

# TEACHER AND MIGRANT PUPIL RELATIONSHIPS: IMPLICATIONS ON THE MIGRANT PUPIL UK SCHOOL EXPERIENCE

by

**Aarti Kumari**

A thesis submitted to the University of Birmingham for  
the degree of RESEARCH IN EDUCATION

School of Education  
The University of Birmingham  
October 2009

## **ABSTRACT**

Teacher and migrant pupil relationships are under-researched, there is much literature to indicate teachers have a profound effect on the education experiences of pupils, as well as their concept of self. These may be intensified in the teacher and migrant pupil relationships, due to the nature of migration, language barriers and adjustment issues. A case study of a West Midlands secondary school was conducted, using semi structured interviews with teachers, who had close and prolonged contact with migrant pupils. It was found that the school and teachers had very positive attitudes and measures towards migrant pupils and their education, challenging many misconceptions of migrant pupils.

## **DEDICATIONS**

This thesis is dedicated to my supervisor, Dr Christine Corcoran of the School of Education, who has been a continued support throughout.

## TABLE OF CONTENTS

<u>Literature Review</u>	1
• UK immigration policies/law/Immigrants	1
Immigrants/migrants	1
Examining UK migration	2
UK laws and policies	4
• UK schools	6
Estimates of migrant pupils in UK schools	6
UK school policies	8
Teachers and migrant pupils in UK schools	10
• Migrant pupils	14
Defining the migrant pupil	14
Issues migrants face in UK schools	15
Language barriers	15
Inclusion	18
Adjustments	21
• Aims/Objectives	24
<u>The school in the study</u>	25
<u>Research methodology and design</u>	27
• Interpretivism	27
• Case studies	32
• Interviews	34
• Sample	36
• Ethics	37
• Confounding variables	38
• Research procedure	39
• Coding	40
<u>Discussion</u>	42
• Language barriers	42
• Inclusion	44
• Adjustments	46
• Attitudes to migrant pupils	49
• Support systems within the school	52
• Training	53
• Discipline/tensions between groups	55
<u>Conclusion</u>	58
<u>List of References</u>	59-63
<u>Appendix 1: letter to the school</u>	64
<u>Appendix 2: participant information sheet</u>	65-67

<u>Appendix 3:</u> Interview schedule	68-69
<u>Appendix 4:</u> P1 transcript	70-85
<u>Appendix 5:</u> P2 Interview	86-101
<u>Appendix 6:</u> P3 Interview	102-119
<u>Appendix 7:</u> Interview schedule	120
<u>Appendix 8:</u> P1(2) transcript	121-131
<u>Appendix 9:</u> P2(2) transcript	132-141
<u>Appendix 10:</u> P3(2) transcript	142-156

## LITERATURE REVIEW

### ***UK immigration policies/laws/Immigrants***

- ***Immigrants/migrants***

The terms 'migrant' and 'immigrants' are used interchangeably within research texts and many problems are encountered when defining these two relevant and interconnected terms.

According to the Home Office migrants are defined as 'all those that are born outside of the UK' (Home Office 2009) a loose and open definition. However, the Home Office deals with migrants on a daily basis and they are responsible for gathering numbers for statistics.

Therefore the definition will need to be practical for assigning labels to large numbers and different types of migrants. That said migrants travel to countries for a variety of different reasons and these reasons can be seen as defining who they are. It is important to acknowledge that this and the following definitions should be seen as examples as many researchers have sought to provide differentiations.

For the purpose of the research, the term 'migrant' is seen as a category, within which are subcategories they can be defined in, such as;

- *Migrant worker* – 'someone who arrives in a host country to do a particular job or with the intention of finding paid employment' (Speaking Out 2008: 2-3).
- *Illegal and undocumented migrant workers* - these are migrants, who have a visa, but are not permitted to work, therefore they are seen as asylum seekers or failed

asylum seekers, or someone that has breached an entry condition to the UK, and are therefore illegally residing in the UK (Speaking Out 2008).

- *Asylum seekers* – ‘a person who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his Nationality and unable or, owing to such fear, is unwilling to avail himself of the prosecution of that country: or who, not having a Nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, unwilling to return to it’ (United Nations Conference 1951 ‘cited in’ Crown Copyright 2008).
- *Migrant child* – ‘a migrant child as anyone under the age of 18, who was born outside the UK and is now residing in the UK’ (Reynolds 2008: 3).
- *Child* – ‘every human being under the age 18 years’ (Reynolds 2008: 2).

While they are important to acknowledge, these are not fixed categories as migrants can move from one category to another, with no agreeable definition (Dobson et al 2001). This research will utilise the term migrant and more specifically the subcategory of migrant pupil as defined by Reynolds (2008).

- ***Examining UK Migration***

In the last two decades the emergence of the global migration market has involved people, goods, capital, ideas and services (Dobson et al 2001). The then Home secretary David Blunkett (2001) when speaking about migration in general in the white paper ‘Secure borders, safe haven’ (2001) argues that it “*is an inevitable reality of the Modern world [sic]*

*and it brings significant benefits..[and]....sustain(s) the positive contribution of migration to our social wellbeing and economic prosperity.”* (Young 2003: 3). David Blunkett points out that migration is good for the economy and the social well being of the UK. Castles (2000) argues that there are many reasons such as: contributing towards further development; improving economic and social conditions; diminishing traditional boundaries in language, culture, nation states and ethnic groups; and challenging the cultural traditions, National identity and political institutions (Castles 2000).

According to the Home Office statistics (2007), (these were the updated statistics at the time the research was conducted), the largest migrant groups that are applying to the UK, over the period of 2007, are from Afghanistan (2,500), Iran (2,210), China (2,100), Iraq (1,825) and Eritrea (1,810). This could be attributed to the conflict with Afghanistan and Iraq, and also explain why the majority of the applications during 2007 were asylum seekers. There were 1% less applications for asylum (23,430) when compared to 2006, and 80% of those were dependents under 18 years of age, and 56% were female (Home Office 2007). More local statistics demonstrate that many of these migrant groups are settling in areas of high multicultural diversity such as Birmingham, London, Yorkshire and the North West (Home Office 2007). Whilst it is acknowledged that migration benefits the economic prosperity of a Country, there are many issues, both negative and positive, that affect the migrants and their host countries that are addressed in a later chapter (Migrant Pupils chapter:14-24).



- ***UK Laws and Policies***

According to Young (2003), there are three main events that have helped shape recent British immigration policy: the issues surrounding illegal immigration (discussed in more detail next); the riots that occurred in the North of England in 2001; and the hostile nature that some migrants are faced when placed in a town (Migrant pupil's chapter: 21-23) (Young 2003).

Hostility and illegal immigration have been affecting the British Public and media for many decades, and the main points of focus have altered over the years due to the changing dynamic of migration. King and Wood (2001) argue that there is a significant link between the media and migration through the: focus on racism in the 1980's; and more recently the issues and problems that migrants face and the solutions in place to help them (King and Wood 2001). Therefore this has had an affect on the government's laws and policies, with recent focusing on the notions of control, integration and inclusion. Measures such as the 'Borders, Immigration and Identity Action Plan' (2006) states that the government's strategy is to strengthen the borders of the UK and reduce illegal immigration and working, amongst others (Speaking Out 2008). Under the law, the 'UK Border Agency' has the right to refuse individuals entry in the UK who have: attempted to enter the UK illegally; overstay their period of legal right to stay in the UK; breach their conditions of leave; or are subject to deportation action (Crown Copyright 2008).

However, despite being refused at border points, the migrants are given the right to appeal under 'The Asylum and Immigration Appeals Act 1993' and 'The Asylum and Immigration Act 1996.' These Acts stipulate that: there should be strict time limits in the processing of a case

and the restriction of appeals against returning to a safe third world country within the EU, and other designated countries (Crown Copyright 2008). 'The Nationality, Immigration and Asylum Act 2002' and 'The Immigration, Asylum and Nationality Act 2006' outlines countries that the secretary of state has designated as generally safe, therefore if asylum applicants from these countries (i.e. Jamaica, Moldova, Serbia, India and Nigeria) were refused, they would not be allowed to reapply. The Acts also introduce a new civil penalty scheme for employers that are found to have knowingly used or exploited illegal workers (Crown Copyright 2008).

It is clear that the Government view migration as a positive phenomena (David Blunkett 2001: 2-3), however Young's (2003) argument highlights many negative factors associated with the arrival of migrants to a host country. The Social Exclusion Unit, aims to promote the social inclusion of the communities or individuals that are seen to be excluded spatially, economically, politically and socially. Similarly, the 'Refugee Integration strategy' and the development of the 'Refugee Integration and Employment service' aim to provide integration services for new refugees across the UK, and these include access to services, one to one advice via a mental/case worker and support in finding employment (Young 2003).

Young's (2003: pg 5) argument about hostility and riots affecting the UK and migrants occur because of 'othering,' this is the process by which prejudices are based on notions of fixed differences, commonly by sources such as the media. Migrant groups are seen as the 'other' becoming associated with violence, crime, prostitution and drugs. These manifestations are seen to be products of the lack of assimilation to cultural values and morals of the host country, therefore reinforcing the notion that they are alienated and different to the

indigenous population (Young 2003). Rassool (1999) points out that the racial discourse in Britain has centred on the image of migrant=alien=problem. While the UK may not be their country of birth, from a young age it is the country that migrants develop their sense of self, their subjectivities and in which their cultural and social identities are shaped, especially in relation to their experiences within the community and wider society (Rassool 1999).

Similarly, Lynch and Cuninghame (2000) argue that migrants face many issues on a personal level such as: access to housing and benefits; responsibilities in their standards of living; non-eligibility to apply for disability allowance; lack of acknowledgment and support around concerns about mental health; and language support and interpretation (Lynch and Cuninghame 2000). However, before these are examined (Migrant pupils chapter: 14-24), relevant to the following research are those issues that are faced in UK schools.

### ***UK schools***

The following section seeks to: estimate the numbers of migrant pupils in UK schools and highlight the problems; examine the UK school policies and how they are implemented for the benefit of the migrant pupil; and attempt to theorise the relationship between teachers and migrant pupils in UK schools.

- ***Estimates of Migrant pupils in UK schools***

The Home Office (2007) reveals that there are large numbers of unaccompanied migrant children entering the UK (3,525) under the age of 17, of these 11% were under 14 years of age, 24% were between 14 and 15 years old and 51% were between 16 and 17 years old.

There are also the dependents of the asylum seekers, (4,870 dependents) with the majority

of dependents (almost 80%) under the age of 15 years (Home Office 2007). The exact number of migrant pupils in UK schools is not known, as not all migrant children attend school and by law, schools are not entitled to record students as 'migrants' instead many are opting to use the terms EAL student or ethnic minority. With this in mind, the Department for Children, Schools and Families (DCSF) revealed that in 2007, there were an estimated 789,790 EAL students in both primary and secondary schools (DCSF 2007 'cited in' Reynolds 2008). This estimated figure can be attributed to a number of factors such as, when entering the UK, many migrant children arrive in the middle of the academic year and after deadlines have closed for applications to enter schools, therefore they are not guaranteed a place at a school in the year that they arrive or the year after (Lynch and Cuninghame 2000). There is also the fact that many migrant children may be under the age for starting school in the UK so they will enter school a few years after they have arrived.

Accompanied migrant children may not be aware of how to access education or the laws that are surrounding compulsory education, Rutter (2001) points out that many newly arrived migrants, both children and parents are unaware of how the UK school system works, as they have travelled from countries where there was hardly any parental involvement in the child's education. There is also the fact many migrant families have not sent their children to school and this can be attributed to a number of factors such as: culture; cost; accessibility; and awareness of schooling (Rutter 2001). The majority of migrant pupils that attend UK schools are unaccompanied and once they are granted access to the country, they are placed under social services. Therefore it is hard to determine the numbers of migrant pupils in UK education today, as well as the number that could/should be in education and the reasons for their non attendance. There are, however, a number of

sources such as the DCSF and the Home Office that provide an estimate of the number of migrants, but they use different data collection methods and sources, so comparisons cannot be made.

- ***UK School Policies***

Despite the fact that the true numbers of migrant pupils are not known in schools, there are a growing number of migrant children in UK schools and this cannot be ignored. To support UK schools there are a number of policies that can help accommodate the students. The Ethnic Minority Achievement Network (EMAN) was launched in December 2008 and is funded by the Ethnic Minority achievement Grant (EMAG). It looks at supporting and improving ethnic minority pupil's attainment levels, the aim is to provide inclusive opportunities for all pupils (Sandwell Metropolitan Borough Council 2009).

There are many projects that are supported and implemented by EMAN in schools; community languages GCSE, this enables bilingual pupils to carry out a GCSE in their own language and makes it a part of the curriculum, as well as facilitating the acceptance of their culture and language. There is also the 'School Census language project 2008', where it was made compulsory that all schools collect detailed information about home languages that are used by pupils, this is useful in determining the breadth of the cultures and languages (Sandwell Minority Achievement in Sandwell 2009). However, this information is not only useful for the school, as language can be a barrier towards access to education/training, employment and is a factor that contributes towards social exclusion (Aspinall 2005). Jones and Wallace (2001) point out that the introduction of the EMAG represented a first time that a clear and unambiguous statement was made about the use of monies. They go on to

argue that opportunities were created where the needs of ethnic minority children in schools were supported, as it required schools to have their own EMAG action plan and ensure that training is available for all staff (Jones and Wallace 2001).

However, there have been some changes made to the way that funding is distributed from the EMAG grant, the changes have occurred due to the unpredicted increases in the population and migration to the UK. The changes include: an increase in the amount of funding available per year; more provisions to support the varied and increasing complex needs of the new arrivals; and more staffing and training provided for those who support the migrant groups in schools (Mitchell 2008). According to the new guidelines, the criteria for eligibility of the EMAG is on a needs based formula and there are two main purposes for the grant: to ensure equality for all and to narrow the achievement gap for Black and ethnic minorities; as well as helping towards the additional costs of support that are faced by bilingual learners and pupils that are underachieving. Those students that are eligible for funding from the EMAG are students who have English as an additional language and the pupils that are underachieving from ethnic minority backgrounds at a National level (Mitchell 2008).

A stipulation of the EMAG is that the use of funding is monitored and evaluated by the local authorities: outlined are a number of strategies that schools and local authorities are encouraged to implement such as study support groups for particular subjects, for those pupils that are bilingual or have English as an Additional Language (EAL). There are multi agency partnerships developing teacher and teaching assistant training around EAL,

bilingual and newly arrived pupils and supporting the special educational needs of these pupils. Lastly there are anti bullying and anti racism schemes that are focused on acceptance in diverse groups and work towards social and emotional aspects of learning (SEAL) (Mitchell 2008). The EMAG is very clear in stating: what the grant is used for; who is eligible; and the different ways it can be used; and is an important part of a migrant pupil's access to the resources that are available to them; and what they need in progressing through education.

Jones and Wallace (2001) point out that a shortcoming of the EMAG is that there is no contingency element as the local authorities have to make an annual bid for the funds, however the asylum seeking children's arrival is unpredictable therefore if they do arrive midway in to the academic year, no funding can be received until the following year. They also point out that by devolving the funds to schools, it weakens the control of the LEA's on how the funds are used, and there is a fear as to whether the funds will be used in the areas that they are designated as well as the pupils that they are intended for (Jones and Wallace 2001). The criteria for selection of the EMAG has allowed for a third more migrant pupils to receive the grant than according to the old criteria. However this also means that there are migrant pupils that are not receiving the grant when entitled to it (Mitchell 2008).

- **Teachers and Migrant pupils in UK schools**

With migrant pupils, there are many barriers and issues that need to be addressed before they can feel comfortable and confront their needs as learners, this requires a great deal of patience and understanding from the teachers, and their professionalism in order to assess

pupils needs (Davis and Christine 2007; Millei 2008; Hood 2008; Black 2000; Foucault 1977).

These will be discussed in further detail in the following chapter.

Foucault (1977) argued that within schools (as well as other institutions of social regulation), individuals are subjected to the all seeing gaze of the authorities, it is the notion of surveillance that is very central to the teachers everyday work and this includes: monitoring the spatial locations of students; the positions that they assume within their allocated spaces, both inside and outside of the classrooms and the surveillance of the standards of their dress and behaviour (Middleton 2001). Millei (2008) argues that there are many discourses that are located in the teacher-pupil relationship in schools: there are strict rules; obligations; and regulations that all are encouraged to follow and obey, in synchronisation with these are the notions that are attached to being a 'good student.' These consist of following the rules, regulations and being studious, however these can have negative connotations such as being labelled as a teacher's pet and consequently unpopular with other students their age, but being praised and accepted by the adults in the institution. On the other hand, some children may choose to reject these rules and are negatively labelled as underachievers, trouble makers, and/or be neglected by the institution (Millei 2008).

Davies and Christine (2007) point out that recent research has demonstrated that there are significant factors in examining the high or low expectations of the teachers to their students. They conducted research where they examined the interaction in the classroom, and they found that the teachers with high expectations spent more time providing a framework for the students learning such as: feedback; questioning; and challenging them; and were found to be more positive when managing the students behaviour, when compared with low expectation teachers (Davies and Christine 2007). Millei (2008) and



Davies and Christine (2007) both make valuable points about the labels and expectations of teachers that subsequently frame their expectations and behaviours towards certain students, however they talk about students in general. When relating this information to migrant students, much of the opinions that surround them have already been formed. Much opinion and attention is drawn to schools and migrant pupils, more negatively than positively, King and Wood (2001) point out that the British media, especially the newspapers, have the power to reflect and shape public opinion. Articles such as those by Paton (2008) and Power (2008) draw attention to the 'overwhelming' numbers of migrant pupils in UK schools, which they argue put strains on the schools and teachers, in order to accommodate them and the blame is shifted from schools, immigration and the government (UK schools: 10-14) (Wood and King 2001; Paton 2008; Power 2008). Reynolds (2008) points out that one of the main reasons that migrant pupils are seen as 'overwhelming' or 'burdens' on schools is because of the additional needs that they have and the barriers to education that need to be overcome (Reynolds 2008). Similarly Rutter (2006) argues that the notions of these children being seen as problems, can be drawn from the dominance of research on 'trauma' in refugee's lives, and the assumptions and connotations that are associated with it (Rutter 2006).

Black (2000) argues that in order to fully understand the impact of teacher-pupil interactions on learning, there is a need to acknowledge and recognise: the institutional values; social relations; and the unequal distribution of power that exists in the context of a classroom. Furthermore she states that within these interactions, there are implicit mechanisms that influence future events, directs and reproduces the pupil's social positioning within the classroom, and therefore contributes towards their long term identity

as 'learners' (Black 2000). This is especially sensitive in the migrant pupil and teacher interactions, as many migrant pupils are reconstructing, or learning their repositioning within society and the main way that they learn this is through schooling. For migrant pupils they move to their host country with new rules, values and traditions that may be in conflict with the familiarity they have with their own cultures and values. In these situations, it is important that they are made to feel supported especially in the school environment, which places an important task and responsibility on the teachers to ensure the transition to the UK school is supported and welcoming (Reynolds 2008).

Hood (2008) argues it is important that children are given opportunities to be able to develop their understandings of themselves as learners. In order for this to occur they need to access learning, challenge themselves and be empowered as learners (Hood 2008). It is the responsibility of the teachers and other adults in the school to provide this learning environment. On the other hand, it is also imperative that the stresses and strains that are placed upon teachers are acknowledged. The issue of accountability amongst teachers is something that the Government have implemented through measures such as linking performance to teachers pay. Much pressure is placed on teachers to perform in the classrooms, monitor the pupil's progress as well as developing new strategies for them and their learning, there are many targets that teachers need to address within their classrooms which may take away the importance of acknowledging and accounting for the pupils (Elkins and Elliot 2004). Similarly, Howes et al (2003) argued that teachers should be active agents by constructing and reconstructing the learning environment, however due to National policy, the standards agenda and accountability measures, there is a reduction of the

participation of teachers in their own development (Howes et al 2003). While the needs of the pupils in the classroom are important, the needs of the teacher must not be overlooked.

### ***Migrant pupils***

This section will highlight the issues in defining migrant pupils and the definition the research is choosing to use, as well as examining the issues that migrant pupils face in UK schools.

- ***Defining the Migrant pupil***

Reynolds (2008) defines a migrant pupil *“as anyone under the age of 18, who was born outside the UK and is now residing in the UK”* (Reynolds 2008: 3). This definition has been kept broad in order to include the wide variety of reasons that migrants have for entering the UK: including refugees; asylum seekers; reunified children; and EU migrants; as well as accompanied or unaccompanied. She argues that the most important issue is that migrant children are united by the experiences of being a minor in a new country. Reynolds (2008) conducted her study in two UK secondary schools, where she examined the experiences and impacts of migrant children. In particular she wanted to examine how the nature of the wider community and the school population affects a school's ability to achieve inclusion. Reynolds (2008) concluded that while both had a diverse population, one of the schools was able to provide a more inclusive and interactive environment, including activities with the wider community, compared to the other. Furthermore, some of the difference in the experiences of the schools was attributed to the teachers, and their attitudes towards the different students and their backgrounds (Reynolds 2008).

However the researcher did not find Reynolds (2008) definition to be appropriate, no element that could be attributed to migrant pupils, not mentioning schooling or education. Therefore the researcher created their own definition of a migrant pupil, a migrant pupil is seen as *a minor (under the age of 18), whose country of birth is outside of the UK however due to varied reasons and circumstances has come to live and be educated in a host country, either accompanied or unaccompanied by family.* As the 'migrant pupil' term is very central to the arguments made, understanding what is meant by the term and the issues that surround it, as well as how the researcher views it in the research, can help the reader to understand it from this perspective.

- ***Issues Migrant pupils face in UK schools***

This section will highlight the three main issues that are viewed as being the most influential, based on research in the literature review: language barriers; inclusion; and adjustments.

- ***language barriers***

Migrant pupils in UK schools are portrayed as problems by the media due to the growing number and issues that they bring. Power (2008) in August, in the Sunday Times, writes in response to Fine Gael TD who suggested that migrant children should be taken out of UK schools and taught the English language, before they are expected to participate in mainstream education. He talks directly about secondary schools, where the subjects are segregated in to sets and everything is driven by exams. Children who cannot speak English in UK classrooms are placing a burden on schools, teachers and other students in the class (Power 2008). Similarly Paton (2008) argues in March of the Telegraph, that teachers are

facing problems when dealing with the huge influx of migrant pupils in schools, he argues that the language barrier between the teachers and pupils is the worst problem and that more money and resources are needed in order to cater for this. Many teachers now teach in classrooms where a third of the pupils speak English as a second language, and although there is an acknowledgement that these students are intellectual, these children are failed to be taught properly therefore not gaining the best out of UK education (Paton 2008).

The articles provide an outline of the issues however it is important to search for deeper meanings and understandings through secondary sources of research. Sales et al. (2008) found that parent's expectations were it was the responsibility of the teachers to help their children learn English, and overcome the language barrier. However teachers were not aware of the extent of this expectation, therefore creating misunderstandings due to the lack of communication. Sales et al (2008) conducted research examining the influx of Polish pupils to UK schools, looking at the needs of the teachers and others that are responsible for the education of the Polish pupils. The researchers documented that migrant children were faced with a language barrier and many schools lacked the provisions to cater for children whose mother-tongue was not English. Also as a result of the language barrier, there was a stereotype in the Polish children by the teachers, of hard workers, clever and diligent. However not all were able to achieve this expectation level largely to do with the language acquisition levels that the child had in learning the English language (Sales et al. 2008). Similar results were found by Archer and Francis (2005) and Cheng (2005).

Interestingly, McLaughlin (1992) argues that there is much pressure amongst migrant children to learn the English language, however this is due to the misconceptions that teachers have of second language acquisition in children; second language learning in school

aged children is hard, takes longer and involves more than what many teachers have been led to believe (McLaughlin 1992). The following research articles have highlighted that simply teaching the migrant pupils English or taking them out of school, is not a simple solution as it may be seen in articles such as that by Power (2008) and Paton (2008). There are many factors that need to be considered and issues taken in to account such as: parent's involvement; cultural barriers; and the resources of the school (Sales et al. 2008; Archer and Francis 2005; Cheng 2005; McLaughlin 1992).

In terms of the policies and proposals in place to help local education authorities and schools deal with migrant pupils, none of them make learning the English language a priority. Instead there is the encouragement in supporting the needs of these pupils through getting language translators, teaching assistants and encouraging pupils to use their own language through the community languages GCSE. The 'Every Child Matters' policy was introduced in 2004, and part of its aims are to safe guard children and keep them protected up until the age of nineteen. While the policy does not specifically make any differences in children, it aims to protect children regardless of their background and circumstances therefore (without stating it) including migrant children. There are five main areas that the policy is focused on in children's needs: to be healthy; to stay safe; to enjoy and achieve; to make a positive contribution; and to achieve economic wellbeing. Within these, there is the recognition that children need to be mentally, emotionally and physically strong, that they should be safe from neglect, abuse, bullying and discrimination, and that they should be encouraged in their self confidence and further education (Department for children, schools and families 2010). While these aims and policies are working towards the safeguarding and positive future of all children, as has been identified and will be in the following chapters it

is clear that this is not the case with all children. Although it is important to acknowledge that there are many other policies and proposals that are in place to seek out the most effective measures such as the EMAG.

Many of the issues raised relate primarily to the numbers of migrant pupils in UK schools and the problems that they bring with them, the then Home Secretary David Blunkett commented in 2002, that there were concerns about UK schools being “*swamped*” by asylum seeking children (The Guardian 2002:4 ‘cited in’ Reynolds 2008). Reynolds (2008) argues that migrant children are seen to be overwhelming in UK schools due to the additional needs that they bring with them. However Anderson and Williamson (2004) conducted a study with primary schools in Oxford, and they found that many of the schools actually recognised and acknowledged how enriching it was to have the experiences of pupils from culturally diverse backgrounds (Reynolds 2008; Anderson and Williamson 2004). Similarly, the ‘New Arrivals Excellence Programme’ (NAEP) also found that migrant children were academically beneficial to many schools (DCSF 2009).

- **Inclusion**

Reynolds (2008) argues that a migrant pupil’s experiences in the UK are mainly shaped by their experiences in the education system. Clark et al (1999) argue that the education policies that the government has introduced over the past decade have differed, from the multicultural models and antiracism ideas in the 1980s, to the focus on an ‘inclusive’ education today (Clark et al 1999 ‘cited in’ Reynolds 2008).

The ‘inclusive’ education is to provide a high quality education for all students within mainstream schools and education, with the idea of equal opportunities and non

discriminatory behaviours (Reynolds 2008). Behind the idea of 'inclusion' was the contact hypothesis, first introduced by Allport (1954) who argued that the key to establishing and maintaining good relations was in increased interactions between diverse groups (Allport 1954 'cited in' Reynolds 2008). Although Allport (1954) is a very old research point, it is important to acknowledge the origins of the concept of 'inclusion.' Similarly, Blanco and Tahemoto (2006) argue that when it comes to inclusion *"the goal.....is to enable each individual to retain and develop his or her cultural identity...schools [should] create welcoming communities and build an inclusive society where education for all can be achieved,"* (Blanco and Tahemoto 2006: 7 'cited in' Reynolds 2008).

The focus on inclusion in schools have developed from the governments focus on integration in the community and antiracism, which can be seen in policies such as the 'The Social Exclusion Unit' (Young 2003: 5) and EMAG (Sandwell Minority Achievement in Sandwell 2009: 8-10). With more migrant populations in schools and diverse ethnic minorities, the need to help promote and maintain healthy and culturally accepting relationships amongst pupils is understandable. If taken in this view, schools are important places to encourage future relations that are accepting and welcoming of other cultures.

Schnepek (2004) found schools that had an overrepresentation of migrants had low achievement levels, and the high clustering of migrants in some were found to have unfavourable achievement results for both the indigenous and migrant pupils (Schnepek 2004). On the other hand, Verma et al (1994) conducted a study of UK secondary schools, and found multi ethnic and those made of a variety of ethnic groups, achieved more harmony and experience less hostility than schools that have less ethnic groups. Identity boundaries become blurred in multi ethnic schools with less diverse groups, therefore



differences between groups can be felt more strongly and lead to animosity (Verma et al 1994 'cited in' Reynolds 2008). Similarly Vertover (2007) argues that in multi ethnic schools, students are able to achieve better inclusion and are provided with more opportunities in order to relate to one another, as there are many identities that can act as a positive basis (Vertover 2007 'cited in Reynolds 2008).

In order to understand the context of inclusion, a comparison to exclusion is required. A definition of exclusion provided by the Social Exclusion Unit (1997) in the Cabinet Office argues for social exclusion to be viewed as *"what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low income, poor housing, high crime environments, bad health and family breakdown,"* (Alexiadou 2002).

There are many ways that exclusion can be defined or placed in context, the following definition can be attributed to migrants in the wider society. As mentioned briefly (UK Laws and Policies: 8-10), there are many problems that migrants may face when placed in communities and this can have a significant effect on their inclusion in to society and the welcome that they feel in this country (Young 2003; King and Wood 2001; Lynch and Cuninghame 2001).

In terms of schooling, Parekh (2000) argues that schools are seen as educating the future citizens, however children are not just citizens but also human beings and members of their own cultural communities, as their community and parents have an increased interest in their education, making the school a cultural institution (Parekh 2000). On the other hand, Alexiadou (2002) points out that education is seen as a policy priority, and the main means of encouraging economic competitiveness, therefore combating social exclusion. Education achievement, coupled with the changing of people's attitudes is seen to be the main way in

which individuals can be socially included, which leads to social cohesion and natural economic growth (Alexiadou 2002). Many migrant groups are racialised by the dominant group(s) in society, however they are also involved in defining and redefining their own group identity, taking in to account language, culture, political and religious orientation (Darder and Torres 2004).

- **Adjustments**

The transition from one country to another, and the adjustments migrant pupils make have profound effects on their mental health. Kim et al (1997) argues that for adolescent migrants, they may be leaving behind stable social and peer networks, to face hostility and rejection in their new environments, such as schools. However it is not just schools where there may be difficult adjustments, they could be at home which make the struggle harder. These can lead to a number of manifestations such as depression, substance abuse or expressing withdrawal symptoms, and whether these symptoms are expressed externally or internally built up, there are major issues that surround intergenerational alienation (Johnson-Powell et al 1997).

Rutter (2006), however points out that integration and adjusting to the UK is a two way process and if migrants are placed in communities with hostile views of them, this can disrupt their sense of belonging. She argues that the fact that many of their citizen rights have been diminished they reduce the ability of migrants developing attachments to the community and the Nation state (Rutter 2006). Similarly, Lynch and Cuninghame (2000) argue that depending on age, migrants have different rights: it is the responsibility of the National Asylum Support Service to provide accommodation and support to the refugee

family, and they argue that this is the first time that a specific group of children have been removed of their rights. This can have damaging effects on the migrant pupil, as well as the family. Also if a migrant child is unaccompanied and under the age of sixteen, they are likely to be placed in a foster home or under residential facilities. However unaccompanied migrant children who are between the ages of sixteen and eighteen may be placed in a bed and breakfast accommodation only, and many authorities do not offer this age group a full needs assessment or in some cases the option of full time education, and as they cannot work this may lead to issues and challenging behaviour (Lynch and Cuninghame 2000). It is important to acknowledge that not all migrants' pupils are the same, they do not react the same to each environment and in some cases, they may not have a background of stability or family, it is hard to ignore the growing number of studies that reveal that migrant pupils suffer mentally and physically.

Early studies that examined migration demonstrated manifestations of mental and behavioural disorders. Bagley (1972) found that the children of West Indian parents showed more behavioural disturbances, when compared to the children of the native British parents. Similarly Rutter et al (1974) used a teacher rated behaviour symptom scale in order to estimate the prevalence of behavioural deviance amongst all 10 year olds in a central London borough. They found that 49% of West Indian boys and 34% West Indian girls received scores were in the abnormal range, when compared to 24% of native English boys and 13% native English girls (Aronwitz 1984). It is important to point out these studies were conducted on migrants that were entering UK schools at that time, West Indian families.

A more recent study echoes the same findings from those by Bagley (1972) and Rutter et al (1974), Leavcy et al (2004) argues that for migrant and refugee children there are risk

factors for psychological distress which includes loss, change, trauma and social exclusion. In the UK, there are a decreased number of studies that provide an estimate of the prevalence of psychiatric disorders amongst migrant and refugee children. They predicted that the prevalence of psychiatric disorders amongst migrant and refugee children are higher than UK born children. They conducted research in a secondary school with 11-16 year olds in North London; they gave the pupils two questionnaires that examined their strength and difficulties, as well as information about their home country, languages used and dynamics of their family. Overall their results supported their prediction that there was a greater psychological distress amongst migrant and refugee children (Leavcy et al 2004).

Rosenthal (1987) argues that gaining a sense of identity is one of the most important psychological needs and achievements of the adolescents, this sense of identity knowing oneself and your place in society, stems from a variety of sources and social contexts (Phinney and Rotheram 1987). This notion of identity exists in all adolescents regardless of whether they were UK born or not, however this may be intensified in migrant children whose transition from one country to another can lead them to lose their sense of identity. Rassool (1999) extends on these points, by cultural hybridity, which refers to maintaining some of the old values as well as adopting some of the new ones, according to the culture that they live in. Rassool (1999) argues that this is a two way process: migration across space and time which results in the coming together of a new set of social relations; and the new events that change and add to previous certainties. However this can take a long time to fully form, therefore the migrant pupils create their own cultural space where they are safe and accepted when they express their needs, whether these are in synchronisation with the new society in which they inhabit, or not (Rassool 1999).

