not even been using an opportunity to help her with that, maybe she - that might be good for her to talk a little bit about it and she actually doesn't do it, so I leave her to her space, but, maybe it could be a good point, because you know how everybody is, you tend not to talk about what hurts you and sometimes you have to get it out.*

Michael has the empathic competence to be aware that the pupil he is working with may need emotional support, however he has anxieties around what he should be doing and how to do the right thing because he feels he has a lack of skill in this area. This knowledge gap has been noted by other teachers who have experience and confidence when working with EAL pupils but do not feel competent in their ability to identify and address the emotional needs of RAS children (Moneymaker-Lamson, 2013). A critical factor in this for Michael is the lack of support he feels he receives from the school he works in with regards to working with a refugee pupil.

Although concerns about meeting the emotional needs of the children they were working with varied, all teachers demonstrated empathy for the refugee pupils they were working with and their families. Empathy and care are vital characteristics of teachers and can be one of the biggest influences on the experience of migrant pupils (Wilson, 2015), so it would not be unreasonable to speculate that this may also be the case for refugee pupils, if not even more so, as positive relationships with teachers can promote feelings of belonging for refugee pupils (Due et al., 2016). Most teachers acknowledged the emotional needs of refugee children and the necessity of helping them to feel safe and to settle into school, however for many of the teachers, particularly in less diverse schools, this did not remain as significant a priority (Madziva & Thondhlana, 2017) with language barriers taking priority. This oversight is unfortunate, as although language differences have been identified as one of the main areas for schools to prioritise with their support, it should be alongside ensuring a welcoming environment and psychological and emotional support (Rutter, 2006).

Furthermore, some teachers working in culturally diverse schools did not distinguish between refugee pupils and migrant pupils when answering some of the interview questions and mainly discussed their experiences of working with a diverse population with mostly migrant families in general. This conflation has implications because it disregards the additional emotional needs of refugee pupils and the adversity they may have experienced. Refugee children are often very resilient. However, they are also more susceptible to psychological and emotional difficulties (Ehntholt & Yule, 2006; Murray, 2019; WHO, 2018) and schools have a crucial role in supporting this (de Wal Pastoor, 2015; Murray,

2019; WHO, 2018). Therefore both assuming that children do not have emotional difficulties because they 'seem fine' and equating refugee children to migrant children can be detrimental thought processes, as they may make teachers less vigilant and aware of any signs of trauma that children may show. It also gives the assumption that because children are not directly displaying trauma, no trauma is present. However, trauma can be hidden and may emerge as children get older (Dye, 2018). This is not to say that all refugee children are destined to have emotional problems, or that these problems will require high levels of support (de Wal Pastoor, 2015). However, if teachers are more aware of their emotional needs, and demonstrate empathic confidence by being emotionally attuned to the children and responding to their emotions daily, this may be sufficient for the needs of some refugee pupils and may reduce the need for larger-scale psychosocial interventions in the future.

4.5.4 Theme Four: Factors Beyond Teacher Control

The participants in the study noted a range of influences on their experiences of teaching RAS pupils that were beyond their control. These influences have been categorised into sub-themes which include the location and ethnic makeup of the community, the ethos and priorities of individual schools, and wider UK policies and austerity. These influences have contributed to how challenging or straightforward various participants found working with RAS pupils. Each sub-theme is discussed in more detail and with reference to relevant literature.

4.5.4.1 Sub-Theme: Location and Ethnic Makeup of Community

The location and the ethnic makeup of the local community and the school community affected how teachers experienced working with refugee pupils. In this study, community demographics determined whether teachers were accustomed to working with diverse pupil populations or not. The impact of this on teachers' knowledge and skill levels has previously been discussed under the cultural competence and language barrier themes and was referenced explicitly by some participants as an influential factor.

Grace: *…And I think more diversity training down here, because it's not a very diverse area is it?… especially down here, where we're very insular aren't we?*

Many communities in England, particularly in rural areas, have predominantly white inhabitants (Garland & Chakraborti, 2006), as was the case with the schools in the less culturally diverse areas in my study. Refugees placed in more remote areas where there have been few residents of minority ethnic backgrounds, often want to move after their initial placement period (Damm, 2009). A participant discussed a similar scenario where one of her pupils moved to London as a result of struggling to integrate into the community

Pat: *she left last August, due to circumstances they had to go to London and erm that's where they live at the moment sort of supported by their community, they were quite excluded from the community here due to religion.*

Pat is referring to a lack of community resources and support that affected the way the family were able to practice their religion. However, broader structural influences, such as socio-economic pressures and changes in the political

climate, can also impact social belonging. Increases in nationalism (Zontini, & Però, 2019) can result in hostility and reluctance to integrate those from other backgrounds into local communities (Armstrong & Armstrong, 2019). This is reflected in observations made by Tariq when he first moved to a less culturally diverse area of the UK.

Tariq: *So um, on the first week I came, I witnessed about 4 different racism attacks in the city centre… and coming from a place like *large city* with all these, you know people and the diversity and everything, to here, the contrast was like boom.*

Hostility and resistance to integration can lead to families not feeling a sense of belonging to their community (Guma & Jones, 2018). In homogenous areas with little cultural diversity, isolation and exclusion of those who are from a different background can be more pronounced (Garland & Chakrborti, 2006). Teachers in one of the schools discussed how they felt it had been difficult for the parents of the children they taught to integrate into the community as seen by pick up and drop off times in school.

Lauren: *I think the hardest thing, if I could say one thing I suppose is, for the family, to then become part of that as in…*

Nikki: *in the community, yeah*.

Lauren: *yeah, as in they come and pick up their children but you know how you have, pockets of parents talking to each other and all of that, that doesn't happen.*

Nikki: *they were quite separated weren't they?*

Lauren: *Yeah, they're quite separated.*

If the local community struggles to integrate families of ethnic minority backgrounds, this may also filter into the schools, even if the individuals working there believe that they are inclusive and fair. Teachers often feel more comfortable and able to work with pupils reflective of their own community and experiences growing up (Gallavan, 2007), which has implications for the cultural competence of teachers from homogenous communities.

The level of diversity within a school can impact the amount of responsibility a school feels to adjust school practices and cater for children from ethnic minority families (Álvarez Valdivia & González Montoto, 2018). This reduced responsibility can affect the availability of support and resources provided by schools. Schools that were in more diverse areas seemed to have mechanisms and strategies to support refugee pupils already in place. For example, bilingual staff members and pupils meant schools were able to implement more EAL friendly strategies.

Michael: *We've got uh, lots of Turkish TAs, so it helps out when uh kids come and don't have access to language. Uhh, Bulgarians too... yeah*

Schools which have bilingual teachers and pupils have found this to be beneficial in supporting pupils who do not speak English (Madziva & Thondhlana, 2017). Official government guidance on how to support refugee pupils in schools recommends having Bilingual staff members as one of their strategies (DfES, 2004). However, in the schools in less cultural areas in my study, this staff resource was not readily available, and teachers had a lack of access to

translators and interpreters. Some participants cited incidents where language barriers had had a negative consequence. For example, Nikki and Lauren discussed a miscommunication as the result of a refugee family receiving the school newsletters in English, which prevented the parents from accessing important information

Nikki: *which has happened some days for like non-uniform…*

Lauren: *yeah*

Nikki: *…and they didn't realise*

Lauren: *and they'd still be in their uniform (unison with below)*

Nikki: *and then they'd come in in their school uniform and be sad that they…*

Lauren: *and we'd feel really dreadful, wouldn't we?*

In their conversation, Nikki and Lauren explain that this miscommunication was upsetting for the children and themselves. They imply feeling guilty and described trying to rectify the problem with fancy dress resources. This kind of misunderstanding seemed to have happened on more than one occasion, which demonstrates that because the school was unprepared to cater for multiple languages and backgrounds, they did not have the resources or mechanisms in place that more diverse schools did and there were negative consequences for both the children and the teachers as a result.

4.5.4.2 Sub-Theme: Ethos and Priorities of Individual Schools

In addition to the community factors discussed in the previous section, the priorities of senior leadership teams and those in management positions will also

impact the experience of teachers working with refugee pupils and will filter down through the school ethos.

One of the qualities of the data I noted in this study, was the tendency of some participants to have colour blindness beliefs as previously discussed. Colour blindness beliefs at management levels in schools, perpetuates a lack of understanding of one's own ethnic identity and the social and historical implications associated with race (Lumby & Heystek, 2012). Teachers need opportunities to understand their own ethnic identity (Hickman et al., 2008) and how this influences their teaching identity and their interactions with pupils (Santoro, 2009). These opportunities are unlikely to arise if those in management do not recognise the importance of the cultural backgrounds of their staff members. Teachers can fail to consider the implications of their race by viewing all pupils as 'the same', thereby not recognising cultural diversity in the classroom (Han et al., 2011). The uncomfortable feelings that can arise from acknowledging race and cultural inequalities may be one of the mechanisms behind the failure of schools to consider and address these issues (Lumby & Heystek, 2011). Therefore, the actions of school Senior Leadership Teams (SLTs) in this area can affect the cultural competence of teachers in both diverse and less diverse schools.

Decisions made by SLTs can also impact the emotional response and level of empathy teachers can afford their refugee pupils. Teachers who were not provided with much information by their SLT about the refugee child entering their class discussed feeling unprepared.

Michael: *So she just, this is what I know and I haven't been told much. What I know is sort of talking to this and that because nobody ever, and this might be good for research, nobody ever sat down with me and said "this girl is this and this and that, this is her story blah blah blah", nobody ever.*

Michael expresses dissatisfaction of not being given information about the refugee pupil he was working with, and he later expressed feelings of anxiety around his ability to respond to potential emotional difficulties. Michael's interview implied that he did not feel supported in his role of teaching a refugee child, which reflects a problem at the school management level as they did not consider that he might need additional information and additional support in working with a child who has a particularly complicated past. On the other hand, some teachers discussed getting a high level of support from management and other staff members with regards to working with a refugee family

Morgan: *But usually Caroline doesn't come, but because it was Zariah and the background and because she is in housing at the moment and things like that, um, Caroline came with me. Which was really lovely cause it was nice to have someone next to-, like I can-, cause also mum's got quite poor English. So it was quite nice to have.*

The level of support offered to teachers differed across schools, and was unrelated to the level of diversity in the schools. Teachers who felt supported by their school had someone they could rely on if they needed and received advice and guidance. Teachers who did not seem to be well supported often had to figure out how they were going to manage by themselves, and continued to be

unsure of how they might respond to visible trauma even after working with a refugee child or children for some time.

The setup of the education system in the UK means that it is the responsibility of individual schools to identify and prioritise the professional development needs of its teachers in how to work with pupils from other countries (Murakami, 2008). In less diverse areas, schools may be less likely to identify training needs, such as working with EAL pupils or developing cultural competence if there are a small number of migrant pupils in the school. Continued professional development (CPD) can be beneficial for school staff for working with EAL pupils, improving cultural competence and providing emotional support (Leonard, 2019). Nevertheless, the majority of teachers in my study across both culturally diverse and less culturally diverse schools reported that they had not received training relating to their work with a refugee pupil. Training may be particularly important for teachers in less diverse schools as there few teachers experienced in working with children who speak a different language and have different cultural backgrounds and peer learning can be vital in developing these skills (Leonard, 2019). However, in terms of understanding and attuning to the emotional needs of refugee pupils, teachers from both diverse and less diverse schools may equally benefit from training, as this aspect of working with refugee pupils is unique, even for teachers who are accustomed to working with culturally diverse pupil populations.

4.5.4.3 Sub-Theme: Wider UK Policies and Austerity

Several teachers in both more culturally diverse and less culturally diverse schools described issues related to higher-level politics and funding that were

impacting the families they were working with, which were often situations to which the schools and teachers felt they needed to respond. For example, the stress parents were under due to the asylum-seeking process and issues related to finances and housing

Paula: *I think the parents though um, sometimes they've got very great worries about their status here and that sometimes impacts on the children, that, things are tense at home because, or things slip (pause) cause you're wondering if you're going to be pushed out of the country back to whatever problems you were trying to escape, then making sure you're, I don't know, your child's homework is done is not going to be top of the priority…and very often they're poor, you know they haven't got decent jobs or they're on benefits, some of them are not eligible for benefits and that can be really, really difficult.*

In most of the interviews and focus groups, participants referenced additional support schools provided for their refugee families. Support ranged from the provision of uniform and food to giving advice on complicated processes such as housing. One of the teachers also raised the issue of language differences in terms of access to services which are available to most people in society but that for refugee families who may not speak English, the support available is both limited and difficult for them to access.

Pat: *I think support as well, I feel as well like people in their fear, and they are without the language barrier, you know, their access to other services is very different. Social services, other services, mental health, anything, it's always the barrier, to assess, everything is done verbally.*

The services mentioned by Pat are often not made accessible to refugee families, who may forego specialist support that they need. Working out how to request support can be a confusing process, waiting lists are often long as a result of poor funding, and when families do receive the support, they may not be able to access it due to language barriers and poor EAL support. Pat recognises that often it is the schools and teachers who have to provide additional support or mitigate the impact the lack of support has on the families and pupils.

Teachers in some of the schools in less culturally diverse areas noted the usefulness of having the support of translators and interpreters which has been identified by previous studies as a useful resource (Block et al., 2014; Skinner, 2010; Whiteman, 2005), but this support was not available for long enough, and the schools did not have the funding to pay for the support to continue.

Lauren: *We buy in a translator so we buy in that sort of support. And the problem with that now, is that first of all it came, I think it came free didn't it?*

Nikki: *Mmm*

Lauren: *Start off?*

Nikki: *It started off free and the funding stopped.*

Lauren: *now the funding has stopped, so the school has to find the money itself, which we haven't got (laughter).*

This lack of funding and resourcing impacts how equipped teachers feel to adequately meet the needs of refugee pupils (Gándara, 2005; Madziva & Thondhlana, 2017; Murakami, 2008).

Furthermore, the education system, as a whole, does not lend itself to the inclusion of refugee pupils. Teachers have reported very little, or a complete absence of EAL focus on teacher preparation programmes such as the Post Graduate Certificate in Education (PGCE) (Bailey & Marsden, 2017; Murakami, 2008; Skinner, 2010). Some PGCE lecturers and students noted that this was particularly true in rural areas which are not considered key EAL zones by the government (Murakami, 2008). The national curriculum is also unforgiving for EAL learners; it is built around an assumption that all pupils have the same linguistic needs which feed into the disparity of access to overall learning and examination and assessments, despite increasing numbers of EAL pupils over the years (Costley, 2014; Hamilton, 2013). In a system which is driven by attainment and performance, having the time to provide the additional and bespoke support that children from other countries need is challenging for teachers (Gándara, 2005; Hamilton, 2013).

4.5.4.4 Factors Beyond Teacher Control Summary

Factors beyond participants' control have influenced their experiences of working with refugee pupils. Many of these factors have interlinked with at least one of the three previously discussed themes: *Cultural Competence*, *Language as a Barrier* and *Empathic Competence*. These factors appear to be particularly important for the teachers working in less culturally diverse schools, due to the way they influence their working environment, their exposure to experience and their access to resources and training which are arguably even more critical given their circumstances. However, they also impacted the experiences of teachers in more culturally diverse schools, as some of the issues, such as access to funding,

the support available to refugee families and support working with the emotional needs of refugee pupils and families impact all schools regardless of location and demographic makeup.

Equipping teachers with the means to work effectively with refugee pupils is vital to break the trend of systematic disadvantage. This means not only enabling the teachers themselves through their skills but providing the opportunities and tools necessary to deliver learning and education, which meets the needs of all pupils.

4.5.5 The Personal Cultural and Structural Model

The findings from this phase of the research fit well within the framework of Thompson's (2016) PCS model. Thompson's (2016) model of anti-discriminatory practice, poses that practitioners' actions and beliefs are embedded within the local culture, which is, in turn, embedded within the wider structures of society. Practitioners have the most control over their personal actions and beliefs; however, the broader cultural and structural factors also influence their personal actions and beliefs and practitioners should also work towards changing aspects of society and culture which perpetuate discrimination.

The data generated from this phase of the study indicated that participants had different levels of skill and different beliefs related to working with RAS pupils. For example, participants from diverse and less diverse areas differed in what they viewed as the biggest challenge or difference of working with refugee pupils (language barriers versus emotional needs), and participants demonstrated different levels of cultural competence which influenced their practice. These

personal factors regarding their views and beliefs on the importance and impact of the three factors of cultural differences, language barriers and emotional needs of RAS pupils impacted the way they worked with these pupils. Participants' beliefs and practices were related to the ethnic makeup of the local community and the support provided by the school in which they worked. The challenges they faced in delivering best practice was also impacted by structural factors such as funding and pressures and limitations associated with the education system as a whole. Potential limitation of Thompson's (2016) PCS model is that cultural level factors sit between structural and personal factors; that does not quite fit with the findings of this study in which the structural level factors had a direct impact on the practice of the participants.

4.6 Chapter Summary

Cultural Competence, *Language as a Barrier*, *Empathic Competence* and *Factors Beyond Teacher Control* were the four main themes of the findings for this phase of the study. Participants from both culturally diverse schools and less culturally diverse schools considered the influence of all four themes, however the challenges related to these themes was different. Participants in less culturally diverse schools experienced language barriers to be the biggest challenge associated with working with refugee pupils, which over-shadowed the influence of the other themes. Participants in more culturally diverse schools were concerned about their levels of empathic competence concerning their ability to support refugee children’s emotional needs. Language barriers and cultural competence were less of a concern for these participants as they were used to managing the challenges associated with these themes due to the diverse

demographic of the pupil population in their classrooms. Teachers working in less culturally diverse schools demonstrated a lack of cultural competence through their interview data but were not aware of this shortcoming.

5.0 Phase Two

The second phase of this study was the design and implementation of a training session to support teachers and other school staff members working with refugee or asylum-seeking pupils and their families. In this section, I will explain how the training was designed and delivered to teachers and school staff in a less culturally diverse area of the UK.

5.1 Designing the Training

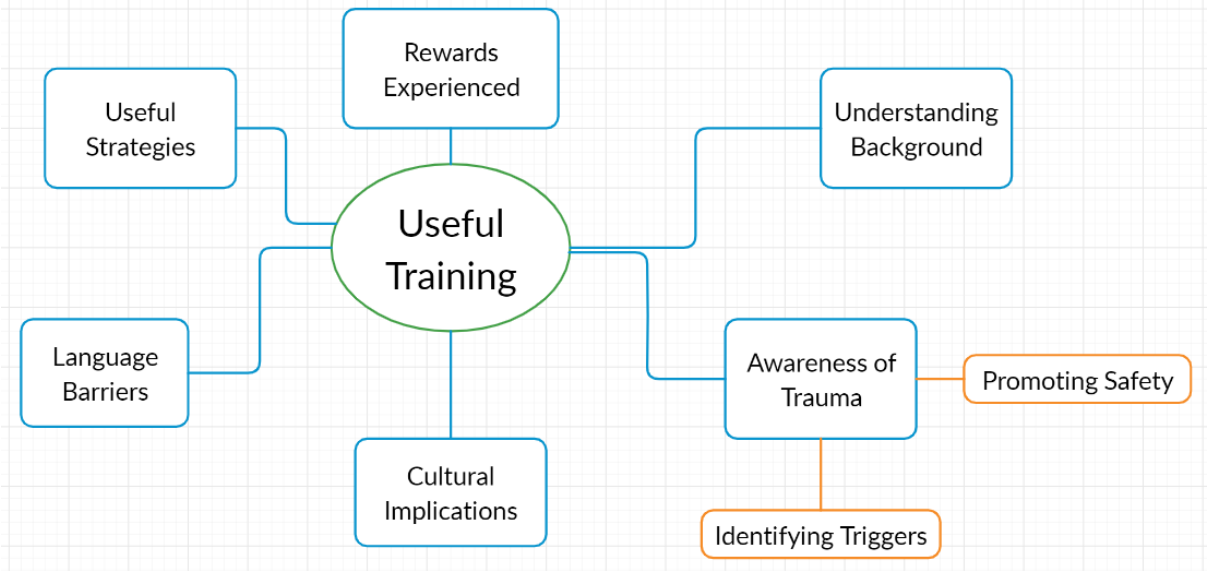
The interview and focus group data were analysed using thematic analysis, as described in Phase One, with designing the training in mind. Sections of data relevant to what participants would find useful in training, including specific recommendations and aspects of working with refugee pupils which participants cited as provoking anxiety were coded. Grouping similar codes formed the themes relevant to the design of the training session (Examples of codes under each theme can be seen in Appendix 14). This analysis was conducted in parallel to the analysis in Phase One, which sought to gain insight into the experiences of teachers working with children from diverse and less diverse areas of the UK.

5.1.1 Findings

Six themes and two subthemes were developed from the analysis as key areas to include in the training. The main themes were *Understanding Background, Awareness of Trauma, Cultural Implications, Language Barriers*, *Useful strategies* and *Rewards Experienced*. Under the theme of *Awareness of Trauma*, I grouped two subthemes, titled *Identifying Triggers* and *Promoting Safety*. A thematic map illustrating the themes is presented in Figure 3. Each theme is discussed in detail below.

Figure 3

Thematic Map for Training Design



5.1.1.1 Theme One: Understanding Background

Many participants gave information about the background of the refugee pupil(s) they worked with, without being asked to give this information. This voluntary sharing suggests that the participants felt that the individual stories of the children they were working with were relevant to their specific experience in working with the child. The participants demonstrated an awareness that this background information was important for them to know and understand (Bartlett et al., 2017).

Kim: *…So a school that might not have you know, so many opportunities as we do, they might say "where are you from?" And they might say "Somalia", or they might say "Syria", but actually what, what was the, not so much with Syria but certainly the African countries, you know, actually what was your route and how long were you…? that might be a more beneficial question.*

Not all participants received information on the refugee pupil with whom they were working. Those that were in this situation commented that they would have liked to have had more information as they felt it would have prepared them better in practice.

Michael: *So yeah, get informed by the management if they know stuff, their story. Uh, talk to the parents straight away, maybe have the first meeting very quickly and not wait for the normal meetings. If I'd known there would be a problem with my one, yeah, I'd sort of call up straight in the first week, in a supportive way, try and understand the situation and all of that.*

Tariq also observed through his encounters with teachers that they did not know enough about the background of refugee pupils.

Tariq: *I would say I would highly recommend this to, to be done, courses, awareness raising um, literally teaching them about the system.*

Not all staff members are privy to the background information of refugee pupils and their families. Thus, it would be beneficial for teachers to have a general understanding of what it can mean to be a refugee, in place of being given specific information about a child and their family. When specifically asked in the interviews what participants felt would be helpful in training, several participants specifically mentioned providing a better understanding of what it means to be a refugee or more background information in general.

5.1.1.2 Theme Two: Awareness of Trauma

The participants often spoke about aspects of trauma that the child or family they had worked with has experienced. This often fitted with discussions

about the background of the pupil and families. Some teachers expressly stated that they had poor knowledge of trauma and how this would relate to their teaching. One teacher described apprehension that he might unintentionally trigger the pupil he was working with to have an emotional reaction due to not having enough knowledge about how to work with children who have been traumatised.

Michael: *…You start thinking about these kinds of situations. I might not have thought before but the sort keeps coming up to me, if I start a conversation it's about war or about people feeling lonely or about not having parents and all that sort of stuff, So it's more of uhh, almost in the moment stuff that gets me worried.*

Other teachers gave examples of emotional or behavioural reactions that they had witnessed due to an environmental trigger for the pupil. I, therefore, identified Triggers as a specific subtheme under Awareness of Trauma.

Paula: *…We had a Serbian boy, nearly six-foot-tall in year six, immensely tall parents and big sister. And the first time that we had a fire drill he fell to the floor under the table screaming, um, because he'd come from the War in Kosovo.*

Several teachers discussed the importance of ensuring the children they were working with felt safe in school and highlighted the importance of building trust with the child and the family. This focus on ensuring the child feels safe stemmed from an awareness that they had been through something exceptionally challenging. Some teachers also highlighted that for teaching to be effective, the child must first feel safe before they can learn. These teachers incorporated this understanding into their practice.

Pat: *Are they not traumatised? Because that's when the learning cannot happen either. You know, like it is delivered, it's not you know, it's not taken in. There is this, you know, trauma that stops sort of absorbing what you give. So delivery happens, but you can see there is no... it didn't go anywhere. It is like washed off of, of some kind of you know, slippery surface.*

Therefore, Promoting Safety was identified as another subtheme under trauma, as it was the practical response to trauma identified by several participants which they used in practice.

5.1.1.3 Theme Three: Cultural Implications

Several participants highlighted some difficulties that they had faced in their practice which were directly related to cultural differences between themselves and the refugee pupil and their family.

Lauren: *and also things like um, being mindful of things like, to start off with actually, we weren't completely sure about what things they're allowed and what things they didn't, from a religious point of view as well. Sort of like, they didn't like them getting changed for PE and not having on their tights and things.*

Paula: *Somali children initially couldn't see the point of education. Um. And didn't want to be told, hadn't been to school anyway and were used to being physically very active, um, yeah.*

Although the analysis for the training design was completed separately from the analysis of the first phase of the research which investigated the experiences of teachers working with refugee pupils, the same data was used.

Hence, the findings have similarities. The finding from Phase One that participants working in less culturally diverse schools were less prepared to integrate children from different cultures into their classrooms, also came through in my analysis for this phase of the research. Consideration of minority cultures and cultural competence was consequently seen as important to include as an element of the training design.

5.1.1.4 Theme Four: Language Barriers

As with the theme cultural implications, language barriers were highlighted in the first phase as a critical part of teachers' experiences working with refugee pupils. It is unsurprising, therefore, that it also stood out as a theme when considering the design of the training. Teaching a child who speaks a different language was a difficulty posed by most participants working in less culturally diverse schools.

Interviewer: *what if anything was different about teaching a refugee child?*

Nikki: *Um. I think the language barrier, yeah*.

Lauren: *I think the language is the main... yeah.*

As the training was designed primarily for teachers working in less diverse areas of the UK, it seemed an important theme to include as teachers in this context explicitly highlighted it. Some of them also highlighted translation and interpretive services as one of the most useful resources when working with refugee pupils.

Lauren: *I mean I found it really helpful to have somebody coming in and taking and doing some um, English with them.*

5.1.1.5 Theme Five: Useful Strategies

Throughout the interviews, and particularly when asked what they felt a training program should include and what had worked for them in their practice, participants gave examples of strategies and techniques that they used which they found helpful

Morgan: *I made like little um, like lanyard things with loads of pictures on and stuff so she could use them, um, yeah and just kind of speaking to her in simple short sentences just so that she got it.*

Visual aids as a useful tool to support the learning of pupils with EAL (DfES, 2004; Helfrich & Bosh, 2011) is an example strategy highlighted by several participants from both diverse and less diverse schools which helped to overcome some difficulties imposed by language barriers. Strategy suggestions and examples were often related to one of the themes previously highlighted in this phase. However, this was identified as an independent theme, as different participants highlighted different strategies and suggestions. Including suggested strategies and examples throughout the training programme seemed pertinent to give real-life relevance to the theory and information elements. One participant specifically stated that he would find examples and ideas useful, as it would be beneficial to guide future practice.

Michael: *Having some scenarios, I love scenario stuff so, if this happens or if you're approaching this kind of book and this is the same kind of accident that happened to the girl. That, that would be lovely, having that kind of experience uh, beforehand, definitely.*

Real-life examples may support attendees to understand how to apply the elements of the training to their practice and support them to overcome future challenges.

