

Teachers' Perceptions and Pedagogical Practices Regarding Social and Emotional Learning for Refugee and Migrant Girls.

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Abstract

In the UK, one in six children has a diagnosable mental health disorder; for refugee and migrant girls though, this number is much higher. The rising mental ill-health in children, combined with the rising number of displaced people globally, has pressured high-income countries like the United Kingdom (UK) to find solutions. For refugee and migrant girls, who are less likely to access mental health treatment, schools are the most realistic place for interventions designed to support mental ill-health. Social-emotional skills curriculum has been linked to increased well-being and less mental ill-health. Unfortunately, there is significant variation in the effectiveness of social and emotional learning (SEL) in schools, some believe this is related to teacher commitment and skills; while others think this is related to student characteristics like gender and ethnicity. The multi-disciplinary research presented in this thesis explores teachers' perspectives and pedagogical practices around SEL for refugee and migrant girls.

Using a mixed-methods survey and interviews, this research explored teachers' perspectives on issues of equity, migration, and social-emotional skills and how these perspectives impact pedagogical practices for refugee and migrant girls. Results showed that participants view issues of equity (sexism and racism) as something to be addressed in primary school classrooms, but their practices are impacted by a lack of awareness and skills that lead to minimising refugee and migrant students' experiences. Participants viewed SEL as fundamental to academic achievement, however, they reported limited training, resources, and support which impact their practices. Finally, participants' perspectives of migration were positive and some responded with practices that supported integration of their refugee and migrant students, others however responded in an assimilation-based way. These results show a gap between perspectives and practices for primary school participants that may impact their ability to support displaced children in adjusting to and thriving in their classrooms.

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DEDICATION

This thesis is dedicated to my son, for his patience, love, and encouragement.

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List of Abbreviations

UK: United Kingdom

SEL: Social and Emotional Learning

SE: Social-emotional

CASEL: Collaborative for Academic, Social, and Emotional Learning

GP: General Practitioner

NHS: National Health Service

PTSD: Posttraumatic Stress Disorder

PSHE: Personal, Social, Health and Economic Education

RSHE: Relationships, Sex and Health Education

Equity: Fair and equal access, based upon needs and individual experience

AUTHOR'S DECLARATION

I declare that this thesis is a presentation of original work, and I am the sole author. This work has not previously been presented for an award at this, or any other university. All sources are acknowledged as references. Chapter 4: 'Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review', and Chapter 6: 'Teachers' Perspectives and Practices Relating to Refugee Girls. Results From a Mixed-Methods Multidisciplinary Survey' have been adapted and were submitted for publication in 2023 (Shepherd, Submitted 2023a, Submitted 2023b).

Chapter 1: Introduction

This chapter is an introduction to my research on teachers' pedagogical practices around social and emotional skills for refugee and migrant girls, which is presented in this thesis.

Throughout my data collection and analysis, I strove to be reflective on how my subjective lens impacted my findings.

- 1) In this first section I share my background and motivations for completing a PhD, which I will continue to reflect on throughout all chapters in this thesis.
- 2) In the second section, I introduce the topic and focus of this research. Briefly discussing the multidisciplinary nature of the research presented in this thesis and how my findings can make a substantial contribution to knowledge.
- 3) In the third section I explain the research questions, aims, and design. This will provide a brief overview as more depth is covered in Chapter 5: 'Methods and Methodology'.
- 4) Section 4 is an introduction to key concepts and the educational system in the UK. More detail on this is covered in Chapter 2: 'Context and Positionality of Research'.
- 5) Finally, section 5 explains the structure of this thesis, what each chapter contains and where to find information.

1.1 Personal Motivation and Reflections

I have several motivations that lead to the desire to study this topic. As a child I grew up in an abusive and unsupportive home. During my childhood, we moved every year or two, sometimes across town and sometimes across the county. This environment combined with learning difficulties, lead to my struggling in my education and with my mental health. I was

ten when I learned to read, and by the time I entered high school had not been enrolled in one school for more than a few months. Despite this terrible start, I was the first in my immediate family to graduate from higher education and these experiences led to a desire to work in schools and support children in a way that I was not.

As an adult, the twelve years I worked as a mental health professional were very healing but also really showed me how flawed our systems of support and education are. In the United States, they are not equipped to handle the level of mental ill-health, and it seems to me that there is little political will to change this. Add to this the level of violence ongoing in the communities I worked within and the constant fears of deportation and visits from ICE (US immigration enforcement) and it can be hard to see the good being done by one therapist, at one school. I lost clients and their parents to gun violence, substance overdoses, and sudden deportation during my time as a therapist, and it is hard to feel that the weekly play sessions I did had enough impact.

In 2018, I was teaching a Family Therapy class to a group of social work students, and that same week the news reported that the Trump administration had been separating children from their families at the border. One of my students asked me, “What is the point of learning to help one family, when our government is causing so much harm to hundreds?”.

While I responded that any positive impact is still making a difference, in many ways the choices I have made in my education since, are born of my desire to answer this question. It may not be possible to eradicate mental ill-health, but perhaps we might change systems and implement interventions that will improve well-being and mental health enough to better address those with higher needs. Perhaps we might prevent or at least inoculate against low and mid-level mental health issues, so that those with high needs get allocated the limited

available resources. Perhaps we might train teachers to spot mental ill-health and trauma so that they can readily identify those with referral and treatment needs.

As a parent now, I feel particular pressure to provide the best possible life for my child. My son's birth family immigrated to the United States to escape poverty and violence, only to be met with racism and oppression. The environment he was born into was unsafe for young men of colour like him, and I feared that raising him in such an environment would harm his mental health despite whatever parenting support I could provide.

As a migrant to the UK, I hope very much that he has the opportunities I did not and gets to experience stable and supportive education in the way that I did not. My choice to move internationally to give my child a better life, as well as to improve my own prospects, gives me insight into the experiences of other migrants, although I have financial and educational privileges many others do not.

1.2 Introducing the Topic and Focus

The research presented in this thesis is focused on pedagogical practices around social and emotional learning for refugee and migrant girls. This topic combines psychology in education, issues of social justice in education, and issues related to migration. For the empirical research in this thesis perspectives, theoretical frameworks, and literature were combined from Psychology, Social Justice in Education, and socio-legal rights of refugees and migrants. This work is multidisciplinary in nature, using the combination of different disciplinary perspectives and knowledge to synthesise information that transcends traditional disciplinary boundaries (Choi & Pak, 2006). This is done with the objective of exploring a complex problem in a real-world context using a nuanced and varied theoretical approach.

Primarily the research conducted for this thesis was designed to understand how teacher perspectives and pedagogical practices may influence or positively impact mental

health and well-being of refugee and migrant girls. The choice to focus on social and emotional skills is based on research that shows its' impact on mental health and well-being (along with academic achievements and behaviour) (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Elias et al., 1997; Gunter et al., 2012; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018).

The hope of this research is to build evidence that will identify changes that can be made in the mental health and educational system in the United Kingdom to better meet the needs of high-risk groups, such as refugee and migrant girls. By focusing on teachers, this research will examine the professionals most likely to initially assess, provide preventative and early intervention support, and social-emotional learning for refugee and migrant girls.

This research is multidisciplinary and innovative, as to my knowledge no previous research has combined these areas of inquiry in the way this thesis does. The research presented here is exploratory and as the first of its kind to combine these areas of inquiry this thesis acts as a starting point that can be built off by others. I hope this research adds to the conversation about refugee and migrant girls' mental health and well-being. I also hope that it encourages others to work in a more multidisciplinary way to understand how to support the mental health and social-emotional learning of high-risk students, including refugee and migrant girls.

1.3 Research Design, Questions, and Aims

In this section, I will provide a brief introduction to the research design, questions, and aims. A detailed description can be found in Chapter 5: 'Methods and Methodology'.

1.3.1 Research questions

The research question for the research presented in this thesis was:

1. How do primary school teachers' perspectives, skills, and experiences around social and emotional skills development, issues of equity, and migration shape their reported practice and responses to refugee and migrant girls?

Each study had research sub-question(s) as well which focused on different aspects of the thesis research question.

The scoping review research question:

1. What is the current evidence regarding how teachers' perceptions, values, and skills relate to how they teach social and emotional skills to students with a recent migration history?

Survey's research questions:

1. What are primary school teachers' perspectives, opinions, and skills relating to how they teach social and emotional skills to students with a recent migration history?
2. What are the similarities and differences between primary school teachers' perspectives, values and skills and their scenario responses to girls who are recent migrants when they are teaching social and emotional skills?

Interview study research question:

1. What are experienced primary school teachers' perspectives on and experiences of teaching social and emotional skills to refugee and migrant girls?

1.3.2 Research Aims

The research conducted for this PhD was exploratory and aimed to understand how teachers' perspectives on social and emotional skills, refugee and migrant girls, and issues of

equity in the classroom, impact their pedagogical practices. The exploratory nature of the research meant that it was designed to understand participant responses in context, and the mix of methods allowed for a balance between breadth and depth in the data collection to answer the research question. The mixed methods design also allowed me the potential to triangulate the results. As I come to research with a pragmatic approach, my aim is always to find the methods and design that work best to answer my research question, outcome rather than design is the focus. For more on this please see Chapter 5: 'Methods and Methodology'.