Therefore based on all the issues and challenges that have been highlighted in the literature review, the research proposes the following aims and objectives:

Aims;

1. To explore teacher-migrant pupil relationships in a West Midlands secondary school

Objectives;

2. To produce a case study of a West Midlands secondary school strategies for supporting and 'integrating' migrant pupils
3. To conduct individual interviews with teachers and EAL workers focusing on their experiences of migrant pupil-teacher relationships

### **THE SCHOOL IN THE STUDY**

On reflection it was decided to keep any descriptors of the school in the research to a minimum as given their specialised nature, detail about the area would have made the schools easily identifiable and so would have inadvertently breached confidentiality.

The school has become known for the overwhelming migrant population, outnumbering those students from the indigenous population. Each year they have a standard admissions policy of 190 pupils, and in total the school has pupils that represent over thirty different countries. The school has an onsite social worker that works closely with all the pupils as well as the staff and EAL department. Migrant pupils that are newly arrived to the UK and school are placed under the supervision of the EAL department, who assesses their educational, social and emotional needs, as well as providing English classes. The school also has its own department for student support, who work closely with the migrant students and the staff that work with them, in order to help the migrant pupils with their needs at the school.

The school is part of a sixth form and it offers the International Baccalaureate Diploma, this is a 2 year course that leads to a qualification that is recognised by many universities. The course consists of encouraging the students to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture in a global setting, and to develop the ability to communicate with and understand people from different countries and cultures. This course is popular at the sixth form and is an excellent way of pupils catching up in their education, especially those that are newly arrived and at sixth form age. The school is very open, positive and welcoming towards migrant students from around the world, and encouraging integration with the school and the pupils.

The year that this research was conducted, 2008, there were a total of 1100 students in the school, including those in the sixth form. Interviews were conducted with teachers in the school, the head of the EAL department, the head of the science department and a maths teacher. Their teaching experience ranges from 4 to 50 years and they are all male, because only three interviews were conducted, the researcher re-interviewed the participants a year on from the first, with different and in-depth questions, reflecting on the first set of interviews and the issues that were highlighted.

## **RESEARCH METHODOLOGY AND DESIGN**

This section will outline the Interpretive methodology chosen, provide a justification for the case study and interview method, and also detail the sample, ethics, the confounding variables, research procedure and coding, in relation to the research.

- **Interpretivism**

An interpretive approach ('to understand the subjective world of humans' Cohen, Manion and Morrison 2007) has been chosen as the researcher is interested in the meanings and understandings in the relationships between teachers and migrant pupils in a UK secondary school. In order to broaden the perspective of the appropriateness of an interpretive approach, it will be compared and contrasted to Positivism; Positivism can be seen to contrast heavily with an interpretive application, as positivists believe in an objective reality whereas interpretive approaches are subjective (Darke et al 1998; Roth and Mehta 2002). While providing a brief introduction to both the paradigms, it will seek to highlight and contrast certain issues such as: generalisability; replicability; reliability; credibility and triangulation.

The Interpretive approach believes that there is a subjective reality, where social products are constructed and interpreted by humans, as social actors according to their belief and value systems. The interpretive researcher seeks a deep understanding of the phenomena that is being investigated, and acknowledges their own subjectivity as part of the research process (Darke et al 1998). For those who consider the interpretive approach in their research, it is the aim to understand what the participant's views are, their cultural



understandings and how they position themselves within their world (Roth and Mehta 2002).

On the other hand, Positivism argues that there is a true explanation, cause of an event, or social pattern that can be found and tested using scientific standards of verification.

Positivism as an approach seeks to hypothesise and then evaluate the causal inferences about social phenomena, to then generalise beyond the specifics of the data analysed (Roth and Mehta 2002). However, this is a limitation of interpretive research i.e. generalisations from research, Williams (2000) argues that much of the criticism surrounding the arguments that interpretive research cannot be generalised, stems from issues such as: phenomena not being time or context specific; and meanings and interpretations are forever changing, therefore generalising from these would be quite difficult (Denzin 1983; Guba and Lincoln 1982 'cited in' Williams 2000). Similar to this issue is replicability in research, Positivism strives for replicability and generalisability in its research and they are viewed as validating the research and its findings. However this is not always possible in interpretive research, as it is conducted on a small scale and in detail. On the other hand, it is the small scale nature to the research that helps to paint a picture of the wider society, the meanings that are gained from a particular phenomenon can contribute towards understanding other phenomena and the motivations behind them (Williams 2000).

Positivist researchers believe that if their study is replicated and their research findings are supported, this contributes towards the reliability of their results. However reliability in interpretive research consists of the quality and trustworthiness of the data and findings: quality of the research refers to how much the data makes sense of a situation that is otherwise difficult to understand; through generating understanding. Similarly the notion of

trustworthiness refers to how trustworthy the study is: through issues raised; and procedures carried out (Golafshani 2003). An important point to mention is that when measuring for the credibility of research, in positivist research it is measured by the construction of the instrument, however in interpretivist's research the researcher is the instrument therefore much depends on the ability and effort of the researcher (Golafshani 2003).

Goetz and LeCompte (1984) argue that applicability to other situations can be gained through compatibility and translatability: Compatibility refers to the degree to which all the components of the study are detailed and described so that researchers can use the results of a study as the basis for comparison. Translatability refers to the clear description of a researcher's theoretical stance and their research techniques (Huberman and Miles 1998). For the following research, it is the particular issues that are raised in the migrant pupil and teacher relationship that can be comparable, to other small scale interpretive research, conducted in similar settings.

Although there is the strength of generalisations for positivist research, Stake (1978) argues that it can also be negative in terms of misleading the reader to view the phenomena as more simplistic than it should be (Stake 1978). Williams (2000) points out that Interpretive research can make moderate generalisations from their research: these are aspects of a situation that can be seen in instances of broad, generalisations of everyday life (Williams 2000). Similarly, Goetz and LeCompte (1984) argue that the term generalisation can be replaced with 'fittingness:' this refers to analysing the degree to which the situation studied matches other situations in which a researcher is interested (Huberman and Miles 1998).

However other researchers take a different view, by arguing that it is not the aim of

interpretive or small scale research to form generalisations from the data, instead it is to produce meanings and understandings behind phenomena and add this information to knowledge (Yin 1989; Stake 1995; Flyvbjerg 2006). Bryman (2008) argues that because meanings and interpretations are always changing, it is important to conduct more research and add this knowledge to previous studies (Bryman 2008).

When discussing qualitative data, this refers to the use of interviews, focus groups and observations, however the interpretive approach is not limited to these methods. Perlesz and Lindsay (2003) used a combination of self report questionnaires and in depth interviews with couples and families and they found that it allowed for the analysis to be more complex and meaningful (Perlesz and Lindsay 2003). Similarly phenomenography is an approach that has its roots in the interpretive paradigm however they use combined methods such as positivist scale surveys and interpretive observations (Entwistle and Marton 1989; Moon and Moon 2004).

Mentioned briefly by Darke et al (1998: 24), was that the researchers own subjectivity is something that interpretive researchers acknowledge. On the other hand this is different for researchers in the positivism paradigm, for them subjectivity is seen as a variable that needs to be controlled (Roth and Mehta 2002). Interpretive research can be seen as relying too heavily on the researcher's views about what is significant and relevant to the research, especially in the data analysis. Due to the closeness of the researcher to the research and the participants, this can bias a researcher's objective view in the research. Therefore an interpretive researcher may decide to make use of the subjectivity and draw upon their experiences in order to have a better understanding of the subject of a study, through the process of reflexivity (Drapeau 2002). Mosselson (2010) argues that acknowledging the role

of subjectivity and using the researcher's positionality as a tool in the research process can enhance the ethical integrity of the research, the research process and the analysis and interpretation of the data (Mosselson 2010).

Although there are also solutions to these problems such as: presenting their research to their peers and other experts in the field and then comparing them with what other studies have produced. Using validity and reliability precautions; or making use of a discussant during the research process. A discussant refers to a research mentor or a peer debriefer that facilitates personal discussions and explains the ways in which the researcher can prevent biases (Drapeau 2002). For the research, the results will be analysed along with issues that have arisen in past research providing a theoretical background. Also the researcher has a discussant, in the form of a supervisor mentor; their main role is to guide the research and help with any complications or issues that may arise. Through using these methods, the research can be presented in a more academic and competent way.

The interest in researching migrant pupil and teacher relationships is through personal experience of working in both primary and secondary schools, and observations made within these. Therefore from this perspective, it is due to the researcher's subjectivity that the interest of migrant pupils and teacher relations has advanced to research. On the other hand the choice of methodology is found to be the most appropriate method for in depth contextual and meaningful information, in relation to the research aims and objectives. Within this paradigm, a case study method and in depth interviews are viewed as being the most appropriate, which will be discussed in the next section.

- **Case studies**

A case study approach is appropriate due to the small scale, in depth-data and analysis required to answer the research questions. This section will seek to provide an understanding of the case study method and apply its appropriateness to the research by examining the four main characteristics of the method outlined by Merriam (1988) (ie: particularistic; descriptive; heuristic; and inductive), as well as the limitations and ways in which they can be overcome. Although there is no agreed definition of a case study, Yin (1994) defined it as *“an empirical enquiry that investigates contemporary phenomena within its real life context...”* (Yin 1994 ‘cited in’ Darke et al 1998).

The first characteristic refers to the focus on a particular situation, event or phenomena (Merriam 1988), Stake (1995) argues that in order to maximise the use of the case study design, cases are chosen where knowledge can be maximised (Stake 1995). In the research, the relationships between migrant pupils and teachers in UK secondary schools, is a contemporary phenomenon therefore issues raised will contribute towards a growing body of literature.

The second characteristic is that of a descriptive nature, this refers to the end product being thick and rich descriptions of the phenomena that is under study (Merriam 1988). Eysenck (1976) points out that from small scale research such as that of case studies, the goal is not to prove anything but to help in the understanding and learning of something about a particular case (Eysenck 1976 ‘cited in’ Flyvbjerg 2006). Flyvbjerg (2006) argues that the in depth and rich data, and the closeness to real life situations are important to researchers because meanings and understandings exist on multilayered levels, and the case study

notions reinforce this (Flyvbjerg 2006). The relationships between teacher-migrant pupils in UK secondary school exists on many different layers, from the role and support of the teacher, to the responsiveness and behaviours of the migrant pupils, therefore in order to appreciate fully the understandings that develop from phenomena, the case study approach is viewed as helping to secure this. Similarly, and referring to the arguments made, the third characteristic is heuristic referring to the highlighting of the single case promoting understanding of the phenomena that is under study (Merriam 1988). Denscombe (1998) argues that the highlighting of a single case is an advantage, as it allows the researcher to deal with complex social situations, and focus on in-depth analysis (Denscombe 1998).

The fourth characteristic is that of an inductive approach, referring to generalisations, concepts and hypotheses that are created out of the data (Merriam 1988). Flyvbjerg (2006) points out that there is much debate and misunderstandings about the conclusions and generalisations that are made from case study data (Flyvbjerg 2006). The main argument is because much of interpretivism research is small scale, it is hard to generalise to the wider society. However Yin (1989) points out that due to the nature of the case study design, it is not possible to generalise to populations and it cannot represent a sample, therefore the goal of the case study is to expand and generalise to theories (Yin 1989). Similarly, Flyvbjerg (2006) argues that it is wrong to make assumptions as it depends on the case itself and how it is chosen. The view that generalisations from research are the main source of a scientific nature is overrated, as the fact that some knowledge cannot be formally generalised does not mean that it cannot be considered as part of the collective process of accumulating knowledge. A purely descriptive and phenomenological case study that has no attempts at generalisations, holds certain values in the process (Flyvbjerg 2006). In terms of the

research, it is the issues that are raised and the conclusions made that can be generalised, across other research that has been conducted in similar settings and sample (Merriam 1988; Flyvbjerg 2006; Yin 1989).

Therefore, the characteristics of case study design are seen to be appropriate for the following research due to: a small scale study; the consequent attention to detail and in depth data; the focus of the data in their natural settings; and the contribution to knowledge that the following research will provide to the ever growing body of literature, on teacher-migrant pupils relationships in a UK secondary school.

- ***Interviews***

Semi structured interviews were chosen as the data collection method due to; their appropriateness for flexibility and the ability to generate large amounts of data that are required by the research. Burgess (1984) argues that interviews are conversations with a purpose (Mason 2002) and this purpose can help towards making ‘cultural inferences’ (Spradley 1979). ‘Cultural inferences’ refer to making thick descriptions of the social world that is being analysed for their cultural patterns and themes (Warren 2002). This can be implemented through interviews as Luff (1999) argues that participants and the researcher speak to each other in interviews through stable and coherent standpoints with varied perspectives from each (Warren 2002). It is because of the detail that interviews provide, that cultural inferences can be made and established.

Semi structured interviews are where a researcher has a list of questions or specific topics that will be covered in the interview (interview guide), however there is flexibility. This can manifest itself in questions that arise because of answers that are provided by interviewees

and are relevant to the research questions (Bryman 2008). Although interviews may be seen as conversations, Kvale (1996) points out that they are structured, have a purpose and are defined and controlled by the researcher. Therefore the aim is to interpret meaningful relations, not object data (Kvale 1996).

Achieving or maintaining objectivity in the interview process can be difficult as it relies heavily on the subjectiveness of the participant. In an interview participants are asked about events, phenomena, and are asked to recall them from their own perspective as well as their views and feelings, these are largely subjective. As mentioned in the methodology section both Interpretive researchers and positivist researchers have different standpoints (Darke et al 1998; Roth and Mehta 2002). However in terms of the interview, objectivity can be achieved in allowing the data from the research to speak for itself, expressing the true nature of that data. However Kvale (1996) goes on to argue that interviews are neither objective nor subjective, as their essence is of an intersubjective interaction (Kvale 1996).

There are other limitations that need to be taken in to consideration, such as the fact that many researchers may view interviews with a degree of simplicity especially if interviews are considered being similar to conversations. This can result in a relaxed attitude towards the planning, preparation and conducting of the method, Denscombe (1998) argues that interviews are not an easy option, and they can have disastrous consequences if they are not planned, prepared and implemented well. Further disadvantages are the fact that interviews are time consuming in terms of the preparation, to conducting then transcribing and analysing (Denscombe 1998).



Semi structured interviews are the most appropriate method of data collection for this research due to their flexibility, their ability to allow the participant the freedom to discuss their meanings and interpretations, and the level of detail that can be achieved. The next section will describe how the participants were chosen and recruited.

- ***Sample***

A sample represents a segment of the population that is selected for investigation (Bryman 2008). The selecting of a sample is one of the main factors in any research and can have effect the research and its questions. Much research aims to choose a sample that is representative of the population, however, not all research can achieve this, especially in case study designs (as discussed in case studies: 32-35)

Therefore the research adopted a *purposive sample*: this type of sample largely refers to the selection of units, people, organisations or documents, with direct references to the research questions that are being asked. *Purposive sampling* is also recommended in the use of interviews, as it is seen as strategic and an attempt to establish good correspondence between the research questions and sampling (Bryman 2008). The sample were chosen by the school, and consisted of three teachers who taught in different departments of whom were selected according to two traits or criteria given to the school by the researcher: must have day to day contact with migrant pupils; and be from different departments. The next section will seek to highlight how the ethical procedure was adhered to in the research.

- **Ethics**

The British Educational Research Association (2009) is the main governing body in educational research. The ethical guidelines that they provide are necessary and important for any type of research, and adhered to by this research. The set guidelines exist in order to protect and ensure that good research practice is being followed (British Educational Research Association 2004).

One of the main concerns in research is that of *informed consent*. This focuses on ensuring that all participants fully understand their role in the research, prior to the research taking place, this responsibility is placed on the researcher (BERA 2004). Therefore a participant information sheet and consent form (appendix 2), was given to each of the participants. This highlighted what the research was about, what was required of the participants, assured them of their *confidentiality*, *anonymity* and their *right to withdraw* from the research. A consent form (appendix 2) was attached that required their signature, as well as that of the researcher (to ensure the participant that the rules outlined in the research will be adhered to by the researcher). This ensures that the participant is aware that if they sign and hand the form to the researcher, they are consenting to participate in the research. On the consent form (appendix 2), a date was provided by which the participants were able to withdraw from the research, allowing the research time in order to destroy their data. No participants withdrew from the research.

An ethical issue that affects interpretive research is that of the *researcher effect*; the effect of the researcher on the research process, interpretations and with the participants

(Reventlow and Tulinius 2005). As the researcher is conducting interviews, face to face, with their participants, it is important to acknowledge that they may not trust the intentions of the researcher and unwilling to disclose information. The researcher intends to make the participant feel as comfortable as possible in allowing the participant to choose the location and time of the interview, and reminding them that the answers are confidential and anonymous, both at the start and end of the interview, as well as their right to withdraw. This refers to what is called 'rapport,' which can loosely be termed as "*a sympathetic relationship or understanding*" (Collins 2004). Jorgenson (2006) argues that rapport is important in interpersonal relationships in research settings, and this can be largely applied to interviews. In interview settings, establishing rapport is seen as an aid to the interview process, and in the full disclosure of the participants (Jorgenson 2006).

- ***Confounding variables***

A confounding variable is a variable that has an unintended effect in the research and on the dependent variable (PsychExchange 2009). Although, confounding variables are mainly used as a term in quantitative research, the researcher believes that this characterises the external factors in the research and that affected the research process.

In the research, one of the confounding variables was that of the background of the migrant pupils, the researcher was not aware that most of the migrant pupils that were sampled to be interviewed, were under the care of social services. The researcher decided that some of the questions in the research could be traumatic for the participants as it required them to

provide details about their life in their home country, the fact that they had not arrived in the UK with family or their parents indicates a likelihood of trauma in their home country.

Therefore teachers were replaced as the sample, as they were viewed as having close and prolonged contact with migrant pupils on a daily basis, therefore more likely to be aware of issues that they may face. The other confounding variable was the onset of the epidemic of swine flu that caused many schools to shut and staff and students to take sick leave. At the time that the research was due to commence, the school in the research had to close due to this reason. However once the school opened, the research was commenced immediately. Despite these issues the research was able to maintain its focus.

- ***Research Procedure***

The researcher initially contacted the school, via a letter (appendix 1), that stated the aims of the research and the role of the school. The letter in appendix 1 was sent to the school and once a meeting was arranged where the research was discussed in more detail, the school were happy to allow the research to continue.

The participants were selected by the school, based on the criteria given by the researcher outlined in the sample section (see page 45-46). The participants were given the participant information sheet and consent form (appendix 2), if the participants agreed to take part in the research, they were asked to contact the researcher using the details provided on the participant information sheet (appendix 2). The participants that consented were asked to indicate a time and place for their interview that was convenient for them. All of the

interviews were conducted during breaks or free periods, and in the classrooms of the participants.

At the start of the interview, the participants were reminded of their rights in the research e.g. confidentiality, anonymity and the right to withdraw. Using the interview schedule (appendix 3), as a guide, the researcher asked questions, allowing the participant as much time as required to answer. The interview was semi structured, therefore there was flexibility in the questions that were asked and the researcher could probe and explore topics prompted by the answers that the participants provided. Once the interview was conducted, the researcher reminded the participant again of their rights: confidentiality; anonymity; and the right to withdraw; and they were thanked for their participation. The researcher transcribed the interviews, using pseudonyms for the participants and by numbering each line so that evidence can be easily found in each transcript (e.g. P1-appendix 4, P2-appendix 5, P3-appendix 6). The data were analysed using codes, which will be discussed in more detail in the next section. The same procedure was followed when conducting the second set of interviews with the participants (Interview schedule appendix 7, P1(2) appendix 8, P2(2) appendix 9, P3(2) appendix 10).

- **Coding**

A code is used in qualitative inquiry, takes the form of a word or short phrase, and it is symbolically assigned to capture the essence of that portion of the data, this can consist of a word, sentence or refers to pages of a text (Saldana 2009). Three types of codes were used; descriptive codes were used in identifying *adjustments*, *inclusion*, *language barrier* and

*systems of school support* to summarize information in a passage. Value codes were used when identifying *attitudes towards migrant pupils* and some of these codes are also used simultaneously due to their representation in the data (Saldana 2009). A copy of the transcripts are in the appendices, P1 (appendix 4), P2 (appendix 5) and P3 (appendix 6). Once the data from the second interviews were coded, two sections were added to the analysis, *training* and *discipline*, a copy of the second interviews are in the appendices, P1(2) (appendix 8), P2(2) (appendix 9) and P3(2) (appendix 10).

## DISCUSSION

The participants are male, with an age range from their mid twenties to fifties, teaching from four to thirty five years and have knowledge and experience of the teaching profession, and in dealing with migrant pupils. The quotes that are taken from the first set of interviews with the participants are referred to as P1/P2/P3, whereas quotes taken from the second set of interviews, are referred to as P1(2)/P2(2)/P3(2), in the text.

- ***Language barriers***

P2, when asked what they felt were the major issues indicated that *“it is probably something that we could write a book about...”* (P2(2): 28), however when asked to specify identified language barrier as a major issue. P2 argued that while some migrant pupils had little English skills, some were *“exceptionally highly educated”* (P2: 144), acknowledging that migrant children had often received a good education from their home country and are struggling in UK schools due to the lack of the English language. Migrant pupils;

*“...go to all their other lessons in the normal way because you can have English as an additional language but you can be an intellectual child..”* (P3: 46-47)

Regardless of the barriers to language and the difficulty in communication, the migrant pupils are identified as *intellectual* and demonstrating the ability to learn and the willingness to. This counteracts many of the arguments made in the literature review (Power 2008; Paton 2008: 15-16). Similarly P2 supported (Reynolds 2008: 14-15/ Rutter 2006: 7) that this is a misconception;

*“..we should also mention the fact that we have Brummie children who have restricted English language codes..”* (P2: 157)

While there is much emphasis and focus on the needs of migrant pupils, there is neglect to examine the language skills of the indigenous population, P2 argues that this is because of the *“blurring of language “* (P2:232). An important consideration is whether there is too much focus on the language barriers between migrant pupils and UK schools, and a neglect of the lack of language skills in the indigenous population?

P1 proposes that the language barrier is a problem that needs to be worked around such as the approach of breaking *“the work down in to smaller chunks, you have to explain certain words...”* (P1: 140-141). This reflects arguments made by Mitchell (2008: 9-10)

Interestingly, the situation did not seem the same for the schools and teachers relationship with the parents of the migrant pupils;

*“you tend not to come in to touch-in contact with a lot of parents purely because language is a major problem and they don’t feel comfortable erm..”* (P1: 517-518)

This situation supports the findings from Sales et al., (2008: 16) and issues highlighted by the DCSF (see page 7). Although the school use software to translate the letters in their home language, depending on whether the parents are able to read in their own language (P3: 309-312).

P3 identified that there were new measures that the school were implementing order to integrate the newly arrived pupils, the tests in the schools would be the same for the newly arrived migrants, such as the English, science and maths tests, with the addition of *“home language and the cognitive skills”* (P3(2): 177). Depending on the results of the initial tests:

*“if you are below the level three, you’re going to then stay in our base for six weeks....it’s going to be English English English, at the end of six weeks you will then go out and join mainstream erm but you will still come back to the base for.....two hours a week.....”*  
(P3(2): 178-183)



This is something that is due to start in the next academic year therefore it is not known whether it will be successful or not, however what it does show is that the school is proactive in identifying areas that they need to develop strategies for and then implementing these. All the participants identified that language barrier is one of the main issues in the school that they have to face, and they also demonstrate the different ways in which they try to combat these.

- **Inclusion**

Many years ago in the school, it was stated that they had a language development base (P2(2): 73-73), there:

*“would often have somewhere between about a dozen and twenty five kids working in there with about six permanent staff...children would then go one of two routes sometimes it was most appropriate for a subject teacher to go to the child in the base and work with them there if the child had that kind of need...”* (P2(2): 79-82)

P2 describes the second route:

*“..but generally speaking the children when they reached a certain level of language competence..erm would then go on to PE and perhaps a good word worky/metaly type of subject that is very hands on....generally they were introduced to other areas of the school curriculum at a pace for the student”* (P2(2): 82-86).

It seems that the language development base is similar to what is being introduced to the school by P3 (P3(2): 177-182), this it is something that P2 found to be very positive for the pupils and the school (P2(2): 91-92). Therefore based on success of the previous learning base, it seems that the learning development base could have the same share.

On the other hand, P2 identified different ways in which the school provides support for migrant pupils;

*"..home language support, and we have a number of staff we've employed primarily because they speak a particular language..." (P2: 455-456)*

P1 in their second interview extended on this *"you get teachers who relate to them because they are from similar backgrounds, like Sikh teachers, Muslim teachers, Somalian teachers, Afghan teachers, Jamaican teachers....so we tend to use that as a tool."* (P1(2): 231-233).

It was also revealed that the school embarks on a school residential trip for a week every year, with some of the newly arrived migrant pupils. This is funded by the school and helps the students to integrate (P3: 263-270). Other inclusion strategies include a system of buddying:

*"...there is a boy who has just arrived last week from one of the French speaking..I think Congolese and he is being placed with another French speaking Congolese so they have a buddy you know, to help them around...."(P3(2): 334-337).*

Newly arrived pupil may not feel intimidated being buddied with a partner who is from the same culture and can speak the same language, and subsequently integrated in to a friendship group. From all of the strategies identified and employed in the school P3 demonstrated the outcome of when they are successful:

*"erm interesting watching an Arabic speaker working with a Pole and the language that they have to work in is English and yet they are doing it and they are having a really good go helping each other..." (P3(2): 301-303).*

The school encourage the celebration and the diversity of the different cultures;

*" we have certain weeks where we have themes about different-different countries of the world like we have a Polish week, we'd had err, a Congonese week things like that, to raise awareness of where students have come from."(P1: 180-183).*

Interestingly, P3 in their second interview indicated that there was a method that he employed in order to help the teachers put themselves in place of an EAL pupil:

*"I had them in groups actually in this room erm and spent a whole day with five or six groups, and I started the talk in French....so there was a kind of 'oh hey....what's he doing...has he gone a bit mad'.....erm but that's to put you in the position of what's it like thinking about it as you have got to raise the awareness of these children's needs." (P3(2): 116-125).*

This is a very interesting way in which to get teachers and professional who work with EAL pupils, to understand their perspective and how the school can be a scary place. The participants seem to be quite positive about the different measures, P3 states that *"Integration is the way forward"* (P3: 440). The schools strategies for inclusion reflect the literature that promotes integration and anti racist notions, they work as a team to provide understandings and positive peer relations. The positiveness and inclusiveness of the school reflect and support arguments made by Verma et al (1994) and Vertover (2007) (Migrant pupils: Inclusion: 19-20).

- **Adjustments**

Coming to a new country and adapting to a UK school can be a daunting experience for any migrant, the participants support this;

*"I think it's trying to get them to, kind of accept the way of life in this country and get used to the British system, because they're coming from so many different places.....like they are probably getting taught in a different way that is completely different to the way that they have been taught back home..." (P1(2): 31-34).*

P2 provides examples of some of the psychological issues that migrant pupils experience, and the school has to face:

*"..we clearly have children who come to us who expect to be beaten quite regularly because that's part of the education process, you weren't looking the right way at me smack..." (P2: 436-436)*

Similarly, there were other scenarios;

*"...we have many children who have been taught in vast groups , class sizes of 60, 70 and 80. Erm and they sometimes find it difficult to fit in to a more relaxed teaching style..."*  
(P2: 442-444)

*"Some of the students have never been to school before in their lives, even in the sixth form.....one lad was a shepherd in Iran...just as an example.....obvious there are language issues....cultural issues."* (P3: 204-207)

*"..you get kids from war-torn countries, they come here and they're still aggressive because that's all they've been used to erm, and that doesn't really work here there's no need for it, its-its just the totally different lifestyle basically....."* (P1: 53-57)

Much of what occurs in these scenarios, relate to research that examine psychological issues migrant pupils face, when adjusting to a new environment (Adjustments: 21-23).

However, P2 counteracted this argument to a certain extent:

*"children are very adaptable...enormously so, and a lot of the kids who have come here to us, this is not their first stop...erm many of our Somalian kids have gone up through Europe and then back down through Scandinavia to end up here, so lots of them have come here have three or four languages, having being taught in three or four or five different countries..."* (P2(2): 273-277).

Although adjustments are needed by migrant pupil, they are all different in what they need, with some migrant pupils already having experiences and language acquisition over others.

Interestingly, P2 mentioned that an issue that some of the teachers feel personally is the material needs of the migrant pupil, which are due to issues in funding:

*"you have to spend some money and here are some shoes, there have been the odd occasion where a child has slipped through the support network and therefore doesn't have free school meals and yet parent's can't provide...and again there are staff in this place who will put hands in pockets, I know this to be the case..."* (P2(2): 289-293).

This is an alarming situation, as it is not the responsibility of the teachers to provide the basics such as food and clothing. However P2 extends on why this may occur:

*"erm I do know the wheels of obtaining these kinds of grants are not instantaneous things, that the child needs to be fed today may not be met by the Governments grant until a month*

*down the road, now somebody has got to sort that out and there probably isn't a legal way to do that..so we do it!"* (P2(2): 306-309)

Reflecting the arguments on school policies (UK schools: 8-10) and those by Mitchell (2008) (UK schools: Teacher and Migrant pupils in UK schools: 9-10).

Other ways in which migrant pupils have to make adjustments is through understanding appropriate behaviour in the British culture, stemming from a lack of cultural awareness.

For example, P3 when commenting on the French speaking children who had arrived:

*"others found it very strange that when they arrived in the morning they kissed each other on the cheek but it's a natural thing to do in France..."* (P3: 229-230). Similarly, commenting on boys from the Middle East, *"boys will come in and shake hand with me...they don't tend to do that with lady teachers and some of the children may comment on things like that..."* (P3: 233-235). The issues surrounding this refer to 'cultural hybridity' (Rassool 1999: 6). However an interesting point by P3 is that this responsibility falls on to the school and to teachers, *"usually they don't have parents with them...they haven't got the back up of the parents with them, so a lot these things that perhaps a parent would discuss with them or do with them..we would pick up and deal with..."* (P3: 211-213). It seems that the school offer a very accommodating atmosphere for migrant pupils in the school, and the participants in the following research seem to be well informed about the pupils that they deal with on a daily basis. P1 demonstrates some of the thought processes that teachers have:

*"..if, a student misbehaves, you've got to think well why did they misbehave, what have their life experiences been like, we've got students here who've seen family members die.....so you've got to take that in to account I think when you're dealing with any bad behaviour"* (P1: 348-351)

This demonstrates how the teachers try to take in to account all factors when dealing with migrant pupils. As well as accommodating the migrant pupils on education related matters,

the teachers also have to deal with issues outside of the school, such as: “....housing, health, relationship problems...” (P3:223), P2 extends on this (P2(2): 154-160). It seems that the school provide an education of life, supporting P2 (320-322).

- ***Attitudes to migrant pupils***

When asked what are the effective strategies to combat problems such as language barriers, P2 stated “*don’t migrate*” (P2: 271). Although the context of this was to make a joke, there are serious messages behind the statement, when elaborating on this;

*“I wouldn’t be here, I’d be writing my books and I’d be holding my lectures if I had a really good answer to your question”* (P2: 270-271)

Although P2 does not have a negative attitude to migrant pupils or indigenous pupils, as indicated by responses to a later question (P2: 320-322), it is interesting that the following response was made. P2 has been teaching at the school for a very long time and has been in constant contact with migrant pupils (P2: 113-118/151-154), therefore this attitude is the result of this.

Later when asked his opinions on the articles, especially Power (2008: 15-16) P2 stated:

*“Erm it’s disgraceful, it’s an utterly disgraceful idea. School is for society, let’s bring society in to the school and mix them together so that they can get to know each other, and live with each other. It’s not just about the education to get them a C grade in maths, its education to be a citizen”* (P2: 320-322)

School is not just about education of books, reading and numbers, it is about the education of life and how to be citizens. This supports P3’s references to teaching cultural practices and appropriate behaviours in the UK (Adjustments: 21-23), as well as an attitude that all participants have.

Similarly, P3 demonstrated a very open and accepting attitude towards migrant's pupils, when asked about the complex needs of migrant pupils, P3 stated: *"..I don't like the word problem....come with a lot of challenges"* (P3: 173). This reflects the arguments made by Reynolds (2008: 18). The changing of the words by P3 reflects his careful and considerate attitude towards migrant pupils. Similarly, P1 stated: *"..treat them all the same, otherwise you know, it's not fair to treat one person like that.."* (P1: 177-178). This attitude is repeated throughout. P1 goes on to discuss what is important in establishing and maintaining good relations with migrant pupils:

*"I suppose it's trying to gain the trust of your teachers and teachers trying to gain trust of the students so they-they feel that, if they've got a problem they haven't got to go and fight about it, they can tell us"* (P1: 507-509)

The trust that is built up in the relationship is a two way process, with both the teacher and pupils having to meet in the middle. When the participants were asked if migrant pupil was an appropriate term to use, P1 pointed out that if the term was understood then it was and he went on to elaborate:

*"....I would imagine there's a big portion of society who think migrants 'oh migrants, why are they here freeloading etc' then I think if you don't know what it actually means then it's probably a very bad word to use because your labelling students and your labelling people.."* (P1(2): 270-273)

There were similar responses from the other participants:

*"I like it better than immigrant, I like it better than refugee.....I like it better than asylum.....I say that those are the terms that tend to have possibly negative connotations whereas this one, I am not going to say that it is positive but it is not negative..."*(P3(2): 427-433)

*"...well it is a label...and unfortunately because of the press in this country it has negative connotations so you could change the label and call them star children or something but it wouldn't be long before [names tabloid papers] have abused that term as well..."* (P2(2): 247-250).

While the participants do not necessarily like the term due to the fact that it is 'label', they agree that it is a better term than others and that it seems the most appropriate to use, in the research. This also reflects their views on migrants in the country and migrant pupils, and they are in agreement as to the wrongful treatment of the migrants. This is a positive attitude especially when working with migrant pupils.