5.1.1.6 Theme Six: Rewards Experienced

Participants identified working with refugee pupils as a highly rewarding experience, both when responding to specific questions inquiring about the rewards and positives of working with refugee children and as a perspective that came through many of their other discussions. For some participants, this was particularly clear when answering the last question, which was asking participants what they think teachers who are about to work with refugee children for the first time should know. Many participants felt the most important thing to tell them was how enjoyable and positive an experience it is, and how privileged they felt to have had this opportunity.

Lucy: *I think most of us say it's a privilege*

Diane: *It's a privilege, I was about-, yeah definitely*

Teachers working with other migrant children and families have also expressed the sentiment that it is a rewarding experience overall, despite difficulties associated with it (Flynn, 2013)

5.1.2 Developing and Outlining the Training

After identifying the themes, I conducted further reading in order to develop the content for the training. I identified literature and theories relevant to the themes including work by Shonkoff et al. (2012), Rutter (2001), Ehntholt and Yule (2006), Joyce et al. (2018), Barret, (2016) and WHO (2018). I also used

knowledge from my current educational psychology doctoral course and my master's degree in the psychology of childhood adversity, as well as networking and speaking to other professionals in the area.

I then organised the information gathered through research and networking into five main areas which made up the training programme. The programme included information, discussions, and activities. The aim of each section of the training and what was covered is described below. The slides for the full training programme are available in the Appendices (Appendix 15) as are handouts which were available to participants to complement the slides (Appendices 16, 17, 18, 19 and 20). The overall aim of the training was to better equip school staff in relation to working with refugee or asylum-seeking pupils through a bespoke and relevant CPD session. The general objectives of the training included developing the knowledge of the participants with relation to working with refugee or asylum-seeking pupils. It was intended that this was achieved by teaching the participants some of the psychology behind the needs and experiences of RAS pupils and how this related to education, by using relevant research and using the stories and experiences shared by participants in phase one to support their learning (Clark & Rossiter, 2008). Thus, enabling them to utilise this knowledge in practice and develop their skills in relation to working with RAS pupils. It was intended that participants would be able to use the information they learnt during the training to develop their skills and inform their practice. This would in-turn increase their self-efficacy in relation to working with RAS pupils, as developing self-efficacy is key to professional learning for teachers (Broad & Evans, 2006).

5.1.2.1 Area One: Background

Objectives: (i)To develop teachers' knowledge about RAS families and equip them with the information needed to understand the kinds of scenarios they may have experienced. (ii) To communicate why they must find out as much as they can about a RAS child's background, or if unable to find out about their background, that they are aware of what it might include. (iii) To educate school staff that individual experiences of RAS children differ, and assumptions should not be made about a child or family's experiences. This works two ways in that if a family has not disclosed details from their history, this does not mean nothing of note has happened. Equally, being a refugee does not automatically indicate a tragic background which significantly affects them.

Content (i) The difference between a refugee and an asylum seeker. (ii) Experiences these individuals may have had pre-migration (what led them to leave), trans-migration (on their journey) and post-migration (on arrival). (iii) Potential difficulties for a refugee child arriving into a new school. (iv) Reasons it is important to find out their background information.

5.1.2.2 Area Two: Trauma

Objectives: (i) To develop participants' knowledge of trauma, and toxic stress, and the impacts of toxic stress on child development. (ii) To educate participants about how this information relates to the classroom environment, both in terms of learning and behaviour. (iii) To help participants to understand the concept of resilience and how this varies with individual differences and resources, which means that children's responses to toxic stress can be different. (iv) To support participants to understand that experiencing trauma does not necessarily mean

there has been a negative impact on a child's development, but ensuring they have an awareness of potential impacts. (v) To support participants to understand that children's resilience can be built to help them to overcome the impacts of previous trauma.

Content: (i) What trauma and toxic stress are (ii) Their impact on child development and how this may relate to learning and behaviour in school (iii) Resilience and how it can combat the impact of trauma.

5.1.2.3 Area Three: What schools can do

Objectives: (i) To give participants practical ideas and examples of what they can do to build children's resilience based on my research and from what teachers said had worked for them in the interviews in Phase One. The hope is that participants will have some tools to use along with an understanding of why they can help.

Content: (i) Ideas for how schools can help to build children's resilience.

5.1.2.4 Area Four: Introduction to Intercultural Competence

Objectives: (i) To help participants to develop an introductory understanding of what intercultural competence is. (ii) To further develop participants' understanding of why it is essential to include culturally competent strategies as part of their everyday practice (iii) To illustrate schools' responsibility to all of their pupils concerning intercultural competence. (iv) For participants to have some ideas of how to incorporate culturally competent practice into their teaching, both as an integrated part of their everyday modelling and specific examples of celebration that teachers in Phase One felt worked well.

Content: (i) What intercultural competence is. (ii) What responsibility schools have concerning this. (iii) Ideas and examples of how teachers and schools can promote intercultural competence in their classrooms.

5.1.2.5 Area Five: Introduction to Working with EAL Pupils

Objectives: (i) To share ideas and strategies with participants regarding how to support pupils with EAL to access the classroom. (ii) To provide a loose structure to work from if they are planning to implement specific English language sessions, either one to one or in small groups.

Content: (i) What is helpful when working with EAL pupils. (ii) Advice on how to structure specific English Language learning sessions.

5.1.2.6 Area Six: A Positive Ending

Objectives: (i) To promote the message that although it may seem daunting, generally teachers enjoy the opportunity to work with refugee or asylum-seeking pupils and find it to be an enriching experience.

Content: (i) Sharing quotes of teachers who have worked with refugee pupils.

Delivering the six identified areas of training in two hours resulted in a large volume of content in a short space of time. However, the training was designed with this in mind, and I decided to make the training two hours long to ensure the training was accessible to schools, which are often restricted with the CPD they are able to offer their staff teams. It was for this reason that the sections on intercultural competence and working with pupils with EAL were kept short and presented as introductory slides to each of these topics, as something for participants to keep in mind with further resources and information on each of

these topics provided at the end of the training for independent learning. The background information and trauma sections were more detailed because these topics were directly mentioned more frequently by participants in the interviews and focus groups with regards to what training should include. Shortening the sections on intercultural competence and working with EAL pupils allowed these topics to be covered in sufficient detail while keeping within the two-hour time frame. However, it is worth nothing that a longer training programme spanning a full day or multiple days may be preferable to cover all topics in more detail; the two-hour training was a pragmatic decision. Further discussion regarding increasing the length of the programme is discussed in the final chapter.

5.2 Delivering the Training

5.2.1 Recruitment

I recruited for the training by directly emailing the Head Teachers or Assistant Head Teachers of Primary Schools in the county where the research was based. This county was used as it is a less culturally diverse area of the UK but has had up to 20 refugee families arrive in the last few years as part of a government scheme (see introduction, pages 15-16). Part of the aims of this research were to investigate how valuable or effective bespoke training is for school staff working in less culturally diverse schools who are working with a refugee pupil for the first time. I used public government information to obtain school email addresses. I also worked alongside the local county Ethnic Minority Traveller and Achievement Service (EMTAS) who were already involved with

some schools that had refugee children in attendance. The EMTAS also put me in contact with the Senior Leadership Teams of several schools.

The training was offered to schools for free, with a flexible approach to enable schools to choose the time of day the training was delivered. The majority of the training sessions were delivered in schools. The uptake of the training was lower than expected, and it was challenging to recruit schools. In total, staff members in five schools received the training. Of these, two were delivered during the school day after the school lunch break, and three were delivered as twilight sessions after school.

I also arranged two open training sessions outside school hours. I had spoken to several teachers who had been interested in the training, but their school leadership team did not agree to run the training. The purpose of the open training sessions was to provide an opportunity for such teachers and other school staff members to access the training. One of the open training sessions was held on a Thursday evening, and one was held on a Saturday morning to give options for individuals who wanted to attend. The open training was advertised through a poster which was put up around the university and shared through Facebook. Individuals who were interested in attending the training emailed me to reserve a place. In total, ten individuals attended the Thursday evening training, and nine individuals attended the Saturday morning training. Attendees were from a range of backgrounds due to the open nature of the session, including primary school teachers and teaching assistants (TAs), secondary school teachers and TAs, post-16 college tutors and TAs and student teachers in training. Light refreshments were provided. Attendees were asked to

provide their email address. They were informed that in doing so, they might be contacted to request participation in the research through voluntary interviews to evaluate the training.

5.2.2 Training Delivery

I delivered all of the training sessions, which lasted approximately two hours. The sessions were delivered through PowerPoint slides and included sections of teaching, questions, discussions and videos. Hard copies of resources were provided at the end of the training, which participants were able to collect if they wanted them. A list of recommended resources was provided at the end of the slides to guide attendees to further information or support.

Regarding training delivery, the content of each session was the same; however, there were slight differences in the overall atmosphere and enthusiasm of attendees across sessions. In the two schools which organised afternoon training, the attendees were given the option by their Head Teacher to attend the training session and were given the time out of class to do so. In the three schools which organised twilight training after the school day, attendance was mandatory for the whole staff team. For the two open training sessions, attendance was voluntary. The first point to note is that in the morning and afternoon sessions, attendees appeared to be more engaged with the training. This engagement was observed through the number of participants participating in discussions, the length of discussions and a large number of questions attendees asked throughout the training delivery. In the evening sessions (twilight or open), attendees seemed less enthusiastic, observed through fewer and shorter discussions and asked fewer questions. Attending training after a full day of work

may have been detrimental to the engagement of attendees, compared to attending a morning or early afternoon training session. This may have had an effect regarding how effective the training was due to the level of engagement of the participants.

Also of note, in one of the twilight training sessions, the member of the senior leadership team who organised the training to take place appeared to be less enthusiastic about the training than the other schools. For example, the room in which the training was going to take place had not been decided upon and therefore was not ready, and the training itself started very late. The attendees also appeared to have not been told about the training in advance. In this session, the attendees were very quiet; there were few questions or conversations, including when asked to discuss something in groups as part of the training. This was the only training session in which no attendees left their email to be contacted regarding participation in the interview phase of the research.

5.3 Chapter Summary

The findings from this phase indicated that school staff would benefit from training that develops attendees' knowledge of basic background information of being a refugee or asylum-seeker, on the impacts of trauma, about cultural competence and working with EAL pupils. Practical strategies and examples were also noted to be important elements of training along with emphasising the positive aspects of working with RAS pupils. These areas were researched and formed the overall design of the training programme which was developed and delivered in five schools and in two open sessions.

6.0 Phase Three

In this chapter, I will describe the recruitment process, participant sample, data collection and analyses relevant to the third and final phase of the research. I will then present and discuss the findings structured by the identified themes.

6.1 Recruitment

The first step of Phase Three was the recruitment of individuals who had attended one of the training programme sessions (discussed in Chapter 5.0), who agreed to be contacted about participating in an interview for the final phase of the research. I emailed individuals directly to request participation in the final phase of the research, explaining the purpose of this phase and what participation would involve. Participants who responded with interest in participation were emailed the participant information sheet (Appendix 3).

6.2 Sampling and Participants

The sample for the third phase of the research was a purposive sample of seven participants. The participants were all working in a large shire county in the UK and worked in schools with a low level of ethnic diversity, in which 96% or more of the pupil population was from a white British background. Six of the participants worked in primary schools. One of these six participants was a TA, one was an EAL co-ordinator, and the remaining four participants were teachers. Of these six participants, one had taught a refugee pupil a year and a half previous. This participant was teaching another refugee pupil (the second she had taught) at the time of the training and interview. The remainder of these six participants were working with a refugee pupil for the first time from September 2019 and accessed the training up to two months after this work began. The final

participant was a SENCo in a secondary school who had been working with refugee pupils in this role for several years. Table 2 summarises the participant information, including pseudonyms used and how long each participant had been working with an RAS pupil(s) when they accessed the training.

Table 2

Participant Information Phase Three

Pseudonym	Job role	School Type	Time Working with RAS pupils
Beth	TA	Primary	< one month
Rosie	EAL co-ordinator	Primary	< one month
Katie	Teacher	Primary	< one month
Luke	Teacher	Primary	< one month
Alexis	Teacher	Primary	< three months
Aimee	Teacher	Primary	> one year
Hannah	SENCo	Secondary	> two years

The criteria for participation were school staff members who had participated in the training programme and were currently working with a refugee pupil. Preferred criteria included working in a primary school and having begun working with a refugee pupil within the current academic year (from September 2019). However, this was the preferred criteria rather than strict inclusion criteria. This is because the training was designed with a focus on primary school staff, having conducted the first phase interviews in primary schools. However, the open training sessions delivered in the second phase provided the opportunity for any

school or college staff member to attend. I consequently felt that if these individuals were keen to participate, it would be useful to include their views to indicate the usefulness of the training in a different context. I did not exclude participants who had worked with RAS pupils previously, as again, I felt it would be another important voice represented in the data.

6.3 Data Collection

The interviews were conducted as described in chapter 3 (p.66-68), one to three months after participation in training. The interview schedule was designed based on the research questions and aims of Phase Three. Interview schedules were checked with my research supervisors and a TEP colleague for clarity. After the first interview, the responses to the questions were reviewed to ensure responses indicated a clear understanding of the questions, and the data generated was relevant to the research questions. There were no concerns after the first interview, so no changes were made to the interview schedule. The interview schedule can be found in Appendix 9.

The interviews in this phase lasted around 30mins. The interviews went well, with no ethical issues needing addressed and participants appearing to be comfortable with sharing their views and opinions.

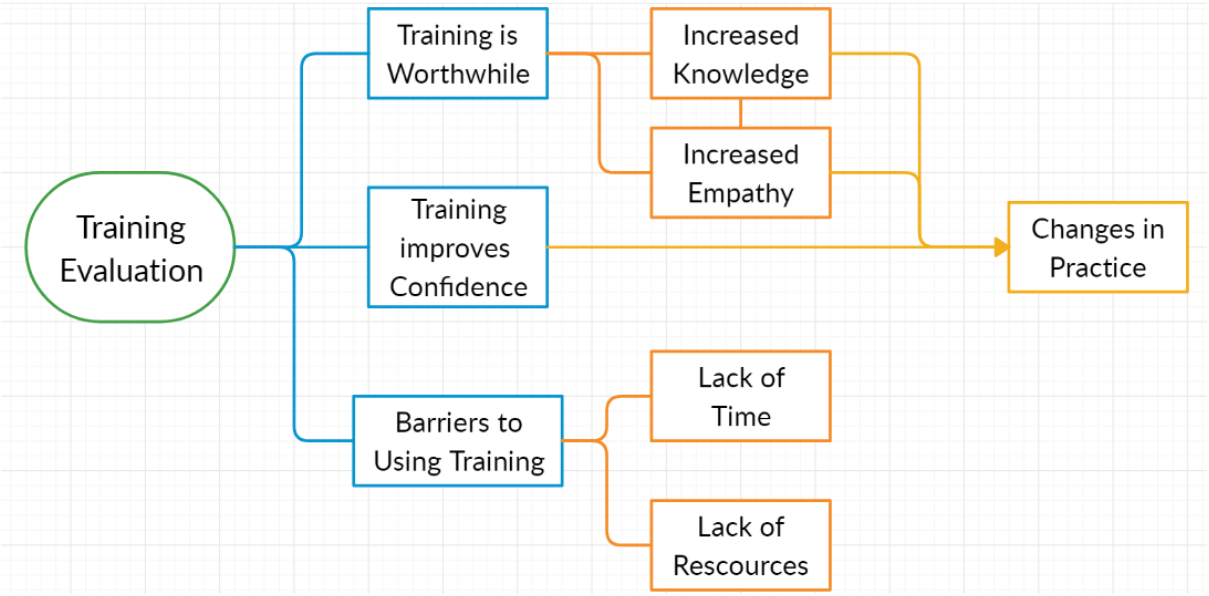
6.4 Data Analysis

Braun and Clarke's (2006) thematic analysis was again used to enable communication of a rich report of the entire data set, as per the steps described in Chapter 4 (p.77-78).

Pseudonyms were used to ensure anonymity (Table 2). Any names mentioned by participants during the interviews were also changed to random pseudonyms, including names of children and other staff members. An excerpt from a Phase Three interview transcript can be found in Appendix 21. The codes which made up each theme in this phase of analysis can be found in Appendix 22. Examples of quotes and their coding can be found in Appendix 23. Figure 4 shows a thematic map illustrating the themes and sub-themes of this phase. The three main themes are*: Training is Worthwhile*; *Training Improves Confidence* and *Barriers to Using Training*. Under the theme, *Training Improves Confidence*, there are additional subthemes; *Increased Knowledge* and *Increased Empathy* as illustrated in Figure 4. The thematic map also illustrates that *Increased Knowledge*, *Increased Empathy* and *Training Improves Confidence* led to changes in practice. Associated with the theme *Barriers to Using Training* are the subthemes *Lack of Time* and *Lack of Resources*. The findings are discussed in detail in the next section of this chapter.

Figure 4

Thematic Map: Training Evaluation



6.5 Phase Three: Findings and Discussion

The findings are discussed according to the themes and subthemes illustrated in Figure 4. The subthemes *Increased Knowledge* and *Increased Empathy* are closely linked and so are discussed together. The findings and discussion section will conclude with suggestions for future training programmes and how the findings relate to Thompson's (2016) PCS model.

6.5.1 Theme One: Training is Worthwhile

Generally, the response to the training from the interviews was that the training was useful. Comments by six out of the seven participants reflected this view.

Luke: *I think the training was really, really useful and it's been really supportive. It's tricky, you know. Particularly dealing with the parents and all of the rest of it. Yes, so it was really useful.*

Beth: *I think the training was invaluable to working with Ahmed and bringing him to where he is now. I think me and Katie have just said that, when we came back we said, "Wow. That was amazing."*

The participant who did not find the training as useful was the primary school teacher Aimee. She had previous experience of working with a refugee child as the school had had the same family in attendance for over a year. Aimee indicated that because she already had the experience, the training was not as immediately useful as she felt she knew a lot already. Therefore, she may not have felt that this was a training need she had as the session did not take into account her existing knowledge (Hustler et al., 2003). However, she noted that it was useful to get confirmation from the training that they were working effectively and that it was useful for the staff who did not have as much experience working directly with the family.

Aimee: *It was quite nice to know that you're on the right track there and for other members of staff as well, and for teaching assistants that might not have experienced those children to be aware of different triggers.*

Sub-Themes: Improved Knowledge and Improved Empathy

Most participants commented on an improved level of knowledge about refugee and asylum-seekers from participating in the training.

Rosie: *I would definitely feel that I had a more global picture, really, rather than just seeing a child in a classroom. Much more aware of all the different factors affecting the child and their family as a result of it, so there's much more insight into that.*

Reported improvements in knowledge are in line with other studies which have found similar effects of teacher training. This includes training in distinct areas such as working with children with an intellectual disability (Rae et al., 2011), ADHD (Jones & Chronis-Tuscano, 2008) or mental health needs (Kutcher et al., 2013), as well as more universal aspects of teaching, including teaching maths and science (Lee, 2005; Lydon & King, 2009). Developing professional skills and knowledge is a commonly identified positive impact of continuous professional development activities by teachers in England (Opfer & Pedder, 2010).

When teachers and school staff members had more knowledge about refugees and asylum-seekers, it helped them to develop a better understanding of what the child and the family had potentially experienced, and this resulted in a greater level of empathy for the child and often admiration for the parents.

Beth: *We just started going to assembly, but before I wouldn't have thought of having him by me, on my lap, or just comforting him, because there's loads of people in one room. People talking that he doesn't understand. It must be quite frightening for him.*

Luke: *Apart from my admiration for the family and the dad, you just cannot fathom what they've been through and where they got to now. And you know, how much dad has thrown himself in his second chance. I think it's amazing.*

Empathy is essential for effecting change and promoting learning (Rogers, 1975). The perspective-taking involved in empathy enables understanding of how the child is experiencing the world, such as how they are experiencing school and the classroom (Rogers, 1975). This effect was reflected in the quote above (Beth), as she shows an understanding that the refugee child she works with may experience fear from the confusing and busy environment in school assemblies. Greater empathy is also beneficial to improve communication with families, particularly between teachers and families from different cultural backgrounds (Peck et al., 2015). Improved empathy from attending the training may be one of the factors which supported participants to build positive relationships with parents, as several participants noted putting more effort into building this relationship.

Beth: *Yes, and the parents as well. I've got a good relationship with them, because we've made sure that we are listening to them and helping them and making sure they know what's going to happen in school the next day.*

Empathy improves both relationships and communication with parents, improves understanding of challenges facing children and supports more inclusive practice (Peck et al., 2015). Developing empathy resulting from improved knowledge and understanding may be one of the most beneficial aspects of this training session.

Most teachers described a change in practice that resulted from their improved knowledge and empathy. Some participants found it difficult to articulate this change, describing more of an overall change in practice with empathy and sensitivity at the heart of how they worked with the child and family, even if it was not always conscious.

Luke: *I just think the training heightened everything. That everything I'm doing with the child, there's that real thought process behind. And you know, talking to dad, yeah, I just think it's really heightened and you're just acutely aware of everything... I guess it's that awareness that I've had the time to go to training, and listen, and learn about it, and you just kind of, I don't know. It's always at the forefront of your mind.*

Hannah: *And I just think also, it's not even necessarily a conscious thing but just understanding when I'm talking to those children you know, and the more reflecting that I've done about that experience I think it's not even a conscious thing but it's just more what you bring to it, isn't it?*

Other teachers were able to provide concrete examples of ways that their practice changed due to re-evaluating how they were working with the child after participating in the training. For Alexis, she became less focused on the attainment of the child in her class and became more focused on his individual needs.

Alexis: *After the training, I realised, and understanding a little bit more of the psychology involved and to do with his brain and all the different things and the*

different ways that being refugee can affect your development, I think that's probably the most important thing. I realised more that it had to be something a little bit more made for him, structured for him and that actually I needed to be working at his level and to be making learning accessible for him rather than trying to get him moving along with the rest of us. I found that I needed to adapt what I was doing more than I initially thought, if that makes sense.

Katie reflected on how she had been managing negative behaviour exhibited by the refugee child she was teaching and explained changing her approach as a result of the understanding she developed through the training

Katie: *And I remember you saying about the violence he might have heard or something and so instead of just reacting quickly, I thought about it and I was a lot calmer with him generally I think, which definitely helped. And instead of snapping at him, I would talk to him nicely, calmly. I'd come down to his level… And that has really worked throughout then because he was still hurting children, but he would much quicker sort of stop it and be like, "Oh, I'm sorry," after he'd done it. So again, I don't know all the psychology behind why he was doing it fully, but it has sort of trickled away after your training and me then thinking, right, this is how I need to be teaching him, I need to change the way I'm doing it.*

Increases in teachers' knowledge have been identified as one of the factors which determine the effectiveness of a training programme because participants are more motivated to utilise the information in practice when they perceive that their knowledge has improved post-training (Palmer & Noltemeyer, 2019). A better understanding of the experiences and feelings of children from diverse

backgrounds helps teachers to feel better prepared to work with such children and support their needs (Peck et al., 2015). The six participants who reported improved knowledge and empathy were all able to explain how this related to changes in their practice, whether this was specific changes they were able to pinpoint or overall changes in the way they worked with the refugee child or their families. Increases in teacher knowledge resulting from CPD activities can result in attitude changes that inspire their future actions and professional growth (Elliot & Campbell, 2015). Participants reported that these changes were helpful for the child or the family, implying that the training contributed to positive outcomes beyond the experience of the participants.

Beth: *Yes, definitely. It had an impact on him as well, definitely had a major impact on him.*

Interviewer: *In what kind of way, do you think?*

Beth: *He's more confident. His English is amazing now. He knows where to go if he's in trouble, not trouble, but if he's hurt. Nobody else will do, but me and Miss Thompson, because you have to build a relationship with him and I made sure that I did that, even more so than I would have without the training, definitely*.

Several participants recognised a need for this kind of training to be more available and widespread.

Katie: *I think if you have a refugee child in class, it should be mandatory because even if you think, "No, I'm fine. I know all this." Actually, you probably don't. It's nice that your head teacher gives you options, don't get me wrong. But I think it*

should be a mandatory thing especially if it's something that you really aren't sure or haven't done before.

Beth: *It's so needed, it's so needed in every school setting where they are at, because you're not aware of the things that goes on and how to, what they have to deal with coming into this country.*

Participants valued the training because it was an area where they felt underprepared and after the training they could see and feel the difference in their practice. The value and impact of the training appears to be related to teacher needs and whether they perceive the training fills a gap in their knowledge base and skills. The impact of a CPD initiative can be seen through differences in the beahviour, attitudes, skills and practice of staff as a consequence participation in CPD (Earley & Porritt, 2013). The description given by participants regarding the changes they have recognised in themselves due to the training, implies that there have been change sin their behaviour, attitude, skills and practice which indicates that this was an effective CPD experience. The training provided was relevant to participants and met a learning need which are key factors in successful CPD and whether knowledge gained in CPD is transferred to practice (Burke & Hutchins, 2007; Goodall et al., 2005; Hunzicker, 2011; Hustler et al., 2003). The design of the training was based on information gathered from school staff on their experiences of working with RAS pupils, which gave teachers and school staff a role in defining what the training should include, which is likely to

be a factor influencing the relevance participants found the training had to their practice (Armour & Yelling, 2010; Burke & Hutchins, 2007).

6.5.2 Theme Two: Training Improves Confidence

All participants reported increased confidence with regards to working with refugee children and families as a result of the training.

Alexis: *…So definitely more confident with my knowledge about it. And I'm happier to share that because it's easy to say, isn't it? It's difficult to say, "Yes, I know loads about that", but it's easier to say, "I do know a bit about that because I had this training". It gives you a leg to stand on kind of thing.*

Beth: *More confident, and more knowing what I'm doing. That sounded really big headed, didn't it? Knowing how to be with them, and how to make them feel safe, and just to be aware of their surroundings again. Knowing the family as well, that's so important*

This improvement suggests an increase in self-efficacy, which affected the way participants felt they were able to improve their practice, discuss refugee pupils with colleagues and work with refugee pupils' families. Increased self-efficacy resulted from an improved understanding and in some cases a sense of empowerment. This reflects previous research on effective CPD for teachers which indicates that deeper understanding builds confidence in teachers and motivates them to become agents of change (Elliot & Campbell, 2015).

Alexis: *After training, I definitely feel that I understand him a little better, especially with all his communication barriers. It's lovely to kind of feel like you*

might know what's going on in his head and some experiences that he may or may not have had. I feel more empowered.

This empowerment helped participants to feel confident about the way they were engaging with the pupil and their families, rather than questioning whether they were doing the right thing. Previous research has identified that despite feeling confident about one's ability to teach most pupils, teachers can feel much less confident in their ability to teach pupils with EAL (Karabenick & Noda, 2004). The same concept may apply for the participants in this study, but perhaps the difference in confidence is even greater due to the additional complex needs of refugee pupils. Training is recommended as a measure to improve the confidence of teachers working with EAL pupils (Karabenick & Noda, 2004). Further, a study investigating the impact of online training on the self-efficacy of teachers found that the online programme had a positive effect on teacher efficacy (Yoo, 2016). This online professional development lasted over five weeks with ongoing constructive feedback (Yoo, 2016). A shorter CPD programme such as the one in this study, may not be expected to demonstrate the same change in self-efficacy, however, in this instance, the training was successful in improving the confidence and self-efficacy of the participants.