1.3.3 Research Design

The research presented in this thesis used a mixed-methods approach, with a mixed-methods survey and qualitative interview study. The design chosen was a Convergent Parallel design, which consisted of simultaneous but separate data collection and analysis of a survey study and interview study. The survey and interviews used different participant samples and questions, which complemented each other but focused on different aspects of the research question. The different designs allowed for comparison and separation between the studies.

1.4 Introduction to the Educational System in the UK

This section will provide a brief introduction to the context that this research took place within. First, I will introduce primary school education in the UK and enrolment in primary schools. Next, I will introduce the refugee and migrant population in the UK and the different mental health resources available. I will then provide definitions for mental health, well-being, stress, and social-emotional learning all of which are used throughout this thesis (definitions for refugee, migrant, and an in-depth definition of social-emotional learning, can be found in Chapter 2: 'Context and Positionality of Research'). Finally, I will briefly introduce the reasons

that this research is focused on refugee and migrant girls as this will be discussed in detail in Chapter 3: 'Review of the Literature'.

1.4.1 Primary School Education in the UK

Primary school education in the United Kingdom covers Reception (ages 4-5) through Year 6 (ages 10-11) (Bright World Education, 2019). Primary school education is compulsory for pupils in the UK and covers 'key stages' 1 (ages 4-7) and 2 (ages 7-11) of the national curriculum (Department for Education, 2013b). Primary school typically marks the first stage of formal education for children, although many also attend nursery which starts before age 4. The national curriculum for primary school education in the UK differs for each of the four nations, Wales, Scotland, Northern Ireland, and England. The curriculum in England aims to introduce children to core knowledge that the Department for Education views as essential to becoming 'educated citizens' (Department for Education, 2013a).

Twelve subjects are listed in the national curriculum although only eleven are covered in key stages 1 and 2. "Core Subjects" are English, Mathematics, and Science; while "Foundation Subjects" are: Art and Design, Computing, Design and Technology, Language, Geography, History, Music, and Physical Education. Religious education is also considered a statutory subject at all key stages (Department for Education, 2013a).

In addition to these twelve subjects, there is Relationships, Sex, and Health Education (RSHE) which was introduced in 2020 as a compulsory area of instruction for all schools in England (Department for Education, 2019). RSHE is under review in 2023, which could lead to changes and is not included in Core or Foundational Subjects in the national curriculum but is rather an additional requirement for schools to include. The aims of RSHE is "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will

enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy.” (Department for Education, 2019, p. 8).

As part of its roll out, the Department for Education laid out a set of topics and learning outcomes for each level of education (primary and secondary), however they have not provided detailed skills or pedagogical guidance. Topics included in RSHE are Relationships Education, and Physical Health and Mental Well-being. Relationships Education includes learning about positive relationships: caring friendships, respectful relationships, and positive family/caregiver relationships. Physical Health and Mental Well-being includes: how physical health contributes to mental well-being, normalisation of mental well-being as the same as physical health, learning emotions and feelings language, self-control, basic self-care (with an emphasis on physical self-care such as hygiene), and self-regulation or the ability to “judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations they experience” (Department for Education, 2019, p. 32).

Personal, Social, and Health Education (PSHE) curriculum, is a non-statutory subject, although the government recently stated they have an expectation that all schools cover it as part of RSHE, and covers learning related to relationships, health, life skills, and social and emotional skills (Long, 2021). The Department for Education guidance on PSHE reads as follows:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study.

Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.” (Department for Education, 2021b para. 2)

There are overlaps between RSHE and PSHE, although it seems to be that PSHE includes more emphasis on emotional well-being and mental health, while the language used for RSHE tends to be very general. RSHE includes some aspects included in CASEL’s (2013) five core competencies, such as self-regulation and the identification of emotions and feelings, but the language used, “ability to control their emotions” or “having a varied vocabulary of words to use when talking about their own and others’ feelings” (Department for Education, 2019, p. 33), has a lack of specifics and guidance. Most of the student outcome’s set are focused on awareness of mental well-being, physical well-being practices (diet, exercise, hygiene), and how bullying impacts well-being negatively. For PSHE there is a similar lack of guidelines as the Department for Education has stated they want to give teachers the flexibility to adjust their focus as needed, although the PSHE Association states that “PSHE education equips pupils to adopt healthy behaviours and strategies from an early age, and to seek trustworthy support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience and recognising emotions – can reduce the risk of pupils turning to unhealthy coping mechanisms.” (PSHE Association, n.d. para. 3). This language is a bit more specific and focused a bit more on mental health and emotional well-being, although compared to core and foundational subjects, there is very little guidance given. The lack of set guidelines for schools will be discussed more in Chapter 3: ‘Review of the Literature’ and throughout this thesis.

1.4.2 Enrolment of Primary Schools in the UK

There are over four million (4,660,263) pupils enrolled in state-funded primary school education in England (Department for Education, 2022b). It is not entirely clear how many children in England are refugees and migrants, as immigration and nationality data has not been collected by schools since 2018. Looking at Ethnicity and First Language tends to be the suggested way to establish the potential number of refugee and migrant children in a local authority area or school (Bolloten & Spafford, 2005). In England in 2022, approximately 27% of pupils were from ethnic minority backgrounds, and 21% fell into the category 'first language is known or believed to be other than English' (Department for Education, 2022b). Finally, 47% of pupils enrolled in state-funded primary school education in England are identified as female and 49% as male (Department for Education, 2022b).

1.4.3 Refugee and Migrant Children in the UK

Forty-one per cent of forcibly displaced people are under eighteen, despite only accounting for 30 per cent of the world's population (UNHRC, 2022). As stated in the last section, 53 per cent of children (ages 0-15) in the UK were born outside the UK and European Union, although this does not necessarily mean they are refugees or migrants (Vargas-Silva & Rienzo, 2022). In 2019, it was estimated that 35 per cent of children under 18 with non-UK citizenship were also non-EU citizens (Fernández-Reino, 2022). India was the most common country of birth followed by Poland, Pakistan, and the Republic of Ireland (Vargas-Silva & Rienzo, 2022). The arrival age of migrant and refugee children in the UK varies, from data from 2019, the most common age range was 0-3 (40%), followed by 4-6 (21%), 7-11 (23%) and 12-17 (8%) (Fernández-Reino, 2022).

Refugees and migrants as a group have a variety of reasons for leaving their home country to travel to the UK. A detailed definition of refugees and migrants is discussed in

Chapter 2: 'Context and Positionality of Research', however, I will briefly explain the differences. Refugees and asylum seekers (as they are called prior to receiving refugee status) leave their country of origin due to fears of persecution ("Convention and Protocol Relating to the Status of Refugees," 1951a). Migrants, on the other hand, choose to move not due to persecution or fear of death but to improve their lives (UNHCR, 2014). This could be to find work, further education, or reunite with family.

In 2021, of those that had migrated to the UK, their reasons for migrating tended to vary depending on if they were coming from inside or outside the European Union. For those that came from outside the European Union, 46 per cent did so for family, 23 per cent for work, 17 per cent to study, and 14 per cent were listed as "Other". For those that came from inside the European Union 48 per cent did so for work, 30 per cent for family, 13 per cent to study, and 9 per cent were listed as "Other" (Vargas-Silva & Rienzo, 2022).

For refugee and migrant children there are significant stressors that impact their mental health and well-being. While the reason for leaving their home country varies, the process of leaving can be stressful regardless of the reasons to do so (Franco, 2018). Then the journey itself and finally the adjustment and settlement in the UK are both stressful (Franco, 2018). For some, this may mean extended stays in refugee camps, long dangerous travel, and hostility from local populations. For all though, the act of migration itself can be traumatic, as feelings of uncertainty and instability have a negative impact on mental health and well-being (Jamil De Montgomery et al., 2019; Schmees, 2022).

This could explain why refugees and migrants are diagnosed with mental health disorders at much higher rates than the general population (Bronstein & Montgomery, 2010; Buchanan et al., 2016; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel & Stein, 2003; Fazel et al., 2005; Hamilton, 2013; Hart, 2009; Herlihy, 2014; Jani et al., 2016; Sullivan &

Simonson, 2016). Yet they are less likely to seek assessment and support, due to unfamiliarity with the healthcare system, language differences, cultural differences, and a lack of financial means (Colucci et al., 2015; Derluyn & Broekaert, 2008; Fazel, 2018; Fazel & Betancourt, 2018). More on this will be explored in Chapter 3: 'Review of the Literature', these experiences and increased risk show a need for more support for refugee and migrant children's mental health.

1.5 Key Concepts

1.5.1 Mental Health Resources in the UK

The United Kingdom has a national health service (NHS) which provides physical and psychological health care. The first point of contact typically for those experiencing mental health symptoms is a person's General Practitioner, or GP surgery, who would provide an initial assessment and referral to specialised services if necessary. Refugees and migrants would need to be registered with a GP surgery to access such support and understand how to access this support. They would also need to communicate their needs to the GP. There is an option to self-refer to specialist services (such as talk therapy) through the NHS, however, this service also requires someone to navigate the NHS website's forms and often involves a long waitlist (National Health Services, 2022).