It was revealed that migrant pupils were used as a language support:

*"like we have an Italian student who I have in my form, I've used students who she gets on with and who can speak Italian to help me translate and over time they've picked up the language and so things were all good, so yeah students are one of the best resources we have." (P1(2): 194-197)*

Similarly:

*"..yes we do have some children that we cannot communicate with but if we are lucky...with the nature of the school we can normally find somebody in the school who is a student who speaks that language, who knows enough English to help us with it."(P3: 306-308)*

The school does not have the resources available in order to communicate with all the migrant pupils, and it is in these situations that the staff members rely on certain students to help translate and encourage peer support. While this may seem like a problem in the school, from the perspective of the teachers in this research, it's a positive thing for all and the migrant pupils are willing and happy to do so:

*"That's one of the lovely things about this school, the students are more willing to go out of their way to help." (P1(2): 215-216)*

This demonstrates that the school lack the resources to cater for all migrant pupils, especially language support. P3 is head of the EAL department, he talks about the different languages in the school, and the fact that they have a learning support assistant who can speak eight languages (P3(2): 237-238). However P1 pointed out that they had students



*“..who speak forty eight different languages in the school and I can only speak English..”*

(P1(2): 191-192). It was revealed that the main language that they struggled in the school was Chinese (P3(2): 240-241). With the lack of funding from the Government, it can make the struggles of the school more difficult however as discussed, the school have many ways in which they deal with these.

The lack of the Government support was something that was felt quite strongly by P2, *“erm you do get the feeling that the education system of the country has tied our hands...”* (P2(2): 69-70). He elaborates on this:

*“it surely is in the countries interests to develop the language of these students and integrate them in to our society as well, as quickly and as perfectly as possible erh but because of political reasons we are not allowed to do the best we can for the children..”* (P2(2): 93-97)

However P3 had a different view on this, apart from the language base that is a positive move in the school (P3(2): 176-183), he seemed happy with how things were progressing, although mindful of any future changes (P3(2): 578-584).

Both P2 and P3 have been at the school for thirty five years, therefore their views are based on their experiences and it seems that while teaching in the same school for so long, they have differences in their opinions. When added to the opinions of P1, they all differ, however what they have in common is their dedication to the pupils and the integration in to school and society.

- ***Support systems within the school***

There are many support systems within the school for both teachers and migrant pupils, as mentioned the migrant pupils as language support (P3: 306-308).

Other support systems in the school for migrant pupils are a residential social worker (P3: 179-187), conducting personal education plans (PEP), housing officers and reviewing officers especially for looked after children (P3: 190-199).

When asked how the support in school was for the teachers, P1 commented *"Very good."* (P1: 413). Similarly P2 replied *"fantastic"* (P2: 413) and *"best school in the world"* (P2: 415), when asked about mixing with other teachers in the school:

*"so there is a lot of inter mingling, on Friday we'll have a staff development day where we will be chopped up in to all sorts of different groups, you get to meet people that you often don't speak too"* (P2: 428-430)

It is important to acknowledge that while the school endeavour to help pupils integrate and put their needs first, they also encourage this amongst the teachers. As there are many pressures and strains on the teachers (see page 13-15) the encouragement of peer support is important as a support network.

*"well the way our maths department is very supportive, if there's any problems that kind of thing you know, you've always got the head of the department but-but-th-th way our maths department works is we-we all get on very very well and if we've got problems we can talk to X Y Z department.."* (P1: 431-434)

The school seem to have a good awareness of what needs their staff and pupils have. Much more discussion of the support networks are mentioned throughout and in greater detail.

- **Training**

Through extensive literature searches it was found that there was no training for teachers in dealing with migrant pupils however P3 argued that *"the lack of preparation with the mainstream staff in dealing with youngsters coming who speak no English.."* (P3(2): 30-32)

was the main training issue. The most important thing for a teacher is to be familiar of the child's background (P3(2): 45-46) and he elaborates on this:

*"you need to familiarise yourself with where they come from, then where they come from that is when you start to look what the issues are and where people are going to need some help and some training.." (P3(2): 110-112)*

He argues that within different cultures and countries there are many things to take in consideration (P3(2): 40-68/72-82). The school has implemented talks for the new teachers, to make them aware of the issues that they will face in the school. The strategy that P3 employs in these meetings is to start the talk in another language (P3: 340-342), and explains the reason for this:

*"..erm but that's to put you in the position of what's it like thinking about it as you have got to raise the awareness of these children's needs...you've got to move...you've got to be dynamic..." (P3(2): 124-126)*

However the other participants had different responses, *"personally I don't think you can have training in it..."* (P1(2):333), he elaborated on this:

*"...it's more of a trait, are you open as a person, I think if you're truly open as a person you can accept pretty much anybody..." (P1(2): 342-344).*

The comments indicate that it requires a certain type of individual to work with migrant pupils, in terms of their personality and dedication. P3 explains that his empathetic attitude is due to his personal experiences:

*"I was...erh...initially a French teacher..erm...I..I..spent some time in France so I can also see the kinds of problems that they will face.....I had to get used to accents and all sorts, and in some ways I can see what they are feeling.." (P3(2): 464-470).*

P3 is the only participant that revealed emphatic personal experience, whereas P1 and P2 argue that it is due to personality traits. Based on all the information discussed it seems that

having an open personality is something is important as a starting point when initially dealing with migrant pupils.

- **Discipline/Tensions between groups**

In the first set of interviews, the participants did not elaborate on issues between migrant groups or the ways in which these scenarios were taken care of. Therefore in the second set of interviews, when asked about the ways in which they provided discipline in their classes, there was a mixed response:

*“..you would separate them, pull them to one side and set them the work. The last thing you want to do is do it in front of the class...because a lot of the time they do it to show themselves up in front of everybody else. I generally would be like, look come on be quiet, make few jokes, make them laugh that kind of thing...”* (P1(2): 250-255)

On the other hand:

*“in whatever way is required in any particular circumstances.....there isn’t one way..erm...I am not sure there is a school rule anymore but if there is, it’s something like be reasonable..”*  
(P2(2): 231-233)

As demonstrated already, the participants have different ways in which they view and handle the migrant pupils, however the quote by P2 can raise questions about the levels of freedom the teachers are given in their classrooms, and how discipline is regulated in the school. However, P2 elaborates:

*“...sometimes you have to shout at someone, sometimes you have to sit down and talk to someone, sometimes you have to bring parents in, its whatever it needs, whatever it takes...”* (P2(2): 236-238).

There are many ways in which these situations can be handled, as stated by both P1 and P2, however the main thing is to be reasonable. P1 extends on these points by arguing that the school does not discriminate against any particular group, in situations like this, migrant and the indigenous pupils are all treated the same (P1(2) 93-95).

The scenarios mentioned are those that are dealt with in the classroom, when asked about those on a larger scale, P3 described an event a couple of years ago between thirty Kurdish and Afghan boys (P3(2): 350-375):

*“...about seven or eight staff spent one afternoon with about thirty kids, I was in the room with the Kurdish kids initially and then went in to the Afghan kids after...talking to them and explaining to them...alright they had an argument but the problem is they needed to know and understand...”* (P3(2): 350-355)

He went on to describe the situation and how it was dealt with:

*“I mean there were punches thrown and all that, this is not acceptable England, if it happened on the street they would be in big trouble and because of your erm situation in the country erm as most are refugees or asylum seekers, you know it’s not going to be looked upon favourably if you appear in the courts because you have done it outside...erm so there was a lot of explaining going on...”* (P3(2): 355-360)

In this situation, it seems that the best thing to do was to separate the pupils and explain to them how it was not acceptable in the school and if it was in the streets, there would be further consequences. One of the strategies that the school employs are to bring in members of staff from the same background as the pupil (P3(2): 363-368). However in the scenario with the Afghan and Kurdish boys, female teachers were brought in because *“sometimes lady members of staff are good at diffusing these particular situations..”* (P3(2): 361-362). This could be a reflection on the cultural background of the boys and the significance of having females in the room. Similarly P1 also provided support for this (P1(2): 240-242).

While the teachers are proactive in dealing with these situations, they also seem to be teaching the migrant pupils about what is acceptable in British culture and how to behave (Inclusion **PG.?**). The immediate action taken by the school show the pupils that it is

something that will not be tolerated. P3 also mentioned an incident in the school that was dealt with in the same way:

*“..there was a big conflict between the Sikh lads in year eleven and the Muslim lads in year eleven erm...I don't even know what it blew up over it might have been he looked at my sister or something like that erm and it is a lot of calming and a lot of explaining and you also have to explain to children or students because some of them are young people, erm there's certain things that they might find unacceptable in the home country is actually acceptable here..” (P3(2): 370-375).*

While there were these two incidents that P3 revealed in his interview, much of what the participants said was positive about the school and how pupils related to one another:

*“...they do mix together in peer groups, you do find a group of Slovakian students hanging around together, you do find the three Italian speakers hanging around the same street corner, erh it is inevitable isn't it? Erm but it doesn't appear to be a problem and getting lesser, the school is obviously doing a good job here...” (P2(2): 114-118)*

Similarly, P1 points out that *“you sometimes get problems between the different groups of students and things like that. But in the main no, they are quite willing to accept the way they are, they adjust quite well..” (P1(2): 41-43).* What the participants have stated is that while tensions are inevitable as many different migrants mix in one environment, the school are immediate and effective in dealing with these, taking in to account the cultural background of the pupils.

## **CONCLUSION**

According to the aims and objectives, the research set out to produce a case study of a West Midlands secondary school, examining the relationships between teachers and migrant pupils. The participants were found to be supporting, positive, understanding and non judgemental in their approach to their teaching styles. They had similar attitudes in how they treated the migrant pupils, a good awareness of the issues and barriers to education, and knew of the strategies implemented by the school in order to tackle these.

The school were very positive in encouraging the migrant pupils to integrate, and accepting of the pupil's background, often having weeks dedicated to learning about the cultures. They had many support networks, from the EAL department, student support to the onsite social worker, as well as providing support and recognising the lack of training in teachers working with migrant pupils.

As two sets of interviews were conducted, a year apart, it helped to paint a picture of the school and the ways in which they were improving and changing for the better. It was also found to be quite beneficial in the building of the rapport with the participants, as they were found to be more open and forthcoming in the second set of interviews.

It is suggested that for future research, a comparison be made between two schools using a case study approach. While the research was able to display the successes of the school, it seemed that it was based upon a dependent relationship with both the teachers and migrants pupils, therefore it will be interesting to find out whether this (and other strategies) are what make the school successful, and whether other schools apply the same.

## LIST OF REFERENCES

- Anderson. B, Williamson. R (2004) *Diversity in the classroom: discussion paper*. Compas, Oxford University. [Online]  
<[www.compas.ox.ac.uk/publications/releases/Diversity%20in%20classroom](http://www.compas.ox.ac.uk/publications/releases/Diversity%20in%20classroom)> Accessed Online [3<sup>rd</sup> September 2009]
- Aronwitz. M (1984) 'The social and emotional adjustment of immigrant children: A review of the literature.' **International Migration Review**, vol 18 (2), pp 237-257
- Aspinall. J.P. (2005) 'Why the next census needs to ask about language.' **BMJ**, vol 331, pp 363-364
- Black. L (2004) 'Teacher-pupil talk in whole class discussions and processes of social positioning with the primary school classroom.' **Language and Education**, vol 18 (5), pp 347-361
- Blanco. R, Takemoto. C. Y (2006) 'Inclusion in schools in Latin America and the Caribbean: The case of the children of Haitian Descent in the Dominican Republic' in Adams. L. D and Kirova . A (Eds) **Global Migration and Education: Schools, children and Families**. Lawrence Erlbaum Associates: London
- British Educational Research Association (2004) **Revised Ethical Guidelines For Educational Research**. Revised Edition. Nottingham: BERA
- Bryman. A (2008) **Social Research Methods 3<sup>rd</sup> edition**. Oxford University Press: Oxford
- Castles. S. (2000) **International migration at the beginning of the twenty first century: Global trends and issues**. Global trends and issues: UNESCO
- Cheng, Y. (2006) **Education and Class: Chinese in Britain and the US**. Aldershot: Avebury.
- Cohen. L, Manion. L, Morrison. K (2007) **Research methods in Education 6<sup>th</sup> edition**. London: Routledge
- Collins Student Dictionary (2004) **Collins Student's Dictionary + Survival Guide**. HarperCollins Publishers: Glasgow
- Crown Copyright (2008) '**Control of Immigration statistics: United Kingdom 2007.**' *Home Office Statistical Bulletin*, ISBN 1338-510x, pp 1-124
- Darke. P, Shanks. G, Broadbent. M (1998) 'Successfully completing Case study research: combining rigour, relevance and pragmatism.' **Info Systems J**, vol 8, pp 273-289



Davies. R, Christine. M (2007) 'Classroom Interactions: Exploring the Practices of high and low expectation teachers.' **British Journal of Educational psychology**, vol 77 (2), pg. 289-306

Denscombe. M (1998) **The Good Research Guide: for small scale social research projects**. Open University Press: Buckingham

Department for children's, schools and families (2009) **New Arrivals Excellence Programme 2007**. *Department for Education and Skills*, Ref 00427-2007BKT-EN

Department for children's, schools and families (2010) **Every Child Matters 2004**. *Department for Education and Skills*, Ref DfES/1089/2004

Department for Communities and Local Government (2008) **Review of migrant integration policy in the UK: including a feasibility study of the proposal for an integration agency**. *Communities and Local Government*, Crown Copyright: London, ISBN 9781409801450

Dobson. J, Koser. K, McLaughan. G, Salt. J (2001) 'International migration and the United Kingdom: Recent patterns and trends.' **RDS**, vol 75, pp 1-306

Drapeau. M (2002) 'Subjectivity in research: why not? But.....' **The Qualitative Report**, vol 7 (3), pp 21-29

Elkins. T, Elliot. J (2004) 'Competition and control: the impact of Government regulation on teaching and learning in English schools.' **Research in papers in Education**, vol 19 (1), pp 15-30

Entwistle. N, Marton. F (1989) 'Introduction: The psychology of student learning.' **European Journal of Psychology of Education** vol 4 (4), pp 449-452

Ethnic Minority Achievement (2007) **Ethnic Minority Achievement in Sandwell**. Sandwell Metropolitan Borough Council: EMA

Francis. B, Archer. L (2005). British-Chinese pupils and parents constructions of the value of education. **British Educational Research journal**, vol 31 (1), pp 89-108

Flyvbjerg. B (2006) 'Five misunderstandings about Case study research.' **Qualitative Inquiry**, vol 12 (2), pp 219-245

Golafshani. N (2003) 'Understanding Reliability and Validity in Qualitative research.' **The Qualitative Report**, vol 8 (4), pp 597-607

Guillemin. M, Gillam. L (2004) 'Ethics, Reflexivity and "Ethically Important Moments" in research.' **Qualitative Inquiry**, vol 10, pp 261-280

Home Office (2007). 'Asylum statistics United Kingdom' *Crown Copyright 2008*. **ISSN 1358-510X**

Hood. P (2008) 'What do we teachers need to know to enhance our creativity? A report or pilot project in to primary school pupil's perceptions of their identities as learners.'

**Education**, vol 36 (1), pp 139-151

Howes. A, Booth. T, Dyson. A, Frankham. J (2003) 'Teacher learning and the development of inclusive practices and policies.' **Economics and Social Research Council (ERSC) TLRP PHASE**, Annual BERA Conference, pp 1-12

Huberman. M. A, Miles. B. M (1998) **The Qualitative Researchers companion**. London: Sage Publications

Johnson-Powell. G, Yamamoto. J, Wyatt. E. G, Arroyo. W (1997) **Transcultural child development: Psychological assessment and treatment**. John Wiley and Sons Inc: Chichester

Jones. C, Wallace. C (2001) **Making EMAG work**. Stoke on Trent: Trentham books

Jorgenson. J (2006) 'Communication, Rapport, and the interview: A social perspective.' **Communication theory**, vol 2 (2), pp148-156

King. R, Wood. N (2001) **Media and Migration: constructions of mobility and difference**. Routledge: Taylor and Francis group

Kvale. S (1996) **Interviews: An introduction to Qualitative Research Interviewing**. Sage Publications: London

Leavcy. G, Hollins. K, King. M, Barnes. J, Popadopoulos. C and Grayson. K (2004) 'Psychological disorder amongst refugee and migrant school children in London.' **Sociological Psychiatry Epidemiol**, vol 39, pp 191-195

Lynch. A. M, Cuninghame. C (2000) 'Understanding the needs of young asylum seekers.' **Archives of disease in Childhood**, Vol 83, pp 384-387

Marton. F (1986) 'Phenomenography – A research approach investigating different understandings of reality.' **Journal of Thought**, Vol 21 (2), pp 28-49

Mason. J (2002) **Qualitative Researching 2<sup>nd</sup> edition**. Sage Publications: London

McLaughlin. B (1992) 'Myths and Misconceptions about second language learning: What every teacher needs to unlearn.' [online] <  
<http://www.ncela.gwu.edu/pubs/ncrcdsll/epr5.htm> > [Accessed 1st August 2009]

Merriam. B. S (1988) **Case Study Research in Education: A Qualitative Approach**. Jossey-Bass Publishers: London

- Middleton. S (2001) 'Sitting in rows and teaching online: Life histories, technology and pedagogy.' **Australian Associations for Research in Education**, vol 12 (3), pp 15-45
- Millei. J. Z (2008) 'A genealogical study of 'the child' as the subject of pre-compulsory education in Western Australia.' **Contemporary issues in early childhood**, vol 6 (2), pp 1-401
- Mitchell. L (2008) **Ethnic Minority Achievement Grant**. Schools Forum: EMAG
- Moon. J, Moon. S (2004) 'The case for mixed methodology research: A review of literature and methods.' **A working paper**.
- Mosselson. J (2010) 'Subjectivity and reflexivity: locating the self in research on dislocation.' **International Journal of Qualitative studies in Education**, vol 23 (4), pp 479-494
- Paton. G (2008). 'Teachers struggle with immigrant pupil influx.' *Telegraph* 21<sup>st</sup> March
- Perlesz. A, Lindsay. J (2003) 'Methodological triangulation in researching families: making sense of dissonant data.' **International Journal of Social Research Methodology**, vol 6 (1), pp 25-40
- Phinney. S. J, Rotheram. J. M (1987) **Children's Ethnic Socialisation: Pluralism and Development**. Sage Publications: London
- Power. B (2008) 'It's racist if we don't teach immigrant pupils English.' *Sunday Times* 24<sup>th</sup> August
- PsychExchange (2009) **Confounding Variables** [online]  
<http://www.psychexchange.co.uk/glossary/confounding-variable-38/> [Accessed 3<sup>rd</sup> September 2009]
- Rassool. N (1999) 'Flexible identities: exploring race and gender issues among a group of immigrant pupils in an inner city comprehensive school.' **British journal of sociology of education**, vol 20 (1), pp 23-36
- Reynolds. G (2008) 'The impact and experiences of migrant children in UK secondary schools.' **Sussex Centre for Migration Research**, vol 13 (2), pp 1-34
- Robson. C (2002) **Real World Research** 2<sup>nd</sup> edition. Oxford: Blackwell Publishers
- Roth. D. W, Mehta. D. J (2002) 'The Rashomon effect: Combining positivist and interpretivist approaches in the analysis of contested events.' **Sociological Methods Research**, vol 31 (2), pp 131-173

- Sales. R, Ryan. L, Rodriguez. L. M, D'Angelo. A (2008). Polish pupils in London schools: opportunities and challenges. **Multiverse: exploring diversity and achievement**, vol 3 (1), pp 1-54
- Saldana. J (2009) **The Coding Manual for Qualitative Researchers**. London: Sage Publications
- Schnepf. V. S (2004) **How different are immigrants? A cross country and cross survey analysis of educational achievement**. *Discussion paper no. 1398*
- Spradley. J (1979) 'cited in' Warren. B .A 'Qualitative interviewing' in Gubrium. F. J and Holstein. A. J (2002) **Handbook of Interview research: context and method**. Sage Publications: London
- Speaking Out (2008) 'Rural migrant children, families and young people.' *NCVCCO & NCVYS*, vol 9, pp 1-34
- Stake. E. R (1995) **The Art of Case Study Research**. Sage Publications: London
- Stake. E. R (1978) 'The Case Study method in Social Inquiry.' **Educational Researcher**, vol 7 (5), pp 1-5
- Williams. M (2000) 'Interpretivism and Generalisation.' **Sociology**, vol 34 (2), pp 209-244
- Yin. K. R (1989) '**Case study research: design and method**.' Sage Publications: London
- Young. J (2003) 'To these wet and windy shores: Recent immigration policy in the UK.' **Punishment and Society**, vol 5 (4), pp 449-462
- Zanten. V. A (2005) 'New modes of reproducing social inequality in education: the changing role of parents, teachers, schools and educational policies.' **Educational Research Journal**, vol 4 (3), pp 155-170

## APPENDIX 1

Aarti Kumari  
PGR  
MRes Research in Education  
School of Education  
University of Birmingham  
Edgbaston

To whom it may concern,

I am a postgraduate student at the University of Birmingham and I am studying MRes Research in Education, during which, I am required to undertake a small project. What I would like to do is examine the relationship between attitudes, language and identity in migrant children in schools and their relationship to their teachers. This involves conducting interviews with teachers, about 6 or 7.

I am writing to ask your permission to conduct the following research at your school. I will be looking to spend a maximum of 40 minutes with each teacher, in a location and at a time that is convenient for them and the school.

All data that is collected will be kept confidential and anonymous, by using pseudonyms to identify the participants in the data. Only I will have access to the consent forms and these will be kept separately from any of the data that is collected. The consent forms will be placed in a secure place and the data stored on a computer that is password protected.

At this stage it is important to state that this research is not compulsory, the participants do have the right to withdraw, which will have no impact on the study. Also once the research has been completed, all the data that has been collected will be destroyed so that no one besides the researcher has and will see the data.

I would be grateful if I could arrange an appointment to discuss the research in further detail and to answer any questions that you may have. I have provided my University of Birmingham email address as well my supervisors. I look forward to hearing from you.

Yours Sincerely  
Aarti Kumari  
MRes Research in Education  
University of Birmingham

Aarti Kumari: [AXK802@adf.bham.ac.uk](mailto:AXK802@adf.bham.ac.uk)  
Christine Corcoran (supervisor):

## APPENDIX 2

### Information sheet for participants

#### Background

My name is Aarti Kumari and I am studying my masters at the University of Birmingham, as part of my course, I am required to carry out a piece of research. I am interested in looking at the experiences of migrant children in schools and their relationship to their teachers.

The purpose of today's interview is to examine:

- The school policies on immigration
- Your relationship with migrant pupils in the school
- Your personal experiences

#### Why have I been chosen?

You have been chosen because you are a teacher that deals with migrant pupils on a daily basis, and gaining your views would be invaluable for my study.

#### Do I have to take part?

No. If you feel that you do not want to take part now or after the questions have been answered, then tell me and I will remove your data.

#### What will happen if I do not take part?

Nothing. If you change your mind now or after the interview and decide you don't want to take part in the research, then the information that you have given will be destroyed and will not be used. However it is important that you contact the researcher by Friday 17<sup>th</sup> July, if you do change your mind.

#### Why should I take part?

If you choose to take part then you will be giving your views that will help us understand student's relationships with their teachers in schools.

#### Will my taking part in this study be kept confidential?

Yes. No one will know what you have said except for me and my supervisor, as this is part of the assessment process.

Where will the data be stored?

The results will be stored on a computer that is password protected and to which no one has or will have access to except the researcher. Once the research is completed, the data will be destroyed.

Who is organising the research?

I am organising the research with the support of the University of Birmingham.

Who has reviewed the study?

My supervisor for this module at the University of Birmingham, Dr Chris Corcoran (c.e.corcoran@bham.ac.uk)

Contact for further information?

My email address is AXK802@adf.bham.ac.uk or you can contact my supervisor whose email address is above if you have any questions or comments about the study.

### Consent form for teacher participants

The following consent form requires the signature of you (the participant) and the researcher (Aarti Kumari). By signing the consent form you are giving permission to the researcher for your participation in the research, and have read and fully understood the information sheet. Please hand this consent form back to the researcher, if you wish to take part in the research.

Name of participant:

Signature of participant:

Name of researcher:

Signature of researcher:



### APPENDIX 3

#### Interview schedule

#### Ethics

- your answers will be anonymous
- they will also be confidential (will not be shown to the teachers, students, schools, nothing that is said will be seen by anyone else but me)
- the answers that you give will have no impact on them or their families
- If you do not want to answer any of the questions then they can just refuse,
- you can withdraw your data at any point within the allocated time frame given in the participant information sheet
- at the end of the study, the data from the interview will be destroyed and no one will see it.

1. Name
2. Age
3. Sex
4. Nationality
5. What subject do you teach?
6. What age group do you teach?
7. How long have you been teaching?
8. What is your understanding of the term 'migrant pupil'?
9. What do you think maybe some of the issues that are faced by migrant pupils when coming to your school?
10. What is the mix of the Nationality and ethnic groups of children in your classrooms?
11. How long have you taught migrant pupils?
12. What type of teaching styles do you employ in your classrooms, in relation to the migrant pupils?
13. What strategies or techniques do you apply in order to help migrant pupils adjust to the school?
14. There were two newspaper articles last year that commented on the issue of language barriers in the teacher and pupil relationship. Paton (2008) writing in the Telegraph argues that the language barrier between the teachers and pupils is the worst problem in schools and that more money and resources are needed in order to cater for this. He goes on to argue that many teachers now teach in classrooms where a third of the pupils speak English as a second language which is putting a real strain on the teachers and other staff members of the school. What do you think about this article?
15. Are the issues that Paton points out representative of your school?
16. What do you think are effective strategies in order to combat this problem?
17. Does the school have and apply these strategies?

18. The other article by Power (2008) writing in the Sunday Times, argues that segregation in schools may be the solution, she is writing in response to Fine Gael TD who suggested that migrant children should be taken out of UK schools and taught the English language, before they are expected to participate in secondary mainstream education. What do you think about this article?
19. Do you think that segregation is an effective strategy to combat the language barrier problem in schools?
20. Do you think that the two articles by Power and Paton represent the situation in schools today?
21. What does your school do to accommodate for these challenges?
22. Would you say that there are any differences in teaching a migrant pupil, to a non migrant pupil?
23. What do you think may be some of the issues that exist in the migrant pupil and teacher relationship?
24. How would you describe your relationships with migrant pupils in the school?
25. How supported do you feel personally, in working with children from such diverse backgrounds, by the school?
26. In the UK there is a tendency to favour pupil centred methods and approaches, what do you think are the challenges that migrant pupils will face when entering in to the UK school system?
27. How does your school accommodate for these challenges?

## APPENDIX 4

### Interview transcript with Participant 1 (P1)

Participant = **P**

Researcher = **R**

(1) **R**: So I'm just going to erm just read through the ethical rights for the interview.

(2) Erm so your answers will be anonymous in the interview, only I will know what your name is

(3) **P**: ok

(4) **R**: cause you're been put under a pseudonym name in the research. They will also be

(5) confidential, so I will be the only one that will actually see what you've written and my supervisor;

(6) it's only going to be me and her as we discuss the notes. No one else in the school will see what

(7) you have written erm they will have no impact on you or the family the answers you give and

(8) when I go through the questions, if there's any questions that you don't like or you don't want to

(9) answer then that's perfectly fine, if you just say than you don't have to erm and you can withdraw

(10) from your data at any point in time. If you feel half way through the interview that you don't

(11) want to carry on that's fine or later on, there's a date on the erm there's a date on the sheet I

(12) think Friday the 17<sup>th</sup> of July, if (14) you can tell me up until then if you want to back out than

(13) that's fine and at the end of the study, once I've written up the research all your data will be

(14) destroyed so nobody will have seen it.

(15) **P**: I'm a psychology lecturer, you did that very well

(16) **R**: Oh did I, oh thank you. I did psychology at my under graduate actually

(17) **P**: Right

(18) **R**: It was absolutely brilliant

(19) **P**: My my technician

(20) **R**: Yeah

(21) **P**: ..is taking a similar route to yourself

(22) **R**: Okay

(23) **P**: erm she wanted to be an educational psychologist

(24) **R**: Yeah

(25) **P**: Unfortunately she did her year in teaching which I believe you have to do

(26) **R**: Yeah

(27) **P**: at some point, and she got stuck

(28) **R:** oh dear

(29) **P:** she rather fell in love with it

(30) **R:** Ohhhh right

(31) **P:** so she stayed in teaching.

(32) **R:** well that's still really great for her, cause she still found what she wanted to do.

(33) **P:** Yeah

(34) **R:** Erm that was part of the old criteria that you had to do the PGCE for a year

(35) **P:** oh right

(36) **R:** But they have actually changed it now that's why I said that I wouldn't be doing it, because

(37) they've actually changed it now. A couple of years ago

(38) **P:** Oh I see

(39) **R:** they changed it so you don't have to do the PGCE, because a lot of educational psychologists

(40) don't actually teach.

(41) **P:** Yeah

(42) **R:** so they've actually taken it out, so you can actually go straight on from under graduate to do

(43) your PhD

(44) **P:** I see

(45) **R:** Yes. But I but I thought that probably bit more beneficial if I know a bit more about research

(46) method within education, because psychology is very quantitative based and I wanted to

(47) know more about qualitative methods. And the research in education is all about qualitative

(48) methods

(49) **P:** Ok

(50) **R:** Interviews and everything and all that and that's going to be more, that's what's more

(51) widely used in research and education than say you know quantitative. So

(52) **P:** Hmmmmm

(53) **R:** so I thought if I get an idea of bit of both methods than I can go and do my PhD in a number

(54) of years.

(55) **P:** uh hmmm

(56) **R:** hopefully

(57) **P:** Right

(58) **R:** *(laughs a little)* that's the plan anyway

(59) **R:** Right ok, can I get you to say your name please?

(60) **P:** *(states name)*

(61) **R:** And your age?

(62) **P:** Yep, got an age...*(laughs)*

(63) **R:** How old are you?

(64) **P:** oh you want me to say... Oh dear I'm in my 50's

(65) **R:** you're in your 50's *(laugh)* that's fine, we can leave it as that. Erm and your obviously  
(66)male. Your nationality?

(67) **P:** Errrrr I don't know British

(68) **R:** your British, so you were born here. Ok and what subject do you teach? *(Silence)*....I know  
(69)what subject you teach but just for the recorder

(70) **P:** I'm trying to think what it is.... I used to be a biologist but now I'm a scientist and a  
(71)psychologist

(72) **R:** So you're a scientist/ psychologist? Do they do psychology in this school?

(73) **P:** Yes, international baccalaureate

(74) **R:** oh right

(75) **P:** In the sixth form

(76) **R:** That sounds very interesting

(77) **P:** It's fantastic

(78) **R:** It sounds different, because normally you don't hear it under that title, its normally just  
(79)psychology. *(Silence)*...so kind of....Is it different to normal psychology then?

(80) **P:** Erm it's like the old A level, its terminally examined. One piece of coursework which is a  
(81)study an experimental study. Errrr its just much more grown up than A levels

(82) **R:** Oh ok

(83) **P:** It isn't this mad dash to learn things and be examined all the time

(84) **R:** Ummmm

(85) **P:** It gives you chance to teach people to be psychologists rather than just pass psychology  
(86)exams

(87) **R:** That sounds quite interesting cause I did psychology at A level and erh it was  
(88) literally this is all the information. We had two teachers and one was all textbook based, work  
(89) from textbook text book the whole session. The other one had so much experience she would  
(90) just work from the board and from her mind and it was really good to have the two but it was  
(91) literally ok you need to pass the exam, you need to do this.

(92) **P:** My daughter hated it, because it was like...

(93) **R:** I didn't like it, I wasn't too keen on it but because it was what I wanted to do I thought I'd give  
(94) it another try and go into university to do it, and I absolutely fell in love with it

(95) **P:** Hmm

(96) **R:** It's an amazing subject, you think, it's so broad you can go into anything from it

(97) **P:** Half of my students from sixth form go on to study psychology at University

(98) **R:** Wow that's really good

(99) **P:** And it's not because of me, that's because...

(100) **R:** Yeah

(101) **P:** ..That's because the nature of the course allows people to come to understand and enjoy  
(102) psychology, rather than just have to learn it

(103) **R:** Oh yeah definitely, erm cause if you're sitting in the classroom and everyone is sort of talking  
(104) at you your not really bound to take it in and if it's all assessment you just think well just got to  
(105) pass this exam and I'm fine or just got to get this mark and I'm fine, but it doesn't, you don't  
(106) really learn. Right ok

(107) **R:** And erm what is the age group that you teach?

(108) **P:** Eleven to eighteen

(109) **R:** Eighteen, so you teach all the range from year seven to sixth form

(110) **R:** And how long have you been teaching?

(111) **P:** thirty one years

(112) **R:** thirty one year's wow

(113) **R:** Have you always taught at this school for thirty one years?

(114) **P:** Yes

(115) **R:** Always at this school, ok. Erm right what is your understanding of the term migrant pupil?

(116) **P:** Erm, there are two meanings, one is the nationally understood one, which is someone who  
(117) has moved to this country to be educated here having come from, another country. But we also

(118)have enormous amount of migration within cities and within Great Britain, where kids are just  
(119)shunted from school to school for a variety of reasons, so we have very much within  
(120)Birmingham a migrant school population..*(Interrupted by a member of staff)*

(121) **R:** Ok erm which one is it that you take on, you've said there's two different ones, so which  
(122)one is it that you believe most applies to your experiences that you've had with migrant  
(123)pupils.

(124) **P:** Oh both, I have to work with all the children here

(125) **R:** Yeah you do work with both, so you take on the both?

(126) **P:** Yep

(127) **R:**there's not one that you think personally applies more than one?