Alexis described her empowerment (above) concerning understanding her pupil's perspective better. Being able to empathise with him improved her confidence in practice. This change suggests an increase in emotional self-efficacy, which refers to an individual's feeling about how successfully they understand others' emotions; a skill with links to both overall teaching self-efficacy and empathy in teachers (Goroshit & Hen, 2014; Goroshit & Hen, 2016). Hence,

Alexis's self-efficacy change, may be partly an increase in emotional self-efficacy through improved empathy, as better understanding of her refugee pupil's perspective helped her to feel better prepared to teach him (Peck et al., 2015).

I previously highlighted increases in knowledge as a factor that contributed to the benefits of the training for participants. Improvements in knowledge through CPD has also been related to improvements in teacher efficacy (Ravandpour, 2018; Yoo, 2016). The participant who had quite a lot of previous experience working with a refugee pupil still appeared to benefit from the training in terms of confidence, despite her feeling that she did not improve her knowledge base through the training. However, the training reassured her that the way she had been practising was beneficial for the pupil.

Aimee: *Yes, it is. It's reassuring and it gives you a bit more of a confidence boost. Also, if you're unsure of something, I can look back at that. Is there anything there that I could do?*

Aimee also noted a feeling of security from having the training information to fall back on if any uncertainty arises in the future, which was reinforced by several other participants. Having physical resources that participants were able to take with them from the training seemed to support their confidence. Although most had not required the training resources since attending the training, the knowledge that they have them if they need them gave participants confidence for their practice in the future.

Participants noted a marked difference in how prepared and competent they felt when they first heard that a refugee pupil would be joining their class,

compared to how they would feel if another child was to join the school or class in the future.

Beth: *I'm confident about being able to help them and support them. I was a bit wary when Ahmed came in. I was a bit worried about how I would deal with it or what he would be like, but now I think I know, after the training, I would be more confident and know what I'm doing, know how to support him properly, other than just winging it, in other words, just guessing.*

Rosie: *Certainly, if we have more refugee families then I feel much more equipped than I did when our first child arrived.*

The improved sense of self-efficacy in being prepared and capable to work with refugee children, was also noted by some participants to have an impact on the child they were working with.

Katie: *I think just like anything, teaching, well, any kind of job, isn't it? If you're more confident, then the children are going to feel more confident in you, generally. If you're more confident, you're a bit more passionate about something and the children get a bit more excited and I'm not sort of, afraid to sort of sit, you know if Ahmed is not doing the right thing, I won't just snap at him and I'm not afraid to sit down, really take that time out of something else I'm doing.*

This reinforces that the training can be beneficial for both the school staff member and RAS pupils.

Higher self-efficacy of teachers can lead to more supportive classroom climates in the long-term (Künsting et al., 2016). The participants in my study reported improvements in their self-efficacy and practice, with these effects enduring to at least three months post-training (that is, the point at which interviews were conducted). It is hoped that this will translate into a long-term self-efficacy change with regards to working with refugee pupils and teachers will continue to exhibit positive changes in practice. Development of self-efficacy with relation to meeting students' needs is an important aspect of the professional development of teachers (Broad & Evans, 2006).

6.5.3 Theme Three: Barriers to Using Training

The participants identified several factors that prevented them from using the training to its full potential in practice; this was often characterised by good intentions and a desire to use more of the training, but circumstances impeded follow-through.

6.5.3.1 Sub-Theme: Lack of Time

A primary difficulty stopping teachers from using some of the resources or looking up parts of the training was a perceived lack of time. Participants discussed having large classes and lots of work, resulting in them feeling under pressure. As such, revisiting elements of the training was not a priority.

Alexis: *In terms of barriers, I guess time. You obviously have 30 children in your class. That's one child… I'd say that was really the big one, was the time to do it in.*

Lack of time is something that is often referred to by teachers I encounter in my professional practice outside of research, and it is something that is frequently noted in the literature. It appears that teachers perceive that lack of time is linked to the nature of the education system, including large classes, insufficient time dedicated to preparation and an inflexible curriculum (Cooper, 2004). The lack of time referred to by the participants in this study may be due to similar constraints. The findings indicate that one of the prime barriers to participants feeling able to use the training to the best of their ability is beyond their control. Lack of time perceived to be beyond school staff control can influence the empathic quality of teacher-pupil relationships regardless of overwhelmingly good intentions (Cooper, 2004). Empathy was one of the critical improvements identified by teachers after the training; lack of time due to factors beyond teacher control may have a deteriorative effect on this improvement in the longer term.

Participants also mentioned that having the time to attend the training itself was difficult. In the next extract, Hannah indicates that staff are willing and keen to have these training opportunities but having the time to go on them with the busy life of a school staff member is an issue. Hannah was one of the participants who attended an evening training session in her free time outside of work.

Hannah: *No, I just would like more people to do it and have that experience. I just think we're really busy. I think there were more people in the school that would have liked to do it, but it is in the evening and it is when it is. I don't think it's a lack of will because I do think that sort of thing is really important.*

Interestingly, recruiting schools to run the training was challenging. Schools were offered the training for free, yet the uptake was poor. Running evening and weekend training opportunities for teachers to attend in their free time was an alternative to delivering the training in schools due to recruitment challenges. This highlights a conflict of interests at levels of senior management and what the staff working on the ground find beneficial, which has been noted in other studies regarding teacher CPD (Krawczyk, 2017). Staff valued the training opportunity and as such many individuals were willing to attend in their free time. Despite this, most schools who were offered the opportunity for free training did not accept. This may be because SLTs tend to prioritise training which they perceive addresses immediate school needs (Opfer & Pedder, 2010). Part of the identified need for this training was the lack of experience of teachers in more rural areas of the UK in working with refugee children and the complex needs they may have. Many schools in these areas only have one or two refugee pupils. In consequence, schools may perceive that the training would only be directly relevant to a handful of staff members, and decide to prioritise other CPD, despite this training being free at the time. Time is also considered a barrier to providing CPD by senior leaders in schools as it can require releasing staff from teaching duties in order to provide this opportunity, which they can be reluctant to do (Goodall et al., 2015).

6.5.3.2 Sub-Theme: Lack of Resources

The next barrier identified by participants was lack of resources and lack of additional adults to help implement what they learned on the training.

Luke: *It's really, really difficult because he's so low, and with the adults, I don't feel I can give him… we can put in place everything that we really need to for him to thrive, it's just the resources are just not there.*

Luke felt that he had the skills and understanding to support the pupil he was working with as a result of the training. However, he felt that they did not have enough resources. The TA in Luke's class was providing additional support to the refugee pupil when possible. However, this was not always feasible as she works one to one with another pupil. Despite this, Luke felt it would have been beneficial for her to have also attended the training, so there would be more adults in the classroom who had a good understanding of the refugee child's needs.

Luke: *In hindsight, I could've done with my one-to-one coming as well, so when she does come out, she's got the same access to the things, resources….but it's just trying to manage everyone and everything at the same time. I think that's probably what I found hard. So no, I think it's just personnel, we just haven't got the staff to put the thing in place.*

Several participants linked this perceived lack of resources and staffing to lack of funding.

Rosie: *Yes, well I think it's funding, because we have…*

Interviewer: *If there was more of you it would be…*

Rosie: *Well yes I mean, every time somebody, a member of school staff leaves, they're not replaced. We're in absolutely dire financial circumstances, so yes.*

These findings suggest that the ability of staff to implement what they learned on the training, is limited by the resources available to them. Schools have limited funding and as such, are often left short on personnel, time and resources.

6.5.4 Future Training

Based on feedback from the participants, an element of the training that worked well was improving the knowledge base of participants which has been highlighted as a key element of effective training (Kutcher et al., 2013; Lydon & King, 2009; Palmer & Noltemeyer, 2019; Rae et al., 2011; Yoo, 2016). Participants also highlighted the benefits of discussion opportunities and the open, relaxed format of the training. Use of examples and adaptable suggestions provided school staff with the freedom to make the training relevant to their classrooms (Klingner, 2004). The opportunity for reflection was also referred to as beneficial, as some participants noted that they have little time to stop and reflect in their busy school environments. Engaging in reflection can improve self-awareness (Shavit & Moshe, 2019) which may translate to more recognition from the participants of changes they want to make in their practice. Although teachers may not have had time to put aside for reflection since the training, they may unconsciously have become more reflective practitioners, as highlighted by the descriptions of deeper thought processes underpinning everyday work. Processes that guide teacher learning and result from teacher learning are often subconscious (Korthagen, 2016), as was noted by several participants about their subconscious use of the training.

Participants also noted the use of an emotive video which has stayed with them since the training and they felt was a particularly useful element. It appears to have struck a chord with many of the participants emotionally, so perhaps contributed to their development of deeper empathy and understanding. Merriam (2008) notes that the complex nature of adult learning goes beyond simple cognition and remembering new information, but that effective learning involves emotional processing, which may have been an opportunity provided by the video, as well as spiritual and physical experiences. These elements of the training would be useful to maintain in the future.

To develop the training programme, participants noted that they would have liked the opportunity for follow-up such as visits from the trainer to their school or a forum for participants to discuss how they are applying the training in practice. Research has shown the benefits of long-term support for successful professional development (Bayar, 2014; Klingner, 2004) and the benefits of witnessing examples in practice to solidify learning from training (Bayar, 2014; Klingner, 2004). The opportunity to make follow up visits to participants to observe their practice and engage in joint reflection, problem-solving and discussion would add a valuable dimension to this training programme and provide participants with an opportunity to solidify their learning in practice. Hunzicker (2011) noted that an essential element of effective CPD for school staff is that which involves multiple interactions with the topic over an extended period of several months. It is likely that this would have further improved the impact of the training by providing participants with more opportunities to engage in learning. However, it should be noted that school uptake of the training was low,

and schools often noted that they did not have time to run the training for staff as it was. Therefore, extended training may be unrealistic for many schools. Offering follow-up school visits as an additional extra, may help the training to be more flexible to individual school contexts and constraints. However, short training sessions have also proved to be effective when long-term training is not possible for schools and teachers in their given contexts (Lydon & King, 2009).

Other suggestions included an activity to assist the participants to see things from the child's point of view, this was attempted through a video in the training programme, so perhaps a practical task would be more beneficial. An activity-based around altering a unit of work was also suggested. Participants, however, also noted that time is limited. For the available time, participants communicated that the training was comprehensive, and everything included was useful. Some participants specified that their suggestions were based on the ideal scenario of having no time limitations.

6.6 The Personal Cultural and Structural Model

The results of the third phase of the research, also fit well with the structure of the PCS model (Thompson, 2016). At the personal level, participants developed their knowledge regarding working with RAS children in educational settings. Participating in the training also supported participants to develop a better capacity to empathise with the refugee pupils and families they were working with, which is reflective of changes to their thought processes which drive their practice. Participants also increased their self-efficacy regarding working with RAS pupils. These changes were reported by participants to manifest in improvements to practice and thus changes to their professional behaviour.

These changes in practice may directly result in improvement in the access to education for the refugee pupil they are teaching, consequently lessening the discrimination in their access to learning.

However, participants also noted factors which prevented them from implementing the training to the level they would have ideally wanted to. These included cultural level factors such as the number of staff members asked to attend the training by the school SLT, the dedication of resources and time by the SLT and the expectations of the number of pupils they should be supporting at once. The necessity for school SLTs to make decisions regarding time and resources is a direct result of a lack of funding due the structures and decisions made at higher levels of society, representing the Structural level of the PCS model.

The training programme created is an effective way to develop the personal skills of the school staff who participate, which may contribute to lessening the discrimination between RAS pupils in the UK and their local peers. However, cultural and structural factors which practitioners have less control over (Thompson, 2016) can limit the benefits of the training, thereby reducing the benefits to the school staff and pupils it is designed to help.

6.7 Chapter Summary

Overall, participants valued the training. Particularly if their knowledge and understanding previously about working with refugee children and families was limited, the increase in their understanding translated to changes in practice which had benefits for the practitioner and several reported benefits for the child

with whom they were working, which reflects Guskey's (2002) description of what should be considered professional development. Increases in empathy were also reported, linked to improvement of knowledge, and understanding. The training supported participants to increase their self-efficacy regarding working with refugee pupils, with participants feeling more prepared to work with RAS pupils in the future.

7.0 Overall Conclusion

In this concluding chapter, a summary of the research is presented, followed by a discussion of how the research questions have been addressed. I will then discuss the implications of the research, the relevance to educational psychology practice and the limitations of the research.

7.1 Summary

There are a high number of refugees and asylum-seekers in the UK. At the end of 2018, there were 126,720 refugees and 45,244 pending asylum cases (UNHCR, 2019). RAS children attend British schools in all areas of the UK, including those that have little experience in working with ethnically diverse populations. RAS children have unique needs (Reakes, 2007; Rutter, 2001) and are at risk of discrimination by not having the same access to education as their peers, as the UK education system is often challenging for RAS children to access (Hek, 2005b; Hastings, 2012). There is a responsibility on teachers to deliver appropriate education to refugee children, who are often under-prepared to undertake this work (Wiseman & Galegher, 2019). Teachers' experiences of working with refugee children in the UK is under-researched despite being an influential aspect of RAS pupil education to consider. The views and experiences of teachers will influence their practice, directly affecting the pupils they teach.

This study consisted of three phases. The first phase investigated the experiences of staff (primarily teachers) working with refugee pupils in ethnically diverse and less ethnically diverse areas of the UK using a mixture of interviews and focus groups. Teachers' views on what training for teachers working with refugee pupils should include were also gathered. In the second phase, this

information was then used in conjunction with pertinent research from relevant literatures to design a bespoke training programme aimed at school staff working with refugee pupils in less ethnically diverse areas of the UK. The training, a two-hour session, was delivered to seven groups. This included delivery to the school staff of five primary schools and two open training sessions which were attended by staff from a range of educational settings. For the third phase, individuals who attended the training were recruited to participate in interviews to evaluate the effectiveness of the training for school staff in practice, during a follow-up period of between one and three months after attending the training programme.

7.2 Addressing the Research Questions

Research Question One: *What are the views and experiences of primary school staff from culturally diverse UK communities and less culturally diverse UK communities of teaching refugee children in a mainstream setting?*

With regards to the overall experiences of teachers working in diverse and less diverse areas of the UK, I identified four overarching themes from the data. These include *Cultural Competence*, *Language as a Barrier*, *Empathic Competence* and *Factors Beyond Teacher Control*. Participants working in both culturally diverse and less culturally diverse schools discussed these four areas. However, the impact of these factors on their experiences of working with refugee pupils differed.

Cultural Competence: Teachers working in more diverse areas reported already having mechanisms and strategies in place to support pupils from other countries and cultures, as a large percentage of their classes were from ethnic

minority backgrounds. Therefore, meeting the educational needs of a refugee pupil with regards to culturally sensitive teaching was not a challenge for these teachers. Some of them referred to the diversity of their pupil population, explaining that refugee pupils did not stand out as different from their other pupils. On the other hand, the teachers working in less diverse areas reported some challenges when working with refugee pupils relating to cultural differences, but lacked recognition of their own shortfalls in this regard. They described few authentic practices to promote cultural inclusivity, often citing superficial or one off events (Casciola, 2014; Dabbous, 2018). They also exhibited colour blindness and minimising tendencies by treating all pupils the same (Bennett, 2004; Hachfeld et al., 2015). Teachers recognised cultural differences as a challenge yet failed to recognise how limited their culturally inclusive practices were and the importance this might hold for the child. These teachers demonstrated a lower level of cultural competence through the information they shared during the interviews and focus groups.

Language as a Barrier: Similar to *Cultural Competence*, staff from more diverse schools were well practiced in working with children who speak English as a second language, hence did not express this to be a unique difficulty regarding working with refugee pupils. Therefore, in terms of the refugee pupil's language needs, appropriate strategies and practice were already incorporated into their daily strategic teaching. In contrast, most teachers from less diverse areas noted language barriers as the biggest challenge of working with refugee pupils. For these teachers, the refugee child was often the only child who did not speak English in their class, and they experienced difficulties in communicating

with both the child and the child's parents. Teachers noted that they had little access to translators or interpreters, and that they would have benefited from increased access to these services to provide the refugee pupil with direct English teaching.

Empathic Competence: Teachers from both diverse and less diverse areas empathised with the pupils they worked with and shared stories about their backgrounds. They also emphasised how rewarding they had found working with refugee pupils and that the experience was overwhelmingly positive despite some challenges. Teachers from more diverse areas indicated that responding to potential emotional needs of refugee pupils, such as trauma, was the most daunting aspect of working with this group of pupils. Not all of these teachers had experienced refugee pupils expressing distinct emotional needs, but were aware that these needs could be underlying. Staff expressed concern that they may not be supporting the underlying emotional needs of refugee pupils as they should be.

On the other hand, while staff from less diverse schools indicated empathising with refugee pupils and their families, most of them viewed the pupil they worked with as not having emotional needs. Interestingly, most of these teachers did not acknowledge that these needs could be hidden (Chung et al., 2018; Dye, 2018; Levine & Kline, 2006), even if the pupil appears to be okay, in the way the teachers in more diverse schools did. Based on the analysis, I suggest that one of the reasons for this is that language barriers over-shadowed their recognition that the child may have underlying emotional needs (Dabbous, 2019). Thus, both teachers from diverse and less diverse schools would

potentially benefit from support to improve their emotional and empathic competence in terms of working with refugee pupils. However, their perception of this need was different.

Factors Beyond Teacher Control: All of the previously discussed themes were influenced by this theme to some degree. Limited access to skilled staff members and resources due to funding was more problematic for the participants in less culturally diverse schools. This is because they had fewer strategies inbuilt to support cultural diversity and lacked a multicultural staff team, which was noted to be beneficial by the participants working in culturally diverse schools. The ethos of the individual schools and management decisions of the SLT influenced participants working in both culturally diverse and less culturally diverse schools. Some participants from both types of schools expressed a lack of support which made working with a refugee pupil more challenging. Participants who felt supported by their SLT found this reduced the apprehension around the associated challenges of working with refugee pupils. The level of broader support available to refugee families influenced how much additional support they needed from schools and affected the experiences of participants working in both culturally diverse and less culturally diverse schools.

For both cultural competence and language barriers, the location and cultural makeup of the schools had an impact on staff experiences, as they played a role in how experienced and skilled the staff were in working with pupils from other cultures and backgrounds and their access to readily available resources. *Empathic Competence* effected how participants viewed the emotional needs of refugee pupils. Staff working in less culturally diverse schools were pre-occupied

by language barriers and put little focus on the emotional needs of refugee pupils. In contrast, for teachers in more culturally diverse areas, the emotional needs of refugee pupils was the quality that made working with them different to supporting the other children in their multicultural classes.

Research Question Two: *What is the self-efficacy of primary school staff in less culturally diverse areas of the UK concerning their ability to teach refugee children, and how does this compare with the self-efficacy of primary school staff in more culturally diverse areas of the UK concerning their ability to teach refugee children?*

Before having a refugee child arrive in their class, participants in less diverse areas recounted higher levels of anxiety and uncertainty around working with a refugee child, indicating that they initially had lower self-efficacy. Participants working in more diverse areas indicated higher self-efficacy concerning their ability to work with RAS pupils. Their discussions intimated that participants either experienced no anxiety before having a refugee child in their class or some anxiety due to the child's potential emotional needs. This suggests that although participants working in more diverse areas indicated higher overall self-efficacy, some participants also had low self-efficacy concerning their ability to respond to trauma.

Participants in less diverse areas indicated that after having had the experience of working with a refugee child, their self-efficacy increased. This development of self-efficacy is in line with Bandura's (1986; 1994) theory that mastery experiences support the increase of feelings of self-efficacy.

Additionally, the findings suggested that participants in less diverse areas of the UK demonstrated low levels of cultural competence with a tendency to assume that RAS children who were not displaying apparent signs of trauma, were 'fine'. However, these teachers maintained high levels of self-efficacy. Their perceived mastery of working with RAS pupils and overcoming what they perceived as the biggest challenge of working with refugee pupils (language needs) may result in their overlooking the child's cultural and emotional needs. Therefore, over time teachers may develop self-efficacy which is beyond that of their actual skills level, which may negatively affect the RAS pupils they work with if some of their needs are over-looked (such as cultural and emotional needs).

Research Question Three. *What do primary school staff who have had experience of teaching refugee children in culturally diverse and less culturally diverse areas of the UK think one-off training programmes, delivered by outside professionals such as educational psychologists, should include to support school staff to teach refugee children more confidently?*

The findings implied that school staff would benefit from training that develops attendees' knowledge of relevant background information relevant to RAS pupils, and provide them with a better understanding of what it means to be a refugee or asylum-seeker. The findings also indicated that it would be useful if training developed the knowledge and understanding of school staff on the impacts of trauma, with a specific focus on RAS children and how this relates to their education. Information about cultural competence and working with EAL pupils were also found to be useful aspects to include in training. Practical strategies and examples to ensure the training is useful in practice were also

suggested. Finally, it was noted that it is essential for school staff working with refugee pupils for the first time to know that it is a highly rewarding experience overall.

A training session on working with refugee pupils in schools was designed using these findings, with reference to additional literature. The training programme covered (i) general background information about RAS children and families, (ii) trauma, (iii) building resilience, (iv) an introduction to cultural competence, (v) an introduction to working with EAL pupils, (vi) strategies schools can try and (vii) the rewards of working with refugee pupils and families. The training included examples gathered from interviews to provide context to the theory involved, and employed opportunities for discussions, questions and watching videos to make the training interactive.

Research Question Four. *How useful is training based on data generated through phases one and two, combined with additional information from published literature, for school staff in practice?*

The usefulness of the training is reflected in the first theme of the findings for this phase *Training is Worthwhile*. The findings suggested such training increased staff knowledge and understanding with regards to RAS pupils and families, with *Increases in Knowledge* highlighted as a sub-theme of *Training is Worthwhile*. *Increases in Empathy* was a second sub-theme. Participants' increases in empathy were often related to increases in knowledge, with an improved understanding of crucial background information and potential consequences of trauma supporting them to develop empathy and understanding

towards the refugee pupil and their family. Participants reflected that they changed their practice as a result of the knowledge and empathy they developed from attending the training programme. Some described specific examples of changes to their practice and others recognised a more sensitive overall approach in working with both the refugee pupil and their family. Several participants recognised that the changes they made in practice as a result of the training had positive effects for the refugee pupil they worked with, as well as the positive effects they identified themselves.

Another theme was *Barriers to Using Training*. Some participants noted that they had intended to look back over the training or had wanted to employ more aspects of the training in practice. However, they felt factors beyond their control prevented this, including time and funding for resources and staff. These barriers seemed to restrict the usefulness of the training, as the participants may have been able to the utilise more of the training in practice had they had more time and resources to support them in this.

Participants found the interactive elements of the training useful. However, in an ideal world, they would have liked the opportunity for extended training, which would include opportunities for long-term interaction with other participants and the facilitator, and practical support.

Research Question Five: *How does training based on data generated through phases one and two, combined with additional information from the published literature, impact the self-efficacy of school staff in less culturally diverse areas of the UK regarding working with refugee children?*

This research question is addressed through the second theme of the findings in Phase Three; *Training Improves Confidence*. Participants found that after attending the training, they were more confident in their practice relating to their work with refugee pupils. This confidence fed into several facets of their work, including interacting with the child and having professional discussions about the child. Overall, the training increased teachers' feelings of self-efficacy regarding their ability to work effectively with RAS pupils both now and in the future.

7.3 Implications of the Research

This research has several implications for school staff working with RAS pupils, both currently and in the future.

7.3.1 The Necessity for Support

School staff in less culturally diverse areas experienced more challenges in educating and integrating refugee pupils. These schools have fewer strategies and systems in place to support ethnic minority and migrant pupil populations compared to schools which are accustomed to educating a culturally diverse population of pupils. School staff in less culturally diverse schools also expressed lower self-efficacy related to working with RAS pupils when they were experiencing teaching them for the first time. Therefore schools with less culturally diverse pupil and staff populations may require a higher level of support when working with RAS pupils, both in terms of resources and funding they require, and the level of support staff need, including the provision of training.

Despite more challenges and lower self-efficacy in less culturally diverse schools, some staff in both culturally diverse and less culturally diverse schools indicated lack support from their SLT when working with RAS pupil. This lack of support appeared to impact their development of confidence in their ability to work with RAS pupils and the overall experience of working with RAS pupils. Therefore, despite school staff in more culturally diverse schools being better prepared to work with RAS pupils, it is still a different experience to working with other migrant pupils and a higher level of support from the SLT would be beneficial. It is important for staff members to feel supported by STLs (Hulpia et al., 2009; Hulpia et al., 2012) and this support may be particularly important for staff members who are working with vulnerable pupils such as RAS pupils.

Both staff from culturally diverse and less culturally diverse schools may benefit from CPD to support their work with RAS pupils, as has been highlighted in the literature (Cerna, 2019; Fegert et al., 2018; Gladwell, 2019; Morgan, 2018; Perry & Hart, 2012; Reakes, 2007; Whiteman, 2005; Wilkinson & Langat, 2012). It is clear from my findings that a focus on trauma to improve their emotional and empathic competence in terms of working with refugee pupils would be beneficial. This finding is related to other research which has emphasised having supportive and understanding teachers as a critical aspect of the education of RAS pupils (Reynolds, 2008). Teachers in less diverse schools would also benefit from support to develop their cultural competence and in addressing language barriers.

SLTs should be aware of the needs of their staff members who are working with RAS pupils. All phases of this research indicated that training would be useful

for staff members working with RAS pupils. In Phase One and Three, this was demonstrated through the interview dialogue. In the second phase, this was seen through the enthusiasm of staff to attend training, particularly those who attended open training sessions in their free time. The lack of uptake of free training by schools in Phase Two versus the enthusiasm of staff to participate in training illustrates a disparity between the needs of school staff members and their desire for CPD and the support for and recognition of this by SLT who determine the availability of these opportunities (Opfer & Pedder, 2010). However, a key factor contributing to the decisions of SLTs is the allocation of resources and funding (Goodall et al., 2005), a lack of which can mean SLTs must make difficult decisions about what training and resources and prioritise. Thus, policy implications for this research include the necessity for a higher level of funding allocation for schools with RAS pupils on roll. Policy implications are discussed in more detail in section 7.4.1.

7.3.2 Developing Awareness of Staff Limitations

The first phase of research indicated that school staff working in less culturally diverse schools had limited cultural competence, as exhibited through their discussions during the interviews and focus groups. This shortcoming has been previously highlighted in other UK based studies (Dabbous, 2018). The participants, however, seemed to be unaware that this was a limitation in their repertoire of skills. This is related to Thompson's (2016) PCS model as it may be a result of long-held attitudes and beliefs which are reinforced by a lack of diversity in the area. School staff members working with RAS pupils should reflect

on their practice and skills. Reflection may support them to identify their CPD needs, including areas that they were not aware of initially.

7.3.3 Training is Beneficial

Short training programmes can produce effective results (Lydon & King, 2009). The training programme designed in this study was considered beneficial by school staff working in less culturally diverse schools by supporting them to build their self-efficacy. Training that increases participants' knowledge about working with RAS pupils and supports the development of empathy for these pupils is effective in empowering participants to change their practice, which has positive benefits for both the participant and the RAS pupil and to increase participants' self-efficacy. If increases in knowledge and self-efficacy are achieved, this may be enough to promote positive changes in practice.

Using interviews and focus groups to obtain the views and suggestions of school staff is a successful way to create training that is useful to school staff in practice, as a method of allowing school staff to define the support they need themselves (Armour & Yelling, 2010). Training that is teacher- or school staff-led in design may be particularly valuable as it addresses what school staff feel are the most critical areas they would like to develop to improve their practice. Outside professionals' view of which areas school staff should develop may be different and therefore may not generate as useful training, with collaboration being more effective (Armour & Yelling, 2010). A staff-led design approach does not preclude the input of the Educational Psychologist but gathering the opinions of teachers enables a better understanding of what is most useful to their practice

(Moeini, 2008). Matching training to staff needs supports the development of effective training (Bayar, 2014).