For children and adolescents, care through the NHS varies based on the area in the UK. Most schools have a designated well-being or special needs coordinator who would provide support and referral for children who need it. They could support parents in accessing a local CAMHS (Child and Adolescent Mental Health Services) team, however, most referrals would still need to go through a GP (National Health Services, 2019). CAMHS teams are multidisciplinary teams with mental health, medical, and social work professionals designed to

support mental health symptoms that are lasting and impacting the functioning of the child (National Health Services, 2019).

Some schools also employ counsellors which work directly with their students, although this varies based on the area in the country and the academy the school is a part of. Other options for mental health care would come from charities outside the NHS, who could offer counselling services or community connections, and private counselling services which are available for those with the financial means and ability to find appropriate care (National Health Services, 2020).

1.5.2 Definitions of Mental Health, Well-being, and Stress

For the definition of Mental Health in this thesis I shall use the definition from the World Health Organization (2022) which states that mental health is: “mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.” (para. 1)

This definition for mental health encompasses a more comprehensive idea of health and well-being beyond diagnosis. This is important when researching refugees and migrants because they access services much less than non-refugees and non-migrants, or are unable to access services due to barriers, leaving them unable to get a formal diagnosis. Using this definition of mental health means that the definition of mental ill-health I use, could include the presence of a diagnosable mental health condition but doesn't have to.

Well-being has a variety of definitions, for the purposes of this thesis, “well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning.” (Centers for Disease Control and Prevention, 2018 Sec. "How is well-being defined?").

Stress is defined in this thesis as a “state of worry or mental tension caused by a difficult situation.” (World Health Organization, 2023 Sec. "What is stress?"). Stress and our response to it are natural processes, although our natural response can become problematic when it develops into Acute Stress Disorder or Posttraumatic Stress Disorder (American Psychiatric Association, 2022). Post-traumatic stress disorder (PTSD) is a collection of symptoms within four main areas, which describe someone’s reactions to a stressful event and must last longer than 30 days, while Acute Stress Disorder has similar criteria but is designed for symptoms that last for under 30 days (American Psychiatric Association, 2022). While all people experience stress during their lifetime, only a small percentage will experience symptoms that could lead to a diagnosis of PTSD.

1.5.3 Social and Emotional Learning

Social and emotional learning (SEL) is covered in depth in Chapter 2: ‘Context and Positionality of Research’, however I will quickly introduce the term now. SEL often refers to the process of developing social and emotional skills, or ‘competencies’ if you use the Collaborative for Academic, Social, and Emotional Learning’s definition, which this thesis does (CASEL, 2013). The exact competencies or skills covered during SEL lessons vary based on the curriculum used, the age of pupils, and teacher adaptation, however it tends to cover areas of behavioural, emotional, and cognitive development (CASEL, 2013). SEL and the accompanied skills have been linked to fewer mental health issues, better academics progression and testing scores, increased well-being, fewer behavioural issues in school, and a higher socioeconomic status in adulthood (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Elias et al., 1997; Gunter et

al., 2012; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018).

Schools as a place to provide an intervention makes sense for SEL because SEL curricula is designed to be used universally or in whole-school approaches. Because all children benefit from developing social and emotional skills, school-wide implementation is the best way to reach the greatest number of children. There are downsides to universal interventions, which are discussed more in Chapter 3: 'Review of the Literature', but schools as a main gathering place for children is one reason why school-based interventions are an important component for addressing mental ill-health in refugee, migrant, and host children.

1.5.4 Girls

The research presented in this thesis is focused on refugee and migrant girls, rather than all genders or another gender. I should note that I use the term gender in reference to gender identity, although many of the statistics on school-age children actually refer to biological sex, rather than gender identity. There are cases therefore where I use the term "Female" as that is the language used by the researchers referenced or the gender identity category selected by participants (in the case for my own survey and interviews). The terms "girls" and "women" are mostly used throughout this thesis as they imply gender identity, rather than biological sex, and are therefore more inclusive of trans-women and girls.

The research presented in this thesis is focused on one gender identity (girls) because there is a disparity in mental health diagnosis between boys, girls, and non-gender-conforming children. Some research suggests that refugee and migrant girls are at higher risk than host children and refugee and migrant boys, although more needs to be investigated around this (Mezzanotte, 2022). Refugee and migrant girls are also less covered in the

literature, which is another reason they are the focus in this thesis. More on gender and why this research focuses on refugee and migrant girls can be found in Chapter 3: 'Review of the Literature'.

1.6 Structure of this Thesis

This first chapter is the introduction to this thesis. It contains a brief explanation of each area of focus, my motivations, the research design and aims, and the goals of the research presented. It also has the table of contents and an explanation of the structure of this thesis. It is designed to give the reader an overview of the entire thesis and where to find each element of the research presented.

The second chapter is Context and Positionality of Research. This chapter explores the background, theoretical lens and context of the research presented. This chapter is designed to give the reader the historical background that shapes the experiences of refugee and migrant girls' social and emotional learning. This chapter is separate from the Review of the Literature, as it gives the reader context: a lengthy definition of SEL; background on refugee and migrant laws and how they impact education and SEL.; a definition of the Assimilation and Integration framework which is used in conceptualisation and analysis of the survey and interviews; a discussion of my intention to not simply highlight difficulties faced by refugee and migrant girls, but also their strengths; and finally a discussion of my perspective and positionality, how my background may influence the research decisions I made.

The third chapter is a Review of the Literature. This chapter is a narrative literature review which discusses the background literature which informed the research presented in this thesis. This chapter introduces the background literature and previous research that informed the research designed and presented in this thesis. This chapter also illustrates the gap in the literature that the research presented in this thesis fills.

Chapter four is a Systematic Scoping Review. This chapter contains the rationale, methods, results, and discussion of the results of the systematic scoping review I conducted in the beginning stages of this research project. This scoping review was a way to systematically examine past literature in this area and illustrate a clear gap in knowledge that this thesis would fill. It also provided me with an opportunity to search and analyse the literature in a more objective fashion. This scoping review was also turned into an article and submitted for publication in 2023.

Chapter five is Methods and Methodology. This chapter described the methods, (the tools and techniques used) and the methodology (analysis procedures and techniques) used for the data collected for the mixed-methods survey and interviews. This chapter explains the methodology, or theoretical and philosophical perspective, as well as my approach and positionality. This chapter then detailed the methods, the design, techniques, and tools used to collect and analyse the data presented in the results chapters. This chapter does not include methods from the scoping review, as those are covered in Chapter four.

Chapter six is the results chapter for the mixed-methods survey. This chapter contains five sections which show the results from each section of the survey (characteristics of the sample, descriptive statistics from the perspectives and opinions questions, and interpreted themes from the scenario responses) and comparative analysis between the perspective and opinion questions and the themes from the scenario responses. This chapter also includes a discussion of the survey results.

Chapter seven is a discussion of the interview analysis and findings. This chapter has seven sections explaining the analysis process, my reflexivity as a researcher, a framing of the analysis which highlights some limitations and context to assist in the interpretations of the findings, and a section for each of the four themes interpreted.

Chapter eight is the Discussion. This chapter draws together the findings from all three studies: the scoping review, survey, and interviews. This chapter discusses how the findings relate and differ from each other. This chapter also discusses relevant current and past literature that relate to these findings.

The ninth chapter is the conclusion. This chapter summarises the main findings of the research presented in this thesis. It includes a discussion of the limitations and implications for the future based on the findings presented. This chapter includes recommendations for teachers, the Department for Education, and researchers based on the findings.

Following the conclusion is the reference list.

The final section of this thesis contains the appendix. This contains a copy of the survey questionnaire with references, the interview schedule, sample participant consent forms, and copies of the systematic scoping review and mixed-methods survey articles, both submitted for publication.

Chapter 2: Context and Positionality of Research

2.1 Introduction

This chapter introduces the historical background, theoretical lens, and context for the research presented in this thesis. As the research completed is multidisciplinary and involves the intersection of multiple areas of academic inquiry, this chapter explains the social, emotional, legal, and historical background pertinent to the research topic and design chosen. This chapter is designed to set the context this research took place within, while the main literature review and discussion of past research will be covered in Chapter 3: 'Review of the Literature'.

This chapter starts with a section covering the description of Social and Emotional Learning (SEL), the rationale for the definition used, and the relevant background to orient the reader to how SEL relates to issues of equity, mental health, and emotional well-being. The next section discusses the legal history surrounding refugees and migrants in Europe and the United Kingdom. These two sections relate directly to Chapter 3 and provide the necessary background to fully understand the complexity of the problem investigated in this thesis: understanding how primary school teachers' perspectives, skills, and experiences around social and emotional skills development, issues of equity, and migration shape their reported practice and responses to refugee and migrant girls.

The third section is focused on Integration theory, discussing the differences between Integration and Assimilation and how this relates to legal and national policy around immigration. Integration is a term used by refugee and migrant researchers, providing a theoretical bridge and framework for examining the research questions in this thesis and data obtained through the research. The last two sections, A Strengths Based Perspective

and Researcher Perspective and Positionality, are designed to highlight how the researcher's lens and perspectives influence the choices made to the research design, questions, and data analysis.