(128) **P:** Erm yesterday I had dealings with the parents of a girl whose a migrant in both senses.  
(129)She's a double migrant. She is here from Holland, having moved from Somalia and she has  
(130)moved to her second secondary school within Birmingham within a year

(131) **R:** Oh right yeah I see what you mean, so you obviously take on both

(132) **R:** Erm what do you think maybe some of the issues that are faced by migrant pupils when  
(133)coming to say for example this school?

(134) **P:** Ok erm well we can talk about that one question for several days

(135) **R:** Yes I know it's quite broad, but the main issues

(136) **P:** But obviously I will keep it

(137) **R:** But what are some of the main issues

(138) **P:** I will keep it short, erh two things one is the standard quality of education that they have  
(139)had in their previous life, some of our children come to us with no education experience.  
(140)Others come with really quite good education. Erm of course the second side of this is  
(141)language, erm they may be exceptionally highly educated but have no English or little  
(142)functional English. Erm and then of course you have the kids who have both problems at the  
(143)same time, no education erm no language.

(144) **R:** so obviously it varies according to pupil to pupil.

(145) **P:** Yep

(146) **R:** Yep, ok erm what is the mix of nationality and ethnic groups that you come in come into  
(147)contact with in your classrooms?

(148) **P:** *(Long Pause and a deep sigh)* We have a wide variety of students from all over Africa, erm  
(149)many north east, erh lots from Zimbabwe, Democratic republic of Congo, we have Indian

(150)subcontinent, Pakistan, Afghanistan, India itself and lots from Central Europe as well and  
(151)northern Europe including Poland these days.

(152) **R:** so there's quite a range of erm, quite a range of pupils you get, isn't it?

(153) **P:** Yep, and I suppose if we're going to talk about language at some point we should also  
(154)mention the fact that we have brummie children who have restricted English language codes,  
(155)erm partly because of problems that have been lurking within their own families who were  
(156)migrants themselves who have incorrectly learned the English Lang erh current erh formal  
English (157)language and pass on these problems. Erm or are used to going home and speaking one  
(158)language and then come to school and are expected to perform in another language

(159) **R:** Ok

(160) **P:** so when we talk about EAL there is a very wide spectrum

(161) **R:** So even with nationals and international students it's all very

(162) **P:** Uh hmmm. I do apologise I'm going to have to...

(163) **R:** That's ok (*Interrupted by a student who needs to talk to the teacher.*)

(164) **R:** So how long have you, you said you have been in the school for thirty one years?

(165) **P:** Yep

(166) **R:** and that's you have taught migrant pupils?

(167) **P:** No no, no that (*school name*) tag errrh was only given to us about eight or nine years ago

(168) **R:** is that because of a recent influx, a huge influx of migrant pupils that you took on that you  
(169)that you were given that title?

(170) **P:** The name does reflect that, there are marketing reasons, there are political reasons as well  
(171)but errrh but probably not best to go into those

(172) **R:** Yes

(173) **P:** But no it's a sensible name to have for a school like ours

(174) **R:** Yes yes, there's not very many that have the, there's not very many schools which I was,  
(175)when I was looking sort of through my research

(176) **R:**theres not very many schools that have actually (*the school's name*)

(177) **P:** usually it's a name that's tagged onto a school which is an international bacculaureate  
(178)school. Erm that means I be from quite a young age the international bacculaureate from a  
(179)young age. We only offer it in the sixth form so in the stricter sense we not an international  
(180)school but we nearly are

(181) **R:** Yes



(182) **P:** And because of our kids as I say it's a sensible name, it does reflect who we are

(183) **R:** so within that how long have you taught migrant pupils would you say for years cause you  
(184)said you've been in *(name of school)*

(185) **P:** Always, erm our original migrants students were Jamaican

(186) **R:** Oh ok so..

(187) **P:** almost oh. An awful lot of first and second generation Sikh children as well, as suppose to  
(188)Hindu or Muslim, they were almost entirely Sikh when I first came here

(189) **R:** Ok so its...

(190) **P:** there's always been an international flavour to *(name of school)*

(191) **R:** erm so What type, this is a bit of a general question as well but erm if you just think of the  
(192)main teaching style that you employ in your classrooms in relation to the migrant pupils, is  
(193)there anything in particular that you may do with the migrant pupil that you may do differently  
(194)with say a non migrant pupil

(195) **P:** No

(196) **R:** Okay

(197) **P:** ECM..... every child matters

(198) **R:** uh hmmm

(199) **P:** You teach the children , erm not the class

(200) **R:** Do you find that you have one particular teaching style or does it vary from child to child in  
(201)the classroom

(202) **P:** We have to concentrate enormously on the use of language, so I suppose erm and after  
(203)thirty one years you don't notice it, it becomes part of who you are, but for example there are  
(204)words on the wall, erm that we are using at the moment with the year nines and tens and  
(205)previously with the year elevens. Erm you realise the great difficulty that he majority of your  
(206)students have with the use of language and then of course we have our own terminology which  
(207)is not standard English. I was just moderating some work here ok here's a migrant child, erm  
(208)"what were you trying to find out in your investigation?" here's her answer " I was trying to  
(209)find out whether the temperature heat loss has a effect of insulations of layer of glass

(210) **R:** Ok

(211) **P:** The teacher gave it full marks

(212) **R:** Hmmm

(213) **P:** I had to moderate it down to zero because it is meaningless. The teacher knows this child

(214) **R:** Ok

(215) **P:** and knows that this is a clever child who knew what she wanted to say, unfortunately this  
(216) paper could go to an external examiner who moderates the whole of my department down  
(217) because that is nonsense

(218) **R:** hmm

(219) **P:** anywhere else with little Miss Muffet sitting in Gloucestershire in her cottage marking this  
(220) will wonder why there were marks given

(221) **R:** Yes I see what you mean

(222) **P:** these are the problems that we have, here is a bright child who understood and  
(223) couldn't say it..... Big problem

(224) **R:** But wouldn't you find that's quite general with say non migrant pupils as well especially a..

(225) **P:** Yes yes as I said because we have these problems passed on erm a child will err take a test  
(226) tube which has chemicals into the sink and say Sir should I spill it? And you have to say no don't  
(227) spill it.. be careful don't spill it (*participant says in a raised voiced*) and then the child becomes  
(228) very confused because in their family to spill it means to pour it down the sink, so we're getting  
(229) the kind of blurring of language going on in our area of Birmingham. Which as I say Miss Muffet  
(230) in Gloucestershire just won't understand

(231) **R:** Yes I can see where you are coming from with that through going through uni obviously and  
(232) everything that's how they do it there cause just because the teacher might know you doesn't  
(233) mean that when it goes to external examiner there going to see you write, you write sort of  
(234) obviously

(235) **P:** Yes

(236) **R:** Thank you for that. Erm so, you've sort of answered the second question so I'm going to skip  
(237) that. There's, there were two newspaper articles last year that commented on the issue of  
(238) barriers in, of language barriers in the teacher pupil relationship, I'm just going to read you a  
(239) little bit, it's from Paton 2008 who wrote in the Telegraph. Erh Paton argued that the language  
(240) barrier between the teachers and pupils is the worst problem in schools and that more money  
(241) and resources are needed in order to cater for this, he goes on to argue that many teachers  
(242) now teach in classrooms where a third of pupils speak English as a second language, which is  
(243) putting a real strain on the teachers and other staff members at school. Ok I've just read a little  
(244) extract, what do you think about that article?

(245) **P:** Absolutely true

(246) **R:** absolutely true?

(247) **P:** Again I am I am not a good person to ask about this because I've been here so long that the  
(248) problem is no longer a problem its part of my life

(249) **R:** Yes"

(250) **P:** Erm you just absorb this as part of what's going on around you and you respond to the  
(251)situation naturally. Erm but for a teacher who has may be been raised in Cambridge and comes  
(252)here and has no experience of the kind of difficulties that our pupils have it must be an  
(253)enormous problem and training is required, erm and I suppose experience is as well because  
(254)pure training on its own is valueless

(255) **R:** uh hmmm, erm this is obviously an obvious question which I'm guessing you answered but  
(256)ask it anyway. So the issues that are pointed out in the article, that Paton points out are the  
(257)representative of say some of the major issues going on in the school?

(258) **P:** I didn't catch your question

(259) **R:** oh sorry, you know the issues that were pointed out by Paton in the language barrier in the  
(260)article

(261) **P:** Uh hm

(262) **R:** erm are they representative of what is actually happening, what are some of the major  
(263)issues that are going on in this school at the time?

(264) **P:** Yes

(265) **R:** Yes, so what do you think are effective strategies that can be employed in order to maybe  
(266)combat some of these problems?

(267) **P:** I wouldn't be here, id be writing my books and id be holding my lectures if I had a really  
(268)good answer to your question. *(Long pause and a sigh)* Don't migrate

(269) **R:** Don't migrate?

(270) **P:** Let's have a nice world where people are happy where they are and lets have good  
(271)education systems with all in all countries. Right there's the perfect answer

(272) **R:** That's the ideal answer

(273) **P:** What the hell do we do? What the hell do you do, when you've got two children who  
(274)arrived yesterday and they only speak Pharsi, you've got three kids over there who have a tiny  
(275)smattering of English but really they talk to each other in every massing Polish, what do you do  
(276)when the child here speak Punjabi and nothing else because dad has visited this country as..as  
(277)some kind of ambassador and because our school says *(school name)* he brought her here for  
(278)three months. What do you do with that class in front of you? Erm there is no perfect answer,  
(279)you struggle and you do the best you can with what you've got. You use as many practical  
(280)experiences as a science teacher, as many practical experiences, as many visual stimuli as  
(281)possible, you speak slowly, you speak clearly, you try and reinforce key words, you smile a lot,  
(282)you try not to shout and get frustrated, if there is a support teacher you put a support teacher  
(283)next to the child, if God has smiled on you today your support teacher speaks a similar

(284)language to one of the pupils they're supporting, you use peer support where if you know the  
(285)supposed child over there has got a bit more English let's sit the kid with those over there so  
(286)they can communicate a little bit. Erm you use everything you possibly can, and it isn't enough  
(287)and we do the best we can and we're great at it

(289) **R:** Yep I understand that, erm well the second question was does the school have and applied  
(290)these strategies but obviously...but you...

(291) **P:** All that I just said

(292) **R:** okay

(293) **P:** We do everything

(294) **R:** You do everything yes

(295) **P:**erm you'll see on the wall a useless display of words in several languages, science words  
(296)translated has that helped any child at all? Probably not, probably no kid with that language  
(297)has ever looked at that wall but it's there and we, every little thing that we can, every tiny thing  
(298)we go out and buy erm whole language English dictionaries, we have a tiny Chinese boy who  
(299)walks around with his little erm mobile phoney type device and he will get someone to speak  
(300)into errrh test tube and he will then listen to what that word is in his dialect of Chinese. We use  
(301)everything we possibly can

(302) **R:**Erm the other article that I was referring to is by Power who wrote in the Sunday times,  
(303)slightly bit more controversial, erm Power argues that "segregation in schools may be the  
(304)solution" and she's writing a response to Fine Gael TD who suggested that migrant children  
(305)should be taken out of UK schools and taught the English language before they are expected to  
(306)participate in secondary mainstream education. What do you think about the article?

(307) **P:** What's the name of the person?

(308) **R:** Erm Fine Gael TD was the one who suggested that migrant pupil should...

(309) **P:** sorry the name of the writer?

(310) **R:** erm Power 2008, Power who wrote in the Sunday times

(311) **P:** National front

(312) **R:** Oh you think its national front?

(316) **P:** Oh yeah, yeah. Lets segregate them, in fact lets have separate schools for girls as well and  
(314)for the poor

(315) **P:** Erm children whose parents are not very clever let's have a separate school for them

(316) **R:** Hmmm

(317) **P:** Erm its disgraceful, it's an utterly disgraceful idea. School is for society, let's bring society  
(318) into the school and mix them together so that they get to know each other, and live with each  
(319) other. It's not just about education to get them a C grade in Maths its education to be a citizen

(320) **R:** Hmmm

(321) **P:** and how the hell will they learn to be citizens if they don't meet the other citizens, that's  
(322) crap

(323) **R:** Yes, fair enough, so you obviously you don't think that segregation is an effective strategy  
(324) to the language barrier in schools ok

(325) **R:** Do you think that two articles by Power and Paton represent situation, I mean we have  
(326) gone over the Paten article that represents the situation in schools today, but do you think that  
(327) there are individuals in school that will agree with the strategies that were outlined by Power,  
(328) in terms of segregating children?

(329) **P:** Yes there are lots of racists

(330) **R:** Working within schools would you say?

(331) **P:** I don't know many of those because I work here

(332) **R:** hmmm

(333) **P:** and racists don't... don't tend to come and work in schools like ours

(334) **R:** uh hm

(335) **P:** So I'm a bit shielded from that

(336) **R:** No that's fair enough. Erm so if you had say somebody who came in to the school, erm who  
(337) say hypothetical situation somebody who came in and started working and you thought they  
(338) were fine and everything was going ok but then they came across with some racist notions or  
(339) connotations, say somebody who you used the example earlier about somebody who came  
(340) from Cambridge who would say come down to the school and start working would have a bit of  
(341) a culture shock because they'd be...

(342) **P:** I I know you said hypothetical

(343) **R:** Yes

(344) **P:** But it doesn't happen

(345) **R:** Yes

(346) **P:** it's an hypothetical non occurrence

(347) **R:** hmmm

(348) **P:** because people walk in through the door and they see who we are

(349) **R:** Yes

(350) **P:** and they're either going to work here because they see how important it is and they feel at  
(351)home or they go somewhere else.

(352) **R:** hmm that's fair enough yep, I can understand that. Erm would you say that there are any  
(353)differences in teaching in migrant pupil to a non migrant pupil? I know you sort of touched on  
(354)this a bit

(355) **P:** They're children, every child is different

(356) **R:** Erm what do you think some of the say major issues that can exist in the migrant and  
(357)teacher relationship in schools?

(358) **P:** I didn't get that

(359) **R:** Erm what do you think some of the main issues that exist in the migrant pupil and teacher  
(360)relationship in schools?

(361) **P:**.....two things probably we've already mentioned language obviously and maybe  
(362)some staff cope with that better than others partly because of experience. Erm the other side is  
(363)a more complex thing and that that's dependant upon the child's experience of their past life,  
(364)children bring with them their culture and quite often the way the child thinks is not the  
(365)traditional BBC English way of thinking

(366) **R:** hmmm

(367) **P:** Erm so we come down again to the phrase I mentioned every child matters. It's our job if  
(368)were going to teach that child to try and understand the child

(369) **R:** so obviously it's just about being culturally sensitive to every child

(370) **P:** Good phrase yes

(371) **R:** Yes culturally sensitive to every child, erm and that's obviously national children as well as  
(372)international student children

(373) **P:** Yes

(374) **R:** would you say that applies to both?

(375) **P:** Yes

(376) **R:** Erm so this is a bit of an ambiguous question but erm how would you describe your  
(378)relationship with migrant pupils in the school

(379) **P:** I don't know, you'd have to ask them, I'm biased

(380) **R:** Yes well can you may be give me your biased opinion, If you don't mind, if you don't mind  
(381)saying it in front of the tape that's fine

(382) **P:** They are children, erm children are lovely and sometimes their not, so most of the time we  
(383) have really good relationships

(384) **R:** Yeah

(385) **P:** and sometimes we can't because I have to do my job and tell the child that they've made a  
(386) mistake

(387) **R:** so I guess it's a balance between being a teacher and a friend?

(388) **P:** noooo

(389) **R:** Or maybe a teacher and somebody

(390) **P:** No were not their friends we're teachers, they've got friends

(391) **R:** somebody that maybe they can go to if they need anything?

(392) **P:** yes, yes friend is

(393) **R:** sorry I meant not friend

(394) **P:** friend is the wrong word

(395) **R:** not friend in that way

(396) **P:** no friend is the wrong word

(397) **R:** no sorry I meant it in terms of somebody that they can go to just in case like when that  
(398) pupil came in and she was having a problem just a bit of problems outside she came to you, she  
(399) obviously felt she could come to you for something for whatever she needed.

(400) **P:** yes she's having a difficult time at the moment and there aren't many teachers that she  
(401) trusts

(402) **R:** uh hmmm

(403) **P:** erm

(404) **R:** yes so in that respect yes it's about getting that balance right between the two would you  
(405) say?

(406) **P:** Yes, and sometimes you do

(407) **R:** yes, sometimes you do

(408) **P:** yes

(409) **R:** ok I can understand, erm so how supported do you feel personally in working with children  
(410) from such diverse backgrounds by the school?

(411) **P:** fantastic

(412) **R:** Yes

(413) **P:** best school in the world

(414) **R:** how what would you as a department would you say that you or support as the head of  
(415)department obviously, you also give you give support to obviously teachers but they obviously  
(416)give support back to you, is that how you work as a department?

(417) **P:**Yes

(418) **R:** yes, ok..

(419) **R:** What about with other departments? Would you say its similar with other departments?  
(420)Do you mix quite a few with other departments?

(421) **P:** yes, less than you'd expect, erm because of the nature of teaching these days with become  
(422)a little bit more insular, the scientists talk to the scientists, and English talk to English

(423) **R:** uh hmm

(424) **P:** that's become a necessity in schools, but now it's a..it's a reasonably close knit staff

(425) **R:** uh hmm

(426) **P:** so there is a lot of inter mingling, on Friday we'll have a staff development day where we  
(427)will be chopped up into all sorts of different groups, you get to meet people that you often  
(428)don't speak to

(429) **R:** ok great, erm in the UK erm there's a tendency to favour pupil centre methods obviously  
(430)the every child matters policy and approaches so what do you think some of the major  
(431)challenges that some of the migrant pupils may face when entering into the UK school system  
(432)especially if they've had some experiences of their own home schooling?

(433) **P:** Yeh, hmmm it's another endless question, we clearly have children who come to us who  
(434)expect to be beaten quite regularly because that's part of the education process, you weren't  
(435)looking in the right way at me smack. Erm I can think of one little boy in particular who clearly  
(436)needs that to happen but because it isn't happening here but because we go please don't do  
(437)that, that isn't very nice, or do that to that girl erm he doesn't really know how to cope with  
(438)that

(439) **R:** Eh hmm

(440) **P:** Erm now that's one end, that's one extreme end of the spectrum, erm and we have many  
(441)children who have been taught in vast groups, class sizes of sixty, seventy and eighty, they  
(442)sometimes find it difficult to fit in to a more relaxed teaching style, where they are expected to  
(443)do more than the learning process rather than just sit there and be taught. Erm yeah we come  
(444)across that

(445) **R:** Hmmmmm, that's a range



(446) P: but this but this erh you quite rightly said that this country has decided that that is not the  
(447)way to teach our children. That it should be interactive and that children should play a large  
(448)part in the learning process, so we have to move the kids towards that

(449) R: So how say you know you've taken that issue for example that you have got so many  
(450)different diverse children that some of them with home school experiences, how do you  
(451)support them through that big change as a school say as a teacher?

(452) P: I'm repeating myself now, erm ECM every child matters, erh for some children that means  
(453)that we have to get in home language support, and we have a number of staff we've employed  
(454)primarily because they speak a particular language or they come from a particular erh  
(455)nationality background, so we try and support the kids in that way as well, so they've always  
(456)got someone to go to. Erm we have half an hour registration every morning, and staff do a  
(457)good job there, will get to know the kids and support them in whatever way is required

(458) R: Uh hmm

(459) P: Every child is different

(460) R: Yeah

(461) P: and you're not allowed to forget that here.

(462) R: so you know with the erm, with some of these erm pupils they may erm come from some  
(463)some horrific backgrounds quite horrific circumstances, cause I wasn't aware but only found  
(464)out couple of weeks ago that many children come in from care, erm is there any support that  
(465)you offer them, sort of through their experiences, what type of support to sort of help cope  
(466)with their experiences

(467) P: there will always be, if a child has those kinds of severe difficulties there will always be a  
(468)nominated member of staff who knows the whole background, a non school liaison person  
(469)usually, probably one of the senior members of staff in the pastoral system will also know. Erm  
(470)the child will know that those staff know and that's where the support contact will be.

(471) R: ok, so they sort of maybe set out type of mentor maybe to the child, would you say?

(472) P: erm maybe that's one way of thinking about a mentor but I wouldn't have said that

(473) R: you wouldn't have said mentor?

(474) P: No, support

(475) R: Distance support yeah, is that support with personal experiences and education or just one  
(476)or the other. Sort of helping them with their work as well, with their say school work?

(477) P: no its social..

(478) R: it's just a...

(479) P: social support..

(480) **R:** so there's no help on the education side, in terms of like you know in school they have  
(481) questions with their school work and they need a bit of time, cause obviously I use the word  
(482) mentor

(483) **P:** If that's the case then the social worker or pastoral member of staff erm will arrange for  
(484) that

(485) **R:** hmm

(486) **P:** yeah that is a possibility

(487) **R:** well there just there say socially?

(488) **P:** generally

(489) **R:** yeah

(490) **P:** generally, but we are speaking very broadly and we keep coming back to this fact every  
(491) child matters

(492) **R:** every child matters yeah

(493) **P:** there all different and we have to deal with them in different ways

(494) **R:** that's ok we're all finished

## APPENDIX 5

(P2)

Participant = **P**

Researcher = **R**

(1) **P**: I've already read this. I'm not going to read it again.

(2) **R**: (*laughs*) no that's fine.

(3) **P**: okay

(4) **R**: okay. So I'm just going to reiterate the ethics that erm that were on the sheet. So your answers  
(5) will be anonymous in the data. You'll only be identified by pseudonym, which only I will know.

(6) **P**: okay.

(7) **R**: behind... They will also be confidential, so no one will see them besides myself and my  
(8) supervisor. So we will confer with the answers. Erm you'll have no impact on anyone on the  
(9) school, or yourself or families or anything.

(10) **P**: okay.

(11) **R**: if you feel uncomfortable with any of the questions or you didn't want to answer any that's  
(12) perfectly fine. Then if you just say, you know you don't have to.

(13) **P**: okay that's fine.

(14) **R**: and you can withdraw at any point of time.

(15) **P**: okay.

(16) **R**: so if you feel at any point of the interview that you don't want to carry on then that's fine.  
(17) Just say. Or if you feel at a later stage, there's a date on there of the Friday the 17<sup>th</sup> of July.

(18) **P**: okay.

(19) **R**: so if you let me know by then if you want to be withdrawn then I'm happy to take your  
(20) answers out. You don't need to give a reason.

(21) **P**: okay.

(22) **R**: and at the end of the study, once I've written everything up, the data will be destroyed, so no  
(23) one will see what you're actually written anyway

(24) **P**: okay.

(25) **R**: is that okay?

(26)**P**: yup that's fine. You carry on.

(27)**R**: okay, could I just get you to state your name please?

(28)**P**: *(states name)*

(29)**R**: okay and how old are you?

(30)**P**: fifty four

(31)**R**: and you are male. Your nationality?

(32)**P**: British.

(33)**R**: British. Okay. What subject do you teach?

(34)**P**: I'm now the EAL leader for the school..so English as an additional language.

(35)**R**: English okay.

(36)**P**: so I have taught foreign languages and history in the past.

(37)**R**: so, you know. EAL is that an actual subject or is that just a support?

(38)**P**: erm it's a support. What happens here is that erm when children come from overseas are

(39)newly arrived in the school we test them and their tested in English, maths and science if

(40)applicable, that's if it's at key stage 3.

(41)**R**: okay.

(42)**P**: and these children who score less than a level 3 in writing English on the national curriculum

(43) are then deemed EAL children. Which means when they go...when children go to their lessons,

(44) they come down here and have English with us.

(45)**R**: Oh okay.

(46)**P**: Separately. They go to all their other lessons in the normal way because you can have English

(47)as an additional language but you can be as intellectual child and you could still be very good at

(48)maths and in a higher maths group.

(49)**R**: okay.

(50)**P**: and when they go to some of their other subjects they also get class room assistance, support

(51) in there as well.

(52)**R**: so you know when they come is that regardless of age? Is there one test regardless of age? Or

(53) is it varied?

(54)**P**: no they all do the same test. The only test some of them won't do is science because it

(55)doesn't always apply and this applies to children from the age of eleven up to eighteen.

(56)**R:** okay.

(57)**P:** it is for those who come from overseas.

(58)**R:** so obviously the one test regardless of age?

(59)**P:** yes.

(60)**R:** okay and how... so what age group would you say varies from, does it vary from the age of

(61) eleven to eighteen.....or..

(62)**P:** varies in terms of what?

(63)**R:** well in terms of support. Is there a particular age you support more than others or is there a

(64) variety?

(65)**P:** no, there are EAL classes in every year group. There is a huge EAL group in the sixth form this

(66) year. During the course of the year, we've had up to seventy students in the sixth form from the

(67) overseas, who are EAL. We obviously have other students from overseas who go on to do the

(68) International baccalaureate and things like that. But there were seventy specifically deemed EAL

(69)and for the time that they were here, they actually have a special curriculum in the sixth form

(70)where by they do English as an additional language and hopefully take ESOL exams at the end of

(71)the year, at the end of the year. They do ICT's skills for life. They were this year doing some

(72)drama, that will change next year and they do maths as well.

(73)**R:** Okay

(74)**P:** and so they do those subjects at a separate timetable to the rest of the sixth form

(75)**R:** okay

(76)**P:** and it's also very...fluid population because a lot of people that I'm talking about in the sixth

(77)form are unaccompanied male, young minors, who have mainly come from Afghanistan, Iran

(78)and Iraq. And because their under eighteen their deemed as looked after children and they get

(79) moved around, so they may start with us and then they may go elsewhere. Sadly we also get

(80)cases where their departed during the year because nowadays if they are picked up in a country

(81)en route, if they're apprehended by the police in those countries, they're finger printed and

(82)that's kept in a data base. When you come to England, these are cross checked and if your

(83)fingers are already on the database, for example in Germany then you're departed back to

(84)Germany.

(85)**R:** Oh, okay

(86)**P:** so its fluid from that point of view

(87)**R:** yeh

(88)**P:** I think probably fifty finish the end of the year.

(89)R: So with say the year sevens to year elevens they only have EAL lessons with the English  
(90)teachers or yourselves

(91)P: Yeh

(92)R: and obviously with sixth forms they have a completely different timetable.

(93)P: yup.....the sixth form do the English with us again.

(94)R: yeh

(95)P: they're in a special group for drama, three special groups for drama. The same for ICT.

(96)R: so, you said that you taught before...History?

(97)P: Yes

(98)R: or was it English? Sorry

(99)P: Modern Lang

(100)R: Modern Lang, and how long were you teaching before you became a support?

(101)P: erm...this is my thirty fourth year so I started doing this two years ago, prior to that I was  
(102)head of the sixth form and I was teaching history, and before that I was head of the faculty of  
(103)communications, and I was responsible for the NFL side of French and German

(104)R: okay

(105)P: but I have been doing this for two years because I originally set this course up for sixth  
(106)formers

(107)R: oh, okay

(108)P: because when I was head of the sixth form, I realised that young people were approaching  
(109) me and saying 'we want to come and study in your school.' But there wasn't a course for them  
(110)because they hadn't got any English and I was inspired by a school in London who set up a very  
(111)similar course, and I approached the then head and said this is what I would like to do for sixth  
(112)formers, and he said 'yes that's fine.' I anticipated between twelve and fifteen students and  
(113)this year we finished off with seventy students. So there is a need for it. Also in recent years as  
(114)well as the children, they looked after children I've talked about, there has been a big increase  
(115)in the expansion of the EU with people coming from the Eastern Europe, Slovakia, from Poland  
(116)in particular. In fact the two ladies who work for me are both Polish and I also have an  
(117)Afghanistan colleague, who is actually away at the moment but in the next week...and he is  
(118)employed by the Birmingham Advisory Support Service. But he comes and works with me for  
(119)four days a week and goes to another school one day a week, and he particularly helps, he's an  
(120)integration person so he particularly helps the youngsters settle in when they are here.

(121)R: it's quite impressive for you to set up that sort of separate course for the sixth form. Did you  
(122)find that you had to go through a lot to get it set up?

(123)**P:** no the head at the time, I say the head at the time, this head is equally supportive but he's a  
(124)different head. He was very keen when I went to him because he was very, still is very child  
(125)orientated. And you know he could see what I was saying, well my argument was of we take  
(126)these children in to do this course then if they like us, then at the end of the first year and if  
(127)they have improved greatly in English and that can happen. Then maybe you should populate  
(128)your other sixth form courses.

(129)**R:** oh, okay

(130)**P:** and quite a lot of them do and did.

(131)**R:** ok, okay. That sounds brilliant. So have you always been at this school then?

(132)**P:** yeh

(133)**R:** so always at this school, the whole time?

(134)**P:** since nineteen seventy five

(135)**R:** nineteen seventy five?

(136)**P:** very sad (*laughs*)

(137)**R:** you're much more truthful then the other one I had, was refusing to reveal the age and  
(138)everything

(139)**P:** oh right

(140)**R:** so you've had quite a lot of experiences, so from them what is your understanding of the  
(141)term 'migrant pupil'?

(142)**P:** well a migrant pupil to me is anybody who has moved from their original country of origin, to  
(143)this country. You could also say to a lesser extent somebody whose moved from the British  
(144)Isles to here, they've also migrated. I migrated to Birmingham as a student, but mainly its  
(145)deemed as somebody who comes from outside, and they could be with parents who have come  
(146)for social/economic reasons or they could come from one of the world trouble spots. We have  
(147)three main groups that I deal with, within EAL. The asylum seekers, refugees, young men and  
(148)women, who tend to have come from, say, the trouble spots. The social, economic migrants  
(149)who have come from Eastern Europe, they're normally with their families, mums and dads are  
(150)probably working, there are also another group who come from French speaking Africa,  
(151)especially the Congo.

(152)**R:** okay

(153)**P:** again there is trouble in the Congo and often the children, who have come from the Congo, if  
(154)you like term it from the Congolese Elite, because perhaps mother or father held local  
(155)government positions in where every part of Congo they lived. And when there was a group or  
(156)something like that and found themselves on the wrong side and became refugees.

(157)**R:** okay

(158)**P:** some of these children not just from the Congo but also Asia and the Middle East have had  
(159)some traumatic experiences, in their young lives. We also have a lot of Somalia children in the  
(160)school but they don't tend to pass through me, my area because, they tend to...some come  
(161)directly from Somalia, so one or two will be with me, but not the main group.

(162)**R:** okay

(163)**P:** the main group of Somalis tend to come from Western Europe, they could come from the  
(164)Netherlands or different countries from Scandinavia. And they have EU passports so you know  
(165)they could be Deutsch citizens, or Swedish or Finnish citizens and they come here....well they're  
(166)often learnt English to a high degree in the Scandinavian or Netherland, so they don't need to  
(167)come to me. They go into mainstream....so they're slightly different but we do have two or  
(168)three with us who have come directly from Somalia, whose English is less good

(169)**R:** so you have quite a range, don't you, of different needs and different students?

(170)**P:** yes, I think there are thirty nine different languages spoken

(171)**R:** wow that's quite a lot

(172)**P:** I think...yes the students needs are very complex because a lot of unaccompanied  
(173)youngsters come with, I don't like the word problem....come with a lot of challenges...

(174)**R:** yes

(175)**P:**...that we also have to try help them with. The school does have a resident social worker...

(176)**R:** okay

(177)**P:**...who is a great support to me

(178)**R:** do you have the one social worker?

(179)**P:** one resident social worker, and she does take some on during the course of the year..people  
(180)in training.

(181)**R:** oh okay

(182)**P:** so she's nearly always got somebody with her...she's got a young lady from a university at  
(183)the moment on placement, earlier this term she had two young ladies, you know working with  
(184)her and they are very, very helpful and very useful because when I'm dealing with EAL  
(185)children...who are asylum seekers, refugee students. I do have to deal with a lot of outside  
(186)agencies as well because these children are in care, and therefore there are several people  
(187)involved including the school who are responsible for various parts of their welfare

(188)**R:** so you all come together like a team?



(189)**P:** they do. What happens with the looked after children, they have, if they're under sixteen  
(190)they have a pep. This also applies to the indigenous English children who are looked after. They  
(191)have a pep – which is a personal education plan, and obviously I meet with the social worker  
(192)and somebody else from the educational service, from the authority that they are from  
(193)because they're still not all Birmingham. They could be Solihull, Northampton and Worcester,  
(194)and I meet with them to complete the PEP and the child is there as well. They also have what's  
(195)called a stat review, a statutory review which is much wider. You'll get...often this is Mac-  
(196)avoidance with me, this is division of labour, that's the special social worker. But you'll get the  
(197)housing provider in with them, you'll get the reviewing officer, their own social worker..you  
(198)could have seven or eight people with you for them when the meeting takes place. I can't  
(199)remember on hand...there was actually twice a year

(200)**R:**that sounds...its sounds like there is a good support system within the school

(201)**P:** there is

(202)**R:** and with yourselves as well, which is good. This is quite an ambiguous question but what do  
(203)you think are some of the main issues that are faced by, say migrant pupils coming to school?

(204)**P:** right...very complex there. Some of the students have never been to school before in their  
(205)lives, even in the sixth form...they've never been to school before. One lad was a Sheppard in  
(206)Iran..just as an example...so the kind of issues that...obvious there are language issues..cultural  
(207)issues. Some things in some countries are more acceptable then they are in others and we have  
(208)to do a lot of work to explain certain things to them. I do a lot of this work with (colleagues  
(209)name) and particularly sixth form boys. You know obviously it's alright to talk to girls and if she  
(210)doesn't want you to touch her and if a girl says no she means no. You know you have to kind  
(211)have reinforce that...usually they don't have parents with them..they haven't got the backup of  
(212)the parents with them, so a lot of these things that perhaps a parent would discuss with them  
(213)or do with them...we would pick up and deal with. I can be approached on all kinds of things  
(214)like students from medical to all sorts, you know, it's a question of knowing...if you don't know  
(215)where to send them to..to get the necessary help...you also have to be aware of child  
(216)protection issues and if something is said to you this is confidential because it involves child  
(217)protection. You have to say then and there 'I'm sorry' and this applies to any child..