7.4 Relevance for Educational Psychologists

This research is particularly relevant to EPs for several reasons. Firstly, EPs deliver training as a part of their role working with schools. They are skilled in this area, and are likely to be the best-placed practitioners to deliver this training programme. This is because the training itself contains psychological knowledge and theory, which EPs tend to be more able to discuss and expand upon than some other professions, as they have a high level of knowledge in this area, with particular skills and knowledge as to how it relates to the work of schools.

Secondly, follow-up work after delivering training such as using solution-circles, consultations or other methods for collaborative problem-solving are areas that Educational Psychologists are particularly skilled in (Lee & Woods, 2017). Furthermore, as a profession skilled in collaborative problem-solving, EPs would be able to design follow-up to the training in the most appropriate way for the context in which they are working, using this knowledge and the relationship with schools to guide this. This is likely to result in much more effective CPD as EPs have the psychological knowledge and skills required to adapt to varying circumstances.

The training programme presented in this study could be used as a frame on which to build future training programmes, with EPs in different areas of the UK working with schools in different contexts adapting it as appropriate.

The current training programme could be used as a guide, which EPs can alter by gathering additional feedback from school staff who are going to receive the training and using this information to adjust the training where appropriate, or increasing the length of the training to provide more detail in some sections. Again, EPs have particular skills to enable them to do this, including having close relationships with schools, experience in designing and delivering training (Lee & Woods, 2017), and skills in research and evaluation. This would ensure that the training continues to be a collaboration with teachers and school staff, increasing the relevance and applicability to their current situation (Hustler et al., 2003).

7.4.1 Policy Implications

McIntyre et al. (2020) examined policy relating the education of refugees, finding that refugee children are 'invisible' in educational policy in England (p. 403). Educational psychologists have a role in advocacy and in promoting equality for under-represented and marginalised groups. It is therefore part of our role to advocate for refugee and asylum-seeking children and young people, with regards to their representation in educational policy to promote their access to high quality education. RAS children are not currently represented in educational policy which is a problem in itself (McIntyre et al., 2020) and current legislation around the education of RAS pupils is based on recommendations, many of which are dependent on a culturally diverse school and community population to implement (DfES, 2004). This research highlights the need for EPs to advocate for policies which support RAS pupils to access education, which considers the role of the cultural makeup of the community and provides

solutions, such as provision of appropriate CPD for school staff. Policy must account for the impact the cultural makeup of communities has on the skills and preparedness of school staff to provide RAS children and young people with a high quality education, and the implications that this holds of the future outcomes of said children and young people.

7.5 Future Research

Future research could include a follow-up study to investigate the longer-term effects associated with the training programme. Participants who interviewed in the final phase of the study could be interviewed a second time after one or two years to explore whether the practice changes reported by participants and improvements in self-efficacy continue.

Follow-up research could also involve refugee pupils who are being taught by teachers who have received the training programme and refugee pupils who are being taught by teachers who have not received the training programme. This would allow investigation into whether the training programme effects refugee pupils' experiences of school.

Future research could investigate the design of an extended training programme which spans several days and includes a more detailed look at cultural competence and working with EAL pupils as well as trauma and emotional needs. A dynamic training model such as that described by Blume et al. (2017) may be conducive to ongoing professional development for school staff working with RAS pupils.

Feedback from the participants concerning the training suggested it could be improved by including more interactive elements and activities. In an extended training session, it would be beneficial to include scenario questions or case studies for participants to work on in small groups. The training could also be enhanced by arranging follow-up sessions to extend the support offered to participants over time. Follow-up could include meeting all participants together for problem-solving or solution-circle style sessions (Brown & Henderson, 2012), or visiting individual schools to observe the participants and provide feedback or consultation.

It would be useful for the training to be delivered to school staff working in more culturally diverse areas and then evaluated to investigate the usefulness of the training in this different context. It may be advisable to adjust the training appropriately before running it in this different context, as some of the sections may be less relevant such as those related to working with EAL pupils and cultural competence.

Future research that involves utilising participant voice to guide training design could incorporate a more collaborative action research approach (Eikeland, 2012) to involve school staff in more aspects of the research. Such methods may provide more assurance that the resulting training is reflective of school staff needs.

7.6 Limitations of the Research

7.6.1 Recruitment of Participants

Recruiting for this study was particularly challenging for the first and second phases. Teachers and schools have little time and often feel under too much pressure to take on any additional tasks, including interviews, focus groups or training. Therefore, although there were similar themes identified across all data sets, these may be teachers who are particularly passionate or caring with regards to their work with RAS pupils, as they were willing to give their time to participate in the research. They represented a mostly positive view of working with RAS pupils, which is an experience that other teachers may not have had. Therefore, the voices of teachers who may have had a more negative experience may not have been represented, and this was, therefore, not included in the designed training.

In the second phase of research, the schools which agreed to the training may be schools which are more dedicated to inclusion and equality, as they prioritised this training as a way to use their time which many other schools were reluctant to do. Therefore, the staff attending this training may be more likely to benefit from and enjoy this kind of training, if they are working in a school with an inclusive ethos and a supportive environment.

The participants in the third phase of the study gave overwhelmingly positive feedback about the training. However, as participation was voluntary, it may be that the individuals who volunteered to participate in the interviews were the participants who found the training most useful, making them more likely to be willing to give their time to participate in the third phase of the research. Some

of the individuals who did not volunteer to participate in the third phase of the study, may not have found the training particularly helpful, reducing their likelihood to give their time to participate in the final phase. Therefore, the data generated from the interviews in the final phase of the training, are only reflective of those participants, who may have experienced the training very differently to other individuals who attended the training.

As the researcher, I designed and delivered the training, and conducted the interviews for the final phase of the research. Therefore, the participants in this phase knew me from the training and knew I had designed and implemented it. Social desirability bias may have come into play, with participants giving more positive answers than they may have done if the interview had been conducted by another person, or had they not known that I had designed the training (Krumpal, 2011).

7.6.2 The Subjective Nature of Training Design

As this is a qualitative piece of research, the findings are subjective. The design of the training is particularly impacted by this subjectivity, as there is additional room for personal interpretation between analysing the data and selecting information to reflect the findings in the training design. I identified themes to guide the development of the training that I felt were most prominent from the interview transcripts. I tried to reflect these themes and, thus, the voice of the participants through the training design. However, the training design may still be limited in its representation of the suggestions and views of the participants. However, my specific background and interest in this research area alongside my knowledge in educational psychology, are also strengths which

have been applied to the design of the training programme. This collaboration of staff views and my expertise is also one of the strengths of the training design.

7.6.3 Limitations of Focus Groups and Interviews

Although the focus groups and interviews for this study went according to plan, there are limitations associated with both data gathering techniques. In focus groups, possible group silences or domination of discussion by individual group members are a risk as previously mentioned in chapter 3 (Bloor et al., 2001; Robson & McCartan, 2016). There is also the possibility that some participants were not comfortable enough to openly share their views in a group scenario (Michel, 1999). However, the energetic session, shared dialogue and personal and often emotive nature of the contributions offered by the participants in the focus group indicates this was not a major issue in this study.

In semi-structured interviews, social desirability bias is a potential limitation as the participant may adapt their views and experiences in order to please the researcher (Bryman, 2011). The communication skills of the interviewer or researcher also play an important role in the quality of the data collected in the semi-structured interview (Clough & Nutbrown, 2012). Given the possible limitations of semi-structured interviews, the strength of flexibility this data collection method provides allowed participants a certain degree of freedom with their contribution to the research topic and provided an opportunity for further questioning and depth of data, which compensated for potential limitations (Marginson, 2004). The depth of information shared by participants during the interviews and the rapport that enabled this indicates that these limitations were not a substantial limitation in this study.

7.7 Concluding Comments

There is a discrepancy of opportunity for school staff working in areas of high cultural diversity, comparatively to those working in areas with little cultural diversity, with regards to their experience working with pupils from cultural minority backgrounds. This study highlighted the differences in experiences between these two groups of practitioners and the impact this appears to have on their skillset, focus and self-efficacy regarding working with refugee or asylum-seeking pupils. Continued professional development in the form of a training session, which has been designed using the views and experiences of teachers, to promote relevance and the transfer of information to practice, is an effective way to support school staff working with refugee and asylum-seeking pupils in less culturally diverse areas of the UK. These findings hold implications for the practice of both school staff and educational psychologists with regards to providing improved experiences for refugee and asylum-seeking children in education. There are also implications for policy regarding the education of refugee and asylum-seeking children and young people.

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Appendices

Appendix 1: *Ethnical Approval*

UNIVERSITY OF EXETER

GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

http://socialsciences.exeter.ac.uk/education/

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: The Self Efficacy of Teachers Teaching Refugee Children: The effect of training on teacher confidence in teaching refugee and asylum-seeking children

Researcher(s) name: Shauna Morrow

Supervisor(s): Chris Boyle
Elizabeth Hampton
Andrew Richards

This project has been approved for the period

From: 05/02/2019
To: 01/09/2020

Ethics Committee approval reference: D1819-030

Signature: Date: 05/02/2019
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

Appendix 2: *Participant Information Sheet Phase One*

Participant Information Sheet

Teachers for Focus Groups/Interviews Phase One

Title of Project: The Self Efficacy of Teachers Teaching Refugee Children: The effect of training on teacher's confidence in teaching refugee and asylum-seeking children

Researcher name: Shauna Morrow

Invitation and brief summary:

This study has 3 phases. The first will investigate the views and experiences of primary school teachers who have taught refugee or asylum-seeking children. The second is the design and delivery of a training programme for teachers who are teaching refugee children for the first time. The third is to evaluate the training.

Please take time to consider the information carefully. The researcher is happy to answer any questions you may have and can be contacted by email (located at the bottom of this form)

Purpose of the research:

This research has the goal of eliciting the teacher perspective and experiences of teaching refugee/asylum-seeking children as this voice is currently absent in published literature. It also has the goal of developing a training programme aimed at teachers who are teaching refugee and/or asylum-seeking pupils for the first time, to provide them with adequate information and support to empower them to teach refugee/asylum-seeking children to the best of their ability, to give them the same opportunity to learn and grow as their peers and to feel confident in doing so, preserving their own wellbeing and satisfaction in teaching.

Why have I been approached?

You have been approached because you are a primary school teacher who is currently, or has previously taught a refugee or asylum-seeking child/children in either a culturally diverse area of the UK or a less culturally diverse area of the UK, for the first phase of the research.

What would taking part involve?

Taking part will involve taking part in either one focus group with other Primary School Teachers from your area or one interview. A focus group is an informal discussion with a small group of people (between 4 and 7). The focus group or interview will be guided by questions/topics presented by the researcher who will facilitate. The discussion will be centred around the experiences that the participants have had teaching refugee and/or asylum-seeking children.

The focus group or interivew will take place outside school hours, in a location and at a time which is convenient for participants. The session is expected to last for between one and two

hours and will be audio recorded. Light refreshments will be provided for the comfort of the participants.

What are the possible benefits of taking part?

While there are no individual benefits to taking part in the research, this research will give a voice to teachers in the research literature of the education of refugee and asylum-seeking children in the UK. The resulting training programme which will use information from the focus groups will be delivered to teachers in less culturally diverse areas of the UK, benefiting both them and the refugee and asylum-seeking children they will be teaching.

What are the possible disadvantages and risks of taking part?

Due to the nature of the research, there may be some upsetting information which arises and is discussed during the focus-groups. However, it is not expected that this would be too far removed from the possible encounters that teachers will have with students disclosing sensitive information from time to time. If any participant becomes upset during the focus group, they will be able to withdraw cooperation or take time away from the session.

What will happen if I don't want to carry on with the study?

Participation in this study is voluntary and participation can be withdrawn at any time before or during the focus groups. After the focus groups have been completed, it will not be possible to withdraw participation as it is not possible to remove one member of the focus group dialogue as it could render the entire discussion unusable; this would be unethical as the other members of the focus group have given their time to the research. However, the recorded data will be anonymised and transcribed within two weeks of the focus groups, from which point all the information will be anonymous and therefore it will not be possible to link the data to specific individuals.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by emailing dataprotection@exeter.ac.uk or at www.exeter.ac.uk/dataprotection

The participants will be asked to refrain from using names during the focus groups. The audio recordings will be stored on the secure University One Drive. Participants will be given a pseudonym and the audio-recordings will be transcribed using these pseudonyms; if other individuals are mentioned during the discussion, they will also be changed to pseudonyms during transcribing. After transcribing is complete, the audio recordings will be deleted from the secure One Drive and the transcribed data will be stored on the University's secure One Drive. The anonymised transcribed data will be kept on the University One Drive until the research has been completed and published (which may be up to 2 or 3 years after the focus groups have been completed) and will also be available as appendices in the completed research thesis.

All information will be kept in accordance with General Data Protection Regulation (GDPR) guidelines and the research adheres to the British Educational Research Association (BERA) ethical guidelines for educational research.

If you would like to be contacted for any future research projects or would like to receive information about the results of the study, please tick the appropriate box on the Participant Consent Form.

Will I receive any payment for taking part?

There will be no payment for taking part in this research.

What will happen to the results of this study?

The results of this study will be used for a doctoral thesis and it is likely they will also be published in a academic peer-reviewed journal and presented at Educational Psychology conferences.

Who is organising and funding this study?

This study is being completed through the University of Exeter, Educational, Child and Community Psychology Doctoral programme.

Who has reviewed this study?

This project has been reviewed by the Graduate School of Education Research Ethics Committee at the University of Exeter (Reference Number….)

Further information and contact details

For further information and to take part in the study, please contact the lead researcher:

Shauna Morrow at sm892@exeter.ac.uk

To raise a concern or make a complain about the any aspect of the study, please contact one of the research Supervisors:

Dr Chris Boyle	c.boyle2@exeter.ac.uk
Elizabeth Hampton	e.a.b.hampton@exeter.ac.uk
Dr Andrew Richards	a.j.richards@exeter.ac.uk

Thank you for your interest in this project

Appendix 3: *Participant Information Sheet Phase 3*

Participant Information Sheet

Teacher Participants for Interview Phase 3

Title of Project: The Self Efficacy of Teachers Teaching Refugee Children: The effect of training on teacher's confidence in teaching refugee and asylum-seeking children

Researcher name: Shauna Morrow

Invitation and brief summary:

This study has 3 phases. The first will investigate the views and experiences of primary school teachers who have taught refugee or asylum-seeking children. The second is the design and delivery of a training programme for teachers who are teaching refugee children for the first time. The third is to evaluate the training

Please take time to consider the information carefully. The researcher is happy to answer any questions you may have and can be contacted by email (located at the bottom of this form)

Purpose of the research:

This research has the goal of eliciting the teacher perspective and experiences of teaching refugee/asylum-seeking children as this voice is currently absent in published literature. It also has the goal of developing a training programme aimed at teachers who are teaching refugee and/or asylum-seeking pupils for the first time, to provide them with adequate information and support to empower them to teach refugee/asylum-seeking children to the best of their ability, to give them the same opportunity to learn and grow as their peers and to feel confident in doing so, preserving their own wellbeing and satisfaction in teaching.

Why have I been approached?

You have been approached because you are a primary school teacher in the South-West region of the UK who is currently, or is due to begin teaching a refuge or asylum-seeking child/children for the first time. You have also attended a training session run by the researcher, and agreed for the researcher to contact you about participation in this phase of the research.

What would taking part involve?

Participating in a one-off interview with the researcher. This will take place in the school where you work and will be arranged at a time which is suitable for you. It will be expected to last for around an hour and will be audio recorded. The interview will be about the usefulness of the training in practice.

What are the possible benefits of taking part?

The benefits include having had an opportunity to attend a free training programme about teaching children from refugee and asylum-seeking backgrounds and having the opportunity to

give your feedback on this training. This could have a positive impact on your confidence and competence in teaching refugee and/or asylum-seeking children and is likely to benefit the relevant children in your class.

What are the possible disadvantages and risks of taking part?

Due to the nature of the research, there may be some upsetting information which arises and is discussed during the training and interview. However, it is not expected that this would be too far removed from what would be expected of a training programme of this nature and the possible encounters that teachers will have with students disclosing sensitive information from time to time. If any participant becomes upset during the training or interview, they will be able to withdraw cooperation or take time away from the session.

What will happen if I don't want to carry on with the study?

Participation in this study is voluntary and participation can be withdrawn before or during the interview and until 2 weeks post-interview. Two weeks after the interview has been carried out, the interview data will be transcribed and anonymised and participants will be given pseudonyms. The audio-recordings will then be deleted and it will not be possible to identify individual participants' recordings and it will therefore no longer be possible to withdraw participation.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by emailing dataprotection@exeter.ac.uk or at www.exeter.ac.uk/dataprotection

The feedback surveys from the training will be anonymous and will uploaded to the University's secure OneDrive and hard copies will be confidentially disposed. The audio recordings from the interview will be stored on the secure University One Drive. The recordings will be transcribed using pseudonyms to maintain confidentiality, and will be stored on the secure University One Drive; after transcribing the audio recordings will be deleted. The anonymised transcribed data will be kept on the University One Drive until the research has been completed and published (which may be up to 2 or 3 years after the interviews groups have been completed) and may also be available as appendices in the completed research thesis.

All information will be kept in accordance with General Data Protection Regulation (GDPR) guidelines and the research adheres to the British Educational Research Association (BERA) ethical guidelines for educational research.

If any child protection concerns arise during the interviews or training, the information will not be able to be kept confidential and the researcher will inform the child protection officer at the school which the relevant child attends and the researcher supervisors will also be informed.

If you would like to be contacted for any future research projects or would like to receive information about the results of the study, please tick the appropriate box on the Participant Consent Form.

Will I receive any payment for taking part?

There will be no payment for taking part in this research.

What will happen to the results of this study?

The results of this study will be used for a doctoral thesis and it is likely they will also be published in an academic peer-reviewed journal and presented at Educational Psychology conferences.

Who is organising and funding this study?

This study is being completed through the University of Exeter, Educational, Child and Community Psychology Doctoral programme. The researcher, Shauna Morrow, is currently an Exeter University study conducting this research as a part of her Doctoral training in Educational Psychology.

Who has reviewed this study?

This project has been reviewed by the Graduate School of Education Research Ethics Committee at the University of Exeter (Reference Number….)

Further information and contact details

For further information and to take part in the study, please contact the lead researcher:

Shauna Morrow at sm892@exeter.ac.uk

To raise a concern or make a complain about the any aspect of the study, please contact one of the research Supervisors:

Dr Chris Boyle c.boyle2@exeter.ac.uk
Elizabeth Hampton e.a.b.hampton@exeter.ac.uk
Dr Andrew Richards a.j.richards@exeter.ac.uk

Thank you for your interest in this project

Appendix 4: *Participant Consent Form*

Participant Identification Number:

CONSENT FORM

Title of Project:	The Self Efficacy of Teachers Teaching Refugee Children: The effect of training on teacher's confidence in teaching refugee and asylum-seeking children
Name of Researcher:	Shauna Morrow

Please initial box

1. I confirm that I have read the information sheet dated..... for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected. ☐

3. I understand that relevant sections of the data collected during the study, may be looked at by members of the research team and individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records. ☐

4. I understand that taking part involves anonymised audio recordings and subsequent transcripts to be used for the purposes of : The design of a training programme for teachers working with refugee students ☐

   A doctoral research thesis ☐

   Possible publication of the research in an academic journal ☐

   archiving of the transcripts until the research is completed ☐

   I agree that my contact details can be kept securely and used by researchers ☐

from Exeter University to contact me about future research projects

5. I agree to take part in the above project. ☐

Name of Participant	Date	Signature
Name of researcher taking consent	Date	Signature

When completed: 1 copy for participant; 1 copy for researcher/project file

Appendix 5: *Focus Group Beginning Dialogue*

Good afternoon everyone and thank you for giving your time to talk about your experiences teaching refugee and asylum-seeking pupils. My name is Shauna and I'm doing a doctorate in Educational Psychology at the University of Exeter. I am conducting my thesis on teaching refugee children, looking at the experiences of teachers in different parts of the UK and looking at the design and evaluation of training for teachers who are teaching refugee children for the first time.

I have some questions to guide the conversation, however the conversation can often start to flow naturally and some of my questions might be covered without me having to ask them. I am happy for you to add more information and take the conversation in a slightly different direction if there is something that you think is important to add that hasn't been covered. There are no wrong answers but perhaps different points of view. Please feel free to share your point of view even if it different from what others have said, whilst being respectful of each other. Please also keep all the information shared today confidential; do not discuss other participants' views and experiences with anyone outside the focus group. Keep in mind that we are interested in both positive, negative and neutral comments, and examples if you want to give any. If we start to go off topic I will guide the conversation back, but I will try to let it progress as naturally as possible, and remember that it is a conversation with each other rather than just answering my questions.

I'm recording the conversation today on 2 devices, just to keep safe in case one fails, but the recording will be deleted from the devices and stored on a secure password protected computer file. This will then be transcribed into writing. Avoid using children's names if you can but don't worry if you do as I will be anonymising all names during the transcribing process. You can call each other by name if everyone is happy for that, as again I will anonymise this during the transcribing process.

Does anyone have any questions?

Appendix 6: *Interview Schedule for Phase One*

Interview Schedule Phase One

1. How long have you been teaching?
2. Approximately How many refugee or asylum-seeking children have you taught over your career?
    - Do you think there could have been any more who weren't identified to you?
3. For how many years on average per student did you teach them?
4. How recent is your experience teaching refugee/asylum-seeking children?
5. Have you had any training in teaching refugee children or formal/informal support?
6. The next set of questions are to gauge your experiences teaching refugee/asylum-seeking children (Please feel free to use specific examples).
    - How confident/competent did you feel when teaching refugee children for the first time? Is that the same or different to how you feel now that you have had some experience teaching them?
    - What, if anything, was different about teaching a refugee/asylum seeking child?
    - What challenges, if any, have there been from teaching a refugee child or having a refugee child in the school?
    - What rewards, if any, have there been from teaching a refugee child or having a refugee child in the school?
7. Are there any specific examples of experiences that you would like to share?
8. What do you think is the most important/helpful information that should be included in training for teachers who are going to be teaching refugee/asylum-seeking children for the first time?
    - Are there any strategies/ideas that have been used in your school that you would recommend?
9. Based on your experience, what would be your advice to a teacher who is going to be teaching refugee/asylum-seeking children for the first time?
10. Is there anything else you would like to add?

Appendix 7: *Focus Group Schedule for Phase One*

Focus Group Schedule Phase One

1. If we could start by everyone introducing themselves and saying a little about their teaching background, such as how long you have been teaching total and how long you have been teaching in this school and what age group etc.

2. Are all of you currently teaching either refugee or asylum-seeking children?

3. The next few questions are to prompt conversations about your experiences teaching refugee/asylum-seeking children.?

- How confident/competent do you feel about teaching refugee children? And is that the same or different to how you felt the first time you taught a refugee or asylum-seeking child?

- What, if anything, is different about teaching a refugee/asylum seeking child?

- Any What challenges, if any, have there been from teaching a refugee or asylum-seeking child or having a refugee children in the school?

- What Any rewards, if any, have there been from teaching a refugee child or having a refugee child in the school?

- Are there any specific examples of experiences that you would like to share?

4. What do you think is the most important/helpful information that should be included in training for teachers who are going to be teaching refugee/asylum-seeking children for the first time?

5. Are there any strategies/ideas that have been used in your school that you would recommend?

6. If you think back on your experience teaching refugee/asylum-seeking children, what would be your advice to a teacher who is going to be teaching refugee/asylum-seeking children for the first time?

7. Is there anything else you would like to add?

Use pauses and probes

5 second pause

Probes:

"Would you explain further?"

"Would you give an example?"

"I don't understand."

Appendix 8: *Interview Schedule for Phase One (Refugee Support Worker)*

1. How long have you been in your current role?

2. Approximately How many refugee or asylum-seeking children have you worked with over your career?

3. How long on average do you work with each pupil or family?

4. The next set of questions are to gauge your view of working with refugee/asylum-seeking children in schools (Please feel free to use specific examples).

    - How competent do you think school staff are in this area of the UK, in working with refugee or asylum-seeking pupils, based on what you hear through the pupils you work with>

    - What, if anything, do you think would be different about teaching a refugee/asylum seeking child?

    - What challenges, if any, have the pupils you have worked with had when they have been in school?

5. Are there any specific examples of experiences that you would like to share drawing form your own experience of working in schools?

6. What do you think is the most important/helpful information that should be included in training for teachers who are going to be teaching refugee/asylum-seeking children for the first time?

    - Are there any strategies/ideas that you would recommend?

7. Based on your experience, what would be your advice to a teacher who is going to be teaching refugee/asylum-seeking children for the first time?

8. Is there anything else you would like to add?

Appendix 9: *Interview Schedule for Phase Three*

Interview Schedule (Phase 3)

Rapport building

1. How long have you been working in schools and what has your role been?
2. Can you clarify your role with refugee children in the school?
    - How many refugee children do you work with?
    - What year/age are they?
    - When did you begin working with a refugee child?
    - When did they arrive in the UK/arrive to your school?
    - How long after you started working with refugee children did you access the training?
    - Did you receive any other training to support your work with refugee pupils?
    - Did you chose to attend the training or was it mandatory from your line manager?
3. How useful did you find the training in your practice (working with refugee children)?
    - Did you find that you used the training in your practice?
    - Has your practice changed since the training? Can you tell me how?
    - Do you have any examples of work before/after the training and how it is changed or what you would do differently?
    - What part of the training have you used most in your practice?
    - What parts of the training have not been useful in practice?
    - Have there been any barriers to using the training in practice? (the topics covered)
4. Did you use any of the resources or links to the resources provided in the training?
    - Can you give any examples?
    - What were your reasons for not using the resources/which resources were most helpful?
    - Were there any resources or links that you would have found helpful that were not included?
5. What would have made the training more useful?

- Is there anything that was not covered in the training that would have been useful to include?
- Are there ways the training could have been more relevant to everyday practice in your work with refugee children?
- Do you have any other suggestions or comments?

6. What impact has the training had, if any, on how you feel about your ability to effectively work with refugee children?
   - Has there been any effect on your confidence?
   - What effect has this had on your practice?
   - What effect has this had on how you feel about the work you are doing for refugee pupils?
   - Why do you think this might be?

7. Is there anything else you would like to add/comment on/discuss in reference to working with refugee children and the training you took part in?

Thank you for your time

Appendix 10: *Phase One Focus Group Transcript Extract*

Focus Group 1

INTERVIEWER Ok, if we could just start by everyone briefly introducing themselves and saying a little about their teaching background, how long they've been teaching or if you're not a teacher what your role is, how long you've been in the school, what year group, anything that you think is kind of relevant if that's ok. So, starting here

DIANE Ok so my name is Diane, and I've been teaching here for 6 years, um started here as a newly qualified teacher so I haven't actually taught at any other school. Obviously I did placements in other schools. Um, I was a nursery teacher for 5 years and now I'm a year one teacher.

INTERVIEWER Ah, lovely

SARAH Em so I'm Sarah, I've been teaching for seven years. I taught in [town outside London] for 3 years, as a year 1 teacher. Um, then I taught in [Asian country] for a year

INTERVIEWER [Asian country]?