2.2. What is Social and Emotional Learning?

While the concepts social and emotional development have long been studied there is little consensus on the terminology used to refer to this complex developmental process. Social Emotional Learning (SEL) is often used interchangeably with Social-Emotional Development (Zinsser et al., 2015) and each expert tends to define and use the term that they feel best fits their research. Some examples would be "social competence" (Lam & Wong, 2017, p. 2), "Social and emotional adjustment" (Ekstrand, 1975, Abstract), "social and emotional skills" (Fishman et al., 2014, p. 4), "social and emotional well-being" (Hamilton, 2013, p. 173), or "socioemotional well-being" (Newcomer et al., 2020, p. 2), although there are many others.

The present research utilises the definition of SEL as published in the Collaborative for Academic, Social, and Emotional Learning (CASEL) guide (CASEL, 2013). CASEL describes SEL as: "Social and emotional learning involves the processes of developing social and emotional competencies in children." (CASEL, 2013, p. 9). CASEL lays out five core social and emotional competencies; (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision making (CASEL, 2013). CASEL's guide and definition of SEL is intended to influence what educators focus on and the skills they emphasise when teaching social and emotional skills to children.

CASEL's five competencies combine elements of behavioural, psychological, and cognitive development to encourage educational institutions to focus not just on academic knowledge but on a more comprehensive personal development (Blair & Raver, 2015;

Greenberg et al., 2015). This combination of elements is why this definition was chosen for the research presented in this thesis.

Social and emotional learning has become an important topic of conversation in the educational field as the purpose and understanding of education, particularly primary and secondary education, shifts towards whole child development (Nielsen et al., 2019; O'Conner et al., 2017a; Schonert-Reichl, 2018). Whole child development is inclusive of an academic focus, but also includes cognitive (thinking and reasoning) and affective (feelings, emotions, and their expression) based learning and is led by an understanding that a child with strong social and emotional skills is more successful (Burroughs & Barkauskas, 2017; Michnick Golinkoff & Hirsh-Pasek, 2016). Social and emotional skills development are becoming more incorporated into primary and secondary education due to the increasing evidence supporting the value of social and emotional skills throughout a person's lifetime. The skills attributed to CASEL's five competencies are routinely empirically linked to academic success, school behaviour, mental health outcomes, and the earning potential and future socioeconomic status of students (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Elias et al., 1997; Gunter et al., 2012; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018).

There is also a link between social and emotional skills and mental health diagnosis. School-based and paediatric psychological assessment is based on behavioural symptoms since children are typically unable to articulate their emotional needs and internal experience. External cues looked for are poor behavioural management, underdeveloped social skills, detachment, difficulty with attachment to caregivers, or difficulty keeping up academically (Sheridan et al., 2019). The relationship between assessment and social and

emotional skills is circular; there is an assumption that a lack of social and emotional skills equates to diagnostic criteria, however since social and emotional skills are often learned, this assumption can be problematic. There are also cultural and gender components to the way children exhibit social and emotional skills. How humans interpret, process, and manage emotions is different depending on the social norms learned in their upbringing, these social norms then contribute to complications and potential bias in psychological assessment (Areba, 2021; Colucci et al., 2015; O'Conner et al., 2017b).

All of these potential benefits are why social and emotional skills are starting to be infused throughout education. This could mean using a set curriculum, such as Promoting Alternative Thinking Strategies (PATHS) or FRIENDS (FUNfriends and Friendsforlife) or a dozen or so others that are used throughout the UK (Wigelsworth, et al. 2019). These have their benefits, as they use teacher friendly materials designed to be integrated into teaching on a daily or weekly basis, such as during weekly PSHE or RSHE instruction. Unfortunately, none of the curricula used in the UK have been shown to cover all of the five core competencies set by CASEL (2013) and in fact most only cover a couple of the core competencies (Wigelsworth, et al. 2019).

Social and Emotional skills can also be infused into the whole school through behavioural management practices that are intended to enhance social and emotional skills, by infusing it into other lessons, or through school-wide events, such as one day events or speakers. The PSHE Association strongly encourages the use of timetabled lessons, that are set and allow for the material to progress and for there to be continuity in the lessons (PSHE Association, 2023). They also advocate for these set lessons to be accompanied by a whole school approach which allows for students to learn and build skills, while being supported on multiple fronts. Infusing social and emotional skills into behavioural practices, along with

weekly/daily lessons, does support student learning on several potential fronts, but it is important to note that in the UK, despite RSHE being compulsory, there is no standardisation for how the social and emotional skills included under RSHE need to be covered, which leads to much variation.

Whilst the benefits of SEL and its effect on the outcomes of refugee and migrant children will be covered in more depth in Chapter 3: 'Review of the Literature', it is worth noting here briefly some key reasons why analysing teachers' perspectives and skills in relation to SEL is important. First, scholarship notes that emotions, particularly the regulation of emotions, are fundamental to how children function cognitively and their academic success (Garner, 2010; Meins, 2013; Salovey et al., 2004).

Second, Attachment theory psychology research has shown that while primary caregivers are the most important relationships in childhood that shape the quality of adult relationships, repeated experiences in childhood with other formative adults impact how we learn to interpret others' emotions and regulate our own (Ulloa et al., 2016). This means that if a child's caregiver is not able to provide optimal attachment, other adult relationships, such as teachers, counsellors, religious leaders, or coaches, could provide alternative optimal modelling of emotional regulation and expression. It also means that these same adults can reinforce the non-optimal modelling shown by the child's parents, solidifying negative interactions or experiences that shape emotional regulation and expression negatively. This is particularly applicable to unaccompanied refugee and migrant children, who may not have both or either primary attachment figure in the UK.

Third, teachers have a duty to Safeguard (act in a way that protects children from harm) and are situated in the best position to assess and address children's needs. Boris Johnson, the former prime minister in the United Kingdom, has stated that primary and

secondary school teachers have a responsibility to assess and refer children experiencing mental health issues to the appropriate service (Shelemy et al., 2019; Shepherd et al., 2013). Teachers of those under 18 are already required to uphold safeguarding practices designed to protect children from maltreatment and impairment of mental and physical health, as well as ensure safe and effective care and enable the best outcomes (Department for Education, 2022a). This includes providing a safe and effective learning environment, as well as reporting and monitoring any concerns about a child's welfare to the appropriate authority (Department for Education, 2022a). The responsibility on teachers to assess and support children's mental health raises some questions of how their perceptions of students and limited training in mental health may impact upon the choices they make regarding safeguarding and referral.

Finally, SEL is vital for development, the educational environment, and refugee and migrant experiences as evidenced by the fact that the five core competencies of social and emotional learning are important components of intercultural competence (Nielsen et al., 2019). Intercultural competence refers to how we treat people from another cultural background and the ability we have to exhibit positive social cohesion rather than exclusive social practices. This evidence contributes to the argument that by supporting the social and emotional skill development of all children, using school-wide implementation, there are lasting social and structural changes possible. Connecting to the social justice idea that change "trickles up, not down" (Spade, 2015, p. 223) and by supporting those most at risk, we support systemic change.

2.3 The Legal Context for Migrants and Refugees and its Relation to SEL

There are a number of social and legal frameworks that impact the experience and education of refugees and migrants. The legal restrictions and classifications set out in

international and national law impact the support refugee and migrant families receive and the experiences they have when they live in the UK. Similarly, the social context around the creation of national immigration policy and law is influenced by and influential of the perception of refugees and migrants. The research in this thesis relates to how teachers perceive, view, and educate refugee and migrant children in social and emotional skills. Systemic social and legal structures are therefore important to understand the full background and influences of teacher perspectives and the refugee and migrant experience. This section will cover some basic background on international human rights, refugee, and migrant law; as well as the pertinent historical events that impacted their creation. This section will then define the use of the terms refugee and migrant, using the definitions set in international law and by the United Nations Refugee Agency (UNHCR). Finally, this section will discuss some of the critiques of the Refugee Convention and UNHCR and how they relate to the education of refugee and migrant girls' social and emotional skills.

2.3.1 Historical Events that Influenced the Creation of the Conventions

The current system of international human rights and refugee law was born out of two horrific world wars, both leading to a large number of displaced people. Following the loss of so many and the far-reaching impacts of World War I, there was a public push for European states to help the large number of displaced and affected people in Europe. At the time the League of Nations began to discuss an effort to find a humanitarian solution, unfortunately it was not until after World War II that the treaties in use today were created (Guterres, 2011; Hathaway, 1990). By the late 1940s, there was an increased desire for a solution and public backing for the governments of Europe to offer help to those impacted by the war. Particularly due to the horrific atrocities seen in the concentration camps, there was public

and political will to support the resettlement of large numbers of people, even if there was an economic cost. In 1950, the European Convention on Human Rights and in 1951 the Refugee Convention relating to the Status of Refugees were both created and signed (De Hert, 2005; Greer, 2006). In 1967, the Protocol Relating to the Status of Refugees was created to update and expand the Refugee Convention; the protocol removed the geographical and temporal restrictions (Guterres, 2011; Hathaway, 1990; Van Dijk et al., 1998). These legal instruments were designed to establish a framework to normatively regulate status and rights regarding the treatment of those facing persecution. The intention was to address the humanitarian crisis without restricting individual states from writing their own policies and laws.

2.3.2 Definition of Refugee and Migrant

The definition of refugee in the Refugee Convention, focuses on individuals who have experienced persecution. Article 1 defines a refugee as any person who:

“As a result of events occurring before 1 January 1951 and owing to 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 is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”

("Convention and Protocol Relating to the Status of Refugees," 1951b, p. 14).