(218)**R:** yeh

(219)**P:** . 'but I have to report that to the person in charge of child protection', who is the school  
(220)social worker...so they have to be aware of that

(221)**R:** yeh

(222)**P:**all kinds of problems I could deal with..housing problems...that's something else that  
(223)frequently creeps up..housing, health, relationship problems..and you know that can be in  
(224)terms of you know 'he looked at me' because in their country they don't (laughs)..or whatever  
(225)you know

(226)**R:** yeh

(227)**P:** a lot of it is to male children aware cos you see if you have French speaking children in the  
(228)school for example. We have quite a few in the sixth form...last year we had six or  
(229)seven..others found it very strange that when they arrived in the morning they kissed each  
(230)other on the cheek but it's a natural thing to do in France...I mean when I was about nineteen I  
(231)was studying in France and I found it very strange...you know when it first happened but you  
(232)know you have to take time out to explain it. Another thing, I say the boys because there are  
(233)very very few girls who come from the Middle East Asia, very few...boys will come in and shake  
(234)hand with me, they shake hands with (colleagues name) they don't tend to do that with the  
(235)lady teachers and some of the children may comment on things like that. So again it's all kinds  
(236)of things that come together, that have to say 'well in my country you do this' with the shaking  
(237)of the hand, I've never refused to shake somebody's hands. But I do say to them 'well I don't  
(238)actually do that' I will when I first meet somebody and I may when I say goodbye. I don't do it  
(239)with my teaching colleagues everyday...I may do it at the end of term and the beginning of  
(240)term, or beginning of the year...but it's no disrespect.

(241)**R:** yeh

(242)**P:** it's just something...you know we don't do this...

(243)**R:** yeh

(244)**P:**.....in England so much...so it's that sort of thing you have to deal with...for some of them its  
(245)whole new learning experience...everything is new.

(246)**R:** scary on their part

(247)**P:** yes

(248)**R:** so how long have you been teaching or in contact with migrant children? The whole time  
(249)you've been at this school?

(250)**P:** its varied over the years, the answer to the that is generally yes. There have been different  
(251)trends over the years when I first came in, a long time ago. The children who came from  
(252)overseas tended to come from the Indian Subcontinent or East Africa...Kenya..or the  
(253)Caribbean...little later on we had Vietnamese boat children and then we had people from  
(254)Albanian and the former Yugoslavia..they came. Then a lot of Somalia's come and now more  
(255)recently it's the ones I've highlighted from various parts of Africa, Middle East and Asia..

(256)**R:** so you know before when you used to teach was there a particular type of teaching style  
(257)that you used to apply or did it vary from child to child? Because obviously in classrooms, I  
(258)assume there's quite a varied pupils from different backgrounds?

(259)**P:**what teachers do....when you plan a lesson you have to be aware of your audience and you  
(260)will plan...you have to do something classed as differentiation by topic, it may be the same but  
(261)what if...what if you have just come from overseas and they expect at your stage of  
(262)development that you do something less than somebody who has been with me for a couple of  
(263)months....I'll give you an example....I'm going in a minute to prepare for a listening test for a

(264)lesson next week because I'm at a school residential next week. We taking a lot of children  
(265)from abroad to Butlins for a week and I'm leaving a lesson for year ten, now this is an EAL year  
(266)ten class and there's only seventeen in it...some of them have gone back to Eastern Europe  
(267)because Slovakia broke up for their holidays beginning of July so they go home for summer  
(268)holidays and come back in September. Some of them are going butlins with us so out of  
(269)seventeen I'm anticipating there's going to be about eight left in the class...of those there are  
(270)two girls who have hardly any English at all...now I'm preparing a listening test at the moment,  
(271)or will be later on this morning for them. They're going have pictures which they're familiar  
(272)with because I always use when I'm using a particular word...I always use the same picture for  
(273)that word...so I'm going to show them some pictures and were actually talking about things  
(274)they've done so they have a sheet of about twenty little pictures on it...and I say number one 'I  
(275)played tennis' I have to put a number one next to that, they know how to do that...I'm training  
(276)them how to do that. Then number two 'I went to the seaside' then they look for the picture of  
(277)the seaside and put a number two next to it. That's for the ones that have just arrived, still  
(278)doing the same topic as those who have been longer...they'll have a test separately but in the  
(279)same room but different time. And with them it will be something like 'on Saturday afternoon I  
(280)met my friend and we decided to go to the park and I played tennis.'

(281)**R:** okay, yeh

(282)**P:** so there's a lot more English around it

(283)**R:** yes I see

(284)**P:** so that's the kind of differentiation strategy that you use..you do more one to one work and  
(285)more paired work with them to get them talking with each other

(286)**R:** yeh

(287)**P:** so yes you have to consider their needs and try and bring out the best in them because for  
(288)some of them....if they can say one word in English then that is a tremendous achievement for  
(289)them

(290)**R:** yes definitely...so well we've discussed about the strategies that it meets...there are two  
(291)newspaper articles which I'm going to highlight...first one talks about the issue of the language  
(292)barriers in teaching migrant pupils in schools...Paton in two thousand and eight wrote in the  
(293)Telegraph that the language barrier between the teachers and pupils was the worst problem in  
(294)schools and more money and resources are needed in order to cater for this. He goes on to  
(295)argue that many teachers now teach in classrooms where a third of the pupils speak English as  
(296)a second language which is putting a real strain on the teachers and other staff members of the  
(297)school, what do you think about that?

(298)**P:** erm...I think that's fairly true. I'm lucky here....I'm going to speak from my area now rather  
(299)than from the rest of the school..

(300)**R:** yeh

(301)**P:** I speak two languages and a bit of a third, my colleague over there (gestures to where  
(302)colleague is sitting) speaks two or three languages...the other lady who comes in and out  
(303)speaks two or three languages and the Afghan gentlemen, who works with me, speaks eight  
(304)languages

(305)**R:** wow

(306)**P:** there, yes we do have some children that we cannot communicate with but if we are  
(307)lucky...with the nature of the school we can normally find somebody in the school who is a  
(308)student who speaks that language, who knows enough English to help us with it. And I've also  
(309)created..to be able to communicate with parents, a series of letters...well I haven't created  
(310)them, I've found them in about twenty different languages so you can actually...the parent will  
(311)understand if they can read in their own language that's the point you've got to  
(312)remember....for example I've got a letter that talks about the need to be in school all of the  
(313)time and the penalties that you can incur if not and that's translated in to about twenty  
(314)languages so we can just put that in to a letter, you know for a particular parent...I'm always  
(315)looking for ways ...we've done a lot of translations..I've translated a lot of the BTEC I.T and sixth  
(316)form business things in to French and I did in to Polish. If you go in to one of those classrooms  
(317)you'll see French ones on the wall , they're in English and in French with pictures so that they  
(318)can say in that there's a lot of stuff being produced recently...if you begin to dig and look you  
(319)can find things..there's a lot of maths work, there's papers produced in Polish and French and  
(320)Spanish or Portuguese and when I find it in each area. The school is divided in to faculties...well  
(321)I have a rep in three of those faculties and volunteers in another three..eventually there will be  
(322)a rep in every faculty and they come to meetings and this is when they discuss the problem and  
(323)look for ways of solving it. I mean I didn't know until only the other week, the refugee  
(324)counsellor produced a whole series of documents, booklets in Kurdish for teaching science

(325)**R:** oh okay

(326)**P:** I don't know how good it is, but I've shown the science chap who links in with me where to  
(327)find it and he's gonna you know have a look at it, to ensure its right for children and to see if its  
(328)any use for them and if it is then it's something that we can get.

(329)**R:** yeh

(330)**P:** when they come, if they can read in their own language, we'll provide them with a bilingual  
(331)dictionary that they can take around to every lesson. You can also log computers to go on to  
(332)online dictionaries

(333)**R:** oh okay

(334)**P:** but dictionaries remember are only useful if they are literate in their own language, it is you  
(335)know. I've often said to people, if you have a room of fifteen kids in it and only twenty  
(336)computers, set up a couple for online dictionaries so the kids can go off and you know just have  
(337)a look, so they don't have to keep logging on and off their own machine.

(338)**R:** okay

(339)**P:** ..cos I've done quite a bit of training with staff here, if I train the staff here I speak to them in  
(340)French for about five minutes then say 'this is what your English lesson sounds like to somebody  
(341)who doesn't speak English' and if it's the French department in front of me they get theirs in  
(342)Polish so they still have to suffer the same fate

(343)**R:** is this like sort of creating empathy as well as making them understand a part of what the  
(344)students are going through?

(345)**P:** yes. They need to, I produce a handbook for teaching the children with a lot of tips in it how  
(346)to approach various things. I also do staff training from time to time, one of the things is to  
(347)remind the staff where the children are coming from, in terms of which country and things like  
(348)that and a bit about the background of the country. We do individual language plans for the  
(349)students which says where they're at, where they need to improve and how to do it. And how  
(350)they can best be able to do it. Staff have access to all of that.

(351)**R:** you mentioned that if you don't speak the language you can sort of find a pupil, do you think  
(352)that this is a dependency relationship on other students?

(353)**P:** not for long, in actual fact one of the nicest things I've seen this year, it wasn't nice to start  
(354)with, a little girl came in here...a little Kurdish girl and she was alright when she was with us but  
(355)when she went out in to the other class we had tears every lesson and so I had to bring her  
(356)back and she came here....and one break time she came down here and she was crying her  
(357)eyes out...I couldn't you know talk to her in Kurdish but one of my boys in my tutor group and  
(358)he's about eighteen..he came and he was absolutely fantastic with her and he had got lots of  
(359)English but he could make her understand there wasn't really anything to worry about...now  
(360)she goes to him about anything..but you know for the first couple of weeks it wasn't very nice  
(361)for her...but no when you introduce the children and people from their own language group  
(362)and to others...they're welcoming. It doesn't matter whether you're a boy or girl, they're very  
(363)nice. You know I've been very shocked the way some of the boys..you know really look after  
(364)some of the younger ones who can't...the Afghan boys are great because quite a lot are in sixth  
(365)form, the head boy in Afghan came here with no English and he's been really good...you know  
(366)with some of the little ones and his friends you know they look after each other and bond with  
(367)each other...which, if they're in the same class, of course one of the things we do here. The  
(368)head of year, when he's putting them in to a class when they arrive, will if possible look and see  
(369)if there's anybody in that class that speaks the same language. Just so that they've got a little  
(370)friend, they may not be friends after three or four weeks, by that time they start talking to  
(371)other groups

(372)**R:** yeh

(373)**P:** and because it's such a common experience, here the kids don't bat an eyelid, they're used to  
(374)it...and also when I do working with....if I do paired work if I can I purposefully try to mix them  
(375)so they don't sit with somebody who speaks your language...so you have got to speak  
(376)English...and they never object. They are super kids to teach..they're sadly not like some home  
(377)grown ones you know, who can be a bit awkward..are a bit challenging...they're not, a lot of  
(378)them value education and they want to succeed and get on with it. And the nice thing about

(379)working with down here is, you hardly ever have any kind of disciplinary problem whereas you  
(380)know if you do go out in to the main areas of the school, sometimes you can see things...lets  
(381)just say I'm pleased I'm down here...put it that way

(382)**R:** so you know through maybe using some of the pupils, does that encourage peer support?

(383)**P:** oh yes, that's all part of it

(384)**R:** yeh

(385)**P:** oh yes..oh yes..peer support. Yes and I say (colleagues name) goes around classes, especially  
(386)of the newly arrived to say how are you, and I'll go around you know if I'm not teaching to see  
(387)what they're doing

(388)**R:** could you also say that...I'm playing the devils advocate a bit..

(389)**P:** no, no carry on

(390)**R:**...but do you think that could create an adverse effect? Say if they feel more comfortable with  
(391)peers of their own group, maybe they don't mix?

(392)**P:** I've had the comment made to me particularly by sixth formers..'there are too many Afghans  
(393)in this groups' and that's an Afghan boy saying there's too many Afghans in the group on more  
(394)than one occasion.....but is always yes. You have to appreciate that wherever you go and study,  
(395)of you're in an EAL class, you're going to be in with a student whose from your home country  
(396)because its where the latest issue has come from. I mean when I first came here, I think the  
(397)main language here was Punjabi...

(398)**R:** oh okay

(399)**P:** I mean you'd have several Punjabi speaking kids on one classroom...nowadays their rarer...

(400)**R:**yeh

(401)**P:** ...or the second generation don't speak as much Punjabi ...you know speak English...so that  
(402)can come from a student, those particular comments.

(403)**R:** so okay...the other article I mentioned was by Power in two thousand and eight who wrote  
(404)in the Sunday Times, and she argued that segregation in schools may be the solution to the  
(405)language barrier. And she is writing in response to Fine Gael TD who argued that migrant  
(406)children should be taken out of UK schools and taught the English language before they are  
(407)expected to participate in mainstream education. What do you think about this article?

(408)**P:** that used to be the case in Birmingham, ten or fifteen years ago..if you arrived in  
(409)Birmingham as a new youngster with no English, you know you went somewhere like a centre  
(410)or like that to study English. I think that the best way is a bit of both.

(411)**R:** could you elaborate...

(412)**P:** come to me for your English lesson and I will teach it like it is a foreign language but go to  
(413)your Mr X for your science lesson, especially if I can get some support in there too and also I  
(414)stress to the children..the more opportunities they have to speak English, the more they will  
(415)pick it up. I mean sometimes when I'm dealing with French children...French people when they  
(416)arrive here, Ill speak to them in French because its welcoming but after I will say 'no tell me in  
(417)English, what do you want?' and they will. They nearly always start in French with me first and I  
(418)say 'no tell me in English' and when they go to other peoples lessons who aren't...you  
(419)know...bilingual like me, then they have to deal with English and they have to pick it up much  
(420)more quickly and also even when they're here. Yes they've said there's a lot of Afghans in their  
(421)particular group, but that class also had Kurds in it, Somalis, French speakers, Polish  
(422)speakers...Slovakian speakers...and if they're going to communicate then they have to speak in  
(423)English. They do, I mean they pick it up more. My biggest concern is though when they have to  
(424)go home for six week holidays....

(425)**R:** oh okay

(426)**P:** ...they're not going to speak to anyone in English...

(427)**R:** yeh

(428)**P:**...unless they're going to go to the shop, but normally it's a supermarket and you don't have  
(429)to speak to anyone in anything...and I will say to them 'watch English television, I don't care  
(430)what you watch...watch them during the holidays.'

(431)**R:** so they can keep up with it

(432)**P:** try and see if there's anyone near who speaks English about your age who they can make  
(433)friends with...so you can carry on things..

(434)**R:** yeh

(435)**P:** ..and I've had refugee kids say to me 'can I come in to school one day a week?' just so that  
(436)they can meet me to have a chat and a glass of squash, I haven't always been able to do it...its a  
(437)nice idea and it comes from them....

(438)**R:** yeh

(439)**P:**...it would be nice, if they had somewhere they could go once a week perhaps, a couple of  
(440)hours where they can meet someone who can speak English. Integration is the way forward.

(441)**R:** yes, definitely

(442)**P:** it is when we talk about..you know..when I spoke about customs 'we don't do that here but  
(443)that's okay because that's part of your traditional customs.' I can remember when I lived in  
(444)France, my mother would not have been pleased if I had my elbow on the table when I was  
(445)having dinner. In France that's the custom, it's the exact opposite...and you have to remember  
(446)otherwise people would say...people of my generation...so my mother wouldn't let me. Its just  
(447)simple things.

(448)**R:** yeh

(449)**P:** it's like the Hong Kong Shanghai banking advert..(laughs)

(450)**R:** (laughs) yes the HSBC one

(451)**P:** someone with their feet up on the table, you know its rude on one culture to show the soles  
(452)of your feet, or that kind of thing.

(453)**R:** so its sort of like a bit of both, so would you say they learn English through the school  
(454)anyway, so there's no need for integration completely taking them out?

(455)**P:** I don't think they need to be taken completely out, sometimes as I said with the little Kurdish  
(456)girl she needed some extra help in terms of it was too overwhelming

(457)**P:** it wasn't just a language thing, it was a completely new environment, they'd come from  
(458)Northern Iraq and you know it was a big shock

(459)**P:** oh okay, that's great. So do you think the articles by Power and Paton represent the situation  
(460)today?

(461)**P:** I can only really speak for this school, we're geared up. We have an EAL department, people  
(462)will come to see what we do, we're quite well known in the city, it's not something I've done, it  
(463)is my predecessor but I'm still well known for it now. I have things to do with red cross and  
(464)people like that, other schools are less well geared up. My next door neighbour is also a teacher  
(465)and he's an achievement header of two year groups and he often says to me 'what do you do  
(466)with so and so?' because he said 'we don't have the numbers that you have but then again  
(467)every child matters and we've got three and you know, what do I do with them?' they haven't  
(468)got the provision, I think you get a different picture from different schools. There are some  
(469)schools that are setting up EAL departments, it was a big shock two years ago, the Catholic  
(470)school found themselves flooded with Polish immigrants because Polish are Roman Catholics  
(471)and wanted to go to a Catholic school and all of a sudden 'we've got thirty children in year eight  
(472)and what are we going to do?'

(473)**R:** yeh

(474)**P:** (colleagues name who is Polish) goes to Catholic mass on a Sunday, which is Polish Catholic  
(475)mass, which is still in Polish and the whole church is packed. So there are a lot of people and  
(476)schools that are having to respond and perhaps a lot further down the line...then perhaps  
(477)because of the nature of this school.

(478)**R:** how long have you had your EAL department at your school?

(479)**P:** we've had one on and off for many years. When the last head came, there was one....when  
(480)he came so that was about eleven years ago. He reinvented it all, then we restructured a year  
(481)ago, which is when I moved over and took over it.

(482)**R:** oh okay



(483)**P:** because it was something that I was interested in.

(484)**R:** yeh...so as an EAL department you have to support pupils as well as would you find other  
(485)department. Teachers from other departments, teachers as well as a pupils? Or is it just pupils?

(486)**P:** I don't go out to any other classes, I can't. I have a full timetable down here so does  
(487)(colleagues names), who is a classroom assistant, who works with me, she goes to history and  
(488)geography. But only when I don't need her here,

(489)**R:** yeh

(490)**P:** every faculty has a classroom assistant attached to them. Now this may be something we  
(491)may change because the faculty leader deploys the classroom assistance....well it maybe next  
(492)year, I and the person responsible for special educational needs may deploy classroom  
(492)assistance..maybe...that's something we've talked about and are looking at because it would be  
(493)easier for me to look and see that children are in that group with some areas of the school its  
(494)quite easy because certain subjects follow English setting, so far history, geography, RE,  
(495)ICT...you find they follow the English sets, so I know straight away where the EAL students are,  
(495)maths have their own setting scheme but then again like I've said it can be quite able in  
(496)mathematics, as it doesn't involve a lot of writing. So you could do quite well with very little  
(497)English and science has its own.

(498)**R:** okay

(499)**P:** so, and I don't have anything to do with deploying them with assistances...

(500)**R:** do you find that some teachers come down to you with questions and issues they may not  
(501)be too sure about particular pupils?

(502)**P:** oh yes...they'll come. I have a meeting with my faculty reps about every half term and always  
(503)on the agenda is what we call 'student issues' or 'student matters.' Alright its only about every  
(504)half term but people can contact me...you know in the mean time. I will go to different  
(505)departments and ill give training or ill you know..give them advice..or one of my colleagues you  
(506)know may go and give some advice....we may..well I can't but I might say to (colleagues name)  
(507)to go and have a look to see...you know what's happening or see what's what? It would have  
(508)been easier this time last year because I've lost a lot of my teaching because a lot of older  
(509)children here finished. But the desirable would be that I can get out in to classes much more  
(510)often

(511)**R:** oh okay, I've asked this to teachers but I'm going to ask it to you as well....you give a lot of  
(512)support to pupils but how supported do you feel personally in working with children from such  
(513)diverse backgrounds, from the school? Are there support networks for you?

(514)**P:** yes, if I wanted to go for example for sort of training, which is support, I would be backed up  
(515)by you know on that. There is a very active primary school network available, EAL provision and  
(516)I've actually been to their meetings which I found extremely useful because it was good to see  
(517)what primary colleagues do. Because some of the children in primary school EAL will be in my

(518)year of students in year seven, the next year. So it's good to see...you know...see what they do.  
I (519)wish and I did regret this, at a time when you go to a course, can you fill in what will be good  
(520)and things like that. But again I have met up with secondary schools and I have been to refugee  
(521)days and red cross days.

(522)**R:** oh okay

(523)**P:** and I can meet up with people there but having said that...I've mainly found that people  
(524)come to me...because they know less about it perhaps?

(525)**R:** hmmm

(526)**P:** I don't know all the answers, I don't think anybody does...

(527)**R:** yeh

(528)**P:** ..so yeh I know where I can go and get support if I need it and I know I can get support from  
(529)colleagues here....on you know...day to day things...

(530)**R:** yeh

(531)**P:**...depending on what the issue is I can get support from social workers, I can get support  
(532)from the Afghan integration system

(533)**R:** oh okay

(534)**P:** I can also get parental support, if it's a child with parents...parents are pretty good and keen  
(535)and enthusiastic..normally very supportive.

(536)**R:** do you find that you have many conflicts with parents? Or a lot of communication with  
(537)parents?

(538)**P:** we do...I have less only in terms of the ones who were the parents lower down the school  
(539)are Polish or Slovakian...frequently have conversations with parents, I will with French speaking  
(540)parents...

(541)**R:** yeh

(542)**P:** ...there's not so many of those, then in the sixth form there's without parents, I'm frequently  
(543)in conversation with social workers.....so yeh I suppose some children have a fair bit, but  
(544)strictly parental, it's more likely to the mother or father...and yes they have a lot.

(545)**R:** well that's the end of the interview..thank you very, very much

(546)**P:** your welcome, I hope you can fish something out of it?

(547)**R:** I think I have lots, is there anything you'd like to ask me before I leave?

END OF INTERVIEW

## APPENDIX 6

(P3)

Participant = **P**

Researcher = **R**

(1) **R**: "Okay, so I'm just going to reiterate the ethics on the form, erm so your answers will be  
(2)anonymous and the researcher will only be able to see them so nobody will know who it is  
(3)except for me and, they'll also be confidential so they won't be shown to anyone besides me  
(4)and my supervisor"

(5) **P**: "Okay"

(6) **R**: "...Who has to erm who has...who'll have to confirm it. Erm any answers you give will have  
(7)no impact on anyone in the school or yourself. If you don't want to answer any of the  
(8)questions or if you feel uncomfortable, then just let me know and you don't have to"

(9) **T**: "Right"

(10) **R**: "Erm, and if you feel halfway through you don't want to continue then that's fine, just let  
(11)me know. Erm and you can withdraw either during the interview, after the interview or any  
(12)time up until the 17<sup>th</sup> of July, the dates on there. Erm and at the end of the study, once I've  
(13)written everything up your data will be destroyed"

(14) **P**: *(Coughs)* "Okay"

(15) **R**: "Are you okay to continue?"

(16) **P**: "Yeh, that's fine"

(17) **R**: "Okay. Just say your name please"

(18) **P**: "Er *(states name)*"

(19) **R**: "Okay, and how old are you?"

(20) **P**: "Twenty-seven"

(21) **R**: "Twenty seven. You're young yet. Erm, Nationality?"

(22) **P**: "British"

(23) **R**: "British. What subject do you teach?"

(24) **P**: "Maths"

(25) **R**: "Okay, what age group?"

(26) **P**: "Erm, from year eleven, well sorry no, *(background noise, students)* Eleven years old up  
(27)to eighteen"

(28) R: "Eleven to eighteen?"

(29) P: "Yeh"

(30) R: "So that's obviously from year seven up until sixth form"

(31) P: "Up to sixth form, yes"

(32) R: "Erm, how long have you been teaching?"

(33) P: "Er, for about four years"

(34) R: "Have you always been at this school?"

(35) P: "Apart from the training, yeh obviously where you have to go in different schools"

(36) R: "Okay. Erm, and so if I said to you, the term migrant pupil, wh-what would be your  
(37) understanding of that term?"

(38) P: "Er migrant pupil by my understanding would be somebody who has moved to this  
(39) country for whatever reason..."

(40) R: "Okay"

(41) P: "...and is trying to settle here..."

(42) R: "Uh huh"

(43) P: "...Er, and make a life for themselves"

(44) R: "Okay"

(45) P: "That would be it (laughs)"

(46) R: "(Laughs) Okay, that's fine. Erm, so what do you think maybe some of the main issues  
(47) that migrant pupils face when coming say, to this school?"

(48) P: "Erm, I think the main one is probably (*someone coughs in background*) a totally new way  
(49) of life (*background noise*) erm you get students who've come from quite bad backgrounds,  
(50) they come here and the-the style-lifestyle, way the world works here is completely  
(51) different"

(52) R: "(Agrees) uh huh"

(53) P: "...to what they're used to erm, you get kids from war-torn countries, they come here and  
(54) they're still quite aggressive because that's all they've been used to erm, and that doesn't  
(55) really work here there's no need for it, its-its just the totally different lifestyle basically, I  
(56) think, and the-the kind of, (*struggles*) what's the word can't think of the word, basically, the  
(57) way the way it all works here it's a lot calmer its bit more organised than a lot of the kids are  
(58) used to I think"

(59) **R:** "Do you think it's the adjusting, to the system?"

(60) **T:** "Yeh, I think the adjustments to be honest erm, adjusting to the British way of life if that's  
(61)what you want to call it"

(62) **R:** "Okay"

(63) **P:** "In comparison to what they've-they've been exposed to. I mean some of them haven't  
(64)been to school before, so it's adjusting to being, being at school at the age of sixteen."

(65) **R:** "How do you, how do you deal with that like..."

(66) **P:** "Ummm..."

(67) **R:** "Y'know, I'm guessing in your classes you have so many different..."

(68) **P:** "Yeh, you get lots and lots of different migran...lo-lots of different people from all over  
(69)the world and things so its kind of, kind of show-teach them t-to respect other people's  
(70)views and it-its not just your view is right so everybody else is wrong its..."

(71) **R:** "Yeh..."

(72) **P:** "...Be accommodating kind of, you've got a massive mix"

(73) **R:** "Uh huh"

(74) **P:** "Er, they may not be used to having a massive mix of people er, so yeh, its just trying to-  
(75)trying to get them to see other people's points of view maybe not necessarily accept  
(76)them..."

(77) **R:** "Uh huh"

(78) **P:** "...but y'know, not be offensive about them"

(79) **R:** "Yeh"

(80) **P:** "Kind of thing so...yeh"

(81) **R:** "So, it's just a case of being patient?"

(82) **P:** "Yeh patient, yeh"

(83) **R:** "Cool. Erm, so what is the mix of the nationality and ethnic groups of children in your  
(84)classes?"

(85) **P:** "Erm, we've got quite a big mix I mean, you've got quite a lot of, my year eight group you've  
(86)got quite a few Somalis', and you've got some Polish kids, Slovakian kids..."

(87) **R:** "Uh mm"

(88) **P:** "Erm, they're mainly European, Eastern European er, and African."

(89) **R:** "Okay. Is that throughout all years?"

(90) **P:** "That's throughout all years, pretty much the whole school, yeh."

(91) **R:** "The whole school? Okay. Erm, and how long have you, well, how long have you taught  
(92)migrant pupils?"

(93) **P:** "Since day one. Since-since I started teaching. Erm, we get migrant pupils all throughout the  
(94)years and all abilities. You get, the-the ones you tend to get at the bottom end are ones who  
(95)don't have much English"

(96) **R:** "Hmm..."

(97) **P:** "But their maths is fine. Erm, and then you get the students who come in from another  
(98)country, and because they've been to school and some of them have been taught some English,  
(99)they're quite happy with what's going on er, they're more accepting..."

(100) **R:** "Uh mm"

(101) **P:** "...Of what's going on so they-they know the stuff pretty well or are

(102) capable of picking it up quite er, quite quickly.

(103) **R:** "Is that the same for your placement year? Did you teach in a school...?"

(104) **P:** "I went to Holyhead, no, that was more of erm, they didn't have as many. It was more the  
(105)Handsworth community"

(106) **R:** "Uh mm"

(107) **P:** "Erm, so it was more Asian people but who were born here."

(108) **R:** "Okay, yeh. So would you say there was, not so much a big shock, but

(109) was it hard for you to adjust?"

(110) **P:** "To, going there?"

(111) **R:** "From coming from there, from where there was more ethnicity but more say, home grown  
(112)people..."

(113) **P:** "Well no, I started here..."

(114) **R:** "Here"

(115) **P:** "And then I had to go there..."

(116) **R:** "Oh, and then you went there?"

(117) **P:** "As part of my training year"

(118) **R:** "As part of your training?"

(119) P: "Yeh"

(120) R: "Okay. So..."

(121) P: "Erm...."

(122) R: "...Was there massive differences or...? Did you find you had to adjust differently?"

(123) P: "Erm, not really, no. Erm (*struggles*) not in terms of what we're talking about, the only  
(124) difference is where the different teaching styles and kind of when lessons start and things like  
(125) that but no..."

(126) R: "No?"

(127) P: "Not really no. You still get a, you still got different-different groups, like you've still got  
(128) Muslim students, Sikh students erm, African students

(129) R: "Uh mm"

(130) P: "Jamaican students, they still need to learn how to get along together"

(131) R: "Yeh"

(132) P: "Erm, its just not as in-your-face as it is here"

(133) R: "Okay, that's cool. Erm, so do you have a particular type of teaching style that you employ in  
(134) your classrooms?"

(135) P: "Erm, (*pauses*) in terms of what? In terms of for the-the students..."

(136) R: "For the students, yeh..."

(137) P: "...who go abroad? Erm, yeh, you've-you've got to adapt your teaching so that they are able  
(138) to understand what your doing like if you've got migrant students in the top set, chances are  
(139) they know English pretty well, so you can just teach normally whereas if you're lower down,  
(140) because English becomes more of a problem erm, you have to break the work down into  
(141) smaller chunks, you have to explain certain words..."

(142) R: "Uh mm"

(143) P: "...which with maths is quite easily because if you do want to use 'add' you just draw  
(144) the-the plus symbol on the board and they're like ahh yes, I know what that is"

(145) R: "Uh mm"

(146) P: "...and, so they can see through symbols kind of thing, rather than just words so you've got  
(147) to adapt it slightly like that"

(148) R: "Do you teach all sets then?"

(149) P: "Erm..."

(150) R: "Or is it different sets?"

(151) P: "Erm, every-everyone in our school, they-they only teach throughout the whole year I mean  
(152)year 8 I've got bottom set, year sevens I've got top sets, erm up to year ten we've got set two  
(153)that kind of thing so yeh, you get a range every year, of which sets you teach.

(154) R: "Do you find in the one classroom though, there's different pupils with

(155) Different abilities, so you have to adjust to the different child?"

(156) P: "Oh yeh I mean when you're planning your lessons, you've got the main part of your lesson,  
(157)but then you've also got you know-you plan for extension work for the students who want to  
(158)pick it up quickly, but then you've got

(159) Reinforcement work again, for what we might call the SEN students or-or the ones where  
(160)English is a problem

(161) R: "Yeh"

(162) P: "where you break things down a lot more for them to-to help them understand things"  
(163)(background noise-bang)

(164) R: "Okay"

(165) P: "Yeh"

(166) R: "Erm, so is there any particular strategies or techniques that you apply in order to help  
(167)migrant pupils to adjust to the school?"

(168) P: "Erm, to the school, or to lessons?"

(169) R: "Lets say both"

(170) P: "Okay"

(171) R: "Take one"

(172) P: "Well, I mean..."

(173) R: "Take one first"

(174) P: "Well I mean, I think that's fairly similar to the last question you asked"

(175) R: "Hmm"

(176) P: "Where, you know, that's-that's kind of what you do diff-differently. Erm, I mean in the  
(177)school not really, I mean, you try teach them all, treat sorry, treat them all the same, otherwise  
(178)you know, its not fair to treat one person like that"

(179) R: "Yeh"



(180) P: "...and the other person differently. But as a whole school, we have certain weeks where we  
(181)have themes about different-different countries of the world like we have a Polish week we'd  
(182)had errrr, a Congolese week things like that, to raise awareness of-of where students have  
(183)come from"

(184) R: "Yeh"

(185) P: "to help them to-adapt I think and be-be a bit more understanding."

(186) R: "Okay, that sounds cool. Erm, so there were two newspaper articles that highlighted the  
(187)issue of the language barrier in the teacher-pupil relationship last year. I'm going to read from  
(188)one of them now...Paton 2008 writing in *The Telegraph*, argues that the language barrier  
(189)between the teachers and pupils is the worst problem in schools and that more money and  
(190)resources are needed in order to cater for this. He goes on to argue that many teachers now  
(191)teaching classrooms where a third of the pupils speak English as a second language which is  
(192)putting a real strain on the teachers and other staff members of the school. What do you think  
(193)about the article?"

(194) P: "Errrr, I think you're pro-probably right to be honest...we are getting more, especially here,  
(195)being an international school, we are getting more and more people where English is a second  
(196)language I think its something like sixty percent of the students here, English is not their first  
(197)language erm, so yeh, I mean in terms of resources I think we are quite lucky here, erm, with  
(198)the internet coming in and things like that, you know"

(199) R: "Hmm"

(200) P: "It makes life a lot easier, you just need, for maths its not as bigger problem as English I'd  
(201)imagine or history, geography, where you're doing a lot more continuous prose erm, so for  
(202)maths its mainly symbols 'cause that's what maths is, erm, so it's not as big an issue in maths,  
(203)it-it only comes in when you've got certain topics which are more wordy than others"

(204) R: "Okay"

(205) P: "Erm so yeh, I don't think it's a major problem in maths but obviously you-you still have to-  
(206)have to deal with these things yeh"

(207) R: " Do you think its representative of the school?"