SARAH In [Asian country], yeah, it was a private school over there

INTERVIEWER Wow

SARAH In [region of country] in a town called [name of town] in [Asian country]. Um, did that for a year and then I came here, so I've been here for 3 years. And I've taught in year 1, year 2 and reception in this school.

INTERVIEWER Thank you

KIM I'm just finishing my cake

[laughter]

IAIN I'm Iain. I've been teaching, this is my third year of teaching and before the teaching I worked in similar areas doing community organising and arts, often with some of the parents of kids from this school

INTERVIEWER Cool

IAIN so there's overflow there

INTERVIEWER Yeah, yeah

KIM Um I'm Kim, I'm working in reception, I've been here 3 years. Been teaching eighteen years, eighteen nineteen years, [city], [city]

INTERVIEWER OK

KIM South England

INTERVIEWER All over

KIM Middle-East. Interestingly in the 90s I worked in [city] as a police officer

INTERVIEWER Mmm hmm

KIM when there were thousands and thousands and thousands of uh, you know, big immigration coming into the country on the back of lorries.

INTERVIEWER Wow, yeah

KIM Um, and you know, it was the beginning really of, a very, uh, interesting time in history. And kind of what it, the effect that that had on the initial community in the South-East.

INTERVIEWER Yeah

KIM Um, positive and negative, unfortunately. And um, yeah, you know it was uh, just the way it wasn't handled, and there wasn't, people weren't particularly helped at the time and yeah some really, not necessarily by the police, but by.. Because the police you know, were just completely overwhelmed

INTERVIEWER Yeah

KIM By the situation, it was ignored by the wider government for years. Um, so that was, yeah, really interesting.

INTERVIEWER yeah, an interesting time.

KIM Mmm

INTERVIEWER Thank you

KIM That's alright.

LUCY I'm Lucy, I'm assistant head here, I've been here for four years and before that I taught in very multicultural schools in [city].

INTERVIEWER Ok, thank you very much. So the next few questions are kind of to prompt conversation about your experiences teaching refugee and asylum-seeking children. Like I said, there's no right or wrong so um. So, the first question is, how confident or competent do you feel about teaching refugee children and do you think that's the same or different to how you felt the first time you taught a refugee or asylum-seeking child?

IAIN I feel more confident having done it for 2 years

INTERVIEWER Yeah

IAIN but the first time, I was like, I was very unsure of how specialised teaching I would need and what's the best way to integrate them within the classroom. It depends on the school as well, but this school, or specifically the EAL children, the newer ones, there's a bit of work they do outside the classroom um, but my understanding is that it's the ones who are new and don't have much English for example and you try and integrate them into the routines as much, it's not like, kind of like 'oh lets take this child off' and this kind of..

Others: Mm-hm, yeah

IAIN and it's like, it's integrating them into the kind of, we're getting into the (indecipherable) into what everyone else is doing and that, I was surprised by that as a newbie

KIM Yeah, and it works doesn't it?

IAIN but as having more experience

Other: Yeah, mm (agreement sounds)

IAIN I'm kind of, I'm not at all surprised by that. So, uh.

KIM Yeah, they're very adaptive

IAIN Yeah

KIM You know I guess because they are young children. I think most of us here teach the youngest children and they're, they're very, you know their brains are still very plastic and maybe that's to their advantage really, in adapting to new circumstances. (pause) Sometimes we get em, quite emotive, challenging conversations from em parents, you know, it might be their housing situations or it can be quite…

DIANE I was about to say, it's not actually teaching half the time is it, you're actually supporting a whole family

Others: Yeah

DIANE Um, yeah, mum, dad. You're not just teaching that child your teaching the whole family

SARAH It's being aware of a child's background

DIANE yeah

SARAH So a child joined reception, um and the child was, is, a very happy little girl, em, but we're actually, in a couple of days they're about to be homeless. So you can put, the parents have obvious done quite a good job of not getting that child worried about it because she was coming in absolutely happy, em, loveliest little girl, really keen to learn the language, and yet the school were having to support her family because actually she could have been homeless in a couple of days.

Others: Mmm (agreement sounds)

SARAH So like you say, it's about, almost supporting the whole family, not just the child.

KIM I think it's like, the families have got a sense of perspective really, cause obviously if they've come from um, war-torn areas or extreme poverty, fact is, they're in emergency accommodation, which isn't nice and would really perhaps send us into a pit of despair, but it's, it's eh, relative. You know, because there is some kind of safety net on the whole

INTERVIEWER Yeah

KIM and so perhaps their, you know their sense of perspective is perhaps different to ours and that, we find out children very resilient to the, to what's going on around them. Whereas perhaps in other communities, that resilience is less so and it manifests in more perhaps behaviour and things.

Others: Yeah, mmm.

End of Example Transcription

Appendix 11: *Phase One Interview Transcript Extract*

Interview 3

INTERVIEWER: So the first couple of questions are kind of just about yourself and your background as a teacher, so in terms of how long you've been teaching, where you've been teaching, em, what year you teach and all that kind of thing.

MORGAN: yeah. Em so, I'm a nursery teacher

INTERVIEWER: yeah

MORGAN: and I've been doing it for the last one and a half years. So um, I did my level 3 child care course at college

Y: yeah

MORGAN: and then, and from that I had to do placement so I've always been here

Y: Ok, so you know the school well?

MORGAN yeah

Q: that's nice

MORGAN yeah, so I helped out in year 2, then I helped out in nursery. And then I went to uni and did my degree and then I still had to have placement, so I was still here and that was eh, reception. And then, um, I got a job here as a, it was like a half nursery, half reception. Where it was just like a TA, just whilst I started. And then the last year and a half I'm now I'm nursery teacher and I love it. Love it, absolutely love it.

INTERVIEWER Oh lovely, that's great that you love it

MORGAN Wouldn't want to go any higher! Hahaha they scare me higher! Hahaha

INTERVIEWER (laughing) yeah, although I have to say I've worked in a lot of different settings across a number of year groups and I worked for a year in a nursery and it is tiring!

MORGAN it is, yeah

INTERVIEWER they have a lot of energy

MORGAN Yeah they do! The amount of parents "I don't know how you do it, I don't know how you do it, it's hard enough with one or two!"

(laughter)

INTERVIEWER Yeah you've got like twenty of them

MORGAN twenty-six yeah (laughter)

INTERVIEWER Ok lovely. And um can you tell me um, do you know, some of the questions may seem a bit odd because I ask the same questions to the teachers in London and here. DO you know how many refugee or asylum-seeking children you've taught

MORGAN I've only taught one. Which is Zariah right now. And actually I'm not, I know cause obviously her sister who is in year 2, I know there's definitely 2 but I don't actually know how many the school has either had or have, I'm just very much aware obviously of that family. But no, this is my first, first one.

INTERVIEWER OK and when did he/she?

MORGAN she

INTERVIEWER When did she first arrive?

MORGAN she started in January, yes

INTERVIEWER OK, right. So she came mid-way through the year?

MORGAN yes

INTERVIEWER Right

MORGAN yeah, so she'll be with us, cause she came, she first started when she was just 3, so she'll stay with me for another year, so she'll go up September 2020.

INTERVIEWER Ok. And how did you feel when you first found out you were going to be teaching a refugee child?

MORGAN I think, I hear about it all in the news. And I have a, you know, i I knew bits about refugee children, you know. But I think having her actually come here was a whole other-, and there were so many questions and like, because I didn't actually know much information about her, I did kind of think Oh, you know-, do we, it sounds horrible, but do we, do we teach and treat her like everyone else or are there certain ways we've got to go like-, how's mum, cause it's just mum, how's mum going to be? So, there was so many questions.

INTERVIEWER Yeah, yeah

MORGAN Um, but Caroline was really really good at, you know she came to me first, came and spoke to me and then we went to do the home visit cause we've got to do a home visit for each child. But um, we had-, she came with me to do the home visit for Zariah

INTERVIEWER and do you do that for all children?

MORGAN yes, so all children-, yeah we do it for all children anyway they must, um, when starting they must have a home visit.

INTERVIEWER Right

MORGAN But usually Caroline doesn't come, but because it was Zariah and the background and because she is in housing at the moment and things like that, um, Caroline came with me. Which was really lovely cause it was nice to have someone next to-, like I can-, cause also mum's got quite poor English. So it was quite nice to have, cause Caroline had been working with her before because of her sister, it was nice to have that familiar person for mum. [interruption, laughter] It was nice to have a familiar face for mum, so I wasn't just a stranger

INTERVIEWER Yes

MORGAN Cause I imagine she has to deal with so many people all the time, but it was also nice to have Caroline next to me as well, where I didn't feel silly asking certain questions or if I didn't feel comfortable asking mum something, Caroline was there to do it, so it was quite nice.

INTERVIEWER yeah, absolutely.

MORGAN yeah, I think if we didn't have Caroline I would have been a lot more worried hahah

INTERVIEWER yeah.

MORGAN Yeah

INTERVIEWER and how um, sort of confident of competent did you feel about being able to teach the child in your class?

MORGAN Um, Lets see. When, when-, and it's not just Zariah, when all the children first start, cause we've got different age-, cause it's from 3 to 4 but our 4 year olds have been here for quite a long time

INTERVIEWER oh so some of them have been here for their 2nd year nearly

MORGAN yeah so most of them will be a year and a half. So like Zariah when she leaves she will be a year and a half, that's like the most you can stay with us for.

INTERVIEWER Right

MORGAN So when Zariah first started and the other children, we don't do phonics and maths with them, we just kind of let them like settle in, make friendships and things like that. Um, but it was, I found the speech barrier like, cause mum wasn't very good at English, her sister is very good at English, but it was how much Zariah understood.

INTERVIEWER Mmm-hmm

MORGAN And when Zariah first came in she hardly spoke at all. So then it was almost just like, right, stuff like, lets not teach for a minute, let's just try and get this language, break the language barrier and just see how much she understands. And actually, she understands way-, way more than what I believed she did and her, her speech has come on so well.

INTERVIEWER Yeah

MORGAN So it was just trying to find-, so I made like little um, like lanyard things with loads of pictures on and stuff so she could use them, um, yeah and just kind of speaking to her in simple short sentences just so that she got it. And I wasn't bombarding her with really long, complicated things (laughter)

INTERVIEWER yes, absolutely.

MORGAN But yeah

INTERVIEWER Ok lovely. Um, have you had any training about teaching refugee or asylum-seeking children?

End of Transcript Example.

Appendix 12: *Example Code for Phase One Themes*

Cultural Competence	Language as a Barrier	Empathic Competence
Bullying and racism are problems for refugee children in schools	Child showing challenging or aggressive behaviour - frustatration, cultural difference or experiences	Child showing challenging or aggressive behaviour - expereinces
Child showing challenging or aggressive behaviour - frustatration, cultural difference or experiences	Children and parents are isolated or misunderstood due to language or culture	cultural differences, shock or influences
Children and parents are isolated or misunderstood due to culture	Children can learn the language quickly or are good at it	Difficult Background before UK
Children have hidden skills from old life (not blank slate)	Children find ways around language barriers	Difficulties at Home or when in the UK
Community Influences cultural differences, shock or influences	Children vary in their language ability	Families grateful for new life and education
Differences across refugee children of different cultures or countries	How to teach language	Family lack resources
Different cultual or political beliefs or norms can be a challenge	It's easier for younger children to learn language	Help to build the child's confidence
Fear of 'otherness'	Language as a barrier to getting help	Not confident due to anxiety around not knowing what to do or doing the 'wrong' thing
Stand out as different in the community school or class	Language as a barrier to parents to helping their children	Parents are anxious, lack confidence or have poor mental health
		Understanding or empathy for child or family's circumstances and the impact it may have

Factors Beyond Teacher Control
Community Influences
Funding cuts makes support harder to get
Lack of school money, staff or resources makes it more difficult
Outside agency support for families
Pressure on teachers for pupils to achieve or to track progress
Services are stretched and not equipped
Support from other staff members or line manager eases anxiety or has been helpful
Systems are ineffient e.g. asylum or housing
Useful to have a translator
Whole family need support, it is more than just teaching

Appendix 13: *Example Codes and Quotes from Cultural Competence Theme*

Example Quotes	Example Codes
DIANE: in Somalia, you know raising goats and things, they're not used to cities where you take children to the museum and, and those kind of things you have on offer, so, a lot of our children do stay in the flats	Cultural Differences, shock or influences
SARAH: so like you might be reading a book and it says "this a man and he uses a shed" or "rake" and you just assume they know what it is but they don't. So never assume	
PAT: You know and- and that's enough for the people to 'oh' you know 'maybe I try' because you know they sometimes think it's very English and very, you know like, all sort of, it's a bit scary to start. But I think with some, some cultures find it difficult to work with this, mainstream English way	
LUCY: I think that there are challenges though, because um, the community is not particularly tolerant, uh of other communities. DIANE: difference KIM: yeah, you're right	Different cultural or political beliefs/norms can be a challenge
MICHAEL: And it was even more complicated with that because they're from a part of Bulgaria that speaks a mix of Turkish but because of political reasons her parents didn't want her to speak Turkish. So, she knew a bit of Turkish, but I couldn't teach her to translate to Turkish because her parents weren't fond of that. Yeah, a big mess of stuff. But this year, she, mine is completely ahead of that one.	
NIKKI: Yeah, she was able to get changed with me and she never wore tights or long sleeves and then she went into year three with you and all of a sudden it was, you had to wear the tights, had to wear a long sleeve t-shirt and-. But I don't know if its just because they didn't- we didn't know that or they assumed that we'd know that or, don't know.	
MICHAEL: So she plays the piano too, she's, she's into everything. And so, I actually don't make anything special for her cause as you were saying, I've got tons of nationalities here, I don't have one single uhh, British child in my class	Similarities to other migrant children
INTERVIEWER: and that wasn't something that was, that you were worried about or-? PAULA: no not at all. I was used to newly arrived children. I found them interesting.	
GRACE: And we did have another little Turkish girl come to school which has been brilliant, so that's been nice for Nyra and again for the class.	
MORGAN: yeah and also how to, how to speak to the parent or someone to not, you don't-, you don't want to offend someone. You know like you might ask a question and to you, you're just wanting to ask a question but you also don't want to offend or upset the parent, so I think it's also how to react or talk to the parent or the family. You know like, sensitive-, to talk about sensitive issues and things like that	Not confident due to possible cultural differences or offense
NIKKI: yeah, uh yeahh. I think I've, because of obviously being in Devon, I actually haven't had that many children in my class who had EAL and I think it was just more a case of me thinking 'oh, how am I going to make sure that they can understand me' and how do I, you know, almost translate their work, because they didn't even know uh numbers and letters in Arabic let alone in English, so it was just trying to get my head around how I'm gonna do that but also trying to make sure they're comfortable and that they're safe and that the other children are respectful of that so there was, yeah a little bit of anxiety.	

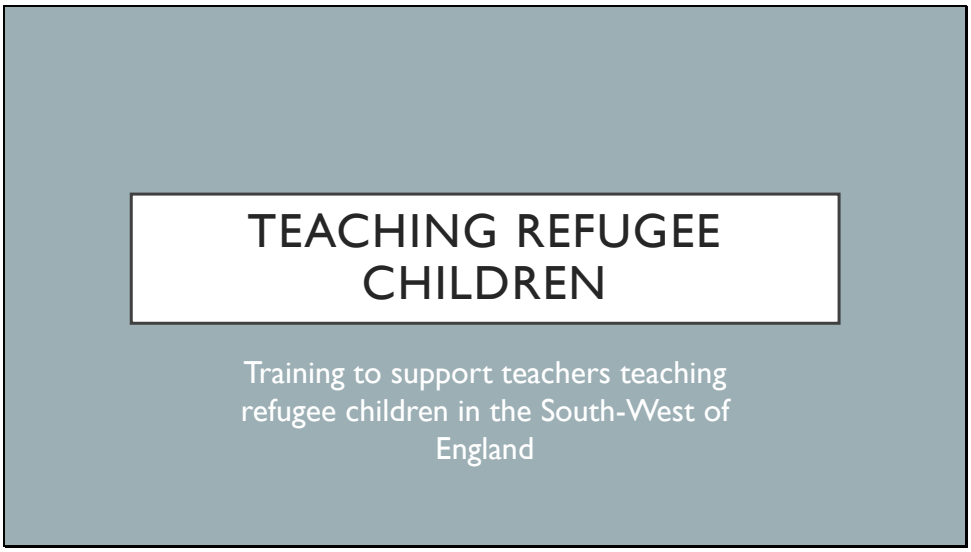
MICHAEL: And as a family, they're going to feel completely different, as here, their mum, she speaks poorly English but so all do, all the other parents. So you're not kind of embarrassed to socialise, because you, well, you're not going to stand out as being the odd one out. And with the kids, the same issues.	Stand out as different in the community, school or class
PAULA And I was, I think, welcomed. There wasn't any negativity. But just being different, being kind of on show all the time, which doesn't happen to refugees perhaps who arrive here but my god it must in rural England.	
TARIQ: So um, on the first week I came, I witnessed about 4 different racism attacks in the city centre. Saw this guy being beaten in the street, a young Chinese girl also being slapped in the face at the uni. A young boy being beaten badly, they broke his arm and leg, he spent like 6 months in the hospital. So, as an activist and a campaigner, coming from a place like [city], with all these, you know people and the diversity and everything, to here, the contrast was like 'boom'.	
DIANE: Like, a lot of my children teach me about Ramadan and Eid and actually I feel like I've learnt so much, just from working here. Others: Yeah DIANE: Um and like working in previous schools like, learnt so much about other cultures and eh, religion and languages Others: Mmm KIM: and that goes back to the children as well Others: Mmm KIM: cause they're very open.	Learn from the children and their experiences and culture
PAT: For me, is the richness of experience that they bring. That lots of them, wouldn't have a change in like, English students will have a chance to experience, be around, if their co-students, wouldn't be there, for kind of, with them, and have the chance to talk about things as they want and see how different that can be.	
GRACE:It's the culture, it helps, especially down here, where we're very insular aren't we? And so the children have learnt a lot from Nyra.	
IAIN: within the school walls we've got like, the focus is on um, kind of the diversity, actual like authentic diversity, it's not, it's not a token thing so it's a lot about celebrating other cultures in a meaningful way, like our community (times?), we have a kind of like a smiley greeting, cause majority of kids, that's what they appreciate hearing and em, yeah… So that's, that's useful, so I think we're quite confident as a school in terms of if a kid comes from a different culture it's not going to be like 'arrgghhh, what's he like? what do they do?' (imitating) Others: yeah, yeah IAIN: it's like that, cause we're just used to that mix anyway	Teaching a multicultural classroom helps
LUCY: So what we also try and do em, if there's a, if somebody speaks a language that not many people speak we'll try and make efforts to link up… SARAH: yeah definitely LUCY: …em, someone who speaks that language, even if they're in a different year group or whatever. So we've got 3 boys who've just arrived from Afghanistan, about 3 or 4 weeks ago and we've got one girl who has a language in common with them, so she, in the initial time that they came, she spent quite a lot of time talking to them and explaining how school worked and stuff. Em, so just being, willing to be flexible within a school.	

Appendix 14: *Example Codes under Phase Two Themes*

Understanding Background	**Awareness of Trauma**	**Cultural Implications**
Difficult Background before UK Difficulties at Home or when in the UK families previously had more and now have less teachers tell stories of individuals Teachers feel shock or sadness or empathy towards children or families Knowledge of Background Working with Parents and Families	Helping the Child Feel Safe Post-settlement Stress Triggers in the curriculum Incidents of triggers happening during school Working with Parents and Families Teachers anxious about working with potential trauma Parental Trauma and the impacts on the child	teachers learn from the children and their experiences and culture the whole class or school benefits from the diversification a refugee family brings Let Children Teach their culture Celebrating Diversity Cultural clashes – difficulties arising from different cultures
Language Barriers	**Useful Strategies**	**Rewards Experienced**
Translator to teach English Teaching specific English Language lessons Translation services Using other pupils to help the child Using staff members to speak to the child and parents Use of visuals Children vary in the language ability Language as a barrier to inclusion	Additional Help from School for the family Preparation before the child arrives Working with parents Strategies Training Suggestions Use contacts Whole Class Approaches Use of visuals Us of other pupils to help the child Integrate child into classroom	positive impact on the community or are valuable to the community teachers feel lucky and privileged teachers feel rewarded by watching the children grow over time teachers learn from the children and their experiences and culture teachers rewarded by feeling like they are making a difference watching other children develop empathy and care

Appendix 15

Slide 1



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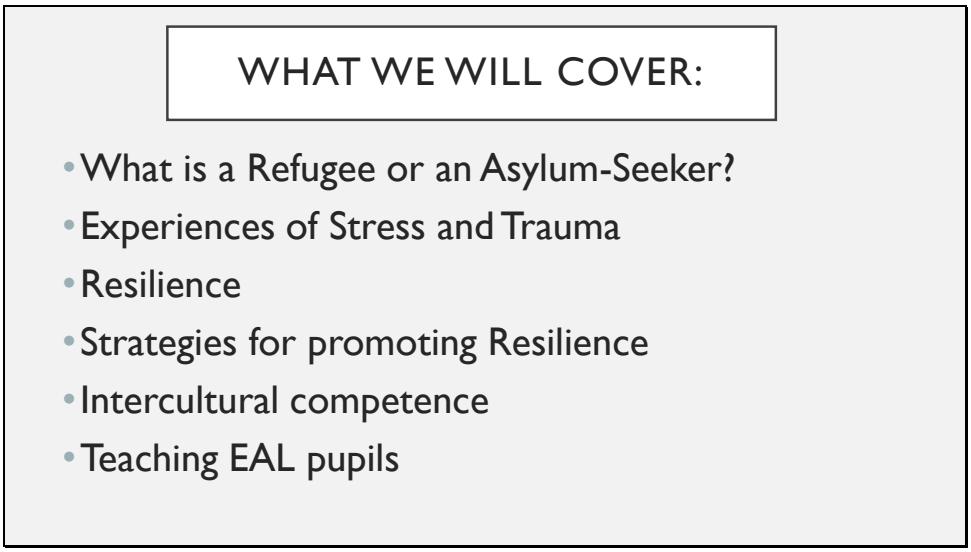

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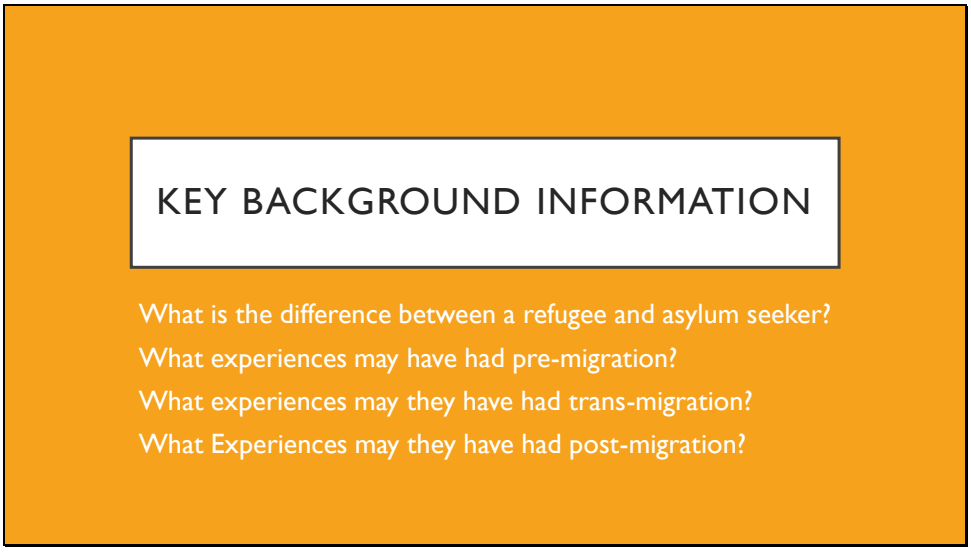


Slide 5

AN ASYLUM-SEEKER IS….

someone who has been forced to flee his or her country because of war, violence or persecution and has sought sanctuary in another country

A REFUGEE IS…..

Someone who has gone through the asylum process in the destination country and has been granted refugee status.

AN UNACCOMPANIED ASYLUM-SEEKER IS….