The Convention goes on to highlight that the definition is focused on an inability to return to one's country of nationality, and should an individual be able to return to their

country of nationality due to changes in situation or should they obtain new nationality, they would no longer be considered a refugee based on the Convention's definition.

A Migrant is not directly defined in the Refugee Convention, the United Nations High Commission for Refugees (UNHCR) has defined migrants as those who "...choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government." (UNHCR, 2014 para. 6). The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families was adopted in a general assembly resolution by the United Nations in 1990 and sets out basic norms and protections for migrants ("International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families," 1990).

The distinction between refugees and migrants is an important one because the international legal guidance and precedence in this area of human rights and migration law applies to individuals based on the category they meet. The definitions used by the UNHCR and set out in the Refugee Convention are applied when determining an individual's legal rights and status under international law. While individual states are also free to set their own laws and policy regarding immigration, it is these Conventions and the legal precedence they set, that sets the basic norms and rights of refugees and migrants.

2.4 Social and Legal Aspects Relevant to the SEL of Refugee and Migrant Girls

A number of social and legal aspects are relevant to the current research on refugee and migrant children and SEL. This section is not intended to be a lengthy discussion of the legal frameworks set out in international law, some discussion though, of the aspects that

impact the social and emotional skill development of refugee and migrant girls is appropriate.

First, whilst the differentiation of refugees and migrants allows states to limit the flow, in particular, of migrants into their country, international and regional refugee and human rights law give rise to states' obligations in relation to both refugees and migrants, including children refugees and migrants. As a contracted state who has signed the Refugee Convention, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, and the European Convention on Human Rights, the UK, therefore, has a duty to respect, protect and fulfil the rights of children with a migration or refugee background. Obligations arising in relation to the right to education are covered by Article 22 of the Refugee Convention stating "The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education." ("Convention and Protocol Relating to the Status of Refugees," 1951b, p. 24). Despite this right, many experts have recently reported that the educational provision provided to refugee and migrant children is inadequate and does not meet their needs (Hughes, 2021; Mezzanotte, 2022). There is also evidence that the benefits of SEL are less effective at preventing mental health issues for children that experience high levels of stress, although the factors which contribute to this have not been well explored in past research so it is unclear if this is due to a lack of adequate educational provision or something else (O'Conner et al., 2017b). Additionally, having a precarious immigration status can be so damaging to children's mental health that it can negate the benefits of educational provision (Gladwell, 2020).

Second, the international refugee regime remains plagued by the tension between the need to respond to humanitarian concerns and the reality of its reliance on states for its

functioning. Following the creation and ratification of the Refugee Convention, the UNHCR was tasked to act as a guardian of the convention and to guide nations in applying its provisions (Guterres, 2011; UNHCR, 2014). A difficult task for the UNHCR is to support nations' desire to manage their economic security, while also encouraging them to uphold the Convention, particularly tricky because the UNHCR is funded by the nations who are party to the Convention. One guiding principle during the creation of the Convention was the desire for nations to be able to act in their own interests (Van Dijk et al., 1998). This is partly an economic issue and a move away from the original goal of putting human rights protection and humanitarian need as the top priority rather than serving individual national interests first (Hathaway, 1990). Individual states desire to prioritise acting in their domestic interests, rather than doing what is best for displaced people, and this continues to shape the governmental policy and rhetoric used today.

Third, despite the growing number of individuals who seek asylum due to persecution or migration opportunities every year, many European nations are allowing fewer refugees and migrants to enter their countries. Some researchers argue that international refugee law is only minimally helping refugees and instead offers a rationale for individual states to refuse to offer protections, allowing them to restrict the number of refugees and migrants they allow in each year (Hathaway, 1990). The Coronavirus pandemic further complicated resettlement, with the UK suspending refugee resettlement and most international travel for half of 2020. Refugee resettlement in the UK dropped by 85% in 2020, the lowest level since 2014 (Walsh, 2020). Prior to the pandemic, the UK introduced updates to the points-based immigration system for migrants, prioritising those with highly desirable skills and education; a PhD in STEM for example will give a migrant 20 points toward the 70 needed overall to qualify for a work visa (UK Visas and Immigration, 2021). These updates also increased the

income requirements to qualify for the work visa, making it harder for migrants without a higher education to be sponsored (UK Visas and Immigration, 2021).

2.4.1 Limitations of the Legal Context Relevant to the Social and Emotional Learning of Refugee and Migrant Girls and Women

Some limitations of the international human rights law and the Refugee Convention are pertinent to the topic covered in this thesis, particularly how it pertains to the gender of the refugee or migrant child. One limitation is how international conventions and treaties rely on states to set their national laws and the domestic court system to interpret cases based on the obligations agreed to in them. In the European Human Rights Treaty, for example, states can choose to limit or diminish the use of several of its articles. While there are some international legal remedies for failure to follow the obligations, the international legal system relies heavily on domestic courts to ensure individual contract states are upholding the obligations agreed to.

Some also argue that the categorisation of refugees and migrants is unhelpful to a mission of humanitarianism, in particular, the use of individual persecution as a deciding factor tends to exclusion rather than inclusion (Foster, 2014; Hathaway, 1990; Karatani, 2005). The categorisation is also a simplified view of the refugee and migrant experience, especially the idea that migrants can choose to return to their home nation. While migrant experiences may not meet the threshold of persecution set in the Refugee Convention, it is possible that economic, social, or environmental difficulties would make returning to their nation of origin as life threatening as for refugees. One researcher argues that if the goal of the Refugee Convention and other international laws were purely humanitarian, they "...would not focus on the 'how' or 'why' of the need for protection, but rather would inquire

only into the extent..." (Hathaway, 1990, p. 130). Hathaway (1990) goes on to state that the definition created to distinguish refugees from migrants is based on European norms, especially regarding individual states' desire to advance its own population's interests above the needs of migrants and refugees.

As discussed earlier, this focus on the resident population's interests, especially regarding a state's economic security, is a barrier to meeting the needs of refugees and migrants. This also relates to the type of support refugees and migrants obtain when they are settled in a host country. While the Refugee Convention guarantees that refugee children receive elementary education that is "the same treatment as is accorded to nationals" ("Convention and Protocol Relating to the Status of Refugees," 1951a, p. 24), it does not stipulate that they be given any additional support to help them manage the transition into a host community or provide them with social or emotional support to manage their migration experiences. This does not mean that they are not provided with additional support, such as language lessons, however the lack of international standardisation leads to a lack of consistency in support around settlement. The mental health impacts of migration will be covered more in the next chapter, however, there is an inherent flaw in the idea that providing the "same" treatment leads to equity of experience. This is a major distinction between the concepts of 'equality' and 'equity' in educational contexts, as 'equality' implies receiving the same treatment, but 'equity' is receiving the same treatment when you take into account differences in needs and experience (Unterhalter, 2009). Equity involves more nuance and individuation of experience.

Regarding issues of gender and the needs of refugee and migrant girls and women, the language used in the Refugee Convention is entirely male-focused. While the language used does not exclude women and girls from its protections, gender-related cases lead

jurisprudential developments related to the Refugee Convention since 1951 (Arbel et al., 2014). Some original aspects of the Convention, such as the definition of refugee are weighted toward public persecution, rather than private persecution, focused on political activity and group organising (Arbel et al., 2014). Women and girls persecution experiences tend to focus on discriminatory patterns of customs, domestic abuse, and sexual trafficking, which happen in a private environment, not a public forum (Arbel et al., 2014; Weis, 1995). These aspects of persecution are not addressed by the original text of the Convention, nor is 'sex' mentioned in Article 3's definition of non-discrimination (Weis, 1995). Because the persecution of women and girls tends to look different to the persecution of men and boys, the Convention's framework is considered to be more beneficial for men and boys (Arbel et al., 2014). It is left up to the United Nations High Commissioner for Refugees and individual states to address the needs of women and girls (Weis, 1995); it is noted though that the practice and process of decision making in the United Kingdom has significant deficiencies (Arbel et al., 2014). There is also a disproportionate focus on refugee and migrant boys present in the literature on migration and refugee children, showing a gap in the literature on the needs of displaced girls and women (Arbel et al., 2014). One goal of this thesis is to address this gap, by focusing on refugee and migrant girls, which will be discussed more in the next Chapter: 'Review of the Literature'.

The historical evolution of the legal framework for refugees and migrants, and how states interpret this framework when they create their refugee and immigration policy, influences how refugees and migrants are viewed and welcomed when they arrive in the UK. This background and the dissonance between a desire to focus on humanitarian needs with a concern about national economic security is still affecting national policy and rhetoric used to discuss refugees and migrants. This international legal framework provides an obligation

for states to provide elementary education and could be useful in the implementation of SEL through schools; unfortunately, it also affects how refugees and migrants are treated and eventually adjusts to their new host country, both by systems of support and by people in their host communities.