(208) P: "IS what representative of the school?"

(209) R: "What. Sorry, what Paton has said?"

(210) P: "Oh what he said, sorry! Erm..."

(211) R: "Erm represented of what's-of the situation in the school at the moment"

(212) P: "Erm no, I think because we're-because we do have quite a lot of EAL students, we've got  
(213)the EAL dept. I know you've spoken to them already"

(214) R: "Hmmm"

(215) P: "You've got a whole unit, sounds-sounds bad that doesn't it, a unit"

(216) R: *(Laughs)*

(217) P: "Erm, you've got a whole area where students with no English at all, they spend all their  
(218)time in there, until they're ready to come out, and that's basic when they've got survival  
(219)English"

(220) R: "Yeh"

(221) P: "Erm, so we've got that, I don't think many schools have that, a whole

(222) section just devoted for that. Erm, but I think over the whole school you may need other  
(223)resources in other subjects, I'm really not sure"

(224) R: "Okay"

(225) P: "But saying that its..."

(226) R: "Yeh"

(227) P: "Its-its fairly, we're fine I think"

(228) R: "Okay, that's cool. Erm, so *(pauses)* the other article was by Power 2008 who wrote in *The*  
(229)*Sunday Times* and erm, she argued that segregation in the schools may be the solution; and  
(230)she's writing a response to Fine Gael TD who suggested that migrant children should be taken  
(231)out of UK schools and taught the English language before they are expected to participate in  
(232)secondary, mainstream education. What do you think about the article?"

(233) P: "Erm, I don't think segregation's the answer...because that-that doesn't help people  
(234)integrate at all"

(235) R: "Uh mm"

(236) P: "I don't think, I think yes, they should be together and then they should be taught if they  
(237)cant, they should then be taught how to get along with each other if that's the problem"

(238) R: "Yeh"

(239) P: "...But no no, I don't think they should be taken out of a particular school and put  
(240)somewhere else to learn English, they should be within the school erm, learn the English first  
(241)and then go into other mainstream subjects"

(242) R: "Okay"

(243) P: "So I don't agree with the whole taking them out of the-its kind of like faith schools I'm not a  
(244)big fan er, y'know so erm..."

(245) R: "They're a bit controversial"

(246) P: "Yeh, it doesn't-doesn't help integration kind of thing and I think that's were you get a lot of  
(247)the problems when you get different groups er, fighting with each other and things like that  
(248)y'know..."

(249) R: " But so you think it would help the situation in schools, like y'know, I don't think *Paton*  
(250)would have anything to write about"

(251) P: "Yeh, but I don't think it would-it would help them initially, but then when those students go  
(252)into the schools, they're not used to it"

(253) R: "Mmm"

(254) P: "...they're used to just being with one particular group of people, whereas I think its much  
(255)more valuable to help you, in today's world with air travel and everything like that, to be  
(256)exposed to different groups"

(257) R: "Uh mm"

(258) P: "You know so"

(259) R: "But in this school, its sort of like they come to school and they're in the mainstream classes  
(260)aren't they..."

(261) P: "Yep"

(262) R: "...and then they learn through there"

(263) P: " Yeh...well, that's what I was saying, they shouldn't be put straight into mainstream classes,  
(264)I mean, I- I say I disagree with the whole take them out and put them into a totally"

(265) R: "Yeh"

(266) P: "...different building..."

(267) R: "Yeh"

(268) P: "Different school, 'cause that's what makes them think 'Ooh God, what's going on!' they  
(269)should be segregated within the school kind of thing so instead of going to English lessons or  
(270)don't know, their geography lessons they should go to an English lessons, maths I think is  
(271)slightly different"

(272) R: "Uh mm"

(273) P: "Erm, but no, taking-taking them and putting them somewhere else is not-not the answer"

(274) R: "...is not the answer"

(275) P: "No, putting them in some, giving them extra English lesson, survival English that kind of  
(276)thing

(277) R: "Mmm"

(278) P: "...is probably a better solution; but in the same place, like an SEN department or an LEA  
(279)department."

(280) R: "Hmm, okay. Thank you. Erm so, you-obviously you don't think segregation is an effective  
(281)strategy?"

(282) P: "Erm..."

(283) R: "To combat the language barrier problem?"

(284) P: "Erm, no, not-well, segregation in terms of putting in a completely different place, no. You  
(285)do have to have some sort of segregation where, they have the chance to mix with lots and lots  
(286)of different people

(287) R: "Uh mm"

(288) P: "Erm, but then if you-if you segregate too much, then they kind of withdraw completely  
(289)don't they and then they think 'oh well that's the way it is', but, it's the complete opposite"

(290) R: "So say, hypothetically, if-if children were-come to the school and they were sepa-taught  
(291)the English language sort of separately before they were put into mainstream classes wouldn't  
(292)you argue that's a type of segregation anyway?

(293) P: "Yeh, no, I've said it is a type of segregation I mean I think that kind of segregation isn't  
(294)detrimental to them though because some subjects they will still be in and at breaktimes"

(295) R: "Mmm"

(296) P: "...and lunchtimes they're still with all the other students, its when you get them like you  
(297)said, I don't know who the second guy was, when you put them somewhere completely  
(298)different and at break time they're with the same people..."

(299) R: "Yeh"

(300) P: "...lunchtimes, they're with the same people"

(301) R: "Yeh"

(302) P: "Erm that I don't agree with"

(303) R: "Okay, that's fine. Erm, so, what does your school do to accommodate for the challenges so,  
(304)with-when pupils come into the school and they have in mainstream-and they're put straight  
(305)into mainstream classes some of them like you said probably don't know any of the language"

(306) P: "Mmm"

(308) R: " They might not need, they might not be able to speak the language but might be able to  
(309)read the language"

(310) P: "Yeh"

(311) R: "So, that's another problem"

(312) P: "Yeh"

(313) R: "And, let alone English language and so, what type of strategies do you employ for that?"

(314) P: "Well, we've got the-we've got the dictionary, I mean, they-I don't think there's any student  
(315)who comes in with no English, and is put straight into lessons, what they-what happens is,  
(316)they're-they're kept in student support until they have survival English and then, they're-  
(317)they're given dictionaries, like English to whatever language..."

(318) R: "Yeh"

(319) P: "Erm, its-its up to the teachers to accommodate them as well you know like I said earlier  
(320)with the-there are online dictionaries, everything, animations, where you can say well this  
(321)word means this in your language y'know (*someone talking in the background*) so they can  
(322)access what you're saying"

(323) R: "Uh mm"

(324) P: "Erm I think that, does that answer your question? Have I...? "

(325) R: "Yeh"

(326) P: "Yeh?"

(327) R: (*Laughs*)

(328) P: "Okay"

(329) R: "Erm, so would you say there are any differences in teaching a migrant pupil to a non  
(330)migrant pupil?"

(331) P: "Only if there's a language barrier. Erm, there you go (*laughs*)...only if..."

(332) R: "Yeh, the main bit"

(333) P: "...there's a language barrier basically I mean if there isn't a language barrier and they can  
(334)speak fluent English or they-they can understand English, why treat them differently.

(335) R: "Uh mm"

(336) P: " You know you can erm, yeh, why-why treat them differently."

(337) R: "No, that's fair enough"

(338) P: "Every-everybody's got to be treated the same"

(339) (*Bang! In background*)

(340) R: "Every child matters' policy?"

(341) P: " Basically yeh."

(342) R: " Yeh. So what do you think maybe some of the main issues, or do you think there are main  
(343)issues that exist in the migrant pupil and teacher relationship?"

(344) P: "Erm..."

(345) R: "Besides the language barrier?"

(346) P: " Yeh."

(347) R: "'cause obviously that comes up quite a bit, do you think there are any other issues?"

(348) P: "Erm, I think sometimes when you if-if a student's misbehaves, you've got to think well why  
(349)did they misbehave, what have their life experiences been like, we've got students here who've  
(350)seen family members die and things like that you know, all that kind of rubbish erm, so you've  
(351)got to take that into account I think when you're dealing with any bad behaviour"

(352) R: " Uh mm"

(353) P: "Erm, yeh, I think that's about it really, to be honest"

(354) R: "Do you offer any sort of support in the-in the school for pupils like that who have  
(355)come 'cause, erm, you know a lot of pupils that come here are in care..."

(356) P: "Erm, yeh, we've got the..."

(357) R: "...and some of them obviously don't-with families..."

(358) P: "We've got the social worker, who helps quite a lot erm, I think the pastoral team are very  
(359)caring. I m ean, who've got a lot of time for the students"

(360) R: "Mmm"

(361) P: "Er, I'm a year ten form tutor and any kids who have those kind of things, you've always  
(362)make time for them"

(363) R: "Uh mm"

(364) P: "You know so, they've got the pastoral team, they've got the social worker who-who's on  
(365)site erm, and any other problems that we-we are pretty much able to help fairly quickly"

(366) R: "Erm, so how would you describe your relationships with migrant pupils in the school; I  
(367)know it's quite ambiguous, but if you could say very generally, or maybe use some examples"

(368) P: "Erm..."

(369) R: *(Clears throat)*

(370) P: "Well, I think its-I think I get on with them quite well erm I mean, there's students who've  
(371)come from abroad from like India and that, they tend to relate to the Indian teachers more, the

(372)Somalian teachers er, students they tend to, we've got one Somalian teacher of maths and  
(373)they-they relate with him very very well, so I think the relationships' quite well as long as it-as  
(374)long as you treat them fairly erm, your relationship with any student (Background noise-  
(375)papers) I think it is, going to be quite good whether they're migrant or not"

(376) **R:** "Mmm"

(377) **P:** "Erm, so yeh, as long as you-you obviously have to, same rules for everybody to a degree,  
(378)erm but yeh I mean if-if you treat them fairly th-your relationships with any student is fairly  
(379)good"

(380) **R:** "Cool"

(381) **P:** "To be honest"

(382) **R:** "Isn't it about getting the balance between being a teacher and sort of, I-I wouldn't say a  
(383)friend but sort of being someone there that they can go to..."

(384) **P:** " Supportive"

(385) **R:** "...Yeh su-supportive?"

(386) **P:** "No no, you're right I mean, you give them so much leeway but then there has to be a point  
(387)where you say 'well hang on, there's the line' and long as the students overtime get to know  
(388)where the line is"

(389) **R:** "Yeh"

(390) **P:** " You'll find that a lot of the time, hardly any kids will ever step out of line you know as long  
(391)as you-you've got your limits and you stick to them"

(392) **R:** "Mmm"

(393) **P:** "Erm, then-then the relationship works then they understand they can come talk to you but  
(394)then they understand in lessons they cant do this this and this."

(395) **R:** "Mmm, okay."

(396) **P:** "You know 'cause its unacceptable behaviour"

(397) **R:** "Yeh"

(398) **P:** "...to-to anybody. So yeh, it's all about having your boundaries and the students learning  
(399)where your boundaries are"

(400) **R:** " And I guess that's all through the informal teaching as well...?"

(401) **P:** "Yeh"

(402) **R:** "Sort of teaching about the British way of life and the..."

(403) P: "Yeh I mean"

(404) R: "...and what's acceptable in this country, 'cause different cultures find different things  
(405)acceptable"

(406) P: "Mmm, yep"

(407) R: "...to different-other ones"

(408) P: "Yeh, I mean that comes out with-with everything I mean it comes out in humanities every  
(409)lesson that kind of thing you know, be-I suppose its called being a good citizen I suppose er,  
(410)that kind of thing is-is, comes out in everyday life, every lesson pretty much yeh"

(411) R: "Okay. Erm so, how did supported did you feel personally in working with children from  
(412)such diverse backgrounds by the school?"

(413) P: "Erm, the support is very good. Very good. As I say you've got the EAL department erm,  
(414)there's a teacher who speaks seven or eight languages and if ever you need any help, he's  
(415)there as I've said the EAL students tend to be called migrants with-without any erm, English  
(416)(clears throat) they tend to be in the lower groups and you always have support

(417) R: "Uh mm"

(418)P: "...teachers in there to help you work with the students in smaller groups which tends to  
(419)help work on the English, through the subject kind of thing erm yeh, the support is there,  
(420)support is there for the-the migrant students yeh."

(421) R: "But for yourself?"

(422) P: "Erm..."

(423) R: "As a teacher? Like how do you feel, because obviously there's quite a lot going on..on a  
(424)daily basis"?

(425) P: "Uh mm"

(426) R: "...within just the one classroom"

(427) P: "Yep"

(428) R: "Erm, how do you feel supported by the school personally, like do you find there are loads  
(429)of support networks for you? (Pauses) Like within your department, outside of your  
(430)department?"

(431) P: "Well I mean our maths department is very supportive if there's any problems that kind of  
(432)thing you know you've always got the head of department but-but th-the way our maths  
(433)department works is we-we all get on very very well and if we've got problems we can talk to X  
(434)Y Z whatever"

(435) R: "Uh mm"



(436) P: "So yeh, there's no problems like talking to each other, trying to resolve problems like that  
(437)you know, drawing from each other's experiences cause I'm fairly new, we've got teachers  
(438)who've been teaching here since I think before you and I were born"

(439) R: *(Laughs)*

(440) P: "You know, so-so you go to them and ask them what would you do in this situation, what  
(441)would you advise here so yeh, the-the advise and support is always there"

(442) R: "Uh mm"

(443) P: "Yeh, so I-I have no-no issues with support whatsoever, the school or department for-for my  
(444)needs and helping to deal with-with students"

(445) R: "Is there much like *(Conversation in background)* support between departments or is it just  
(446)mainly within?"

(447) P: "Erm, yeh there is, I mean you've got each student has, sorry, each department has a-has a  
(448)person who *(somebody walks in background)* deals with erm, EAL language students, I know I  
(449)keep-I know its difficult for my language"

(450) R: "Yeh"

(451) P: "But you do find a lot of them overlap erm, and what they do they get together every so  
(452)often erm, and they talk about the whole issue across the school and then come back and  
(453)share their ideas, so the links are there through-through..."

(454) R: "Uh mm"

(455) P: "...those people"

(456) R: "Okay, so that's brilliant. So erm, in the UK, there is a tendency to favour pupil-centred  
(457)methods and approaches, what do you think are the challenges that migrant pupils would face  
(458)when entering to-into the UK school system, especially if they've had home schooling?"

(459) P: "So-sorry, say the first bit again..."

(460) R: "Yeh sorry, did I say it too fast"

(461) P: *(laughs)* "Its alright..."

(462) R: "In the UK, there is a tendency to favour pupil centred methods and approaches..."

(463) P: "Yeh, yeh-yeh"

(464) R: "Right, what do you think are the challenges that migrant pupils face, when entering into  
(465)the UK school system especially if they've had home schooling?"

(466)P: " Home schooling...I think its, *(people talking in background)* getting used to being around so  
(467)many different students, different people, even if its from the same background same area of

(468)the world, if you've been at home, and having home tutoring, one on one or two-three on one,  
(469)its getting used to being in a group of twenty students being able to get along with all the  
(470)different people, I think that's probably the main issue erm, realising that the world, I suppose  
(471)if you've had home tutoring I'd imagine you-th-the world revolves just you kind of thing and its  
(472)being a bit more accepting and thinking well, ok i'm one person in a group..."

(473) R: "Mmm"

(474) P: "...I need to focus on myself yes, but I've also got to realise that the teacher, its impossible  
(475)to spend the whole lesson with me, they've only got three or four minutes per student if it was  
(476)just on-to-one which is a shame"

(477) R: "Yeh"

(478) P: "Erm, I think that's probably the main issue, getting used to being around so many different  
(479)people"

(480) R: "So, in terms of home schooling, I meant schooling in their home country"

(481) P: "Oh sorry!"

(482) R: *(Laughs)* "Its okay..."

(483) P: "Sorry..."

(484) R: "...don't worry"

(485) P: "Sorry, here we call home schooling like..."

(486) R: "Yeh"

(487) P: "Home tuition"

(488) R: "I re-realised that I said it wrong, sorry"

(489) P: "Erm, so from-from there to here?"

(490) R: "So you know, obviously if their in their home country and they've probably had maybe a  
(491)couple of years of school before they've come here"

(492) P: "Yeh"

(493) R: "So they've got those experiences"

(494) P: "Erm, yeh..."

(495) R: "...and they're probably their only experiences of school"

(496) P: "True, I mean, what are the issues they would have? *(Pauses)* I suppose depending on where  
(497)they've come from in the world, if-if they-they've been to school for just a couple of years, I

(498)think this school is very unique in the fact we've got people from over forty different countries,  
(499)there's not many schools (*clears throat*) in the-in the world like that I don't think"

(500) R: "Uh mm"

(501) P: "...so I suppose that's-kind of the same kind of point as I was saying before, its being able to  
(502)deal with having all those different people around you erm, and I suppose dealing with the-the  
(503)different teaching styles like you said, you know, 'cause we-we have every child matters here as  
(504)they may not have that in the other countries erm, and it's a case of well, if you've got a  
(505)problem you don't have to stick up for yourself"

(506)R: "Mmm"

(507) P: "The support's there from your teachers, I suppose its trying to gain the trust of your  
(508)teachers and teachers trying to gain trust of the students so they-they feel that, if they've got a  
(509)problem they haven't got to and fight about it they can tell us"

(510) R: "Yeh"

(511) P: "...and we can deal with it I suppose that's-that's another major issue erm, especially from  
(512)students who have come from the war-torn countries"

(513) R: " Yeh"

(514) P: "Where all they've been subjected to is violence"

(515) R: "Just getting that...so, we've talked a lot about migrant students, what wh-what about  
(516)parents? Do you come into contact with parents a lot or...?"

(517) P: "You tend not to come into touc-in contact with a lot of parents purely because language is  
(518)a major problem and they don't feel comfortable erm..."

(519) R: " Okay"

(520) P: "...maybe coming in or phoning the school and they'll get their stu-their child to kind of erm,  
(521)translate for them or if that is the case we tend not to phone them, it tends to be the teachers  
(522)around the school who can speak that native language like Somalia erm, any of the African  
(523)countries"

(524) R: "Uh mm"

(525) P: "So, personally I don't have much contact with the parents unless they come to parents  
(526)evenings but you tend to find they tend not to, which is a shame"

(527) R: "Do you think that's mainly due to the language barrier?"

(528) P: "I think it's a language thing and a confidence thing as well for-for the migrant parents  
(529)'cause the parents are thinking 'well hang on i'm in a brand new country here', its-its new for  
(530)them"

(531) R: "Mmm"

(532) P: "...its new for the kids so they're probably just as nervous as the-as the students if not more  
(533)'cause they've got more important things to worry about"

(534) R: "Do you think it's also maybe the fact that they didn't have stuff like that back in their  
(535)schools?"

(536) P: "It could be yeh, I mean (*background noise*) they may not have the same support we give  
(537)here or maybe a different way and not have parents' evenings, they've-the schools I think -if if  
(538)you go to the Middle East, th-the parents tend not to phone in because its just not the way its  
(539)done but whereas here, we-we want to encourage it."

(540) R: "Yeh"

(541) P: "Erm, so yeh I think it-its ju-just getting again, a different way of life that's the major issue  
(542)that comes with

(543) R: "Uh hmm"

(544) P: "...anybody moving-moving countries or moving to somewhere-somewhere new"

(545) R: (*Pause*) "Well, that's the end of the interview"

(546) P: "Sorry?"

(547) R: That was the end of the interview"

(548) P: "Oh, okay, brilliant"

(549) R: "Aww thank you so much for your time, is there anything you'd like to ask me before we  
(550)finish?"

(551) P: "Errrm, no I can't think of anything"

(552) R: "Okay, thank you so much for your time"

(553) P: "That's alright"

END OF INTERVIEW

## **Appendix 7**

### **Interview schedule – teachers**

1. Name
2. Age
3. Sex
4. Nationality
5. What do you feel are the challenges in UK schools, when working with migrant pupils?
6. How do you feel that some of these challenges can be overcome?
7. How would you describe the relationship of migrant pupils with pupils from different Nationalities in the school?
8. This school has a large migrant pupil population, is it greater than the number of pupils from a British background?
9. Do you feel that this works in the schools favour? As there are more migrant pupils than British National students, is there a more supportive and empathetic attitude in the school, compared with other schools?
10. How do you feel that the school support you, either through training or personal support?
11. For a migrant pupil that is coming to a UK school for the first time, what integration strategies would you employ to help them to feel welcome, supported and that their needs matter, in the classroom?
12. As effective as many school strategies can be in integrating migrant pupils, sometimes there may be tensions between certain groups, how does the school combat these issues?
13. How would you, as a teacher, combat these issues in your classroom?
14. The term 'migrant child' is very diverse and it is used to describe many children who come to the UK from very different backgrounds, do you think that this is an appropriate term to use?
15. How do you feel that your relationship with migrant pupils in the school is, both professionally and through personal support?
16. How does the school accommodate for the challenges that are presented by migrant pupils from different backgrounds?
17. Do you feel professionally, that you have had training in dealing with migrant pupils?
18. A year on, from the last interview. Do you feel that anything has changed towards the issues raised, both negative and positive? Either through Government support and legislation or through working in the school?

## **Appendix 8**

### **P1(2)**

**P** = Participant

**R** = Researcher

(1)**R**: Ok, well thank you for agreeing to see me again. Obviously as you know from the  
(2)participant observation sheet my name is Aarti Kumari, and you know what my research is  
(3)about.

(4)**P**: Yes.

(5)**R**: I'm just going to explain and go through the ethics again quickly before we start. So the  
(6)answers are going to be anonymous, and we are going to use a pseudo name on the  
(7)research, and its going to be confidential because only me and the supervisor will see what  
(8)answers you give so no-one else will have access to them. There's to be no impact on the  
(9)school or the-your family or your working life or anything, and if you don't-if you find as we  
(10)go along any questions you don't find appropriate or you don't like and you don't want to  
(11)answer, then just say that's fine...

(12)**P**: Ok

(13)**R**: And you can withdraw at any time either now, or during the interview or even after if  
(14)you just, my email address is on the sheet so just give me an email if you feel ...

(15)**P**: Right

(16)**R**: ...you want to withdraw. At the end of the study, all the data will be destroyed so no one  
(17)will have access to it anyway.

(18)**P**: That's fine, that's fine.

(19)**R**: Ok for me to continue?

(20)**P**: Yeah, yeah, no worries.

(21)**R**: Can you just say your name please?

(22)**P**: [*says name*]

(23)**R**: And how old are you?

(24)**P**: Twenty-eight

(25)**R**: And, obviously you're male

(26)**P**: Yes

(27)**R**: And your nationality?

(28)**P**: British

(29)**R:** Ok, now I'm just going to go through the questions. What do you feel are the  
(30)challenges in UK schools when working with migrant pupils?

(31)**P:** I think it's trying to get them to, kind of accept the way of life in this country and get used  
(32)to the British system; because they're coming from so many different places, there are all  
(33)these slightly different things, like they are probably getting taught in a way that is  
(34)completely different to the way they have been taught back home. So I think that's  
(35)probably the main challenge that we face trying to get them used to the system here.

(36)**R:** Ok definitely.

(37)**P:** Yes

(38)**R:** What about other things once obviously they've adjusted, do you find that there are any  
(39)other problems that come along?

(40)**P:** I mean in this school because we have got so many different ethnic background groups  
(41)and things like that. Like you sometimes get problems between the different groups of  
(42)students and things like that. But in the main no, they are quite willing to accept the way  
(43)they are, they adjust quite well, but I'm not sure what they're like outside and so we can  
(44)only deal with them in school; but no, no, there's no major issues, there's just the  
(45)adjustment thing really and getting them used to how we work and what they should  
(46)expect.

(47)**R:** Do you feel like there's maybe an adjustment timeframe set up within the school?

(48)**P:** We do have a setup and systems in place, so for examples if the student doesn't speak  
(49)English, we have got student support where they can spend most of their time. But in terms  
(50)of a time frame for when we expect them to adjust, no it's basically when the child is ready  
(51)to come out of student support if it's a language issue. If they can speak English they are  
(52)thrown in at the deep end and obviously they're monitored to make sure they are settling  
(53)in ok and reporting systems? And things like that but no, there is no specific time frame to  
(54)be honest.

(55)**R:** And you know how when your all working together, are you all working together in  
(56)different departments with the one student, like feedback to each other and how they are  
(57)progressing?

(58)**P:** Up to a point yeah. What we normally find is that the new students all go to student  
(59)support first of all and are assessed there to see whether they can come into the  
(60)mainstream or whether they need to be kept in student support services to gain a bit more,  
(61)you know and grasp the English language and that kind of thing. But if we find that there's a  
(62)new student and they're struggling, the student support would be the first point of  
(63)reference for any teacher, so there's no meetings every week about a particular child. If we  
(64)have got any issues we then go to them as a classroom teacher to find out what we can do  
(65)to support them further.

(66)**R:** Ok. Brilliant, thank you. So how would you describe the relationship of migrant pupils  
(67)with pupils from different nationalities in the school? I mean you have already touched that  
(68)there might be some tensions.

(69)**P:** Yeah, generally it's ok.

(70)R: Yes.

(71)P: I mean obviously you get the odd issue here and there, 'oh you did this' but  
(72)generally its ok, you do sometimes get a bit of the gang culture but I think you get that  
(73)everywhere really, you can to the middle of Handsworth and you see there there's certain  
(74)groups that would stick together. It's the same in school, 99.9% of the time there's no  
(75)issues and people are quite accepting. I think in this environment it's quite good because  
(76)it's probably the first time I've come into contact with people from so many different  
(77)groups.

(78)R: Yeah.

(79)P: I think, in that way this place is very good. So say if you have someone who has come  
(80)from Somalia you would stick them in certain groups, so all in all it is good, we don't  
(81)actually have that many issues to be fair.

(82)R: So if you do come across different groups who do have problems with each other, you  
(83)know, maybe from back in their own country, like if they have had issues between  
(84)themselves over there and they've brought them over here; how would you deal with that?  
(85)I mean you say you don't have them very often but...

(86)P: You mean like different groups or within a group?

(87)R: Well both really, because you have tensions within groups but you do also with other  
(88)groups as well so how would you deal with it as a school?

(89)P: Well if that kind of thing happens you deal with it in pretty much the same way as any  
(90)other major issue, you wouldn't think 'oh it's two different groups of people let's deal with  
(91)it in a different way' if for example it does resort to violence then the people who instigate  
(92)it will be dealt with in the same way as if it was just a normal fight between two friends who  
(93)have fallen out. So there's no separate policy for how to deal with things from a particular  
(94)group which would be borderline racism to be fair, so there is a system in place for if this  
(95)happens or this happens irrespective of what group they are from.

(96)R: Ok, thank you. This is just like a factual question, so this school has a large migrant pupil  
(97)population, is it greater than the number of pupils of a British nationality would you say?

(98)P: Sorry, could you say that again?

(99)R: Do you have a larger migrant pupil population in this school than you do of British  
(100)nationality?

(101)P: Yes we do, I think something like 70% are migrant pupils.

(102)R: Wow, that is a very big percentage.

(103)P: Well yeah it's an [*says schools name*] school so you know, we are open to that, but yeah  
(104)its very high.

(105)R: Do you feel, obviously thinking about that, that this works in the schools favour as there  
(106)are more migrant pupils than British national students? Is there a more supportive and  
(107)empathetic attitude in this school compared with other schools?



(108)**P:** I think so yes. I have worked in a couple of other schools and sometimes it's like with  
(109)the previous questions, are there any things in place, I would say well, yeah there is one  
(110)thing, it's dealt with in a particular way but obviously that's open to a bit of interpretation.  
(111)If it's say British students, who are used to the system here and they know full on what  
(112)has happened or what the consequences of doing this are and we also have a better  
(113)understanding of there...

\*interruption\*

(114)...sorry what was I saying? I think because I was born here I have a better understanding of  
(115)British upbringing, whereas if you were dealing with somebody from say Somalia  
(116)which is a war torn country or even some places in Africa these kind of kids have seen parents  
(117)being shot, brothers and sisters being killed and that kind of thing. So we are slightly more  
(118)empathetic to that because we can understand that they have had a very very different  
(119)upbringing to say someone who was born here.

(120)**R:** You know, as you just mentioned that you do have some pupils that you come across  
(121)that have seen some horrific things, how do you deal with that as a school or as a teacher?

(122)**P:** I think generally it comes down to the teachers and what they'll, what students tend to  
(123)do is that they find one or two teachers who they feel comfortable with...

(124)**R:** Ok

(125)**P:**...I mean we have got a person in student support, I'm not allowed to say the name or  
(126)whatever but...

(127)**R:** It won't be mentioned in the data anyway if you want to say it.

(128)**P:**...and he's very good because he can speak about 8 or 9 different languages and he's  
(129)from Afghanistan. So that as you know is not the nicest place in the world right now to be,  
(130)and so a lot of the students are from that part of the world, we have got somebody from  
(131)there who's able to build that relation with them and you see them every day and he's a  
(132)sixth former here. We've got a Somali teacher in maths and he's very good with the  
(133)Somali students. I think the students tend to find somebody who they are more  
(134)comfortable speaking to, and that's how we kind of overcome it and deal with it.

(135)**R:** So is that a personal support like a one to one thing?

(136)**P:** Yeah. One to one or groups. It's like for example the Afghan students when they come a  
(137)lot of them can't speak English so in student support there's a teacher who can speak I  
(138)think it's Kurdish the language from there? So they'll generally, just naturally go towards  
(139)him.

(140)**R:** Ok

(141)**P:** Because they can actually have conversations about what's gone on and things like that  
(142)and they've had similar upbringings. And when they get a bit more confidence with the  
(143)language they start to kind of reach out and talk to other teachers and things so it's  
(144)sometimes one to one, if they have a personal issue I'd imagine it would be one to one but  
(145)generally if it's a comfort thing, then they would go in and just have a chat with  
(146)someone in the comfort group. There's normally groups of friends and things so they can  
(147)just have a friendly conversation.

(148)**R:** That's all good and I can understand where your coming from, but you obviously if they  
(149)start talking more to teachers they can start maybe mention some of the things that have  
(150)happened to them and they've seen like, how do you like bring in outside agencies or how  
(151)would you help them? Is there a trained counsellor in this school?

(152)**P:** Is there a what, sorry?

(153)**R:** A trained counsellor?

(154)**P:** Yes there is a social worker at the school, the school has a social worker but we also  
(155)have a counsellor who can come in...

(156)**R:** Ok.

(157)**P:**...if we need to. Yeah, I mean if its causing major problems, for example, if it's affecting  
(158)them mentally and there's certain types of behaviour which we can't deal with as a  
(159)mainstream school then yeah we get outside agencies. We've got links with loads and  
(160)loads of different centres and agencies and things that we can bring in to try and help the  
(161)student.

(162)**R:** Brilliant, thank you. So how do you feel the school support you, either through training  
(163)in the school or through personal support amongst peers?

(164)**P:** Support with what?

(165)**R:** well support....in general in dealing with migrant pupils on a daily basis.

(166)**P:** Ok, I think it's supported very well, if a student comes to me who i don't know or who I  
(167)find it difficult to kind of relate to them purely because of the different parts of the world  
(168)then there's always somebody you can go and talk to. You know when a child comes to  
(169)you, you say 'before you say anything, I might have to refer this on...'

\*Interruption\*

(170)**P:** ...we say that 'we may have to take this further.' And mostly kids are understanding  
(171)about that to be honest and we can say for them to speak to student support or we can go  
(172)to the SEN coordinator and that kind of thing to actually help them.

(173)**R:** Ok.

(174)**P:** So support is all around whenever you need it.

(175)**R:** Ok, brilliant, thank you. So for migrant pupils coming to a UK school for the first time,  
(176)what integration strategies would you employ to help them feel welcome, supported and  
(177)that they matter in the classroom?

(178)**P:** In the classroom personally what I would do is I would sit them with students who are  
(179)from a similar background.

(180)**R:** Ok.

(181)**P:** ...because 90% of the time it's the language barrier as well. So I would sit them there  
(182)and they would tend to support each other and they are very welcoming. The students are  
(183)probably the biggest aid in the classroom.

(184)**R:** Ok

(185)**P:** ... rather than an another adult. Students are a very very useful tool to use in the  
(186)classroom.

(187)**R:** Do you think that to a certain extent that you can rely on the students as well to sort of  
(188)help...

(189)**P:** Yeah definitely.

(190)**R:** ...with that

(191)**P:** Yeah. I mean we've got students who speak who speak 48 different languages in the  
(192)school and I can only speak English.

(193)**R:** \*laughs\*

(194)**P:** Like we have an Italian student who I have in my form, I've used students who she gets  
(195)on with and who can speak Italian to help me translate and over time they've picked up  
(196)the language and so things were all good, so yeah students are one of the best resources  
(197)we have.

(198)**R:** It's probably quite a positive as it's like a two in one because then they get to know  
(199)people who are integrated with the school and their peers...

(200)**P:** Oh yeah yeah yeah...

(201)**R:** ...and the class as well.

(202)**P:** ...it helps them when it comes to making new friends, they won't just sit with a  
(203)particular person, like if I say 'you over there, can you come and help,' so yeah it does help  
(204)them to network and settle in a lot quicker definitely.

(205)**R:** Obviously I'm presuming that most of the students, say ninety percent are quite willing  
(206)to help out...

(207)**P:** More than that pretty much all of them.

(208)**R:** ...do you find or come across cases where they're not willing to help?

(209)**P:** If I'm honest with you I've never come across that.

(210)**R:** Ok.