An asylum-seeker who is under the age of 18 and has arrived in the host country without an adult

AN ECONOMIC MIGRANT IS….

an umbrella term for people who move from their country of origin to another country to advance their economic and professional prospects, usually because the prospects in their home country are insufficient

Slide 6

PRE-MIGRATION

- Exposure to armed conflict
- Bombs and explosions
- Loss of Family Members and friends
- Lack of food, water and health facilities
- Loss of home
- Witnessing Violence, torture or death
- Experiencing Violence, torture or intimidation
- Living in fear

Slide 7

https://www.youtube.com/watch?v=2SD4HDtJTPQ

Slide 8

TRANS-MIGRATION

- Long journeys (can last years)
- Being split up from family members
- Financial cost
- Intimidation and maltreatment by handlers
- Inadequate housing, food, sanitation and water supply
- Dangerous journeys (walks through desert and forest, boat journeys, lorry journeys etc.)
- Prison and Jail
- Refugee Camps
- Police brutality

Slide 9

POST-MIGRATION STRESSORS

- Asylum application process
- Not speaking the local language
- Threat of deportation
- Financial difficulties
- Employment restrictions
- Changes in accommodation and housing
- Poor living conditions
- Social isolation – away from family
- Racism and bullying
- Health
- Secondary Trauma

Slide 10

KEY NOTE ONE:

FIND OUT BACKGROUND INFORMATION

Slide 11

STRESSORS IN SCHOOL

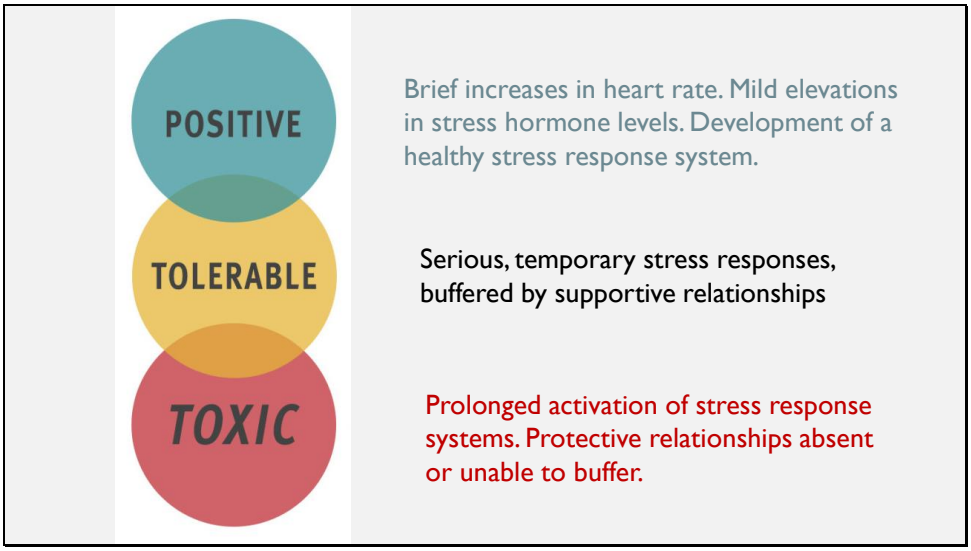
- Social Isolation
- Language barriers
- Cultural barriers
- Gaps in or lack of previous education
- New and unfamiliar environment
- New and unfamiliar food and smells
- New and unfamiliar objects and equipment
- Large crowds
- Extended time away from family
- Bullying

Slide 12

IMPACTS OF ACCUMULATED STRESS AND TRAUMA

Toxic Stress

Slide 13



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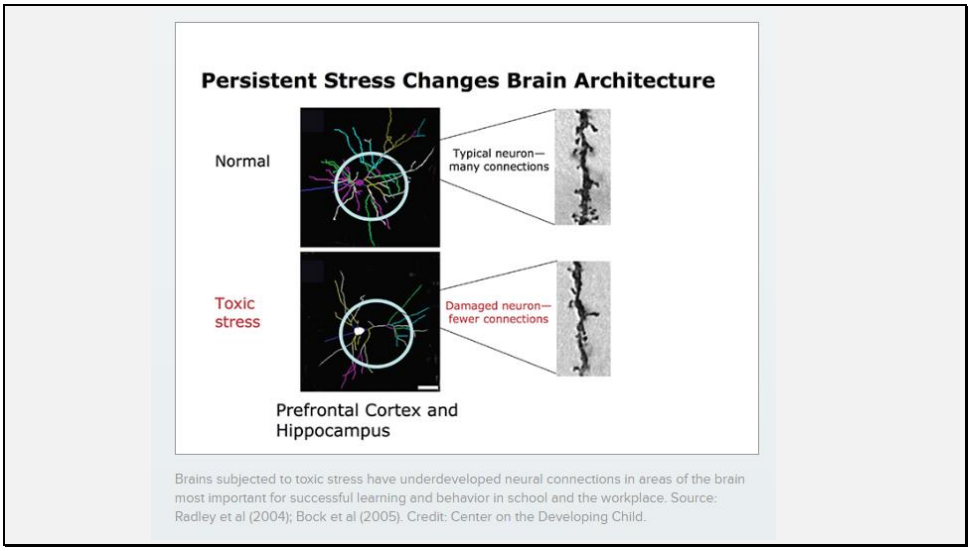

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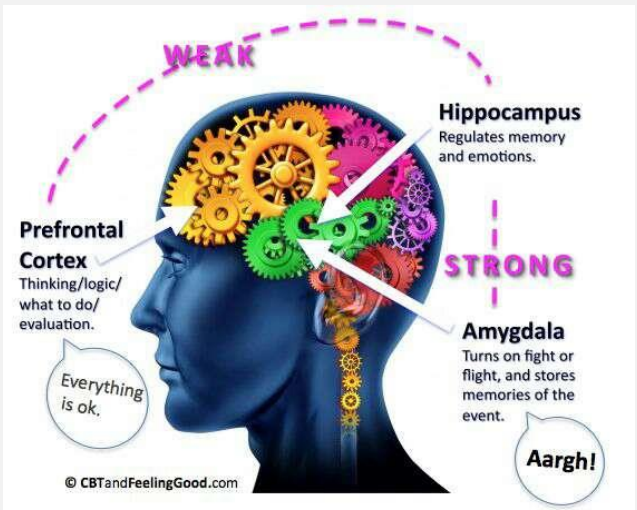

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KEY NOTE TWO:

TOXIC STRESS CAUSES NEGATIVE IMPACTS ON LEARNING AND REASONING AND CAN PUT THE CHILD ON HIGH ALERT, SO THE STRESS RESPONSE CAN BE ACTIVATED MORE EASILY

Slide 17

BUT…

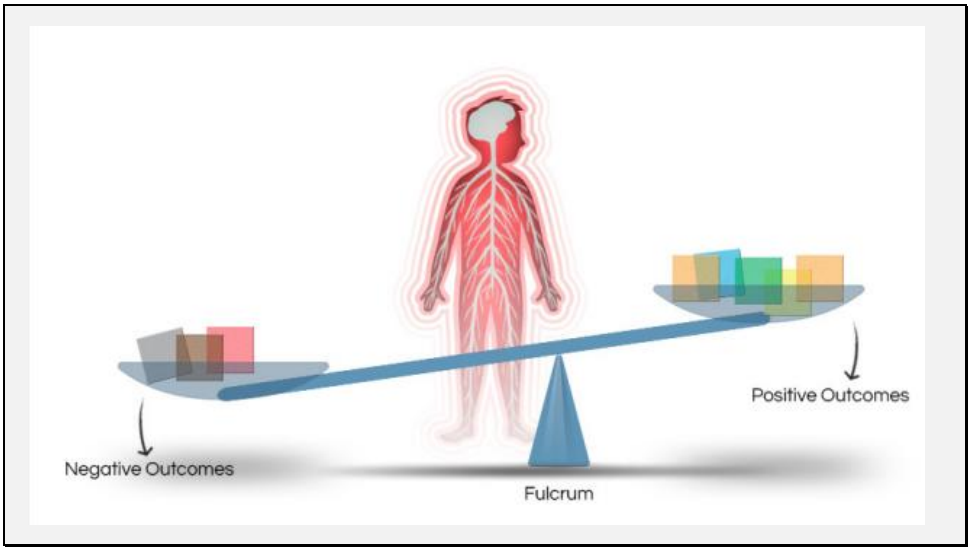
Slide 18

The window of opportunity for development of the brain does NOT shut. Children exposed to adversity do NOT invariably develop related problems in later childhood or adulthood.

Slide 19

RESILIENCE

Slide 20



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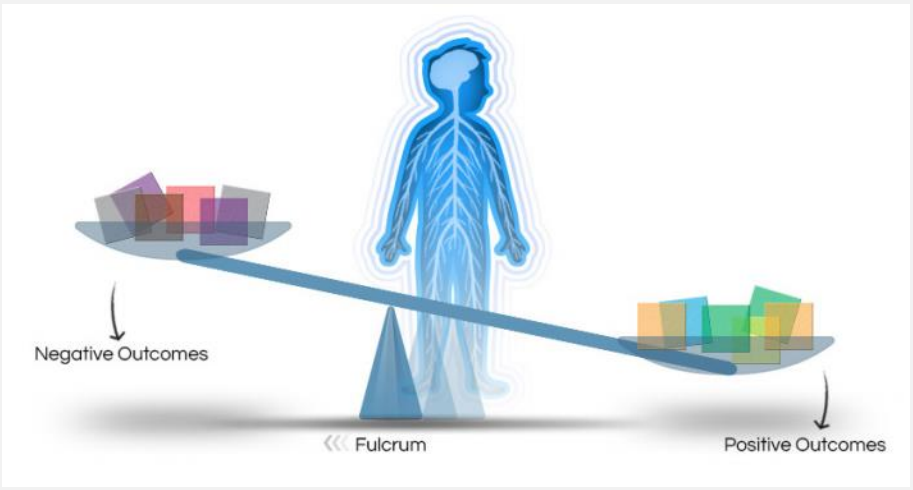

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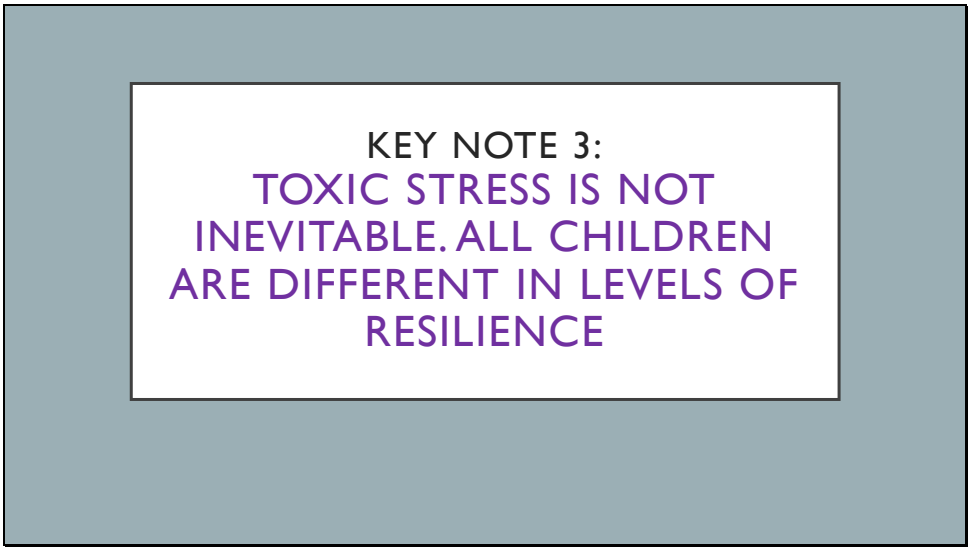
- https://www.youtube.com/watch?time_continue=137&v=xSf7pRpOgu8

In-brief – how resilience is built

Slide 23



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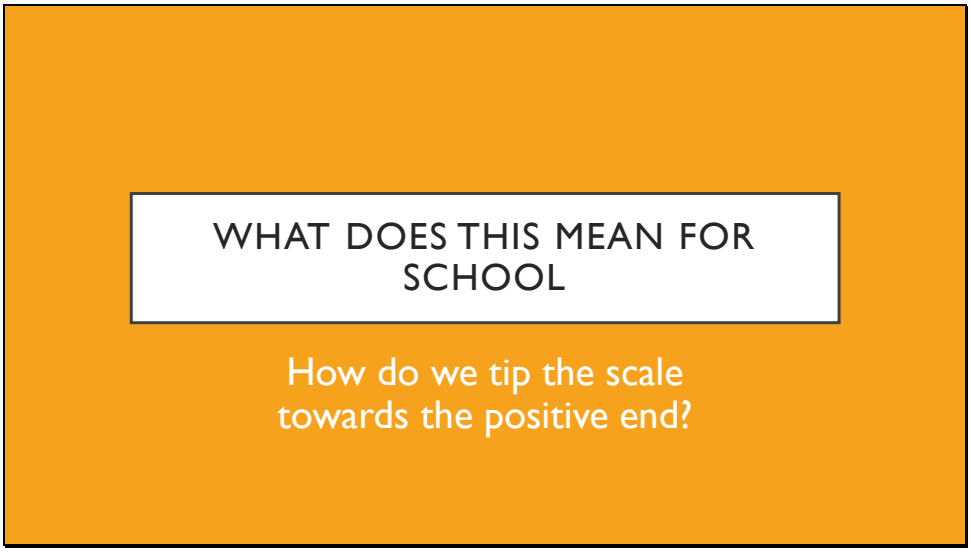

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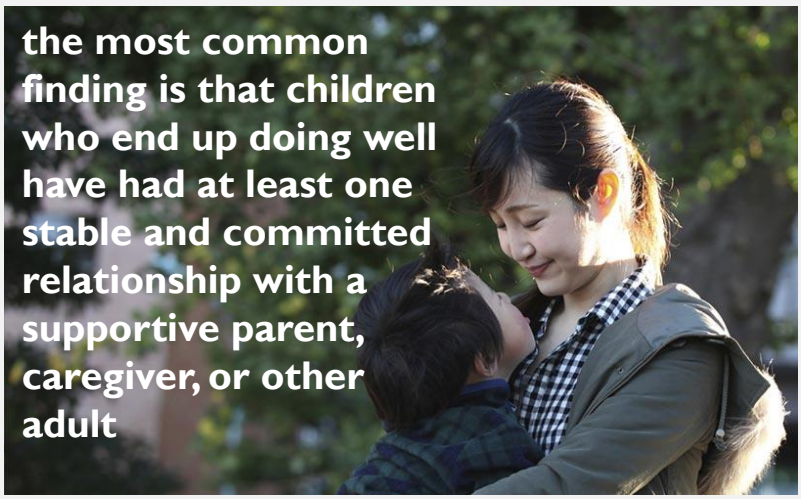

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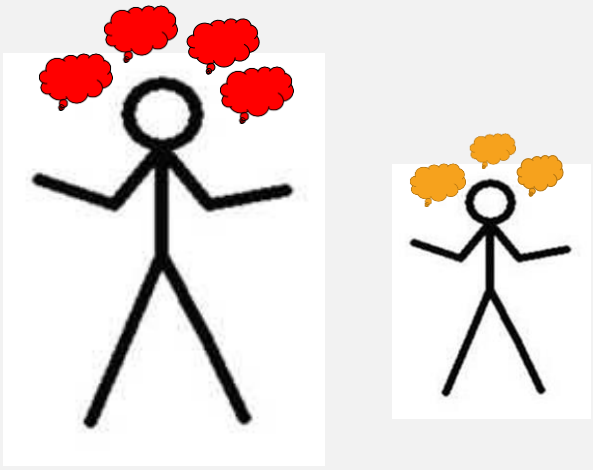

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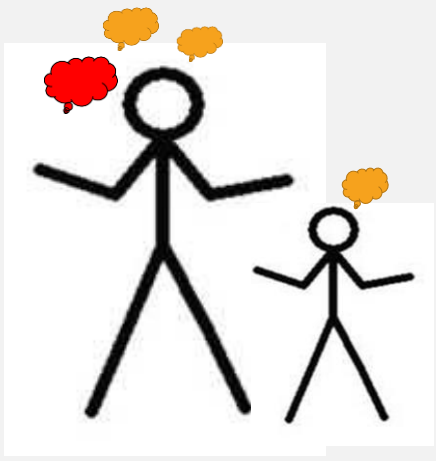
How would you feel?

Slide 28



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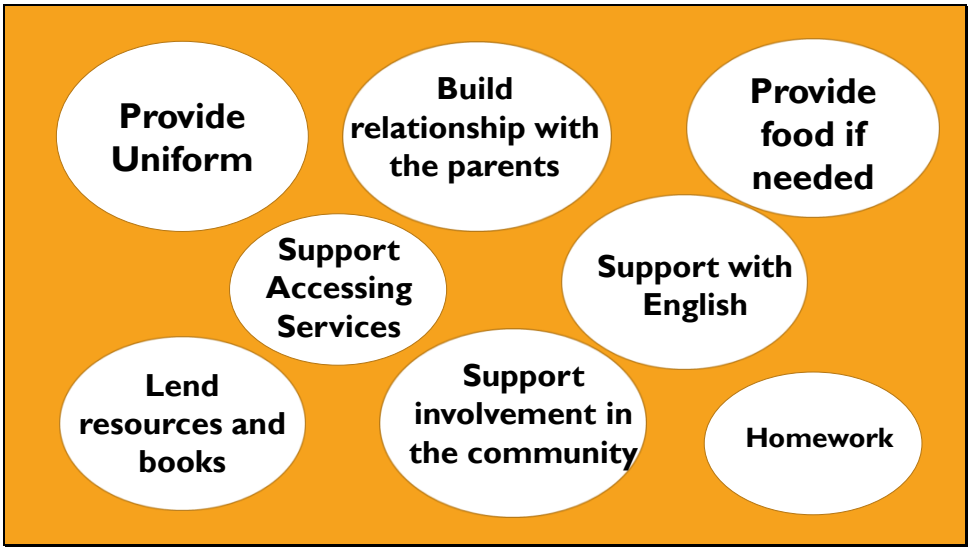

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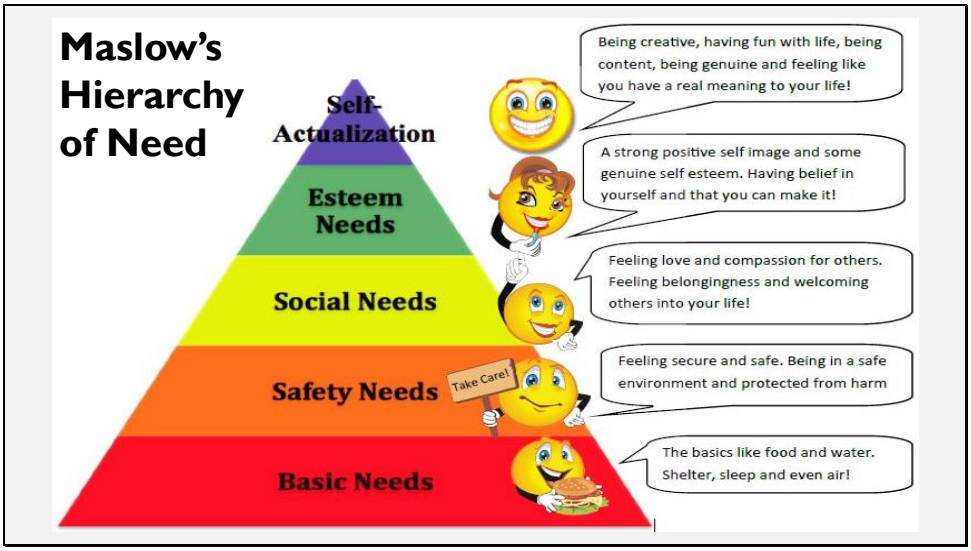

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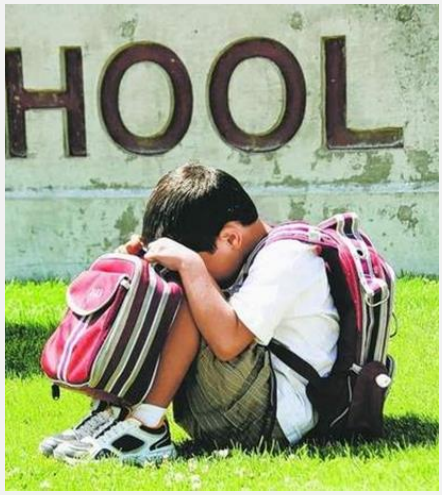
Slide 33

TRIGGERS

Slide 34

- Forests
- The Sea
- Upper stories of buildings
- Lorries
- Tube
- Fire Alarm
- Helicopters
- Class topics



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OTHER HELPFUL STRATEGIES

Slide 36

Predictability and Routine

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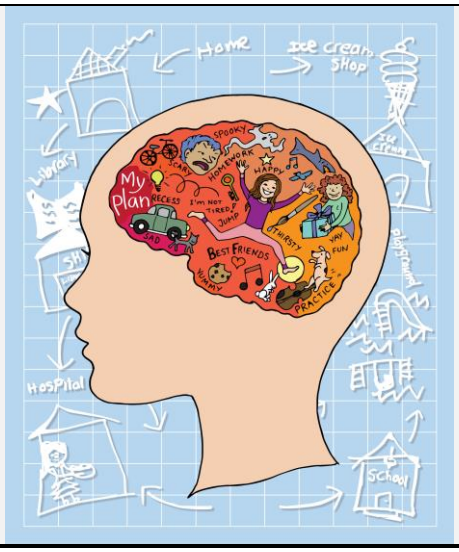
Slide 38

Supporting Executive Function



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School Ethos

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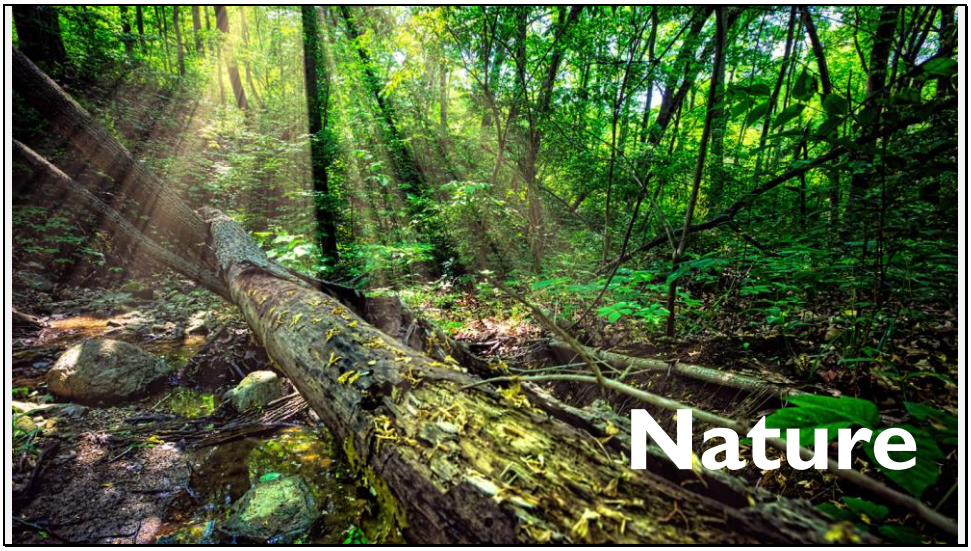
Slide 41



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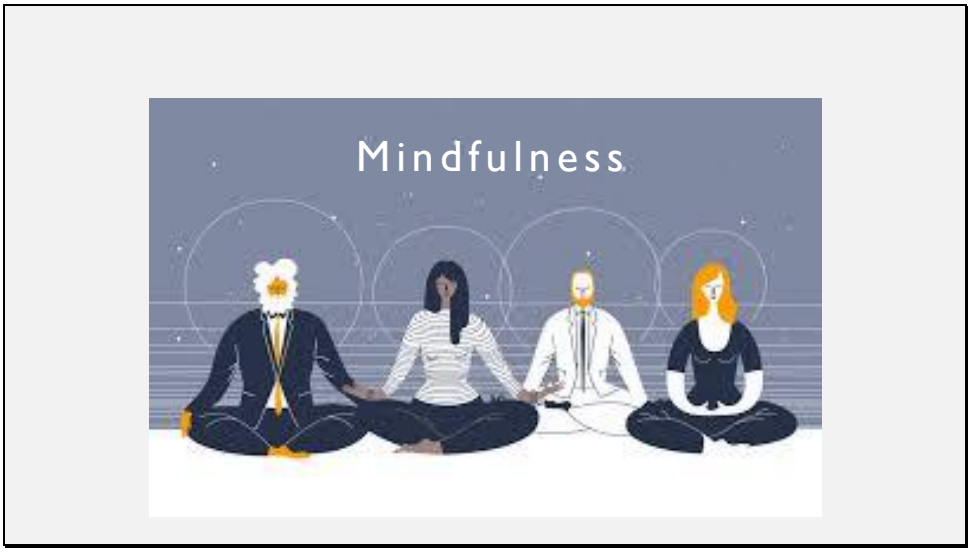

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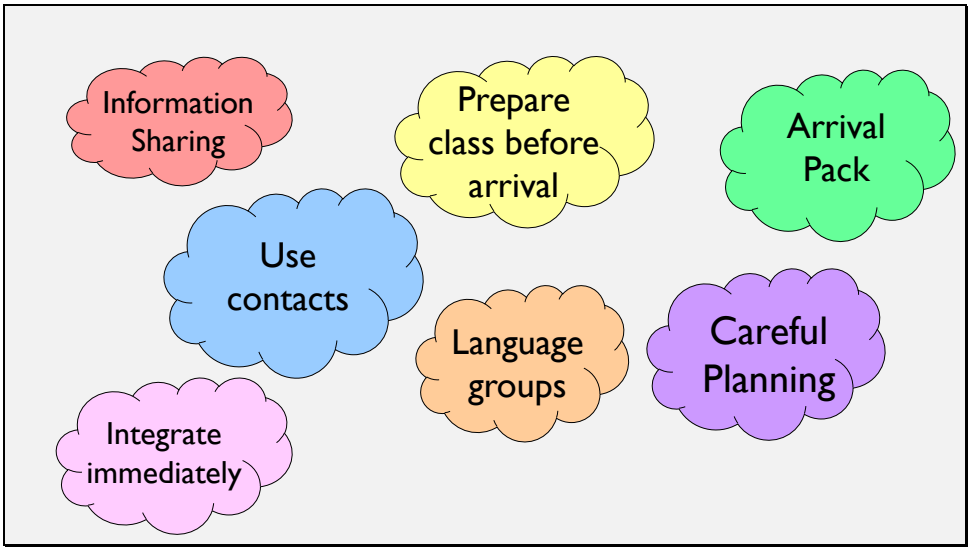

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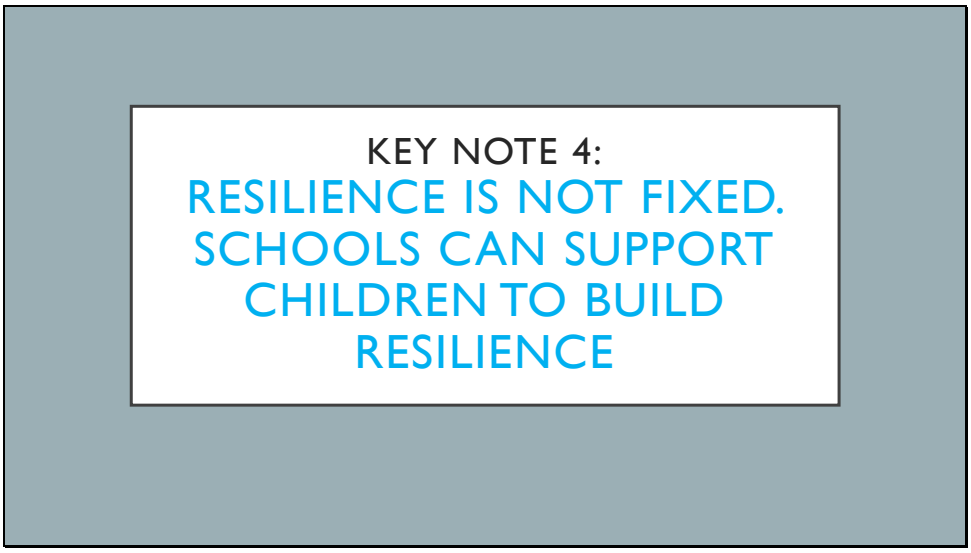

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INTERCULTURAL COMPETENCE

Intercultural competence is a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself
- respond appropriately, effectively and respectfully when interacting and communicating with such people
- establish positive and constructive relationships with such people
- understand oneself and one's own multiple cultural affiliations through encounters with cultural 'difference'

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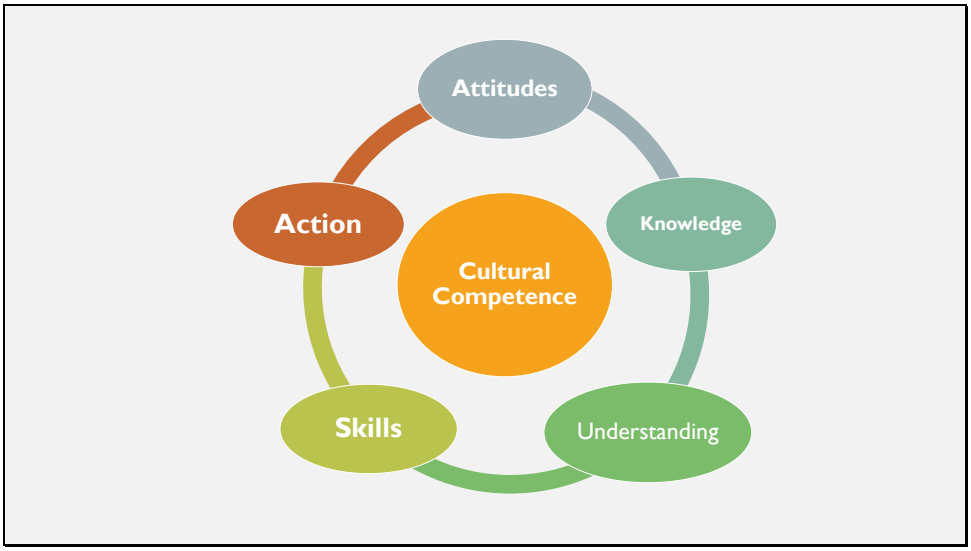

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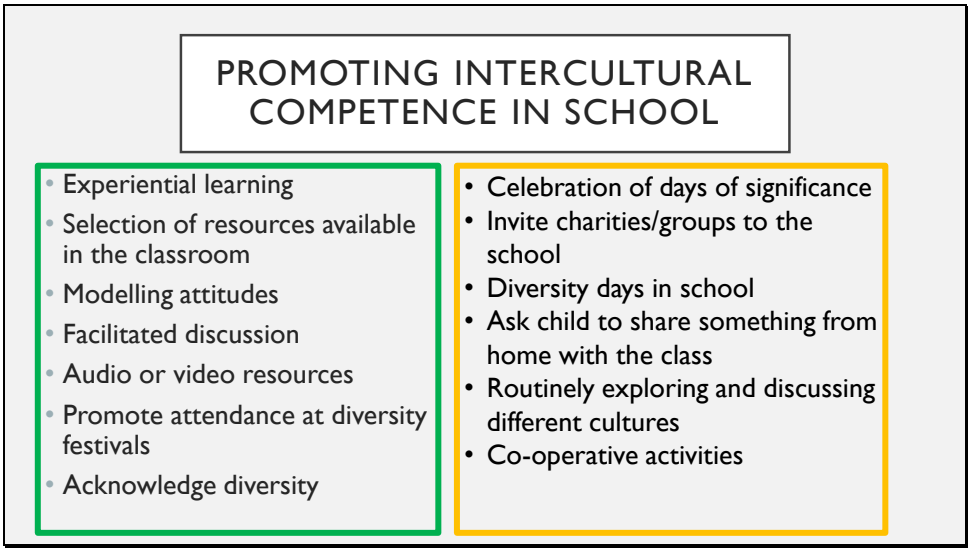

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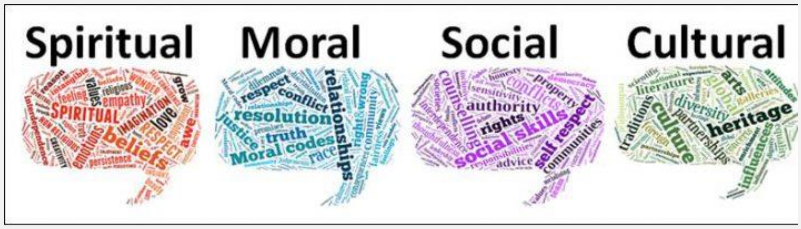
LEGAL REQUIREMENT



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KEY NOTE 5:

HAVING A CULTURALLY COMPETENT CLASSROOM IS BENEFICIAL FOR ALL PUPILS

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TEACHING EAL
WHAT HELPS?