National research has been done to understand the general population's perspectives on migration and immigrants; Blinder and Richards (2020) from The Migration Observatory found that 84% of respondents felt that the number of migrants and refugees in the UK should remain the same (40%) or decrease (44%). Some argue that the UK government's approach which focuses on what migrants and refugees can contribute to the UK, along with negative rhetoric around those migrating to the UK fuels xenophobia and racism (Da Lomba, 2010; Zgonjanin, 2022). Government policies in the UK such as 'Prevent' (which is the national anti-terrorism program) promote suspicion toward refugees and migrants which could lead to discriminatory behaviour from teachers (Hughes, 2021). This legal context is important to consider as the social backdrop that schools and teachers operate within and are influenced by when teaching academics and social and emotional skills.

2.5 Integration and Assimilation

The concept of *Integration* is essential to the discussion of refugee and migrant children's social and emotional skills development. *Integration* and *Assimilation* are terms introduced to explain different ways that refugees and migrants adjust to their host country and also to define immigration policies' level of acceptance and welcome (Ager & Strang, 2008). The definition of social and emotional skill development used in this thesis includes skills around adjustment and integration into a school community. The concepts of Integration and Assimilation are, therefore, a helpful and essential way to conceptualise the different ways that teachers and schools provide social and emotional skills learning for

refugee and migrant children. Since refugee and migrant children experience stress and trauma at higher levels than native children (Blackmore et al., 2020; Bronstein & Montgomery, 2010; Sullivan & Simonson, 2016); and social and emotional skills development is one way to increase healthy coping of stress, Integration as a concept can connect all multidisciplinary aspects of this thesis. This section will explore the concept of Integration and Assimilation for refugees and migrants.

2.5.1 Integration and Assimilation Theory for Refugees and Migrants

Integration is defined by the host country and the hosted, refugee or migrant, both evolving to adjust to each other. Integration is about social bonds, or a “two way process” (Strang & Ager, 2010, p. 600) that allows for the host society to change and evolve with their changing demographics and multicultural citizens; while encouraging the refugee and migrants to adjust to the norms and social expectations of the new society, while retaining their unique identity (Buchanan et al., 2016; Da Lomba, 2010). Integration is not necessarily easy, several theorists discuss the process can be traumatic for refugees and migrants (Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018). Some refugees and migrants have reported that they struggle with finding connections in their new communities which impact their Integration process (Paudyal et al., 2021). As communities and nations adjust, there is some pushback and inherent challenges for the host country as well. However, the process of integration allows for cultural shifts and changes that could benefit both host and hosted people. A key to successful integration of refugees and migrants is social integration or building connections with members of the host community (Ager & Strang, 2008; Betts et al., 2020; Fazel & Betancourt, 2018; Fox et al., 2020; Phillimore, 2012; Phipps, 2020; Strang & Ager, 2010; Yi Cheung & Phillimore, 2014).

Assimilation refers to a host country's expectation that refugees and migrants will be absorbed into the general population, to become as indistinguishable as possible. Expectations associated with Assimilation would be speaking only the host country's language and doing so with as little of an accent as possible. Behind Assimilation is the idea of social cohesion, or social heterogeneity, which strives for minimal conflicts. There is some argument that Assimilation is a neutral term, used to simply define how groups adjust to each other. Policies and practices of Assimilation however, tend to focus on one group, the refugee or migrant, bearing the burden of change more than the other (Berry, 1997). Often policies associated with Assimilation are ones around refugees and migrants meeting specific criteria in order to be allowed entry or asylum status, such as English proficiency or working in a field that is highly desired in the host country (Strang & Ager, 2010). UK immigration policy is one that is heavily influenced by Assimilation, language competency and educational qualifications are two of the most important factors for assessment under UK immigration policies (Yi Cheung & Phillimore, 2014).

The Assimilation or Integration debate is one actively happening as countries, notably the UK, move further from an Integration framework to one focused on Assimilation. Assimilation encourages self-reliance, a one-sided expectation that the refugee and migrant hold all the burdens for adjustment and settling into the UK (Betts et al., 2020; Da Lomba, 2010). Some refugees and migrants have reported that this led to isolation and heightened stress that was at times more detrimental to their well-being than their migration process to get to the UK (Beyer, 2017; Hart, 2009; Paudyal et al., 2021). Acculturative stress has also been found to be a main risk factor for mental ill-health (d'Abreu et al., 2019).

There is an argument that the UK immigration system encourages a characterisation of "deserving" and "undeserving" refugees and migrants, which ultimately encourages

othering and xenophobia, hindering Integration between host community and refugees and migrants (Da Lomba, 2010; Morton, 2022; Sale, 2005; Zgonjanin, 2022). Unfortunately, the idea of social cohesion is harmed by the policies and rhetoric surrounding refugees and migrants (Gladwell, 2020), leading to less cohesion, and increasing the risk of alienation and violence. When policy and legal frameworks are being designed the difference between Integration versus Assimilation is an important distinction that needs to be considered.

The concepts of Integration and Assimilation both influence refugee and migrant children's education. The importance of social connections for refugees and migrants is inherent to the concept of Integration and is why school is the best place to support their development of social bonds that will ease the trauma of adjustment to their new country (McIntyre & Neuhaus, 2021; Prentice, 2022). Schools are a key part of social connections for refugee and migrant children; it is the place they meet members of the host community, it is where they practise their language skills, and it is also where they learn social norms and expectations that may be different from their home country. Cultural experiences from one country do not automatically transfer to a new country (Brook & Ottemöller, 2020), so children's access and ability to learn from classmates and teachers is key to their developing social connections. Friendships are particularly important as a way to integrate (McIntyre & Neuhaus, 2021; Prentice, 2022); and permeating both social-emotional development and migration research is evidence that social relationships are vital for those that have experienced traumatic stress, such as refugee and migrant children (McIntyre & Neuhaus, 2021; McMullen et al., 2020).

School-going children are also a source of information for their families, they bring back information and linguistic knowledge that can be helpful in supporting the other family members in their Integration (Hart, 2009). Unfortunately, research has found that refugee

children are less likely to attend school and often struggle with feeling a sense of belonging (McIntyre & Neuhaus, 2021). For the refugee and migrant child, the concept of Integration is important for fostering social and emotional development, as they influence and interact with each other.

2.6 A Strengths Based Perspective

Refugee and migrant children face a great deal of adversity both in the migration process and when settling in a host country (Blackmore et al., 2020). Refugee and migrant children have much higher rates of mental health disorders than non-immigrant and non-refugee children (Bronstein & Montgomery, 2010; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel & Stein, 2003; Fazel et al., 2005; Herlihy, 2014; Sullivan & Simonson, 2016). In the United Kingdom, for example, they are three times as likely to be diagnosed with Posttraumatic Stress Disorder as children who are born here (Blackmore et al., 2020). The Department of Health and Social Care and Department for Education (2018) found that children with mental health issues have unequal chances in their lifetime.

It is important therefore to note that the work presented in this thesis is not designed to merely focus on the potential limitations in the educational system or the heightened risk toward the mental health of refugee and migrant children. Rather, the work presented here is about understanding the systemic and structural limitations and difficulties facing the refugee and migrant child in order to know how to address these limitations. Before going further in-depth on the needs, risk factors, and deficits of care experienced by refugee and migrant children, it is important to note their resilience, protective factors, and strengths (Bronstein & Montgomery, 2010; UNICEF, 2013). Migration researchers have stressed the need to not define refugee and migrant children by their mental health issues as they all

have strengths and exhibit remarkable resilience, regardless of diagnosis or the trauma they experience (Brook & Ottemöller, 2020; Jani et al., 2016).

There can also be a tendency to focus research into mental health in children on what is wrong with the child or family, labelling one or both as being “deficit” and, ignoring systemic factors and a whole person perspective (Gillies & Robinson, 2012). Moving away from deficit language and highlighting the resilience of refugees and migrants to focus on structural and systemic issues is important in research (Fazel & Newby, 2021; McIntyre et al., 2020) Focusing only on the trauma or stressors a person experiences inherently moves away from the societal factors that brought them about and the resistance inherent in the person who experiences them every day (Afuape, 2020).

The research presented in this thesis is focused on teachers as well as refugee and migrant children. While teachers in the United Kingdom are less vulnerable as a group when compared to refugee and migrant children, this research is not designed to evaluate teachers’ practices or label teachers as “deficit” or as the “problem” either. It would be easier to use labels or apply blame to one facet of a social system rather than address the systemic and structural causes of inequity. Research shows there is a lack of support on aspects such as equity, human rights, and bias training in the education system, all of which are key to supporting social justice and equity in education (Osler & Starkey, 1996). While teachers’ perspectives, skills, and experiences are the focus of this research, the aim of this research is not to evaluate their conduct. It is to understand better how educational systems as a whole function and how they might better support the well-being of refugee and migrant children.

2.7 Researcher Perspective and Positionality

It should be noted that this research is influenced by my educational background and career experience, as well as extensive reading of past empirical and theoretical published research. For 12 years I worked as a therapist and counsellor in schools in the United States. The clinical work I did in schools has shaped how I approach my research, both practically and theoretically. In addition to my past experiences and education influencing my perspective and approach to research, I am also an international student studying and living in the United Kingdom. Based on the criteria set out in the legal framework and key term sections I fall under the definition of migrant. In addition, I have a young child enrolled in a primary school in England who also qualifies as a migrant child. My child's teacher falls into the population examined by the research I have undertaken, so I carefully considered any ethical complications or issues this may cause during the planning stages for this research.