(211)**P:** I have asked a student to help somebody and they've said no.

(212)**R:** Ok

(213)**P:** I've never come across that. You may find other teachers who have but I never have.

(214)**R:** Ok, well that's really good really.

(215)**P:** That's one of the lovely things about this school, the students are more than willing to  
(216)go out their way to help.

(217)**R:** Yeah.

(218)**P:** To do things which is really nice.

(219)**R:** Yeah definitely. Ok, we've kind of touched on this before but, I'll say it again, as  
(220)effective as many school strategies can be in integrating migrant pupils, sometimes there  
(221)may be tensions between certain groups, how does the school combat these issues?

(222)**P:** Yeah, I think we've already answered that but what you say, how do you combat the  
(223)tensions between different groups?

(224)**R:** Yeah.

(225)**P:** Again I think we are quite lucky because in our staff we've got people from so many  
(226)different backgrounds so I think one of the bigger tools is you would get teachers from  
(227)similar backgrounds to discuss it with the students and say come on this is ridiculous...

(228)**R:** Ok

(229)**P:** ...because we're in this environment this is how we should be behaving here, back at  
(230)home, wherever it is that might be acceptable but here we talk through our problems. So  
(231)you get teachers who relate to them because they're from similar backgrounds, like Sikh  
(232)teachers, Muslim teachers, Somalian teachers, Afghan teachers, Jamaican teachers I could  
(233)go on, so we tend to use that as a tool.

(234)**R:** Ok.

(235)**P:** So if the Jamaican students, if they've got issues then they'd tend to lean towards the  
(236)Jamaican teachers and the same is true of all the different groups.

(237)**R:** So it's relating to each other culturally...

(238)**P:** Yes.

(239)**R:** ...isn't it?

(240)**P:** I mean the biggest tool we have as teachers and anywhere in society is building  
(241)relations with somebody from a similar culture so they can help to fix problems as they  
(242)come across until they can do it themselves.

(243)**R:** Definitely. And the same question again but say your teaching the classroom and your  
(244)not aware of tensions that go on and it comes up while your teaching, how would you deal  
(245)with that like, right there and then?

(246)**P:** Like say if two students have had an issue outside on the field?

(247)**R:** And you weren't aware of it and they've come into the classroom and your made aware  
(248)of it because their disruptive in the classroom.

(249)**P:** Yeah ok, well generally I wouldn't do much different to if two kids were normally just  
(250)talking, you would separate them, pull them to one side and set them the work. The last  
(251)thing you want to do is do it in front of the class.

(252)**R:** Yes.

(253)**P:** Because a lot of the time they do it to show themselves up in front of everybody else. I  
(254)generally would be like, look come on be quiet, make few jokes, make them laugh that

(255)kind of thing; set the work then pull them to one side and ask them here to get to the  
(256)bottom of the problem. Usually if you ask a student on their own, they generally don't  
(257)know why they're fighting or why they've got an issue.

(258)**R:** Oh ok. Yeah.

(259)**P:** It's just when other people become involved it becomes 'oh look at me, look at me' and  
(260)as I say when they're on their own the reason for the fight is something stupid like 'oh you  
(261)swore at my parents' or something stupid you know, that kind of thing. So there's quite a  
(262)few strategies but they're mainly very similar to what you would normally do.

(263)**R:** Yeah

(264)**P:** Just because they're from different backgrounds, doesn't make a difference really.

(265)**R:** Ok. Brilliant, thank you. The term migrant pupil is very diverse and it used to describe  
(266)many children who come to the UK from many different backgrounds, do you think this is  
(267)an appropriate term to use?

(268)**P:** If you understand what the term migrant means then I don't see a problem with it.

(269)**R:** Ok

(270)**P:** If you just think of, I mean, I would imagine there's a big portion of society who think  
(271)migrants 'oh migrants, why are they here freeloading etc' then I think if you don't know  
(272)what it actually means then it's probably a very bad word to use because your labelling  
(273)students and your labelling people

(274)**R:** Ok

(275)**P:** But as I said those who know what it means, it purely just means somebody who has  
(276)moved from one country to another, I think, then I don't see any problem with it. It's a  
(277)word you just have to be very careful about labelling people.

(278)**R:** Yeah, definitely. So is that your understanding? So if I said to you, migrant pupil...

(279)**P:** Yeah from what I understand of it, it's basically, because it's a very broad term, it's  
(280)basically somebody who's moved from one place say England for a particular reason, and  
(281)then you've got many sub-divisions within migrant.

(282)**R:** Yeah, definitely. How do you feel that your relationship with migrant pupils is in the  
(283)school both professionally and say for personal support?

(284)**P:** What do you mean by personal support?

(285)**R:** Well, you know how you mentioned earlier that say if some pupils have a problem, they  
(286)go to the teacher they can most relate to, so you might have pupils...

(287)**P:** Oh ok, I see I see

(288)**R:**....who you yourself can relate to.

(289)**P:** Sorry it's gone again, can you repeat the question?

(290)**R:** You know like you have students you can relate to?

(291)**P**: Yeah.

(292)**R**: And obviously there are certain students who can probably come to you and talk to  
(293)you on a more one-to-one level and talk to you about problems that they have. So that's  
(294)what I mean through personal support. So how do you feel your relationship is with  
(295)migrant pupils both teaching and personal support?

(296)**P**: I think my personal opinion is that I have a very good relationship with all the students I  
(297)teach. I think that is probably the most important thing you can do as a teacher really, you  
(298)have to build up relationships. Once you've done that you remove so many barriers that  
(299)students have, especially with our...with our stock of students who have seen many horrific  
(300)things and have had many bad experiences some of them. They find it hard to let their  
(301)guard down to you, it's almost imperative that you do build relations...

(302)**R**: Yeah.

(303)**P**:...because they then tend to be more open with you, they're more accepting of what  
(304)you say, more accepting of the advice you give to them and things like that so, I think it is  
(305)very important but I wouldn't say its any different with migrants than it is to British  
(306)students. I think it would be wrong to differentiate in that, again I think that would be  
(307)bordering on possible racism like 'I'm not going to do that with you because you're from  
(308)this place or you're not from England and I will with you' I thinks that's completely out of  
(309)order.

(310)**R**: So I can understand that, that it's really positive that you don't treat people differently,  
(311)but obviously when people come from different countries there are cultural issues and  
(312)people do things differently culturally.

(313)**P**: Yeah.

(314)**R**: So as a school you obviously have to be aware of that don't you?

(315)**P**: Oh yeah, there are certain things you can say to one student that you couldn't say to  
(316)another because of the cultural differences or because you know that student has a  
(317)different background. You know like you can make people laugh in different ways etc, so  
(318)yes you do have to be aware but I wouldn't kind of distance myself from a particular group  
(319)of people over another because again I think that's completely wrong. I think that's where  
(320)a lot of society falls down where they distance themselves.

(321)**R**: Thank you. How does this school accommodate for the challenges that are presented  
(322)by migrant pupils from different backgrounds?

(323)**P**: How do we accommodate for the challenges we face? Again we've got teachers from all  
(324)over the world, being an [says name] school I think we are very lucky in that respect and  
(325)we've got student support so the students when they come here are very lucky because  
(326)they'll always find a teacher or most of the students will find a teacher who is from a  
(327)similar background. And that kind of gives us as teachers better insight as well because if  
(328)we've got a query we can go there and ask 'what about this?' and they can give advice  
(329)from a particular angle, so different people will give you different advice based on their  
(330)different angles. So I think as a school we are very well equipped to deal with some of the  
(331)challenges they may face. Yeah...

(332)**R**: So do you feel professionally that you have had training in dealing with migrant pupils?

(333)**P:** Personally I don't think you can have training in it...

(334)**R:** Ok

(335)**P:** I think it's purely life experiences. And you know you're kind of educating yourself  
(336)really, it's right ok people from this part of the world will have had these experiences and  
(337)there are these experiences from here and that. So I don't think you can actually go on a  
(338)training course about teaching maybe I don't know Somalian students or Jamaican  
(339)students. It's all about being understanding and it's more of a personality trait I think  
(340)rather than something...

(341)**R:** Yeah.

(342)**P:** ...I mean you could obviously teach it but rather than going on training courses it's more  
(343)of a trait; are you open as a person, I think if you're truly open as a person you can accept  
(344)pretty much anybody to be honest.

(345)**R:** Ok

(346)**P:** So, yeah.

(347)**R:** So, this is the final question now, a year on from the last interview do you feel anything  
(348)has changed towards the issues raised, both negative and positive, either through  
(349)government support and legislation or through working in school?

(350)**P:** Changed in what?

(351)**R:** Well, in the positive and negative way do you feel that your more supported or there's  
(352)more awareness or do you feel that there's less...

(353)**P:** I think that within the school we're more, I think last time we had the interview we  
(354)were pretty good anyway because the school has got years of experience with dealing  
(355)with this kind of situation, which is very unique. So in terms of that the support is very  
(356)good and it would be quite hard to do any more, but we have got, we've employed more  
(357)teachers from different places which again comes down to having a wider range of  
(358)experiences within the teaching staff which would help obviously to deal with any issues  
(359)that arise with the students so that's one positive thing. Negative, no I don't think there  
(360)has been anything negative; I still think we're very understanding and very good at dealing  
(361)with students from all over the world.

(362)**R:** I know that was the last question but this just came into my head just randomly...

(363)**P:** That's ok, yeah.

(364)**R:** a lot of pupils can arrive mid year, they don't, obviously necessarily arrive on time when  
(365)the school starts, I mean that's got to throw you off a little bit?

(366)**P:** Yes it does throw you off, but what we would normally do is kind of, if they've come in  
(367)with no English then we won't see them, I mean I'm a maths teacher so I tend to not have  
(368)as many difficulties as say a geography teacher or a history teacher because if they've had  
(369)some schooling then maths its numbers, symbols, so they kind of know what you're on  
(370)about and you can get through things, through the use of symbols and numbers basically.  
(371)When they arrive mid-year it's happened this year to be honest, students have arrived mid  
(372)year and if it's close to an exam then obviously they're going to miss out sitting of the

(373)exam but then you give them extra help and support to help them catch up over lunch  
(374)times, after school and give them the opportunity to catch up with where everybody else  
(375)is. So, yes it's a pain, but it's part of the job and you've got to kind of deal with it because  
(376)every child does count.

(377)**R:** Well thank you for the interview, do you have any questions for me?

(378)**P:** No, not really.

(379)**R:** Ok. You happy for me to take that?

(380)**P:** Yeah, you carry on yeah, so good luck with it.

End of Interview.



## **Appendix 9**

### **P2(2)**

**P** = Participant

**R** = Researcher

(1)**R**: I am just going to go through the ethics again, that you have just read on the

(2) participant information sheet just to remind you..

(3)**P**: okay

(4) **R**: so your answers will be anonymous, erm you will be under a pseudo name in the

(5) research..it will be confidential, only me and my supervisor will have seen the data and

(6) any of the information, it will have no....the answers that you give will have no impact on your

(7) family, your work life or the school...no one will have access to it...you do not have to answer any

(8) of the questions, if you feel as we go along there is a question that you find inappropriate or you

(9) are not comfortable with then just say and you do not have to answer it...erm and you can

(10) withdraw at any time so if you feel that you want to withdraw now or half way through the

(11) interview, or even after as you have my email address on the participant information sheet then

(12) feel free to email me and I will withdraw your data, it is not a problem, I will not ask you any

(13) questions...and at the end of the study all your data will be so no one, will obviously will have

(14) the chance to see it anyway.....are you okay for me to continue?

(15)**P**: yes please...

(16)**R**: okay, can you just say your name please?

(17)**P**: [says name]

(18)**R**: and how old are you?

(19)**P**: fifty...my wife usually knows..four'ish

(20)**R**: fifty four'ish okay (*laughs*)...brilliant...and your male obviously and your Nationality?

(21)**P**: errr..British UK

(22)**R**: okay, and how long have you been teaching...at this school or in general?

(23)**P**:.....erm 35years

(24)**R**: is it at this school that you have done 35years or...?

(25)**P**: yes

(26)**R**: okay, thank you....so what do feel are the challenges in UK schools when working

(27) with migrant pupils?

(28)P: .....erh it is probably something that we could write a book about but I suppose you  
(29) are looking for something which is...erm...a more general sort of comment, the critical  
(30) feature which of course is language....

(31)R: uh huh

(32)P:...full stop. We could go on for ages and just talk about language but..

(33)R: uh huh

(34)P: I think that has probably answered the question as the problem.

(35)R: so you feel that language is one of the major issues basically with...

(36)P: the issue.

(37)R: the issue working with migrant pupils. Okay thank you. So how do you feel that, as  
(38) you have just mentioned that language as the issue, how do you feel that that can be  
(39) overcome? Are there strategies that you employ or...how do you feel that that can be,  
(40) say, worked around? Because obviously migrant pupils come to the school and they  
(41) can't speak the language, you have to....

(42)P: On a personal level...I just have to get on with it...

(43)R: uh huh

(44)P: whatever is at my disposal and there are many things that I can try, I can have

(45) support teachers...erm I can use peer support...erm..I can..because I am head of science  
(46) I can create small groups and make sure students in need of language support have  
(47) pretty good teacher student ratio...erh...there are a whole bank of resources such as  
(48) home language sheets where we can convert, in our case scientific words in to home  
(49) language, so we've...we can maybe open a few doors that way in understanding.....right  
(50) so that's me in the classroom..ive...during this last year I have taught a group which has  
(51) been of the nature that we are talking about at the moment...

(52)R: okay..

(53)P: ...a group of only 13/14 kids...the numbers vary because kids come and go...one of my  
(54) little girls disappeared about 3 weeks ago, just disappeared off the school role, don't  
(55) know where she is, this is the nature of immigration, migration and emigration..erm..so  
(56) i've got first hand experience of what we are talking about.....erm...and it's gone  
(57) well...do I teach science to have, can only speak Italian..erm..yes it gets there...God only  
(58) knows how children absorb each language and the way that they do...

(59)R: okay

(60)P: ...but by and large it goes well, there are kids who seemed to have reached that point  
(61) of...erm.....unable to access another language...they seemed to have reached that point  
(62) in their mental or cognitive abilities where i've got my language don't bother me with  
(63) anymore...erm.. i can think of 3 kids in my straight away obviously we are not going to  
(64) name anyone who have made no progress...that i can perceive in their development of  
(65) English language since November when I first created and took on the class..

(66)**R:** okay...

(67)**P:** and others develop marvellously as you go through the year and are almost English  
(68) speakers in a limited manner...maybe not writers but certainly readers and speakers in  
(69) erh 6 to 8 months.....if i can carry on the answer now on a broader sense...erm you do  
(70) get the feeling that the education system of the country has tied our hands...this school  
(71) used to have a language development base where any student who joined the school  
(72) would spend however much time was required, not 3 days for assessment or that kind  
(73) of nonsense but they would spend however much time they needed in the language  
(74) development base...

(75)**R:** okay..

(76)**P:** it would be a nice place, the lighting was comfortable, the floors were carpeted, the  
(77) chairs were nice...

(78)**R:** uh huh...

(79)**P:** erm the base would often have somewhere between about a dozen and 25 kids  
(80) working in there with about 6 permanent staff...children would then go one of 2 routes  
(81) sometimes it was most appropriate for a subject teacher to go to the child in the base  
(82) and work with them there if the child had that kind of need, but generally speaking the  
(83) children when they reached a certain level of language competence..erm would then go  
(84) to PE and perhaps a wood worky/metaly type of subject that is very hands on, they may  
(85) go to a language class if the child had clearly got language abilities um and generally  
(86) they were introduced to other areas of the school curriculum at a pace for the student..

(87)**R:** okay..

(88)**P:** ...we are not allowed to do that anymore, this is some years ago where the  
(89) Government decided that this was wrong because those students were getting a bigger  
(90) share of the schools resources than a white child who lived down the road and you  
(91) cannot have that politically, the focus, the voters won't like it, so it was banned. Erm it  
(92) was wonderful, it was clearly the best thing for all concerned, a lot of these kids are  
(93) going to spend their lives in Great Britain as well as part of our community erm and it  
(94) surely is in the countries interests to develop the language of these students and  
(95) integrate them in to our society as well, as quickly and as perfectly as possible erh but  
(96) because of political reasons we are not allowed to do the best we can do for the  
(97) children...

(98)**R:** uh huh..

(99)**P:**...the *[expletive]*....

(100)**R:** how long ago...

(101)**P:** you will have to edit that *[referring to expletive used]*....

(102)**R:** *[laughs]*..how long were you, how long ago was this learning development base?

(103)**P:** we are talking over 10 years..

(104)**R:** ..over 10 years ago..

(105)**P:** uh huh, so we are probably talking a Conservative Government that withdrew it.

(106)**R:** okay so how long was it in operation at the school for?

(107)**P:** I am not good at dates but probably 6 or 7 years, something like that..

(108)**R:** okay, and for you, from your experience of working here, that was the most positive

(109) thing that you had working for pupils coming in?

(110)**P:** without doubt yes it was.

(111)**R:** okay..thank you for that. So how would you describe the relationship of migrant

(112)pupils with other pupils from different Nationalities in the school?

(113)**P:** Erm well I think that you know a fair bit about the nature of the school and everyone

(114) is in a minority here erm and that surely is a big help to the process...they do mix

(115) together in peer groups, you do find a group of Slovakian students hanging around

(116) together, you do find the 3 Italian speakers hanging around the same street corner,

(117) erh it is inevitable isn't it? Erm but it doesn't appear to be a problem and getting

(118) lesser, the school is obviously doing a good job here..

(119)**R:** okay...brilliant thank you. Erm so this school has a large migrant population, would

(120) you say it was greater than the number of pupils from a British background?

(121)**P:** I don't know...

(122)**R:** from what you have seen, in your classrooms and the school?

(123)**P:** I don't know how or what you define as a migrant pupil, you see? Is it someone who

(124) has arrived in the country in the last 3 minutes? Or is it someone's whose parents

(125) came 10 years ago? I'm not too sure what it is?

(126)**R:** well in my research, from what I have found are descriptions of migrant pupils, are

(127) or is a child who is under the age of 18 whose come to the UK either that are

(128) accompanied or unaccompanied, erm come to the UK and basically come for a short

(129) period of time or for a long period of time, however long they are here, and have

(130) decided to enter the UK school system while they are here, so that is in my research

(131) how I have decided to define them. If I asked you how you were to define migrant

(132) pupils, based on your experiences how would you?

(133)**P:** I don't know. It is a fairly fluid term and I'm afraid having listened to what you have

(134) said, I still really don't know how to answer your question, I don't know.

(135)**R:** no, that is a fair point, you have a good point in it being a broad category, this is

(136) something that I have put in my research and a good section is actually defining what

(137) a migrant pupil is, what a child is and what a migrant pupil is in that category, and in

(138) my research I have some across many different ways, because for every different

(139) person there is a different definition, the Home Office will have one, the Government

(140) will have a different one....

(141)**P:** uh huh

(142)**R:** ...just as other researchers have their definitions, this is something that has been

(143) encountered in this research. So moving on, do you feel that within this school there

(144) is, because of say there being a good migrant population do you feel that there is a  
(145) supportive and empathic attitude in the school, compared with other schools who say  
(146) have much less of a migrant population?

(147)**P:** again, I don't know. I am sorry I am not trying to be avoiding the answer but I don't  
(148) have experience of other schools and their systems..

(149)**R:** no, that is fair enough..

(150)**P:** I can only that I think our school does a fantastic job, is enormously supportive of  
(151) migrant children and not just when they come in and sit in the classroom but when  
(152) they go home...

(153)**R:** ..okay...

(154)**P:** ..and when they have left this school, 3 of us put together a letter for this boy whose  
(155) living down in Bristol now..um who the Home Office are tracking..in support of his  
(156) application to remain in the country..

(157)**R:** oh okay..

(158)**P:** ..this was only last week, we don't give up on kids..um and now that is an ethos that  
(159) has been in the school and within the staff of this place for a good number of  
(160) years...but I don't know what other places do...

(161)**R:** is that because, in the case of this child, you were aware that they were going to be  
(162) removed or that the Home Office was tracking them and were maybe going to deport  
(163) them?

(164)**P:** in this instance, the student who was fairly well known to me, we have remained in  
(165) contact since he left the school, 3 years ago, um he contacted us and said 'look I am in  
(166) a bit of trouble here, can you write something down to say what a great chap I am'

(167)**R:** oh, okay..I see and you collectively got together with other teachers and decided to  
(168) do a letter in support of the child outside of the school?

(169)**P:** yep.

(170)**R:** okay that's brilliant. You mentioned earlier about the girl that disappeared a few  
(171) weeks ago, do you track them once they are gone or do you try to find out what has  
(172) happened to them?

(173)**P:** we have a responsibility legally to try and ensure that our children come to school  
(174) and so erh a social worker will have been in contact with parents, and I have got to see  
(175) her later on today, in fact, to see if this kid is just avoiding school or if the parents are  
(176) on the run..

(177)**R:** okay..

(178)**P:** ..I just don't know, we do legally have to take some steps though.

(179)**R:** okay that's brilliant. In that respect they are also supported outside of the school,  
(180) which is a very positive thing as well um..so how do you feel that the school support  
(181) you, either through training or personal support?

(182)**P:** ....in what way?

(183)**R:** well..

(184)**P:** ..to work with migrant children?

(185)**R:** with migrant pupils or in dealing with pupils on daily basis, with your own issues that  
(186) you come across in the classroom?

(187)**P:** well they have set up the procedures that we outlined about 5 questions ago, um  
(188) allowing me to work in the way that best suits me and the kids in front of me, as a  
(189) head of department we are allowed to create the groups that we think are needed,  
(190) our hands are not tied from above, there is a lot of flexibility, there is an awful lot of  
(191) home language support in the staffing of the school as well, we have some excellent  
(192) staff with a wide variety of language who can be pulled in as support teachers, that  
(193) sort of thing.....

(194)**R:** what about say personal support through other staff members that you can turn to,  
(195) when you need a bit of support or say of you have a query about a child?

(196)**P:** yes yes, like I said, home language people we bring in, erh right I have got to be  
(197) careful obviously you must not be able to track anyone from what I say but we had a  
(198) little girl of a particular European language who didn't seem to really be able to  
(199) understand anything in English, and even though I had some more girls in the class  
(200) who allegedly spoke the same home language, they didn't seem to be able to  
(201) communicate with her either...

(202)**R:** okay..

(203)**P:** so I bought in a home language teacher whose on our staff and just asked her to sit  
(204) and have a chat with this girl for a little while and it didn't take long before the teacher  
(205) came and gave her assessment which was this girl dosen't speak any language...she  
(206) has severe educational needs....

(207)**R:** oh okay...

(208)**P:** ...um just one example of the way a school can support a teacher in the classroom  
(209) who is having trouble.

(210)**R:** okay that's brilliant, and like you said you have staff members outside that you can  
(211) bring in and have a conversation, and that is something that you have seen in the  
(212) classroom and people have come to you and said that this is something that you have  
(213) observed yourself while teaching....um so for a migrant pupil that is coming to the UK  
(214) school for the first time, what integration strategies would you employ to help them  
(215) feel welcome, supported and that their needs matter, in the classroom?

(216)**P:** would I do if I had the power?

(217)**R:** well you mentioned that you have a great deal of flexibility in the way that you work  
(218) so within your classroom if you have a new migrant pupil that walks in to your

(219) classroom, how would you integrate them within the classroom to make them feel  
(220) supported and welcome?

(221)**P:** all the things we have already said...I think probably we have covered all of those  
(222) items.....erm small group, support teachers, peer support, all the things mentioned  
(223) already...

(224)**R:** I was thinking more on the lines you know if they come in and you sit them with  
(225) pupils, say, from the same nationality, speak the same language if they don't have the  
(226) same sort of English language knowledge...

(227)**P:** yep that is what I said..peer support..

(228)**R:** ...okay...as affective as many school strategies can be in integrating migrant pupils (229)  
sometimes there may be tensions between certain groups, how does the school (230) combat  
these issues?

(231)**P:** erm....it is going to be one of those waffle answers, in whatever way is required in  
(232) any particular circumstances...there isn't one way..erm...I am not sure there is a  
(233) school rule anymore but if there is, it's something like be reasonable...erm and when  
(234) people are not being reasonable we do what's needed to help them to be reasonable..

(235)**R:** okay..

(236)**P:** ...sometimes you have to shout at someone, sometimes you have to sit down and  
(237) talk to someone, sometimes you have to bring parents in, its whatever it needs,  
(238) whatever it takes....you use the smallest stick possible on each occasion...

(239)**R:** ...and that would be the same in your classroom? If you were teaching and you  
(240) were not aware that there were 2 pupils in the classroom that had an issue, and they  
(241) brought the issue in to your classroom, you would do the same?

(242)**P:** yep...

(243)**R:** whatever was required at that time, for you to do?

(244)**P:** yep...

(245)**R:** okay fair enough....so we have covered some of this already in terms of the migrant  
(246) pupil term being diverse, but do you think that the term is appropriate to use?

(247)**P:** ...well it is a label...and unfortunately because of the press in this country it has  
(248) negative connotations so you could change the label and call them star children or  
(249) something but it wouldn't be long before [*names tabloid papers*] have abused that  
(250) term as well...we might as well get on with it...

(251)**R:** okay...so how do you feel that your relationship with migrant pupils is both  
(252) professionally and through personal support?

(253)**P:** .....I seem to avoid lots of answers but I am not trying to..you would have to ask  
(254) them...from my point of view fine.....

(255)**R:** ..I was talking in the last interview and they mentioned that sometimes pupils can  
(256) relate to one teacher over another, they can come to them and say talk to them if  
(257) they have any problems..

(258)**P:** that is true of all kids, not just migrant..

(259)**R:** do you find that it is the same with you, that you have some pupils that can come to  
(260) you and talk to you about certain issues or problems that they may have, say they may  
(261) feel a bit more comfortable talking to you about it then they would say other  
(262) teachers?

(263)**P:** yeah it seems that way...

(264)**R:** and that is obviously a positive thing because you would want a pupil to be able to  
(265) go to someone that they feel comfortable with in the school setting..

(266)**P:** yep..

(267)**R:** .to talk about problems....erm well how does the school accommodate for the  
(268) challenges that are presented by migrant pupils that come from different  
(269) backgrounds?

(270)**P:** all the things we have said..

(271)**R:** you mentioned language as a massive one and you said that it is the issue but there  
(272) are other issues, say cultural boundaries as different cultures practice different things..

(273)**P:** children are very adaptable..enormously so, and a lot of the kids who have come  
(274) here to us, this is not their first stop...erm many of our Somalian kids have gone up  
(275) through Europe and then back down through Scandinavia to end up here, so lots of  
(276) them have come here have 3 or 4 languages, having being taught in 3 or 4 or 5  
(277) different countries...so they're okay, they just fit in with what is going on around them  
(278) ...there just isn't a problem from that point of view ..erh..I suppose the other thing I  
(279) could add to this sort of an answer is the children often have material needs...erm  
(280) sometimes by the time they have got to Birmingham, they run out of money or the  
(281) child doesn't have any parents erh there is a whole range of things that go on here,  
(282) there is a boy in the sixth form, for example, who is in, he has got no parents in the  
(283) country he has come from...let's say the North East of Africa erm and he is on his own  
(284) in accommodation, sheltered accommodation over by spaghetti junction direction and  
(285) the school has helped to sort that out and when he plays for the school's football  
(286) team, we try to arrange lifts for him, to and fro, there and back..whatever we can do,  
(287) if a kid comes with no clothes, we give them clothes..I don't know how we do it, it has  
(288) surely got to be illegal to spend that money but erm..and I shouldn't be saying this  
(289) somebody needs to know I suppose you have to do this occasionally, you have to  
(290) spend some money and here are some shoes, there have been the odd occasion  
(291) where a child has slipped through the support network and therefore doesn't have  
(292) free school meals and yet the parent can't provide..and again there are staff in this  
(293) place who will put hands in pockets, I know this to be the case..whatever it takes,  
(294) whatever the kid needs..erh you won't have met [*says name*] I presume...our previous  
(295) head teacher...erh but one of his sayings and he had many, was [*imitates voice*] 'what  
(296) if it were your child?' And many if us that have been here for a few years, I think that  
(297) is really the war cry..what if it were my kid? What would you do for my kid?



(298)**R:** I understand that, it is a very very fair point really, and obviously it plays on the  
(299) every child matters policy, as you want to create that within schools, but through my  
(300) research, the migrant pupils can get financial support from the Government through  
(301) EMAG, the ethnic minority achievement grant..

(302)**P:** and I am sure that we do that...but I don't know anything about that side of things.

(303)**R:** okay, I was just thinking of if they do have material needs, does the money come out  
(304) of that or of the school?

(305)**P:** sometimes, I don't know. Sometimes it comes out of staff pockets, I don't know.  
(306) Erm I do know the wheels of obtaining these kind of grants are not instantaneous  
(307) things, that the child needs to be fed today may not be met by the Governments grant  
(308) until a month down the road, now somebody has got to sort that out and there  
(309) probably isn't a legal way to do that..so we do it! And I don't know how we do it, we  
(310) do.

(311)**R:** okay thank you. So final question, a year on from the last interview, do you feel that  
(312) anything has changed towards the issues raised, both negative and positive, either  
(313) through Government support or legislation or through working in the school?

(314)**P:** this Government seems to be quite keen on, once again making migrants out to  
(315) be bad people, and anti-British and bad for us, erh with their big play of trying to raise  
(316) political gains by targeting migrant workers, from outside the Economic union the  
(317) European union to limit their numbers, even though these are the very people who  
(318) run our hospitals and do things that we can't do as a population, it's just madness isn't  
(319) it?

(320)**R:** at the minute it is a conservative Government, and you mentioned that when the  
(321) learning development base was taken away it was presumably under a conservative  
(322) Government as well, so do you feel that the next 4 years there are going to be a lot of  
(323) cutbacks and set backs, like you said your hands are tied so do you feel that it may get  
(324) worse or, obviously you cannot predict what is going to happen but...

(325)**P:** I don't know...I don't know...I just know that migrant workers are an easy target to  
(326) gain political clout from say white people who live in Northfield or its probably a bit if  
(327) a blanket view but...

(328)**R:** you mentioned migrant workers, do you find that it has an impact on migrant  
(329) pupils within the school, do you find they might read this sort of stuff be like well is  
(330) that me? Do they really think that of me or...

(331)**P:** your asking me to guess, I don't know.

(332)**R:** nobody has come to you and said anything like that or...not that your aware of?

(333)**P:** no..no.

(334)**R:** I am thinking that for a child who has come to the country for the first time, it can  
(335) be quite a scary thing especially if they are coming to a country where a percentage of  
(336) the population may be hostile or not so welcoming, and obviously within the school,  
(337) from what I can gather it is a very welcoming and supportive school and they are very

(338) lucky children when they come here but obviously on the outside, as much as you try  
(339) to support them you cannot protect them..from that.

(340)**P:** the year 9 group I teach, that I have mentioned before, the small language needs  
(341) group of only migrant children, or children from migrant families, um we spend a lot  
(342) of time chatting in between the science, we just pull the chairs round and we talk  
(343) about whatever is going on or went on, erm and we have talked about many times  
(344) about the children's experiences in their home country or other countries and quite  
(345) often they speak very fondly of their home town or home city or a country that they  
(346) have been to and then the question arises, well what do you think of England? And  
(347) inevitably they will be well this is wrong or that is wrong and the other is wrong, but  
(348) they all must end up with the statement of 'but its better then where i've been'

(349)**R:** okay....

(350)**P:** erm its....it's really quite heartening to hear that comment time and time again,  
(351) without being forced out of children's mouth, yeah this is the best place I've been  
(352) despite they don't like this or they get called that or that was difficult, yeah this is  
(353) quite a nice place to be..

(354)**R:** would you say that was the school or to do with Britain?

(356)**P:** both...well I wouldn't go for Britain but definitely Birmingham.

(357)**R:** okay brilliant. Well thank you very much, you have been very informative.

(358)**P:** it's a pleasure thank you for making me think about things.

(359)**R:** do you want to ask me any questions or...

(360)**P:** no, not at this time.

(361)**R:** are you happy for me to continue with your data?

(362)**P:** yes.

End of Interview

## **Appendix 10**

### **P3**

**P** = Participant

**R** = Researcher

(1)**R**: okay, so I am just going to go through the ethics, to remind you..

(2)**P**: yep...

(3)**R**: ..your answers will be anonymous, because in the research you will be put under a  
(4) pseudo name, they will be confidential, only me and my supervisor will have access to  
(5) them and will have seen them...

(6)**P**: yeah..

(7)**R**: the answers you give will have no impact on your family, your working life or the  
(8) school. Erm...if you find as we go along there is any questions that you find are  
(9) inappropriate or you don't like, you don't have to answer them...

(10)**P**: okay..

(11)**R**: you can just say and you do not have to answer them, you can withdraw at any time  
(12) so either during the interview or you want to withdraw after, you have my email  
(13) address on the participant information sheet just give me an email if you have any  
(14) queries or questions..and after everything has been written up and handed in, all the  
(15) data will be destroyed so no one will have access to them....are you happy for me to  
(16) continue?

(17)**P**: yes, you carry on..

(18)**R**: can you just say your name please?

(19)**P**: my name is [*says name*]

(20)**R**: and how old are you?

(21)**P**: fifty five

(22)**R**: you're male...and what nationality are you?

(23)**P**: British.

(24)**R**: how long have you taught?

(25)**P**: thirty five years this summer, here

(26)**R**: thirty five years at this school?

(27)**P**: yes, this summer.

(28)**R:** okay so what do you feel are the challenges in UK schools when working with migrant  
(29) pupils?