- Access to an EAL teacher
- Access to a translator/interpreter
- Use of visuals
- Use of google translate
- Extra communication with parents e.g. change to the usual school routine
- Reading Buddies
- Patience and understanding
- Any children in the school with common language
- Repetition
- Short English sessions
- Encourage home language use
- Exposure - socialising

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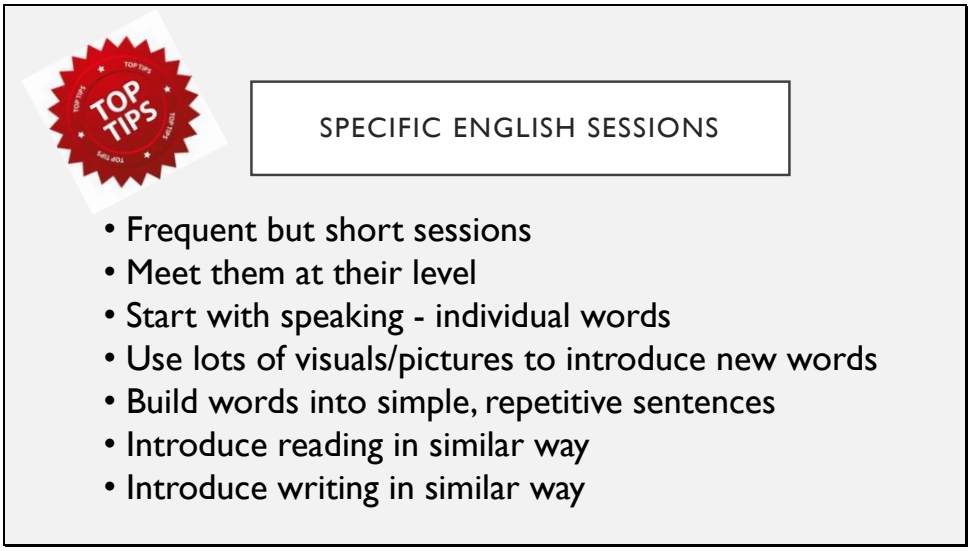

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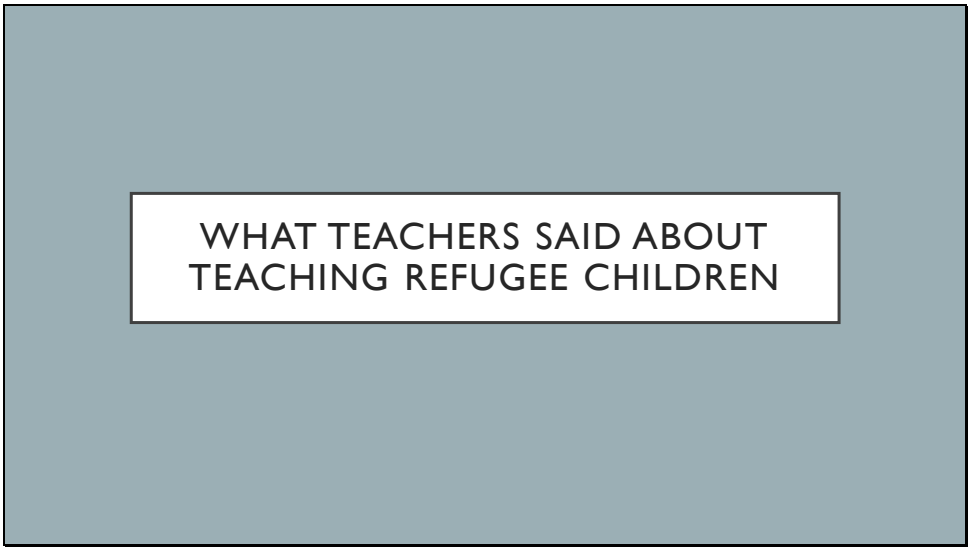

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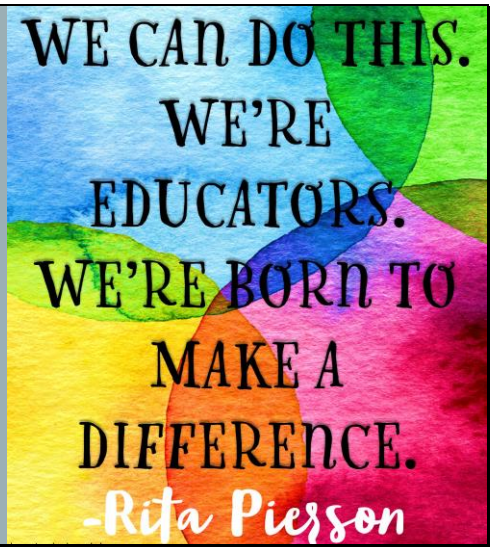
"It's an opportunity for learning for both staff and pupils"
"Diversifying a small community"
"It's a privilege to teach such enthusiastic pupils"
"It's emotionally rewarding to watch their progress and growth"
"It's wonderful watching the other pupils in the class developing their understanding and becoming protective"
"Satisfaction of watching the family settle and become involved in the community"



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SOME TAKE HOME POINTS

BACKGROUND INFORMATION
TOXIC STRESS
SAFETY FIRST
CHILDREN ARE UNIQUE
BUILD RESILIENCE
PREPARING FOR THE FUTURE
IT'S AN OVERHWELMINGLY POSITIVE EXPERIENCE

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https://vimeo.com/284986246

Wonderland 2016
Erkan Ozgen

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USEFUL RESOURCES

Book: 'The Lightless Sky' by Gulwali Passarlay (for staff to read as an informing exercise – not for children)

Intercultural competence for all: Preparation for living in a heterogeneous world pdf: https://rm.coe.int/intercultural-competence-for-all/16808ce20c

Barrett, M. (2018). How schools can promote the intercultural competence of young people. European Psychologist.pdf: https://econtent.hogrefe.com/doi/pdf/10.1027/1016-9040/a000308

'Day of Difference' Barbican Theatre. https://www.youtube.com/watch?v=eYMi-2Kdopg (they go out to schools to do outreach sessions)

BBC bitesize – PSHE and citizenship and religious education (great for videos and resources – use along side teaching about difference and diversity, celebrating festivals of other religions etc: https://www.bbc.co.uk/bitesize/levels/zbr9wmn

Youtube – type 'seeking refuge animation' – lots of animations come up, some very suitable to show to classes to explain the refugee experience.

8 educational resources to better understand the refugee crisis (great resources, free to download, spanning all ages) https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/

Lessons plans for ages 7 to 14. PSHE, History, Citizenship, Geography, SMSC on refugees and migration – downloadable resources https://www.redcross.org.uk/get-involved/teaching-resources/refugees-you-me-and-those-who-came-before?utm_campaign=rwweb-19&utm_medium=email&utm_source=rct&utm_content=link&utm_term=rwweb-19

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RESOURCES CONTINUED

Teaching ideas and lesson plans (year 5/6 level) http://www.roads-to-refuge.com.au/resources/teaching-ideas.html

Understanding the world (EYFS ages 2 to 5) https://famly.co/blog/inspiration/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world/

Children's books about refugees https://www.whatdowedoallday.com/childrens-books-about-refugees/

Children's books about immigrants and refugees with age guides. https://www.thebarefootmommy.com/2018/05/childrens-books-about-immigrants/

Article on children's books about refugees and reviews on why they are good. https://fivebooks.com/best-books/refugee-crisis-children/

List of children's books on refugees, immigration and migration: https://imaginationsoup.net/childrens-books-immigration-migration-refugees/

Children's books about diversity and celebrating difference: https://bookriot.com/2018/09/19/childrens-books-about-diversity/

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EAL RESOURCES

Aiming High: Meeting the needs of newly arrived learners of English as an additional language (EAL) : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177036/Aiming_High.pdf

Resources for Staff Working with EAL Pupils: http://www.bfinclusion.org.uk/Documents/BF%20Downloadable%20Documents/Forms/Resources%20for%20Staff%20Working%20with%20EAL%20Pupils.pdf

8 strategies for new EAL learners https://s3-eu-west-1.amazonaws.com/hwb-live-storage/a7/2e/2b/8d/06c24ae7b8871468d30d1800/8-TEACHING_STRATEGIES_vf.pdf

40 min video on teaching EAL pupils (TES) https://www.tes.com/teaching-resource/teachers-tv-english-as-an-additional-language-6047644

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Appendix 16: *Intercultural Competence Training Resource*

Inter-Cultural Competence Resources, Ideas and Strategies

More generally, how people interpret, and communicate within, intercultural encounters is shaped by the languages and cultures which they bring to those encounters.

An individual's intercultural competence is never complete but can always be enriched still further from continuing experience of different kinds of intercultural encounter. equipping learners with intercultural competence through education empowers learners to take action in the world.

1) Activities emphasising multiple perspectives

Activities to raise awareness of different perspectives will develop learners' skills of observation, interpretation and decentring as well as their openness and non-judgemental thinking..

1)These activities may take the form of a verbal description or visual recording of an event, action or phenomenon that can be supplemented by or juxtaposed to descriptions or visuals of the same event, behaviour or phenomenon provided by others who see these from different perspectives. For example, it is interesting to read, compare, analyse, discuss and perhaps even act out three different accounts of the same day's events in a school or summer camp written in a diary form by three children coming from very different backgrounds with different values, norms, skills and knowledge and perhaps with different languages. The debriefing of the activity is important to reflect and conceptualise the experience and to show how the genre and the language used affect the understanding of the experience. Facilitators need to discuss with the members of the class or group why people tend to see the same phenomena, events or actions differently and what happens if we misjudge people on the basis of first impressions and widespread but often misguided assumptions. For example, historical events are often described differently by two historians living in different parts of the world and writing in different languages. As much as portraits of the same person are painted differently by two artists, drawings of a classroom sketched by people sitting in different corners of the same classroom will also be different. Comparing perspectives can also be used in the treatment of real conflicts among the members of any group or class, or even within a family, to develop the same skills and attitudes while solving the involved persons' own conflicts or problems.

2) Role plays, simulations and drama

Role play, simulation and drama activities in foreign, second or native language and literature classes or in non-formal educational settings can help develop learners' intercultural competence. For example, teachers or facilitators can give out role cards according to which learners have to act completely differently from their usual ways, norms and standards, and they have to solve a problem, carry out a task or discuss an issue in groups following the norms of their assigned 'new identity'. The benefits of role plays, simulations and drama for the development of intercultural competence are numerous. Learners experience what it is like to be different, to be looked on strangely, to be criticised or even excluded. They can also

discover that, although people may show differences in every aspect from eye-contact through language use to basic norms, beliefs and values, these differences do not make them less valuable as human beings. The debriefing discussion with the class or group is very important after each role-play or simulation to raise awareness of what happened during the 'game'. Eliciting from the students or participants what they have discovered while playing – what was easy, difficult, strange, or life-like; how they were able to imagine the norms of their assigned 'new identity'; and whether their character was genuine or stereotypical – will help them reflect about the experience. As a result, such activities can help to develop attitudes of openness, curiosity and respect, as well as a willingness to empathise and suspend judgement. They also develop skills of observation and interpretation, skills of learning about one's own culture and discovering others as well as skills of adapting and empathy. Care has to be taken that such activities do not lead to over-generalisations about other groups of people, and that they do not reinforce stereotypes instead of challenging them. When stereotypes surface in the discussions, either about the self or about the other, the teacher or facilitator can seize such opportunities to discuss these and support learners in reflecting about how stereotypes are created, why they are sustained, how they can be as harmful as helpful, and how they need to be challenged. When appropriately implemented, such role plays, simulations and drama also raise awareness of and build knowledge about similarities and differences, assumptions and prejudices, and verbal and non-verbal communicative conventions.

3) Theatre, poetry and creative writing

Another group of activities that help to develop intercultural competence is theatre, poetry and creative writing. When we watch or read plays in our spare time because someone in the family or among our friends or colleagues recommended them, we learn about other people of diverse cultural affiliations with a variety of perspectives. Reading plays in literature or foreign language classes helps students learn from and through theatre in many different ways. Staging theatrical works takes this learning even further as acting out enables people to explore and reflect on experiences that they would probably never encounter otherwise. Many short stories and poems also lend themselves well to the development of intercultural competence. They can be read, enjoyed, discussed, illustrated with drawings, retold or – with a little bit of imagination and creative writing skills – even rewritten from the learners' own perspectives.

A related but distinct methodology within ethnographic approaches is oral history. In nonformal and formal educational settings, oral history can be an approach mobilised by facilitators, trainers or teachers for engaging learners with the past through the use of interviews with people as 'living sources', and through the process of developing social science research ethics towards others and their views of the past. As interviews need to be conducted with sensitivity, patience and with as little influence on the interviewee as possible, learners acquire experience of active listening, respecting other views or accounts, and allowing, indeed facilitating, these to be voiced even if they do not (fully) agree with them.

Multiperspectivity is also practised here, since a grandfather's memories from school may be quite different from those of a grandmother, for example. Witnessing oral history may also be relevant in informal education when, for example, grandparents narrate stories of their childhood to grandchildren – younger generations are often surprised at the differences

between how they are growing up, playing and attending school and how these activities were experienced by parents and grandparents; or when grandparents relate how, in spite of broader cultural norms, they challenged these through their own life choices. Although such conversations may often happen in an incidental manner, they provide opportunities for learners to explore how their own culture is in constant change over time, and how cultures are often challenged from within.

5) Use of films and texts

With regard to films and texts, in non-formal and formal educational settings, facilitators or teachers may purposefully select films, film scenes or extracts from written sources to discuss where diversity becomes crucial, either by asking learners to discuss their view of the events or to take the perspective of and empathise with the people involved in a given scene or passage. These discussions may focus especially on why they think these people talk to each other but fail to really communicate, whether intercultural competence is manifested, and whether and why cultural diversity fuels tension and conflict in the selected extracts. At a more advanced level, learners may engage in activities which require them to take the perspective of the director, screenplay writer, or author to discuss their possible intentions or message with the given film or text, and its potential use or misuse by groups advocating for or against the need for intercultural communication. Such activities raise learners' awareness of multiple perspectives and develop their critical thinking as films and texts are created by directors and writers to be consumed in certain ways by the audience, and it is the latter's 'responsibility' to critically deconstruct, rather than passively consume any moving image or written text.

A sample activity described in detail

This section provides a concrete example of how a planned learning activity can develop intercultural competence. The activity is described for a group of 20 learners (trainees, students or pupils). It can be used as an introductory activity to give learners the opportunity to start reflecting on issues of intercultural communication. The boxes within the description contain information about the teaching and learning process for facilitators of learning.

Pestalozzi training resource: The neighbourhood yard

Aim

The aim of the activity is to raise learners' awareness of the psychosocial dynamics of inclusion/exclusion, co-operation/competition, discrimination and prejudice. It may be exploited to develop learners' reflection on their own attitudes, beliefs and values, and to help them gain new skills and develop their knowledge of important concepts related to intercultural competence such as identity, discrimination, otherness, empathy, diversity, cooperation and interdependence.

Resources

- A large uncluttered space, stickers of 4 colours

Time

- Activity 15 minutes; debriefing 30 minutes

Procedure

1. In this activity, learners are asked to form a circle. The facilitator gives them the following instructions:

"We are going to start an activity. In this activity you are not allowed to talk at all. "First I will ask you to close your eyes and then shortly after you will be able to open them again. But you still must not speak. It is very important that you never speak throughout this exercise. Now, please close your eyes."

2. The facilitator then silently sticks small coloured stickers on participants' foreheads. For example, with a group of 20 participants, the distribution may be the following

- Majority = blue stickers on 8 participants' forehead
- Second majority = green stickers on 6 participants' forehead
- First minority = yellow stickers on 3 participants' forehead
- Second minority = red stickers on 2 participants' forehead
- One participant remains without a sticker

The number of stickers of each colour is meant to model social inequalities. Very quickly, participants in the majority group are likely to feel more 'confident' than others and will tend to become leaders in the task.

3. The facilitator gives the following instruction to the group:
"When I say so you will open your eyes but you will not be able to talk. Your task will be to group yourselves (the facilitator says this clearly, twice). Now you may open your eyes… and group."

The formulation of the question is important. Although participants are not told to group 'by colour', that is what they are most likely to do as the facilitator has not given any instruction or any criteria for grouping. Because of people's habit of classifying things in the surrounding environment, the group will separate into subgroups of blues, greens, yellows and reds, and leave the participant without a sticker all alone and isolated.

4. The group works for as long as it is comfortable, while the facilitator observes the participants' behaviours and attitudes and makes notes to use during the debriefing of the activity.

As participants (adults, children, young people, politicians, etc.) do the exercise, they realise that because they don't know what is on their forehead, they need to rely on each other to complete the task. Only the others can see what colour they belong to and they cannot talk to each other to communicate. It will take about 10 to 15 minutes for the group to sort this difficulty out. It takes trust, cooperation and creativity to complete the assigned task. It is a very powerful exercise and the debriefing part always brings in a lot of material for reflection.

5. Participants can remain where they are after the silent grouping activity, but of course they can now speak. The facilitator will introduce some prompts for the debriefing session.

- "How did you feel when you had your eyes closed?"

Participants can reflect on their experience during the activity: not being able to use language to communicate, standing without seeing others. In many instances, a discussion about living with disabilities and how it must feel to be in such situations in real life will emerge. Some feel this part of the activity to be threatening and express uneasiness.

- "What was your first reaction when you opened your eyes?"

Discussing our feelings is an important component of intercultural competence development and learning. Many feelings are expressed at this point: the feeling of loneliness, being lost, or opposite feelings might be expressed; how we feel when we become aware of being perceived and evaluated on the basis of criteria that are unknown to us. As participants express themselves, the facilitator can introduce certain concepts such as identity, discrimination, or the notion of otherness and perception of self by the other.

- "How did it feel not to be able to talk?"

The group will reflect on parallels with real life situations. Often the conversation will lead the group to discuss the feeling of powerlessness in situations where one cannot make oneself understood, about language barriers and non-verbal language.

- "What strategies did you think of to do the task?"

By discussing the instructions and how they were understood, participants will gradually realise what types of behaviour they displayed in the group. Participants need to understand during the debriefing discussions that they could have chosen alternative grouping methods and that nothing in the instructions given by the facilitator should have led them to segregate and form red, blue, green and yellow groups: they could have formed as many sub-groups as possible composed of all the available colours (a rainbow group, for example, thus accepting 'difference' within their group), or they could have decided not to leave anyone isolated and incorporated the 'loner' in any group. This question is central to the learning process that will bring participants to realise how they 'jumped to conclusions', or to critically analyse their own propensity to segregate, to reflect on the unconscious level of their decision-making, understand why these strategies were chosen and not others. The group can then develop further by studying other options that could have been taken; the facilitator can decide to conceptualise further by introducing notions that are central to intercultural competence (empathy, diversity, cooperation, interdependence) and identify attitudes, skills and knowledge that can prompt behaviours that uphold human rights and social inclusion.

- "What does this make you think of if you compare it to real life situations?"

At this point, participants can start to generalise what they have learned to different contexts, and apply it to their own experiences and conversations. Often the discussion will bring the group to realise the implications of overt and covert discriminative behaviours in small groups, social groups, as well as on a global level.

6. Tips for facilitators: The vast majority of groups manage the task, but on some rare occasions a group will experience so many difficulties cooperating that they will not find a solution; this is very rare, but if it does happen the facilitator has to feel and decide when it is a good time to stop the group work.

This activity can be done in a lesson, or in a workplace training session, in teacher education or in youth work, etc. Its length (approximately 45 minutes, together with the debriefing discussion) permits a teacher to fit it into a classroom session. Possible fits with the school curriculum are: civic education, education for democratic citizenship/human rights education, language and communication, philosophy and ethics, life skills and class management.

Appendix 17: *Executive Function Age 3-5 Training Resource*

Executive Function Activities for 3- to 5-year-olds

Children's executive function and self-regulation skills grow at a fast pace during this period, so it is important to adapt activities to match the skills of each child. Younger children need a lot of support in learning rules and structures, while older children can be more independent. Ultimately, the goal is to shift children away from relying on adult regulation, so when the child seems ready, try to reduce the support you provide.

Imaginary play

During intentional imaginary play, children develop rules to guide their actions in playing roles. They also hold complex ideas in mind and shape their actions to follow these rules, inhibiting impulses or actions that don't fit the "role." Players often take ideas from their own lives, such as going to the doctor's office. They might act "sick," be examined by the doctor, and receive a shot. The "doctor" talks and acts like a doctor (calm and reassuring), the "sick child" talks and acts like a sick child (sad and scared), and the child in the role of "parent" talks and acts like a concerned parent (worried and caring). While younger children tend to play alone or in parallel, children in this age range are learning to play cooperatively and often regulate each other's behavior—an important step in developing self-regulation.

Ways to support high-level imaginary play:

■ Read books, go on field trips, and use videos to make sure that children know enough about the scenario and roles to support pretend play.

■ Provide a varied set of props and toys to encourage this type of play. Younger preschoolers may need more realistic props to get the play started (e.g., toy medical kits), while older children can re-purpose other things to turn them into play props (e.g., paper towel tube that is used as a cast for a "broken arm"). Reusing familiar objects in a new way also practices cognitive flexibility.

■ Allow children to make their own play props. Children must determine what is needed, hold this information in mind, and then follow through without getting distracted. They also exercise selective attention, working memory, and planning. If the original plans don't work out, children need to adjust their ideas and try again, challenging their cognitive flexibility.

■ Play plans can be a good way to organize play, as shown by one early education program designed to build self-regulation, Tools of the Mind. Children decide who they are going to be and what they are going to do before they start playing, and then draw their plan on paper. Planning means that children think first and then act, thus practicing inhibitory control. Planning play in a group also encourages children to plan together, hold these plans in mind, and apply them during the activity. It encourages social problem solving, as well as oral language.

Storytelling

Children love to tell stories. Their early stories tend to be a series of events, each one related to the one before, but lacking any larger structure. With practice, children develop more complex and organized plots. As the complexity of the storytelling grows, children practice holding and manipulating information in working memory.

Ways to support children's storytelling:

■ Encourage children to tell you stories, and write them down to read with the child. Children can also make pictures and create their own books. Revisiting the story, either by reviewing pictures or words, supports more intentional organization and greater elaboration.

continued

■ Tell group stories. One child starts the story, and each person in the group adds something to it. Children need to pay attention to each other, reflect on possible plot twists, and tailor their additions to fit the plot, thereby challenging their attention, working memory, and self-control.

■ Have children act out stories they have written. The story provides a structure that guides children's actions and requires them to attend to the story and follow it, while inhibiting their impulse to create a new plot.

■ Bilingual families can tell stories in their home language. Research indicates that bilingualism can benefit a variety of executive function skills in children of all ages, so fostering fluency in a second language is valuable.

Movement challenges: songs and games

The demands of songs and movement games support executive function because children have to move to a specific rhythm and synchronize words to actions and the music. All of these tasks contribute to inhibitory control and working memory. It is important that these songs and games become increasingly complex to interest and challenge children as they develop more self-regulation skills.

■ Provide many opportunities for children to test themselves physically through access to materials such as climbing structures, balance beams, seesaws, etc. Setting challenges for children—such as obstacle courses and games that encourage complex motions (skipping, balancing, etc.)—can also be fun. When children are trying new and difficult activities, they need to focus attention, monitor and adjust their actions, and persist to achieve a goal.

■ Encourage attention control through quieter activities that require children to reduce stimulation and focus attention—such as using a balance beam or yoga poses that include slow breathing.

■ Play some music and have children dance really fast, then really slowly. *Freeze dance* is also fun, and it can be made more difficult by asking children to freeze in particular positions. (Tools of the Mind uses stick-figure pictures to direct children.) When the music stops, children must inhibit action and shift their attention to the picture to imitate the shape depicted.

■ Songs that repeat and add on to earlier sections (either through words or motions) are a great challenge to working memory, such as the motions to *She'll Be Coming 'Round the Mountain*, the words to *Bought Me a Cat*, and backward-counting songs, such as *Five Green and Speckled Frogs* and songs repeating a long list (the *Alphabet Song*).

■ Traditional song games, like *Circle 'Round the Zero* are also fun. Complex actions, including finding partners, must be accomplished without becoming distracted.

Quiet games and other activities

■ Matching and sorting activities are still fun, but now children can be asked to sort by different rules, promoting cognitive flexibility. Children can first sort or match by one rule (such as by color), and then immediately switch to a new rule (such as by shape). For a more challenging version, play a matching game, but change the rule for each pair. *Quirkle* and *S'Match* are commercially available games that challenge cognitive flexibility in this way. Or play a bingo or lotto game, in which children have to mark a card with the opposite of what is called out by the leader (e.g., for "day," putting a chip on a nighttime picture). Children have to inhibit the tendency to mark the picture that matches, while also remembering the game's rule.

■ Increasingly complicated puzzles can engage children this age, exercising their visual working memory and planning skills.

■ Cooking is also a lot of fun for young children. They practice inhibition when waiting for instructions, working memory while holding complicated directions in mind, and focused attention when measuring and counting.

Resources

Pretend play suggestions
■ *www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-4-year-old-independent-play.pdf*

Montessori activities – Walking on the line
■ *www.infomontessori.com/practical-life/control-of-movement-walking-on-the-line.htm*

Songs
■ *kids.niehs.nih.gov/games/songs/childrens/index.htm*

Appendix 18: *Executive Function Age 5-7 Training Resources*

Executive Function Activities for 5- to 7-year-olds

Games can exercise children's executive function and self-regulation skills—and allow them to practice these skills—in different ways. At this age, children start to enjoy games that have rules, but do so with widely varying levels of interest and skill. Since an important aspect of developing these skills is having a constant challenge, it's important to choose games that are demanding but not too hard for each child. As the child players become familiar with these games, try to decrease the adult role as soon as possible; the challenge is greater for children if they remember and enforce the rules independently. Just be prepared with some techniques for negotiating conflict. Flipping a coin or drawing a straw are some methods used by Tools of the Mind, an early education program designed to build self-regulation.