I feel these experiences and my identity gives me the ability to see how my research can translate to practical changes that could benefit children; I am also aware though, that my clinical experience and identity create a biased perspective. My awareness of potential bias contributed to the decision to include a systematic literature review as part of my thesis, to minimise selection bias when reviewing past literature. However, I also chose to use methods that use my subjective perspective and positionality as an essential part of the analysis process. The use of Reflexive Thematic Analysis for both the qualitative responses to the survey and my interviews relied on my unique perspective and subjectivity as a tool that guided analysis (Braun & Clarke, 2006, 2013, 2022). More on this will be discussed in Chapter 5: 'Methods and Methodology' and I will continue to reflect on my perspective and positionality throughout this thesis.

2.8 Summary

This chapter introduced the historical background, theoretical lens, and context of the research presented in this thesis. First, I explained the definition and rationale for social and emotional learning used throughout this thesis. Next, I discussed the legal history of refugees and migrants in Europe and the UK, as this legal history impacts the national discourse and potential perspectives of teachers in the UK toward refugee and migrant girls. In the third section, I discussed my choice of Integration theory and how this relates to national and legal policy toward immigration. This theory was used throughout both empirical studies presented in this thesis as a framework for examining teachers' responses to refugee and migrant girls. Finally, I discussed my strengths-based perspective toward refugees and migrants and my personal perspective and positionality. This chapter set the context and discussed the key background of this research; the next chapter will discuss past research and the gap in research this thesis fills.

Chapter 3: Review of the Literature

3.1 Introduction:

The research presented in this thesis addresses the gap in knowledge regarding how teachers' perspectives, skills, and experiences relate to how they teach social and emotional skills to refugee and migrant girls. This research is multidisciplinary, bringing together research regarding refugee and migrant well-being, social and emotional skill development, and issues of social inequity in education in the UK. This chapter draws together these different areas of inquiry and explores the evidence that leads to the current research question: How do primary school teachers' perspectives, skills, and experiences around social and emotional skill development, issues of equity, and migration shape their reported practice and responses to refugee and migrant girls?

Section two, "Introducing the Problem of Mental Ill-health in School-Age Children" will provide an introduction and overview of the impacts of mental ill-health of school-age children and why childhood well-being needs investigation and support. This section includes subsection 3.2.1 which is the rationale for why more research is needed in this area and an overview of the gap in knowledge that this thesis addresses.

Section three, "Why Focus on Social and Emotional Skills?" builds on section two: "What is Social and Emotional Learning?" from Chapter 2: 'Context and Positionality of Research' and focuses on research evidence that shows social and emotional skills are a way to address and prevent mental ill-health and academic issues. This section includes subsections that discuss the "Psychological and Behavioural Signs of Social and Emotional Skills", why primary schools are appropriate places to centre social and emotional learning, and leading critiques of social and emotional skill learning and curriculum.

Section four, “Why Focus on Teachers Instead of Students?” explains this thesis’s focus on primary school teachers’ perspectives, skills, and experiences as a necessary step to understanding how to address the social and emotional learning of refugee and migrant students. This section includes a subsection that discusses how teachers’ and students’ backgrounds, cultures of origin, and perspectives may impact social and emotional learning and assessment. It also includes two further subsections, one on teacher training and skills and the other on how social and emotional learning impacts teacher well-being and retention.

Section five, “Why Refugees and Migrants?” discusses the reasoning behind focusing on refugees and migrants. This section includes subsections that discuss the ways that migration impacts children’s mental health and education; how issues related to social justice relate to migration and immigration status; and the rationale for a focus on refugee and migrant girls. This last subsection includes two additional sub-sections on the limits of research on refugee and migrant girls and how gender influences social and emotional learning.

Section six is a summary of this chapter and a rephrasing of the rationale for the research presented in this thesis.

3.2 Introducing the Problem of Mental Ill-health in School-Age Children

Mental health is vital for all people, and in school-going children it can be indicative of their long-term success and ability to thrive (Jané-Llopis et al., 2005). Mental ill-health has become a worldwide epidemic, with at least 10% of children having their daily functioning impacted by mental illness (Getanda et al., 2017). Mental ill-health has a profound impact on all areas of a child’s education, learning, future economic success, and long-term development (Baker, 2020; Cowie et al., 2004; Edossa et al., 2018; Helker et al., 2007;

Jennings & Greenberg, 2009; O'Conner et al., 2017c). In the UK, mental ill-health is the leading cause of disability benefits claims and the UK government spends more on health care than the European Union average, which includes mental ill-health (NHS England, 2017; OECD, 2017). School-aged children 11-19 are one of the groups most likely to be using NHS-funded mental health care, along with the over 80s (Baker, 2020). In 2017 there was an estimated 30 billion pound sterling mismatch between resources and patient needs by 2021 (OECD, 2017). Since 2017 though, the pandemic and school closures have had an even bigger detrimental impact on mental health than projected, in 2021 one in six children had a diagnosable mental health condition, up from one in nine in 2017 (Children & Young People's Mental Health, 2022). Mental health referrals in the UK are also going up, from 2021 to 2022, referrals for children and young people were up 134 per cent, while government funding for early intervention was cut (Local Government, 2022).

While there is still more research needed into the long-term impacts of mental ill-health in children and all the contributing factors, most experts in this area agree that “Emotional and behavioural problems are among the most prevalent chronic health conditions of childhood and often have serious negative consequences for a child’s development” (Pastor et al., 2001, p. 1). Lifelong impacts and outcomes research on childhood mental ill-health, are actively being investigated and current research suggests that behavioural and emotional challenges in childhood impact academics, socioeconomic status, potential for substance misuse, physical health, potential for disability, and recurrent mental health disorders (Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Garner, 2010). In addition to these potential impacts, there is research showing that mental health, socioeconomics, and academic achievement transmit down generations, so the difficulties of

children in schools now, may impact the difficulties faced by the next generation of students, and the one after (Cheung & Egerton, 2007).

The potential life-long and generational impacts are compounded by differences in characteristics and identity. There is a substantial difference between boys and girls in the rates of mental health as they develop (Sadler, 2018), in a 2020 survey in the UK it was found that boys ages 5-10 had a much higher prevalence of mental health diagnoses (12.2%) than girls (6.6%), but by ages 17-19 prevalence in girls (23.9%) had more than doubled boys (10.3%) (Baker, 2020). Since 1999, the rates of mental disorders for girls have also risen more than for boys (Baker, 2020). It's important to note as well, that this data was averaged across all mental disorders, as girls are far more likely to be diagnosed with emotional disorders in all age groups, while for boys ages 5-10, the prevalence of diagnoses of behavioural disorders greatly contributes to the high average (Baker, 2020).

When gender is added to other characteristics, such as socioeconomics, linguistic background, migration status, or ethnicity, there are added complicating effects (Bešić et al., 2020). Research suggests that there are differences in mental health outcomes in different ethnic groups and for those with low socioeconomic backgrounds (Baker, 2018). For example, in the UK a Black British/Black identified person is 20% more likely to access mental health treatment as an adult and a child who grows up in a household that receives benefits for being low-income is twice as likely to receive a mental health disorder diagnosis than a child who is raised in a household that does not receive benefits (Baker, 2018).

The differences in diagnosis based upon background and characteristics make research which considers intersectionality of identity and experience to be vital when discussing mental health and well-being in children (Crenshaw, 2013). Pertinent to the research presented in this thesis, there has been some research to suggest that refugee and migrant

girls experience more stress and are at higher risk of developing mental disorders than boys (Mezzanotte, 2022). Some past research suggest that refugee and migrant girls are more likely to be diagnosed with mental disorders than refugee and migrant boys, although there is a limited number of studies examining refugee and migrant girls' mental health (Banerjee et al., 2014; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel et al., 2005; Koehler & Schneider, 2019; Pritchard, 2019; Sciuchetti, 2017). Additionally, refugees and migrants are less likely to seek mental health treatment, leading to less diagnoses and potentially greater impact on their functioning (Buchanan et al., 2016; Fazel & Betancourt, 2018; Sullivan & Simonson, 2016). More detail will be explored on how migration impacts mental health in section "3.5.1 How Migration Impacts Children's Mental Health and Education" and on why refugee and migrant girls are the focus of the research presented in this thesis in section "3.5.3 Why Focus on Refugee and Migrant Girls and Women?".

3.2.1 Why is More Research Needed?

While these facts are suggestive of the potential impacts of how a child's background and circumstances may increase or decrease their likelihood of developing mental ill-health as they age, there is still a lot uncertain about the potential relationship between the needs of different subgroups and mental ill-health (Barry et al., 2017; Fazel & Betancourt, 2018). More research is especially important, as conversations around equity, race, ethnicity, gender, and background are permeating society. The government in the UK is under pressure to address the long-standing inequalities in outcomes and childhood mental health is a contributor to lifelong success that needs addressing. With an estimated 34.8% of pupils in the UK from non-white British ethnic backgrounds and 21.2% who learn English as a second language; research into education, and especially the well-being of school age children,

needs to be conducted to better understand the needs of the diverse British population (Department for Education, 2022b). In particular, research into the tools used in schools to support students' mental health and well-being, such as social and emotional skills education, and how it addresses the needs of the diverse British population of students is essential. More research is needed to better understand how characteristics interact with each other and potentially relate to differences in mental health outcomes (Boyle & Charles, 2011).