(30)**P:** erm..the challenges...the more I've done this and the challenges are the lack of  
(31) preparation with the mainstream staff in dealing with youngsters coming in who speak  
(32) no English, much more training needs to be done on this, the Government is now  
(33) waking up to this, and trying to persuade schools and managers to look at particular  
(34) modules with regard to migrant children..

(35)**R:** okay so well its interesting that you mentioned that because that is actually a  
(36) question that I have later on....erm that is a very very good point, I do believe that  
(37) through my research there is nothing within the teacher training that deals specifically  
(38) with migrant pupils, what would you say based on your experience would be the  
(39) appropriate training, what type of training would you like to see?

(40)**P:** right erm...well I've actually done some training at [*names university*], erm the last  
(41) couple of years with some business studies students, done them a session on the EAL  
(42) student because obviously I deal specifically with EAL, migrant could be someone from  
(43) Australia but generally here is somebody where generally English is not their first  
(44) language, that is what I am referring to when I talk about a migrant, but you have got a  
(45) base line. Ermm...what do they need? An awareness of where the erm child comes  
(46) from that's important, I'll give you an example based on here, erm most of the children  
(47) here were coming from war torn areas of Asia, Middle East, Iraq, Afghanistan,  
(48) Iran...erm a lot of those were unaccompanied, so in some cases they had little or no  
(49) schooling erm so you know to suddenly put them in year ten, this is your first day in  
(50) school and everybody has been here for you know about seven or eight years in the  
(51) British system...you need to do some teaching and training to what is expected within  
(52) the school...erm this is something that we obviously do, other schools don't therefore  
(53) because of their backgrounds you need to be aware of, the school may not be the most  
(54) important thing on their agenda, they may not know where their families are or  
(55) something like that..that's one group of migrants, erm second group of migrants are, we  
(56) get another largest group from French speaking West Africa and again their often,  
(57) particularly if they come from the Congo, the children have fairly successful parents in  
(58) terms of academia erm but they probably found themselves on the wrong side of the  
(59) Government when there has been a change in Government therefore they have had  
(60) to leave, again some of the children have witnessed their parents being killed, then you  
(61) have got a completely different set of migrants they're from Eastern Europe, they've  
(62) been to school, they're purely economic migrants, they've come to get jobs here, work  
(63) here, a better life, a higher standard of living so they have an experience of school,  
(64) generally they can already read and write in their own language and for the vast  
(65) majority of them the script they use is the same that English speaking children use, so  
(66) you do need to know where your migrants come from because they come with  
(68) different sets of baggage, different kinds of experiences and it's not the same so that's  
(69) perhaps the first thing you need to start with....

(70)**R:** would you say that's a lot to do with individual differences because as much as you  
(71) will get a group of migrant students say from Eastern Europe, they are not all going to  
(72) have the same needs and all the same...

(73)**P:** ..no they won't...erm...there....there are needs in terms of...their life outside of school  
(74) as they are with their families and with their parents, the other children may not be,  
(75) they may be with their depleted family erm the children that come from Eastern  
(76) Europe, mom and dad's here normally, erm they are here because they are working  
(77)erm yeah they do have different needs in the fact that some of them may have learned  
(78) some English before they came, some of them won't....erm generally though they have  
(79)all been to school and have had some education...you do notice a difference between  
(80) levels of education from various different countries as a generalisation, erh the children  
(81) who come from Poland seem to have had a pretty good basic education the children  
(82) who come from Slovakia, its less so, or it could be that you also in build the Roma  
(83) factor..are you familiar with Roma?

(84)**R:** no

(85)**P:** okay, so the Roma are basically gypsy

(86)**R:** oh okay..

(87)**P:** and there are a lot of Roma families in Slovakia...they're looked down on by the  
(88) Slovaks, looked down on by the Czech's...erm their education has been interrupted, I  
(89) mean I teach Slovakian children who are Roma, who are brought here because they face  
(90) racism at home..

(91)**R:** oh okay

(92)**P:** so they have had interruptions to their education in some cases, I don't just mean  
(93) each of them that have come here, I mean by what's gone on in the Home Country, erm  
(94) whereas the Polish children seem to have had a straight forward education and know  
(95) pretty much what's what, and what's expected in the school

(96)**R:** so do you feel that there is a type of training that you can do for that, you have just  
(97) said that there are loads of differences, would there be a general training or..

(98)**P:** I think there is a type of general training..I...I think the first thing you do is like I said,  
(99) raise awareness of where your people come from , when you go to a school, If I was  
(100) new going to a school or I would want to know where the EAL students come from  
(101)and what is their background erm I've been...I went to another school to have a look  
(102) around very very different to here..large EAL department, erm but they..it was a faith  
(103) school and they had so many Polish children in the school, that was probably 90% of  
(104) their EAL students, so they are actually doing science in Polish...

(105)**R:** okay yeah

(106)**P:** erm we can't do that here because we haven't got a large Polish contingency, there  
(107) is maybe seven in this year group, maybe five in that year group and so on, they have  
(108) thirty something in each year group..

(109)**R:** wow..

(110)**P:** you know so...yep...you need to familiarise yourself with where they come from,  
(111) then where they come from that is when you start to look what the issues are and  
(112) where people are going to need some help and some training...erm one thing that

(113) all staff can do with and I have spoken to all the new staff in here, in fact when I first  
(114) took the job on here, I got the whole staff to try and put themselves in place of an EAL  
(115) student, for some staff it's easy as we are an *[names school]* and staff do come from  
(116) overseas...erm but what I did...erm.....I had them in groups actually in this room erm  
(117) and spent a whole day with five or six groups, and I started the talk in  
(118) French....because most people educated in this Country don't speak French so there  
(119) was a kind of 'oh..hey..what's he doing..has he gone a bit mad' erm and one or two of  
(120) them began to realise and then you get one or two as you do in an EAL class speaking  
(121) to their friend and saying 'oh he's saying...' and they would tell them what I was  
(122) saying...when it came to the modern languages class as they were all French speaking,  
(123) in one we actually did it in Polish...I got one of my colleagues to do it as it was new to  
(124) all of them.....erm but that's to put you in the position of what's it like thinking about  
(125) it as you have got to raise the awareness of these children's needs...you've got to  
(126) move..you've got to be dynamic...you can't just deliver as if you're lecturing  
(127) something because it goes straight over their heads...

(128)**R:** so obviously as, within the teacher training course they don't have any of that, but  
(129) do you provide any of that in this school? An awareness course or..

(130)**P:** I have spoken this year to, I've been told to speak to all new members of staff...erm  
(131) well the ones who joined in September anyways..presumably we will do it again in  
(132) September so they will all be caught at some stage and as I said, I have done it with  
(133) *[names university]* a couple of times but again it was only with one particular sector,  
(134) first year it was business and IT students, the second year it was just business..

(135)**R:** okay...brilliant thank you. So erm how would you describe the relationship of  
(136) migrant pupils with other pupils from different nationalities in the school?

(137)**P:** here they all mix very well erm....most of the children, well a good half of them are  
(138) EAL students...erm depends how you're defining EAL student we have shifted our  
(139) definition, EAL is now anybody whose parents were not necessarily English speaking

(140)**R:** okay..

(141)**P:** ermm and what we've done, we've divided our register, when you first came if I  
(142) talked about the EAL register to you there would have been about one hundred and  
(143) twenty students...erm that still exists but we have expanded it because erm we have  
(144) also got children on it now who have been here for various years so we kind of look at  
(145) year one, erm one to two years, three to five years and even if it goes back to primary  
(146) and as a result of that there are many more children on it, the ones that I still support  
(147) mainly are the ones who are working here, the ones who have the lowest level of  
(148) English..

(149)**R:** okay

(150)**P:** although I've also had more staff since you came because the acting head is very  
(151) conscious of the fact that this is a much bigger operation than perhaps people thought  
(152) it was in the first place and he has been very very supportive...

(153)**R:** so you have just mentioned that your EAL definition has changed and its parents  
(154) who don't speak English...is that?

(155)**P:** it's...its children whose parents were born overseas and whose first language wasn't  
(156) English...

(157)**R:** regardless of whether the child speaks English or not?

(158)**P:** yes because you normally find the erm.....and I've tested this out with one or two of  
(159) the staff here erm....if you're talking to them they erm, they probably speak fluent  
(160) English but for the first five years of their life they didn't until they started going to  
(161) school, they spoke their home language. Erm so they are still actually EAL..

(162)**R:** oh okay..

(163)**P:** because you were brought up speaking you know Polish or Punjabi or Urdu or  
(164) whatever at home, so you're EAL because you didn't actually start English until you  
(165) were five or whenever you went to school...three or whatever...but you know..

(166)**R:** I see what you mean...yeah...that is something that you've seen in this school and  
(167) you've implemented?

(168)**P:** that is something that we have kind of changed...we've...I've had erm...we were due  
(169) an Ofsted inspection which we had and all went well..erm I had the brass advisor in for  
(170) EAL...there is only one advisor for the whole of the city for EAL erm and somebody I've  
(171) known for years..she came in and this is what we looked at...erm we are changing  
(172) what we do next year..erm there wasn't anything wrong with what we were doing but  
(173) we are trying to make it more accessible...so what is going to happen now...erm if you  
(174) arrive with me in September new and you don't know any English, you're going to be  
(175) tested in English..obviously you are not going to score on that but still have to have  
(176) the result...erm...you will be tested in maths and science and you're obviously going to  
(177) be tested in your home language and probably some cognitive skills..you see the home  
(178) language and the cognitive skills are new tests...okay...erm if you are below the level  
(179) three, you're going to then stay in our base for six weeks and you won't go out of our  
(180) base for six weeks and you're going to be taught in there and it's going to be English  
(181) English English, at the end of six weeks you will then go out and join mainstream erm  
(182) but you will still come back to the base for...we've changed our lesson times....I think  
(183) its two hours a week, we are changing the length of the lessons so and in those  
(184) sessions you will be taught subjects specifically...

(185)**R:** okay..

(186)**P:** it also means that when I'm not teaching, when my colleagues aren't teaching in the  
(187) base, because again we are also hoping to by then have a higher level teaching  
(188) assistant helping us...erm we will go out in to classrooms to work alongside the  
(189) teacher...

(190)**R:** okay

(191)**P:** ..in either a history lesson or a geography lesson, now I have actually started that  
(192) this year..erm because in...I can't remember when you first came to me..about  
(193) November time I got another member of staff as a teacher so she has actually been  
(194) going out doing some of this already..

(195)**R:** In one of the previous interviews, it was mentioned that you had an erm learning  
(196) development base.....it was about ten years ago and it was where erm any of the

(197) migrant pupils came in they would go straight to there for however long they needed  
(198) to and then sent out at their own pace...

(199)**P:** yep..erm..this is...things have changed..I have...I wasn't doing it..erm I was head of  
(200) modern languages at the time...erm some things used to be funded especially  
(201) erm..I'm trying to think...they used to regard funding for some things like this as I  
(202) think..it was section eleven and funding was something like that...and yes there were  
(203) two or three teachers that were in that particular base, in fact I think it was longer  
(204) than ten years ago ...erm well that is certainly one that I can think of..well you see all  
(205) that funding kind of disappeared and those teachers went in to you know  
(206) schools...erh when the...we have a substantive head and acting head at the  
(207) moment so when the person who was the previous head...I hope that's not to  
(208) complicated..yes we did have...well it was this room in fact and one of my colleagues  
(209) actually used to spend some time with him, but it wasn't a question of the kind of  
(210) stayed here forever..there was a time limit on it..and then what it then changed to  
(211) was that they just come here for English..

(212)**R:** okay I see what you mean..

(213)**P:** which is what we've been doing but now were going back to..actually be out with  
(214) them and see what they are doing because they can't manage certain subjects..

(215)**R:** you see the only reason why I mentioned it was because it does seem..it is similar to  
(216) that I mean obviously like you said it's different because they went at their own pace  
(217) whereas you have that six week period and then you sort of introduce them out but it  
(218) is similar in terms of..

(219)**P:** yes..

(220)**R:** you give them that intensive course..don't you?

(221)**P:** you will find..if you stay in education..that the longer you stay in it things come full  
(222) circle...when I was a younger teacher in Birmingham they actually had a base called  
(223) the Stuart street..I don't know if you have heard of that?

(224)**R:** no

(225)**P:** the Stuart street where was all the children that were newly arrived in Birmingham (226)  
went to school..

(227)**R:** okay..

(228)**P:** and they stayed there for so many weeks and they did intensive English before they  
(229) went off in to secondary schools..this was due to the standard..the argument being  
(230) that they needed to meet other children..fair enough..erm they didn't realise the huge  
(231) numbers of children that were going to arrive in the recent years so they kind of lost  
(232) the expertise of the centre..now in London..and I think it might be Hackney or  
(233) Islington..I'm not sure but you will be able to find out..they are now thinking of re-  
(234) establishing theirs as they realise that they have lost the benefit of something..

(235)**R:** hhhmmmm



(236)P: ..so erm..but here the children are pretty well supported because I have also now  
(237) got..erm...a kind of assistant learning mentor who is specifically for me and my centre  
(238) working with the language children who speaks about eight languages himself...

(239)R: brilliant..

(240)P: erm the only language that we really get stuck on here is anybody who comes here  
(241) who is Chinese speaking...erm because I can do French and a bit of German and then  
(242) the learning mentor speaks about eight different languages, the ladies both speak  
(243) Polish, English and can understand Slovakian and bits of Czech..so erm most of the  
(244) kids are catered for there's somebody on the school

(245)R: yeah..

(246)P: ..I did a language survey, which I wasn't allowed to publish the results of because of  
(247) data confidentiality, amongst the staff as to what language because I uncovered some  
(248) staff who spoke Russian..

(249)R: oh wow..

(250)P: which was useful because we had a couple of Russian kids but we didn't know that  
(251) because erm I wasn't allowed...I wanted to put it..to publish it so all school staff  
(252) knew..oh you know if there was a problem Mr so and so and Mrs so and so speaks..we  
(253) weren't allowed to do it...erm which is a bit silly

(254)R: but very useful for you because you are obviously aware yourself so if you do have  
(255) any problems with any Russian students you can go on to

(256)P: yes I can..yep..

(257)R: it's quite positive and it sounds like a really good thing that you did..

(258)P: that was one of my first things I thought of ooh I have a language survey so who  
(259) speaks what...erm because...when I first came here it was a grammar school so there  
(260) was no language..then it went comp and most of the children who didn't speak English  
(261) either came from Pakistan or India and then of course it went to Vietnamese boat  
(262) children there weren't hundreds of them you know but there were some erm...and  
(263) obviously there were Chinese speaking and a little who spoke Cantonese erm then the  
(264) next...big arrival was erm.....during the Yugoslavia conflict when Yugoslavia was  
(265) breaking up and you got Croatians and Albanians and.....erm Serbs coming and then  
(266) to say more recently erh..its..erm..fromerh..Asia, Middle East...French Africa..we get a  
(267) few Zimbabwe's but not as many as we did have...again English is their second  
(268) language as they tend to speak shona or something like that at home..but they have  
(269) all been educated in English at school and so over the years it shifts as to who you are  
(270) going to get..

(271)R: hhmmmmm...

(272)P: and then all the migrant workers..you know..it's very different to what it was twenty  
(273) years ago

(274)R: definitely...so this is just a factual question but do you find that this school has a  
(275) larger migrant pupil population than it does a British National population?

(276)P: oh yes..yep...there is one group that I haven't mentioned to you...erm there is a  
(277) large Somali population...

(278)R: okay

(279)P: erm some are directly from Somalia but often they are from the European Union like  
(280) Denmark, Sweden, Finland and they have Nationality from that country..they are  
(281) allowed to come and live here..

(282)R: okay

(283)P: not refugees...you know no problem they are legitimately here erm but yes there are  
(284) not any English children here that are native to the country..

(285)R: so do you feel that with a larger migrant population it works in this schools favour?  
(286) Erm because of the larger migrant population is there a more supportive and  
(287) empathic nature and attitude in this school, do you think compared to others?

(288)P: well I can't answer that erm I am not dodging the question, I will give you an answer  
(289) to something because I have not been in other schools I cannot tell you...I have never  
(290) worked in an all White school, I can't answer that question...I have always worked in  
(291) and around Birmingham and loved it...erm...this is a very rich school in terms of  
(292) cultural diversity and things like that and everybody is taught bilingual...you know and  
(293) the basic thing is..the message to the kids when they come in here..the route of your  
(294) success if you are staying in this country is to learn English because once you have  
(295) learnt English you can start and add things on to it and build your career..if you don't  
(296) learn English what are you going to do? So if you do that, you will prosper and will  
(297) hopefully do well, and erm...one of the things I do like in this room, and it happens in  
(298) mainstream as well erm we do pair work in here, it's lovely to see an Arab  
(299) speaker..*[interruption from co-worker 17 seconds]*...I've lost my clegg now

(300)R: you were on about pair working

(301)P: right...erm interesting watching an Arabic speaker working with a Pole and the  
(302) language that they have to work in is English and yet they are doing it and they are  
(303) having a really good go helping each other..you know..that is nice to see..that is how it  
(304) should be and that is how it should be on the outside

(305)R: definitely..thank you. Erm..do you feel..well obviously you are the head of the EAL  
(306) department but do you feel that you get a lot of support from the school, either from  
(307) training or personal support?

(308)P: erm...yes I do..erm....there has always been some support erm but since we have  
(309) had..we have an acting head at the moment and he is very keen, very helpful erm...I  
(310) personally don't do any training myself because I am closer to retirement ..if  
(311) somebody younger wants to have a go then that's fair enough, I am only going to do  
(312) another year or so...but in terms of funding there is a lot, in terms of staffing I am a lot  
(313) richer..

(314)R: hhhmm

(315)P: ..erm and I know I can go to him and make a valid argument for something he is  
(316) going to listen and....

(317)**R:** brilliant that's great, so obviously that is something that you need in this school  
(318) especially for your department....erm well we have sort of touched a bit on this but  
(319) you might have some particular strategies...so for a migrant pupil that is coming to a  
(320) UK school for the first time, what integration strategies would you employ to help  
(321) them to feel welcome, supported and that their needs matter in the classroom?

(322)**R:** right well...as I say we are changing all of this from September...well we are adding  
(323) to all of what we have..erm they are going to be in a base..erm they are going to be  
(324) working with the four of us with a learning mentor..assistant erm...they will initially  
(325) get to know the people in the group, they will know us so that they will be taught that  
(326) we are the first point of reference if they need any help..we will have whether our  
(327) parent's link with their parent's erm because we are going to set up...parents will  
(328) come in for interviews, if necessary we will have interpreters there erm mainly we can  
(329) do it ourselves..erm we will have to have someone if they are Kurdish or something  
(330) like that..erm they will stay with us for six weeks, we will have the parents in again  
(331) after the six weeks to let them know how things are going on and there will be a lot  
(332) more meetings with mum and dad I hope...the children will go out, they will still have  
(333) contact with us and know where to go, and when they go out erm they are placed  
(334) with a buddy, they have been anyways ..and there is a boy who has just arrived last  
(335) week from one of the French speaking..I think its Congolese and he is being placed  
(336) with another French speaking Congolese so they have a buddy you know, to help them  
(337) around..

(338)**R:** hmmm

(339)**P:** erm Mr [says name] who is the assistant learning mentor will go to different classes  
(340) to see that they are settling in and how far and then he talks to the teachers and then  
(341) it is brought back to me...

(342)**R:** and this will be implemented from September onwards?

(343)**P:** some of it is being done now erh but yes the rest of it will come September...erm we  
(344) do buddying....Mr [says name] does go out in to the classrooms.....erm they are not  
(345) here as a base but they will be to start off with...so initially they will know four or five  
(346) of us well erm...but that is the basis of going out

(347)**R:** brilliant, thank you. So erm as effective as many school strategies can be in  
(348) integrating migrant pupils sometimes there may be tensions between some groups,  
(349) how does the school combat these issues?

(350)**P:** .....depends who it is and what it is.....erm I remember two years ago erh we  
(351) had a big conflict one afternoon with Kurdish boys and erm.....Afghan boys.....for  
(352) that we spent...about seven or eight staff spent one afternoon with about thirty kids, I  
(353) was in the room with the Kurdish kids initially and then went in to the Afghan kids  
(354) after...talking to them and explaining to them....alright they had an argument but the  
(355) problem is they needed to know and understand...I mean there were punches thrown  
(356) and all that, this is not acceptable in England, If it happened on the street they would  
(357) be in big trouble and because of your erm situation in the country erm as most as  
(358) refugees or asylum seekers, you know it's not going to be looked upon favourably if  
(359) you appear in court because you have done it outside...erm so there was a lot of  
(360) explaining going on...erm.....there was a lot of handshaking at the end of the  
(361) afternoon and we also involved some lady members of staff on purpose because

(362) sometimes lady members of staff are good at diffusing these particular  
(363) situations.....that's one thing..erm we do have here teachers from most of the  
(354) different communities that are presented in the school, we've got Somali teachers,  
(365) we've got teachers from the Caribbean erm...I don't know if we have any African  
(366) teachers at the moment but we have had in recent years..erm teachers from various  
(367) countries in Asia erm and we do use them to speak to parents and to you know...bring  
(368) someone in from the community to talk and to try and sort out whatever the problem  
(369) is you know because it does happen from time to time in the school....I can remember  
(370) one afternoon about seven years ago, there was a big conflict between the Sikh lads in  
(371) year eleven and the Muslim lads in year eleven erm....I don't even know what it blew  
(372) up over it might have been he looked at my sister or something like that erm and it is a  
(373) lot of calming and a lot of explaining and you also have to explain to children or  
(374) students because some of them are young people, erm there's certain things that they  
(375) might find unacceptable in the home country is actually acceptable here

(376)R: okay..

(377)P: and vice versa

(378)R: yeah

(379)P: erm...like.....on a very basic level we were talking to some of the boys and some  
(380) of the Asian lads said that it is acceptable for two young men to walk down the street  
(381) hand in hand..if you did that in this country somebody might shout something after  
(382) you, so you explain that and say well you know in your country everybody says its  
(383) acceptable no problem, here you know, people view it differently and may object, so  
(384) you know it's an education programme

(385)R: hhmhm

(386)P: erm well I normally tell them that when I was young and in France I couldn't get  
(387) over the fact that my friends sister gave me a kiss on each cheek because you don't do  
(388) that in England

(389)R: hhmhm

(390)P: here you just say hi...you know am I missing something? It's about physical contact  
(391) there...and yes I found it pretty strange to start with but then you know you got used  
(392) to it and erm you accept that that's part of them...table manners erm in France you sit  
(393) with your elbows on the table at dinner when you're not actually eating, in England  
(394) you do not...erm you know you would be told if your elbows were on the table in  
(395) England but in France your mother will tell you if you haven't [laughs]..so you know  
(396) you have to learn..it reminds me of, it is a bit reminiscent of..is it the HSBC erm bank  
(397) advert..

(398)R: yeah

(399)P: where they..don't point your feet at somebody and things like that [laughs]

(400)R: yeah

(401)P: you know...you have to....it's like...he looked at me

(402)R: uh huh

(403)**P:** or well I didn't like it because he spoke to my sister...well I'm sorry but in England  
(404) you can speak to a girl [*laughs*] and you know you have to learn this

(405)**R:** yes, definitely. Thank you for that...erm so the term migrant pupil is very diverse and  
(406) is used to describe many children who from, to the UK from very different  
(407) backgrounds

(408)**P:** yeah

(409)**R:** do you think that this is an appropriate term to use?.....if initially before you go  
(410) in to that, if I asked you what is your definition of a migrant pupil?

(411)**P:** migrant pupil to me somebody who has come from overseas to this country, that's a  
(412) migrant pupil, erm some people may say it's somebody who...well I've migrated to  
(413) Birmingham from a different part of England...

(414)**R:** yeah

(415)**P:** and you know some people may have a different view, but if, because I am an EAL  
(416) teacher and if you were asking me about migrant pupils I am automatically  
(417) programmed to say someone who comes from overseas

(418)**R:** yeah

(419)**P:** whereas somebody may say to you Mr [*says name*] is migrating to Birmingham  
(420) because he came from Lincoln, I'm from Newark originally and I migrated for the same  
(421) reason that they did...I wanted a job

(422)**R:** yeah

(423)**P:** [*laughs*] you know that's why I am in Birmingham [*laughs*] I make no..you know  
(424) bones about it [*laughs*] so does that answer that bit for you?

(425)**R:** erm just going back to the question though, do you think it is an appropriate term to  
(426) use?

(427)**P:** .....I like it better than immigrant, I like it better than refugee

(428)**R:** yeah

(429)**P:** I like it better than asylum

(430)**R:** do you find that it is a bit more PC, than using those terms?

(431)**P:** erm....I say that those are the terms that tend to have possibly negative  
(432) connotations whereas this one, I am not going to say that it is positive but it is not  
(433) negative

(434)**R:** definitely, thank you.

(435)**P:** okay

(436)**R:** so how do you feel that your relationship with migrant pupils in the school is, both  
(437) professionally and through personal support?

(438)P: .....the ones that have been here in the base, not the initial one hundred or  
(439) whatever it was that I told you about, we have a very good relationship with them  
(440) even though when they leave me they still come down and see me too....if they have  
(441) got any problems

(442)R: yeah

(443)P: erm if they are unaccompanied kids erm...they have what's called a PEP every now  
(444) and then, which is a personal education plan, there is a meeting between social  
(445) workers or school carer erm and if you say to a child there, you always...*[interruption*  
(446) *14 seconds]*...sorry where was I?

(447)R: you were on about PEP

(448)P: yep...erm so if they have this personal education plan, when a social worker says to  
(449) them, if you have any problems in school who will you go to, and nine times out of  
(450) ten, it's one of us.

(451)R: okay, yeah.

(452)P: because we teach them to..

(453)R: yeah

(454)P: ..if they have any problems come and see us. You know us and we will get it sorted,  
(455) and then we will go and see whoever the relevant person is to deal with.

(456)R: okay brilliant, thank you. Okay so you have answered this one before so I won't ask  
(457) that

(458)P: okay

(459)R: okay do you feel that professionally, I mean this is to do with training as well, but do  
(460) you feel professionally that you have had training in dealing with migrant pupils?

(461)P: .....no not really.

(462)R: so would you say it's a life experience thing or?

(463)P: it is...it is..most of what I have learnt is picked up over the years...erm...it's also  
(464) helps..erm that because I was...erh....initially erm a French teacher...erm...I..I..spent  
(465) some time in France so I can also see the kinds of problems that they will face, kind of  
(466) arriving as a young man on the front I did, and yes I did French x number of years at  
(467) school but it didn't sound anything like I did in school when I got there

(468)R: yeah

(469)P: I had to get used to accents and all sorts, and in some ways I can see what they are  
(470) feeling, you know because when I first went, lots of things went straight over my head  
(471) and all of a sudden in a completely different situation, because I arrived on Friday and  
(472) on Monday I was in a school teaching a class.

(473)R: hmmm

(474)P: and yes they could understand everything that I said but there were a lots of things  
(475) they came out with, especially....I didn't know what they were on about. Erm so part  
(476) of it is you know life experience erm you occasionally..I am just trying to think over the  
(477) years I remember there was a Birmingham based..erm...ed psych who is of Somali  
(478) origin, he went back to Somalia and got shot dead! Erm but he came in and  
(479) gave...when Somali's first started coming over...and actually gave us a lecture about  
(480) the Somali's which basically started off that Somali's are very war like people.....erm  
(481) but that was him, it was his words...erm and then he went on to tell us a bit about  
(482) Somalia, and the background, and the children, and..erm but mainly it is picked up..

(483)R: yeah

(484)P: ...I mean I get people ringing me..erm I have one Somalian in my school what do I do  
(485) with it...

(486)R: okay yeah

(487)P: ..and you know *[laughs]* that's a question! And it sounds horrible you know...so is it  
(488) a boy or a girl...because it's I have one Somali what do I do with it?

(489)R: yeah

(490)P: you know..well I said...you know...and quite often I may know something or  
(491) somewhere...I mean there is an education place for Somali kids that some Somali  
(492) teachers have set up in Birmingham...you know it may be helpful to tap in to them and  
(493) go and see what they are going to tell you. Erm a lot of it is picked up, erm there isn't  
(494) in Birmingham...a good network for secondary teachers of EAL..and I have raised with  
(495) the advisor..there's a very good one for primary school...in fact there is more than  
(496) one...because there is so many it is divided in to three areas, erm but in...erm  
(497) Secondary there isn't..but the advisor is looking to set one up...but her time is limited  
(498) and she is here there and everywhere.

(499)R: .....I see what you mean with erm..all of that. But you know when you mentioned  
(500) earlier about the type of training those teachers can have..

(501)P: uh huh

(502)R: ..erm do you feel that it is enough..erm because obviously a lot of it...you've  
(503) mentioned individual differences and a lot of it you will pick up as you go along, so do  
(504) you feel that even if you introduce the training that you mentioned earlier, it would be  
(505) enough for them?

(506)P: it's a start..it's a start..erm....the problem in this country as in any country  
(507) is.....teachers have got to deliver their curriculum and you have a certain amount of  
(508) time to do a certain amount of things..and then it becomes a problem for you because  
(509) I am not a science teacher....I would dread to have to go and deliver a science lesson  
(510) and I think perhaps some colleagues may feel..oh what am I going to do with these  
(511) children who don't speak, you know, English erm you know and we do try and  
(512) reassure them but you know I will do something and I teach them in equipment or  
(513) something like that....the ball game changes as well so whatever training you had say  
(514) now, in three or four years time you are going to want to top up..

(515)R: uh huh

(516)**P:** your children may be from somewhere completely different again, somewhere  
(517) there may be a political hot spot in the world and people are coming...erm you know if  
(518) the EU were to expand again, if for example Turkey came, once..erm..I mean initially  
(519) they will be like, I presume a Kurd like-Romanian Bulgaria..they would have to come  
(520) and live here if you got your own job to do, you can't come and get a job..if you bring  
(521) your own company that's fine you can come unlike the other states like Poland who  
(522) can just come and work erm and Turkey I think would have a similar thing like that but  
(523) when that time limit elapses...then there may be a lot of Turks that might want to  
(524) come here you know it just...it depends...maybe lots of English people want to go and  
(525) live in Turkey

(526)**R:** yeah

(527)**P:** and catch some sunshine...and retire *[laughs]*...thinking of my cousin who has gone  
(528) the other way and live in Spain *[laughs]*

(529)**R:** sounds like the life...

(530)**P:** it is...

(531)**R:** erm just before we go on to the last question...we mentioned migrant pupils and  
(532) refugees and sort of the terms..asylum seekers...when you get a pupil that comes  
(533) from overseas is the agreed definition amongst ourselves of a migrant pupil..what do  
(534) you class them under..or how would you class them?

(535)**P:** it's not me, this is officially done by the LEA...erm on the application form

(536)**R:** okay

(537)**P:** there will be a section that they have to fill in and it will say are you an asylum  
(538) seeker...or are you a refugee

(539)**R:** okay

(540)**P:** and that's not me, that's...

(541)**R:** I am only asking because through my research, erh...the actual number of migrant  
(542) pupils in schools is not known..it's estimated because a lot of schools when they  
(543) take..do come in to schools, they put them under EAL..rather than refugee or asylum  
(544) seeker or migrant...

(545)**P:** no it's an...it actually does say...erm I don't have an application form otherwise I  
(546) could show you...it actually says on our application forms..are you asylum seeker  
(547) or...and this..the schools should by now, should know, and I tell you why they should  
(548) know erm...they should know because..well at least they should know if they are the  
(549) first school the child is submitting to...because you have to be a bit like the border  
(550) agency erm I used to run the sixth form...if you came to me as an outsider, can I join  
(551) your sixth form please and I said to you where do you come from...you say country  
(552) x...I say well can I see your passport because the first thing I want to know is have you  
(553) got a visa in it that says you may study in this country..

(554)**R:** yeah



(555)**P:** or if you turn to me and say well actually I am an asylum seeker, I will say can I see  
(556) your documentation please that says that you are allowed to stay here, and then I will  
(557) make a photocopy of it and keep it...I have to and you're supposed to report anybody  
(558) who hasn't got that

(559)**R:** okay

(560)**P:** you're supposed to ring up and say you know so and so has come and try to get a  
(561) place here and don't have the necessary paperwork...I mean going back...to about ten  
(562) years ago you didn't have to do that..

(563)**R:** hhmhm

(564)**P:** I can remember a lady who regularly came to me and said Mr [says name] I have  
(565) another one for you...and she was referring to her nephews and nieces who came  
(566) from the Caribbean but it was Mr [says name] I have another one for you [laughs]

(567)**R:** oh I see yes

(568)**P:** whereas now you couldn't do it...in those days you didn't have to report it erm you  
(569) know whether anyone came from...now I have got to have a photocopy of their  
(570) passport in the school file or the documentation, if it's not a passport.

(571)**R:** so you would say it's a lot more regimented now?

(572)**P:** yes

(573)**R:** in terms of what status you are?

(574)**P:** definitely

(575)**R:** okay and the last question..a year on from the last interview do you feel that  
(576) anything has changed towards the issues raised, negative or positive, either through  
(577) Government support and legislation or through working in the school?

(578)**P:** well here within the school as I said we are raising standards...my capitation has  
(579) been vastly increased, erm my staffing increased, you know so here I am very  
(580) happy...erm Government wise Nationally....well at the moment nothing has changed  
(581) erh it doesn't mean to say that it won't in the next couple of weeks...next couple of  
(582) months..if they start putting quotas on various people and things, who knows? Erm  
(583) but for this coming year, I don't anticipate there will be any changes as to what has  
(584) been the case so far this year.

(585)**R:** okay, brilliant! Thank you very much for answers.

(586)**P:** you are very welcome

(587)**R:** do you have any questions you would like to ask me?

(588)**P:** I don't think so, thank you.

(589)**R:** are you happy for me to carry on and...

(590)**P:** yeah..yeah..do whatever you need to do with it.