Card games and board games

■ Games that require players to remember the location of particular cards are great at exercising working memory. At the simplest level, there are games such as *Concentration*, in which children uncover cards and have to remember the location of matches. At a more complicated level are games that require tracking types of playing cards as well as remembering their locations, including *Go Fish*, *Old Maid*, *Happy Families*, and *I Doubt It*.

■ Games in which the child can match playing cards, either by suit or number, are also good at practicing cognitive flexibility. Examples include *Crazy Eights*, *Uno*, and *Spoons*. *Blink* and *SET* are newer card games in which cards can be matched on more than two dimensions.

■ Games that require fast responses and monitoring are also great for challenging attention and inhibition. *Snap* and *Slapjack* are card games that fall into this category. *Perfection* draws on similar skills.

■ Any board game that involves some strategy provides important opportunities to make and hold a plan in mind for several moves ahead, consider the varying rules that govern different pieces, and adjust strategy in response to opponents' moves. Through strategizing, a child's working memory, inhibitory control, and flexibility have to work together to support plan-based, effective play. *Sorry!*, *Battleship*, *Parcheesi*, *mancala*, *checkers*, and *Chinese checkers* are some of the many examples of these types of games for children this age.

Physical activities/games

■ Games that require attention and quick responses help children practice attention and inhibition. They include *freeze dance (musical statues)*; *musical chairs*; *Red Light, Green Light*; or *Duck, Duck, Goose* for younger children. Some of these games also require the person who is "It" to mentally track others' movements, challenging working memory as well; these games include *Mother May I?* and *What Time Is It, Mr. Fox?* Others require selective responses and test inhibition, such as the *Magic Word Game*, in which children wait for a "magic word" to start an action.

continued

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■ Fast-moving ball games, such as *four square, dodgeball,* and *tetherball,* require constant monitoring, rule following, quick decision-making, and self-control.

■ *Simon Says* is another great game for attention, inhibition, and cognitive flexibility, as the child has to track which rule to apply and switch actions, as appropriate. Other versions are the Australian *Do This, Do That* or the variation, *Do As I Say (Not As I Do).*

■ Children are now old enough to enjoy structured physical activities, such as organized sports. Games that require coordination and provide aerobic exercise, such as soccer, have been shown to support better attention skills. Physical activities that combine mindfulness and movement, such as yoga and Tae Kwon Do, also help children develop their ability to focus attention and control actions.

Movement/song games

■ Copy games, in which the person imitating has to hold in mind the model's actions, draw on working memory. *Punchinella* is one example, with the model watching during the second verse ("I can do it, too"). Call-and-response songs provide a similar auditory challenge, like *Boom Chicka Boom* and *I Met a Bear.*

■ Songs that repeat and add on to earlier sections (either through words or motions) also challenge working memory, like the motions to *She'll Be Coming 'Round the Mountain,* or the words to *Bought Me a Cat.* The classic memory games of *Packing for a Picnic* or *Packing a Suitcase for Grandma's* fall in this category, too. Older children can enjoy the added challenge of alphabetizing the list.

■ Singing in rounds is a challenge for older children that requires use of working memory and inhibition. *Row, Row, Row Your Boat* is a simple round to start with, but there are many with greater complexity.

■ Complicated clapping rhythms also practice working memory, inhibition, and cognitive flexibility, and have been popular with generations of children in many cultures. *Miss Mary Mack* and *Down Down Baby* are familiar examples.

Quiet activities requiring strategy and reflection

■ Children become increasingly independent at this age, and puzzle and brain teaser books that include mazes, simple word finds, matching games, etc., exercise attention and problem-solving skills (requiring working memory and cognitive flexibility).

■ Logic and reasoning games, in which rules about what is possible need to be applied to solve puzzles, start to become interesting and provide great working memory and cognitive flexibility challenges. ThinkFun, a game and puzzle company, provides some appealing and age-appropriate versions with *Traffic Jam* and *Chocolate Fix,* while *Mastermind* is another old favorite that now has a simpler version for younger children. Educational online game sites provide many similar activities as well.

■ Guessing games are also popular and require players to use working memory and flexible thinking to hold in mind previous responses while they develop and discard potential theories. Some examples are *20 Questions* or *Guess My Rule* (often played with blocks of different colors, sizes, and shapes, so that children try to guess which attribute, or set of attributes, defines the rule for the set).

■ *I Spy* and the books derived from this game require children to think about categorization and use selective attention in searching for the correct type of object.

Resources

Online games
- *www.coolmath.com*
- *pbskids.org/lab/games*

Game rules
- *www.pagat.com*
- *en.wikipedia.org/wiki/List_of_traditional_children%27s_games*

Fun songs
- *www.scoutsongs.com*

ThinkFun
- *www.thinkfun.com*

Tools of the Mind
- *www.toolsofthemind.org*

Helping your child manage social play
- *mindinthemaking.org/wp-content/uploads/2015/03/PFL-stubborn-play-schoolage.pdf*

Appendix 19: *Executive Function Age 7-12 Training Resources*

Executive Function Activities for 7- to 12-year-olds

These games provide challenges and practice for executive function and self-regulation skills among school-age children. For children in this age range, it is important to steadily increase the complexity of games and activities.

Card games and board games

■ Card games in which children have to track playing cards exercise working memory and promote mental flexibility in the service of planning and strategy. *Hearts*, *spades*, and *bridge* are popular examples.

■ Games that require monitoring and fast responses are great for challenging attention and quick decision-making in children at this age. *Spit*, for example, requires attending to your own play as well as your opponents' progress.

■ For younger children, card games requiring matching by either suit or number continue to test cognitive flexibility. *Rummy* games, including *gin rummy*, are popular examples. Games with more complicated sets of options, such as *poker* and *mahjong*, may challenge older children.

■ Any game involving strategy provides important practice with holding complicated moves in mind, planning many moves ahead, and then adjusting plans—both in response to imagined outcomes and the moves of opponents. With practice, children can develop real skill at classic games of strategy like *Go* or *chess*, while challenging working memory and cognitive flexibility. Many more modern strategy games exist as well. Mensa, the high IQ society, holds a yearly competition testing new games, and provides an interesting list of favorites.

■ Children this age also enjoy more complex games involving fantasy play, which require holding in working memory complicated information about places visited in imaginary worlds, rules about how characters and materials can be used, and strategy in attaining self-determined goals. *Minecraft* is a popular computer game of this sort, while *Dungeons & Dragons* is a longtime card-based favorite.

Physical activities/games

■ Organized sports become very popular for many children during this period. Developing skill at these games practices children's ability to hold complicated rules and strategies in mind, monitor their own and others' actions, make quick decisions and respond flexibly to play. There is also evidence that high levels of physical activity, particularly activity that requires coordination, like soccer, can improve all aspects of executive function.

■ Various jump rope games also become popular among children of this age. Children can become very skilled at *jump rope*, *double Dutch*, *Chinese jump rope*, and other such challenges. Developing skill in these games requires focused practice, as well as the attention control and working memory to recall the words of the chant while attending to the motions.

■ Games that require constant monitoring of the environment and fast reaction times also challenge selective attention, monitoring, and

continued

inhibition. For younger children, hiding/tag games, particularly those played in the dark, like *flashlight tag* and *Ghost in the Graveyard*, are fun. Older children may enjoy games like *laser tag* and *paintball*. Many video games also provide practice of these skills, but can include violent content, so care should be taken in selecting appropriate options and setting reasonable time limits. Common Sense Media, a non-partisan media information organization, provides useful reviews of popular games.

Music, singing, and dance

■ Learning to play a musical instrument can test selective attention and self-monitoring. In addition to the physical skill required, this activity challenges working memory to hold the music in mind. There is also some evidence that the practice of two-handed coordination supports better executive function.

■ Whether or not children learn an instrument, participating in music classes or community events can still require them to follow rhythmic patterns, particularly when improvisation is involved (e.g., clapping or drumming). This can challenge their coordination of working memory, attention, cognitive flexibility, and inhibition.

■ Singing in parts and rounds, as is done in children's singing groups, is also a fun challenge, requiring a similar coordination of working memory, monitoring, and selective attention. As children's musical skills grow, adults can present them with steadily increasing challenges.

■ Dancing, too, provides many opportunities to develop attention, self-monitoring, and working memory, as dancers must hold choreography in mind while coordinating their movements with the music.

Brain teasers

Puzzles that require information to be held and manipulated in working memory can be terrific challenges.

■ Crossword puzzles are available for all skill levels and draw on manipulation of letters and words in working memory as well as cognitive flexibility.

■ *Sudoku* provides a similar challenge but works with numbers and equations rather than letters and words.

■ Classic spatial puzzles like *Rubik's Cube* require children to be mentally flexible and consider spatial information in devising potential solutions.

■ *Cogmed* and *Lumosity* provide computer game puzzles and challenges that are designed to exercise working memory and attention.

Resources

Common Sense Media
- *www.commonsensemedia.org*
- *www.commonsensemedia.org/game-reviews*

List of winning games from American Mensa's Mind Games competitions
- *mindgames.us.mensa.org/about/winning-games/*

Other programs
- *www.cogmed.com*
- *www.lumosity.com*

Tips for using video games
- *www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-learning-and-videogames.pdf*

Appendix 20: ***Executive Function Adolescents Training Resources***

Executive Function Activities for Adolescents

During adolescence, executive function skills are not yet at adult levels, but the demands placed on these skills often are. Teenagers need to communicate effectively in multiple contexts, manage their own school and extracurricular assignments, and successfully complete more abstract and complicated projects. Here are some suggestions for helping teens practice better self-regulation throughout the daily challenges they face.

Goal setting, planning and monitoring

Self-regulation is necessary in any goal-directed activity. Identifying goals, planning, monitoring progress, and adjusting behavior are important skills to practice.

■ To focus the planning process, encourage teens to identify something specific that they want to accomplish. Most important is that the goals are meaningful to the teen and not established by others. For some teens, planning the college application process may be self-motivating, but for others, planning a social event may be more important. Start with something fairly simple and achievable, such as getting a driver's license or saving money to buy a computer, before moving on to longer-term goals like buying a car or applying to colleges.

■ Help teens develop plans for steps to reach these goals. They should identify short- and long-term goals and think about what has to be done to achieve them. For example: If teens want their team to win the sports championship, what skills do they need to learn? How might they practice them? Identify some problems that might arise, and encourage the teen to plan ahead for them.

■ Taking on large social issues, such as homelessness, domestic violence, or bullying can be both appealing and overwhelming to teens. *DoSomething.org* and *VolunteerMatch.org* can help identify concrete actions.

■ Remind adolescents to periodically monitor their behavior and consider whether they are doing the things they planned and whether these plans are achieving the goals they identified. "Is this part of the plan? If not, why am I doing it? Has something changed?" Monitoring in this way can identify counter-productive habitual and impulsive actions and maintain focused attention and conscious control.

Tools for self-monitoring

■ Self-talk is a powerful way to bring thoughts and actions into consciousness. Examples include having teenagers talk themselves through the steps of a difficult activity or periodically pausing for a mental play-by-play narrative of what is happening. When occasions arise that provoke strong negative emotions or feelings of failure, self-talk can help adolescents identify potentially problematic thinking and behavior patterns.

■ Encourage self-talk that focuses on growth. Help teens recognize that an experience—particularly a failure—can offer lessons, and need

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not be interpreted as a final judgment on one's abilities. For example, when a sports team loses a game, help a discouraged team member to consider what went wrong and what he or she might do to improve next time—rather than simply deciding the team lacks any skills. The same thinking can be helpful for school assignments. Carol S. Dweck, a professor at Stanford University who researches mindsets, has developed a website with more suggestions.

■ **Help adolescents be mindful of interruptions** (particularly from electronic communication such as email and cell phones). Multitasking may feel good, but there is strong evidence that it saps attention and impedes performance. If two (or more) tasks are competing for attention, discuss ways to prioritize and sequence.

■ **Understanding the motivations of others** can be challenging, particularly when people are driven by different perspectives. Encourage teens to identify their hypotheses about others' motivations and then consider alternatives. "Why do you think she bumped into you? Can you think of another explanation?" Teens who are not used to this kind of thinking may need you to model the process: "Could it be that she didn't see you?"

■ **Writing a personal journal** can foster self-reflection by providing teens a means with which to explore thoughts, feelings, actions, beliefs, and decisions. There are many ways to approach journaling, but all encourage self-awareness, reflection, and planning (see websites at end of this section).

Activities

There are many activities that teens may enjoy that draw on a range of self-regulation skills. The key is a focus on continual improvement and increasing challenge. Some examples follow, below:

■ **Sports** — The focused attention and skill development inherent in competitive sports draw on the ability to monitor one's own and others' actions, make quick decisions, and respond flexibly to play. Ongoing, challenging aerobic activity can also improve executive function.

■ **Yoga and meditation** — Activities that support a state of mindfulness, or a nonjudgmental awareness of moment-to-moment experiences, may help teens develop sustained attention, reduce stress, and promote less reactive, more reflective decision-making and behavior.

■ **Music** — Working memory, selective attention, cognitive flexibility, and inhibition are challenged while developing skills in playing a musical instrument, singing, or dancing—particularly when dealing with complicated pieces that involve multiple parts, sophisticated rhythms, and improvisation.

■ **Theater** — A performance is carefully choreographed and requires all participants, on stage and backstage, to remember their jobs, attend to their timing, and manage their behavior. For actors, learning the lines and actions of a role draw heavily on attention and working memory.

■ **Strategy games and logic puzzles** — Classic games like *chess*, as well as computer-based training programs like *Cogmed* and *Lumosity*, exercise aspects of working memory, planning,

and attention. Mensa, the high IQ society, holds a yearly competition testing new games and has an interesting list of strategy games.

■ **Computer games** can also be valuable, as long as time limits are established and observed. Games that require constant monitoring of the environment and fast reaction times challenge selective attention, monitoring, and inhibition. Moving through complicated imaginary worlds, such as those found in many computer games, also challenges working memory. Common Sense Media, a non-partisan media information source, provides some good reviews of popular games.

Study skills

In school, adolescents are expected to be increasingly independent and organized in their work. These expectations can place a large load on all aspects of executive function. Basic organization skills can be very helpful in this regard. The list below can serve as a guide for teens to use.

- **Break a project down** into manageable pieces.
- **Identify reasonable plans** (with timelines) for completing each piece. Be sure that all steps have been explicitly identified and ensure that the completion of each step is recognized and celebrated.
- **Self-monitor while working.** Set a timer to go off periodically as a reminder to check on whether one is paying attention and understanding. When you don't understand, what might be the problem? Are there words you don't know? Do you know what the directions are? Is there someone you can ask for help? Would looking back at your notes help? If you have stopped paying attention, what distracted you? What might you do to refocus? Identify key times to self-monitor (e.g., before handing in an assignment, when leaving the house, etc.).
- **Be aware of critical times for focused attention.** Multitasking impedes learning. Identify ways to reduce distractions (e.g., turn off electronics, find a quiet room).
- **Use memory supports for organizing tasks.** Mnemonic devices can be powerful tools for remembering information. Developing the habit of writing things down also helps.
- **Keep a calendar** of project deadlines and steps along the way.
- **After completing an assignment,** reflect on what did and did not work well. Develop a list of things that have supported focused and sustained attention as well as good organization, memory and project completion. Think about ways to ensure that these supports are in place for other projects.
- **Think about what was learned** from assignments that were not completed well. Was this due to a lack of information, a need to improve certain skills, bad time management, etc.? What would you do differently next time?

Resources

Journaling with teens – some supports
- *extension.missouri.edu/p/GH6150*
- *www.cedu.niu.edu/~shumow/iit/doc/journal-writing.pdf*

Carol S. Dweck's work on mindsets
- *mindsetonline.com/changeyourmindset/firststeps/index.html*

Common Sense Media
- *www.commonsensemedia.org*
- *www.commonsensemedia.org/game-reviews*

List of winning games from American Mensa's Mind Games competitions
- *mindgames.us.mensa.org/about/winning-games/*

Other programs
- *www.cogmed.com*
- *www.lumosity.com*

Stress management suggestions
- *www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-school-age-stress-management.pdf*

Appendix 21: *Example Excerpt from a Phase 3 Interview Transcript*

Interviewer: Now we'll go on to talk about the training and how you thought it was. Don't worry if you can't remember everything. How useful did you find the training in your practice?

Katie: I did find it really useful actually. What I really do remember and enjoyed were the facts. I remember you even saying that not many people are aware of what a refugee is. And I wasn't really aware. And the difference between asylum seekers and the refugees which I had no idea, and I've used that knowledge on other people.

Interviewer: [laughing]

Katie: I have. I feel very proud [laughing] I think it was very important because that gives you a bit of backstory about that child because at the time, I didn't know any backstory about his family. It wasn't given to me. And I remember on the training… the other school don't hear this do they?

Interview: [laughing]

Katie: They were more aware and I remember them thinking that it was really not a good thing that we didn't know, but we weren't given information. And I spoke to Joanne, our head teacher, and she said it's a very private thing and an awful thing that happened to them and there was no reason for me to know because Ahmed is so young and he hadn't seen anything, which I sort of do get. But after the training, I went then and spoke to Emma and said I feel like I need to know just a bit more information because, yes, I'm Ahmed's teacher and Ahmed doesn't know really what has happened to his family because Ahmed hadn't even lived in Iraq. He was born in Jordan or they moved there when he was a baby. But Obviously, I work with the parents as well closely and there have been little drips over time where dad has come in and spoken quite shockingly about things in his broken English. Just saying "here", "here", the slit on his throat and gunshots, which if the older brother Rayan has seen and he's talking about it, Ahmed is going to be hearing it, so actually I need to know this stuff because if he brings up anything even to Amani or Farah, one of the ladies that come in, then we can address this. So, after the training, I thought actually I do need to know this so I went and found out a bit more.

Interviewer: That was useful?

Katie: Definitely.

Interviewer: Has your practice changed at all since the training? I know it might be tricky to remember.

Katie: One thing, cause I remember when I came to training at the time, Ahmed was really, really struggling. Obviously, the huge language barrier, but he was being quite violent to other people.

Interviewer: I remember you saying that.

Katie: And not only that, but he'd stick his leg out for someone to trip over. So he was finding different ways of hurting people or just maybe making himself known. I wasn't quite sure really what he was doing. I remember coming to the training and talking to you. I found it very helpful because I've never taught a refugee child before. It sounds quite bad, but sometimes, if someone does something naughty straightaway you just go, "No. What are you doing? Come over here," without even thinking about the actual psychology behind why this child is doing that. It's just like “oh this child is being a bit naughty. Come over here.” Especially when you've got 29 other children and it’s just your straight away instinct, isn't it, to address that. “No, this isn't a good thing. Come here.” At the time, he has no idea what I'm saying. I remember you telling me about he's been through this history. I can't remember it properly but I remember you did go through the… What are they called?

Interviewer: Triggers maybe?

Katie: Yes. There were stages, I remember you saying. Beth and I, spoke about it afterwards and were like, okay we need to think about, readdress how we are reacting to what Ahmed is doing. So instead of just being straightaway, where with some of the children I could do that because they're actually just being naughty. Some children are [laughing] whereas, let's think about this. [coughs] Excuse me. And I remember you saying about the violence he might have heard or something and so instead of just reacting quickly, I thought about it and I was a lot calmer with him generally I think, which definitely helped. And instead of snapping at him, I would talk to him nicely, calmly. I'd come down to his level. “OK Ahmed” we’d use a lot of hand signals. "We don't do this. You need to stop," and then showing him the child and being like, you know, “his arm” (rubbing arm). “The child is upset and look he's crying” (mimes crying). Ahmed would look and he'd be like, and then he'd be like, "Sorry."

And that has really worked throughout then because he was still hurting, he's sort of stopped now by the way, but he was still hurting children, but he would much quicker to sort of stop it and be like, "Oh, I'm sorry," after he'd done it. So again, I don't know all the psychology behind why he was doing it fully, but it has sort of trickled away after your training and me then thinking, right, this is how I need to be teaching him, I need to change the way I'm doing it because it works for that child, probably wouldn't work for that child either, but it definitely doesn't work for Ahmed and he's not learning anything from it because he's thinking, “who is this woman” suddenly this woman is going “blah, blah, blah” And then you just don't feel good about it. Whereas actually I'm hurting somebody. Someone's coming over going, and you could tell, you know, “it's not a good thing.” "Right. Okay. This is what I need to do." So I think it’s really helped

Interviewer: helped link it.

Katie: Yes. Exactly.

Interviewer: Great**.** That is great.

Katie: Sorry I go off on tangents

Interviewer: No not at all. That was the next question, so you probably already covered it. Do you have any examples of work before and after the training and how it has changed or what you did differently?

Katie: Yeah. And another thing I would add to that is about my interaction with the parents. I think it's helped a lot that Ahmed's dad has worked so hard on his English. That man honestly is incredible and the work that he does with his children at home, especially that his wife has just had a new baby, yeah, so cute. He came to school and there was a doll and he'd look after the doll, like it is a baby, it is really sweet. As I said, the communication book, Oh sorry I didn't say it before, but having Amani there so she could write some communication book, which I could then give to dad. And I think that interaction has really, really- and it helps Ahmed so much. Really does.

Interviewer: Is there a part of the training that has been most useful in practice?

Katie: I think it was-, as I say I remember it, but I can't remember. It was the triggers, the stages of how to relate to what Ahmed's been doing, what Ahmed's doing, relate to that and take a step back and think, this is what has happened. This is probably why he is doing this, so I need to change what I'm doing and how I'm sort of talking and interacting with Ahmed.

Interviewer: Was there any parts of the training that have not been useful?

Katie: Not that I can think of to be honest. I really did find it very useful and as I say I really enjoyed the facts ant the beginning, I really like facts.

Appendix 22: *Example Codes under Phase Three Themes*

Theme	Codes
Training is Worthwhile	Training has helped the parents Training has helped the child Useful or relevant to other children Change in school ethos Impact - a practical change Training immidiately relevant Child doing well so don't need to access resources or training More people should go or should be mandatory Training and support is useful and wanted Were difficulties at start
Sub-Theme: Increased Knowledge	having information helps give informed support Improved understanding Looking Beyond just school or classroom practical strategies and tips would have struggled without training or teachers don't realise what they don't know Useful in a leading role to disseminate information Useful - advice around parents Useful - background information
Sub-Theme: Increased Empathy	Impact - sensitivity Impact - working with parents subconscious use - runs through practice rather than solid example Useful - trauma and psychology Useful - increased empathy Impact - less focus on attainment or learning or catching up Useful - taking time to reflect and think

Appendix 23: *Phase Three Example Quotes and Coding for Theme 'Training Improves Confidence'*

Quote	Code
Rosie: I would definitely feel that I had a more global picture, really. Rather than just seeing a child in a classroom, much more aware of all the different factors affecting the child and their family as a result of it, so t's much more insight into that. **Luke:** I don't know if confidence is the right word, but I think by understanding more you naturally become more confident. And I think as I said, I didn't really appreciate everything that the family been through, the different stages, different behaviors. You know it's there, but you don't really appreciate it. I think having that thought process really kind of focused me on the child. I think I would have really been clutching straws if I didn't go on it, to be fair. Again, you would end up doing it because you have to, but I just think it highlights the real struggles that they're going through. I do feel like I tend to go just that bit more beyond because I know actually what it means to be a refugee and what they've gone through rather "oh here's a refugee child". Cause that's just easy to say, but I think have enough time and really breaking it down. You know that kind of gave me a bit more con- it's given me understanding which has given me a bit more confidence. **Katie:** Oh yes. And then having him in the class, I was a bit shocked because of the violence, but then speaking to you and obviously I was doing the wrong thing, which was good to know and then I do feel much more confident now. **Beth:** More confident, and more knowing what I'm doing. That sounded really big headed, didn't it? Knowing how to be with them, and how to make them feel safe, and just to be aware of their surroundings again. Knowing the family as well, that's so important, knowing where they'd, how they'd come across.	Improved Confidence
Rosie: It's the time, yes. Having them there-, and it's interesting, actually, I will look at them because the young man-, I did manage to have a conversation with his father last week. He's been to the doctor because he's quite worried about him. He's not eating very much, not sleeping very well at home so, actually, that made me think that I must look back at the resources and see if there's anything there, particularly, that will help me in that situation. **Rosie:** I think we're going to keep doing that for now, I think. If the child potentially was displaying behaviors that I was really concerned about, I think my first point of call would be, I need to go back to the PowerPoint and the	Knowledge of having the training to look back on

training, and what elements can I take from that on how going to support the child, but I think at the moment he's doing okay so I'm okay with that. **Aimee:** Yes, it is. It's reassuring and it gives you a bit more of a confidence boost. Also if you're unsure of something, I can look back at that. Is there anything there that I could do?	
Katie: I think quite a lot actually. I think as I said earlier, I kind of said the same thing quite a few times about those triggers and about the background and for me, right so next year now, if I know I have a child, a refugee child, let's learn a bit about his or her background, get that sort of support in maybe a bit earlier and that rapport with parents, so important. And also then the way that I teach the child. **Beth:** I'm confident about being able to help them and support them. I was a bit wary when Ahmed came in. I was a bit worried about how I would deal with it or what he would be like, but now I think I know, after the training, I would be more confident and know what I'm doing, know how to support him properly, other than just winging it, in other words, just guessing. You can guess all you like, but if you get it wrong, that poor child-- You've just got to be aware of everything that they do, and how you are with them as well. Always have a smiley face, never a cross face. He doesn't like that. [laughs] **Rosie:** Yes it has, probably not as much as the teacher would have. Certainly, if we have more refugee families then I feel much more equipped than I did when our first child arrived, although, he hadn't been with us very long, so it was okay.	More prepared for future refugee families
Rosie: I suppose, I'm just thinking that I know from having investigated previously, the support that the family are getting in Devon. I'd made sure that I was fully aware of who I could access and what their role was in relation to supporting the family. I'd investigated that quite a lot anyway, but it just reinforced all that, really, and certainly made me think about getting the child involved in things that he's interested in. **Hannah:** I think it has um-, I think I was reasonably confident anyway. I think what it did for me it kind of-- It was bulshing in some ways cause I thought, “Yes. Good. I know a fair bit of that”. And then other bits like that whole asylum-seeker refugee. I was sitting there thinking, why don't I know this already? And actually, how can I have got this far actually not knowing that? Only to go to a meeting shortly afterwards and think, "No, I know this now." And it's	Reinforcing what already knew

immediately relevant. I mean I think, I think it has boosted my confidence and it's made me think more about, as I say, it's a piece of work I want to do with the whole staff just to take that further, really. It's been helpful to do it and just think about, well, how could I do that? And I will talk to the other person that I did the course with as well and pick through with her, because like I said she's really on board with it anyway. I mean, she's a head of learning so, again, she sees the pastoral side more, and I think that'd be really helpful. **Aimee:** As I said, it's not that it wasn't useful, but I think most of the ideas and things we had already put into place, mostly just from what we've picked up over time and experienced with thinking "what can we do to support this" and then trying different things. It was actually quite nice to see things that you were recommending to let us know we must have been doing it right to go with our instinct to do that because that's what we were already doing. It was quite nice to know that you're on the right track there and for other members of staff as well, and for teaching assistants that might not have experienced those children to be aware of different triggers.	