It is also theorised by some experts in the field that by examining one subgroup's needs, it can build the case and evidence to change the way we address well-being and mental health in schools for all students. The concept that Social Justice "trickles up, not down and that meaningful change comes from below." (Spade, 2015, p. 137) is one that argues if you assist those most in need, it will effect change for everyone. The research presented in this thesis is influenced by this idea, that by focusing on a subgroup with heightened risk factors and needs, this research will support other students who may have high needs but not necessarily share the same characteristics.

Evidence shows that the refugee and migrant population is one with the highest need for mental health support and intervention. While the rates vary depending on the host country, the country of origin, the type of migration, and the refugee and migrant population researched, there is clear evidence that there is more mental ill-health and diagnosed mental disorders in refugee and migrant children than in children without a migration history (Buchanan et al., 2016; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Hamilton, 2013; Hart, 2009; Jakobsen et al., 2014; Jani et al., 2016; McMullen et al., 2020; Sullivan & Simonson, 2016). Refugee and migrant children have also experienced heightened levels of trauma and PTSD both in the migration process and once settled in a

host country (Blackmore et al., 2020). They have higher rates of mental health disorders than non-immigrant and non-refugee children (Bronstein & Montgomery, 2010; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel & Stein, 2003; Fazel et al., 2005; Herlihy, 2014; McMullen et al., 2020; Schmees, 2022; Sullivan & Simonson, 2016). For example in the UK, refugee and migrant children were found to be diagnosed with PTSD three times more than children in the general population (Fazel & Stein, 2003).

These results show only refugee and migrant children overall and do not illustrate the differences between boys and girls. One reason for this is that there is less migration research focused solely on girls, with one scoping review finding 6% focused on girls (as opposed to 8.6% focused solely on boys) and that 22% didn't report gender at all (Pritchard, 2019). These reviews' results align with a growing awareness that refugee and migrant boys tend to be the focus or gender is left out of the discussion, meaning that it is unclear how many girls and boys are included in research samples (Banerjee et al., 2014; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel et al., 2005; Koehler & Schneider, 2019; Pritchard, 2019; Sciuchetti, 2017). With 41% of arrivals under 18 being identified as female, more representation in research is important, which will be discussed in more depth in section "3.5.3.1 Limitations in the Research on Refugee and Migrant Girls" (UNICEF, 2019).

The evidence presented throughout this chapter will continue to point to the need for well-being and mental health interventions for children who are refugees and migrants, and girls in particular. As said before the research conducted and presented in this thesis is conceived of with the goal that to support the well-being of all students, focusing on a group with high vulnerability is the first step. The case will continue to be made throughout this review while exploring in-depth the heightened needs and risks of refugee and migrant girls.

3.3 Why Focus on Social and Emotional Skills Development?

As discussed in the previous chapter, the definition used in this thesis for social and emotional skills is taken from CASEL (2013) and combines elements of behavioural, psychological, and cognitive development. The five competencies laid out by CASEL (2013) are backed by empirical evidence showing their influence on lifelong development. Developing social and emotional skills is linked to academic success, lower rates of mental ill-health long-term, less problematic behaviour issues in school, less long-term behavioural issues (such as substance misuse disorders), and higher earning potential in adulthood (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Elias et al., 1997; Gunter et al., 2012; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018). This section will discuss the biological and behavioural impacts of social and emotional skills, why schools are a good place for social and emotional skills development, and critiques of social and emotional skills learning and curriculum.

3.3.1 What are the Psychological and Behavioural Signs of Social and Emotional Skills

Social and emotional skills research relies on teachers and parents to assess and report students' social and emotional skills development and any potential deficits. It is important then to understand the behavioural and emotional signs of social and emotional skills deficits that teachers and parents are identifying. Research in social and emotional development tends to use empirically tested questionnaires (for teachers and parents to complete), along with the use of interviews or focus groups. One questionnaire used commonly by researchers (Cefai & Camilleri, 2015; Cortina & Fazel, 2015; Derluyn & Broekaert, 2007), is the Strengths and Difficulties Questionnaire (SDQ) which has questions that cover five areas: 1) emotional symptoms, 2) conduct problems, 3)

hyperactivity/inattention, 4) peer relationship problems, and 5) prosocial behaviour (Goodman, 2005). This questionnaire is designed with five questions that assess emotional signs and 20 questions that assess behavioural signs. Other research measures used have a similar distribution, as emotional symptoms or signs, are harder to identify externally than behavioural signs of social and emotional skills.

As emotional signs are harder to identify, there is a limited number named in published literature. Some commonly found are self-awareness, self-esteem, and self-confidence (Cefai & Camilleri, 2015; Cortina & Fazel, 2015; Jung & Stinnett, 2005; Stipp, 2019). Anxiety and depression symptoms are also commonly used to assess emotional skills (Derluyn & Broekaert, 2007; Jung & Stinnett, 2005; Stipp, 2019). Words like 'anxiety' have a clear definition when using a diagnostic manual, but common usage is less defined which can be problematic when researchers ask teachers to identify signs of anxiety. Some other emotional signs of social and emotional skills are attunement and attachment skills (Stipp, 2019), withdrawal (Derluyn & Broekaert, 2007; Jung & Stinnett, 2005), and self-regulation which is defined as "the ability of individuals to adjust their cognition, emotion, and behaviour in order to meet both intrinsic and extrinsic demands." (Edossa et al., 2018, p. 192).

All of the emotional signs discussed or used in the literature tend to be less defined than behavioural signs and require the teacher or parent reporting to infer the child's internal experience or emotional state. This does not mean they are ineffective, rather they may not give the most accurate picture of the child's emotional skill development.

There are far more behavioural signs used to define and assess social and emotional skills. Positive behavioural signs are close friendships or relationships with peers, playing and engaging with peers in a positive way, good relationships with teachers, building trusting

relationships, communicating effectively, a positive relationship with parents or caregivers, and attention in class or when doing schoolwork (Cefai & Camilleri, 2015; Cortina & Fazel, 2015; Jung & Stinnett, 2005; McMullen et al., 2020; Stipp, 2019). Less common but also identified are eating and sleeping issues, although this is something teachers may not be able to report easily (Derluyn & Broekaert, 2007).

Adding more complication to social and emotional assessment, student characteristics, like gender, influence behavioural expectations, teacher perceptions, and how social and emotional skills are assessed (Eckert & McConnell-Ginet, 2003; Evans, 2015; Gaastra, 2010; Herlihy, 2014). Research has shown that teachers expect less participation from boys and the socialisation of emotions (and emotional expression) is influenced by gender (Evans, 2015; Hamilton & Roberts, 2017; O'Conner et al., 2017b). This complicates teacher assessment, as they may not even be aware of how their expectations are affected by their students' gender.

Other characteristics, in addition to gender, are also linked to behavioural signs which are tied with emotional signs. Attunement or attachment skills, for example, are most seen through social relationships and connection with a teacher or parent. For refugee and migrant students, behavioural signs like communication and social relationships may be inhibited by their different cultural background and language barriers. This could lead to their being assessed with less social and emotional skills than other students. Effective communication is also culturally dependent, meaning that what constitutes effective communication may vary based on background and expectations. One example is in a study looking at immigrant Korean students in the United States which show that some behaviours, such as self-reliance, which teachers assessed as being internalising of emotions

that could indicate depression, but researchers felt was culturally appropriate behaviour for the students (Jung & Stinnett, 2005).

Social and emotional skills testing and assessment have been shown to be influenced by background, culture, and perspectives (Jung & Stinnett, 2005; Rasheed et al., 2020). Techniques designed to assess SEL in students are also often designed using a white population, which brings up concerns that diverse student populations have the potential to not be assessed or taught equally by either teachers or mental health professionals (O'Conner et al., 2017a). Cultural background and characteristics also influence the experience of trauma, how symptoms are felt and expressed, and how others perceive those symptoms, which is especially relevant in the refugee and migrant population because their rates of traumatic stress are much higher than the non-refugee and migrant population (Micheal Perry et al., 2019).

In both psychological assessment and social and emotional skills development assessment there are gaps in knowledge about the differences between population groups; and when these differences are examined the complexities of background, experiences, and cultural norms are often overlooked to instead focus on superficial categories such as race alone (Rasheed et al., 2020; Singer et al., 2016). Even the concept of *culture* is undefined and while there is research that suggests a link between emotional expression and behavioural development with cultural background, what “cultural background” means is not entirely clear (Berry, 1997; Sullivan & Simonson, 2016).

3.3.2 Why Primary Schools are the Place to Learn Social and Emotional Skills

The use of schools as a place for social and emotional skills development makes sense for a number of reasons. Schools are a gathering place in a community for children and

families with children (Humphrey et al., 2013; Montgomery, 2007). Schools support integration into the community and act as a conduit for mental health services (Fazel et al., 2016). Schools are a good place for interventions designed to support societal change or target mental health (Ezdiani Mohamed et al., 2018; Jones et al., 2015). There is also evidence that social and emotional skills programmes pass a cost-benefit analysis, in that they tend to create more long-term good for society than they cost to put on (Belfield et al., 2015; Humphrey et al., 2013). Additionally, governments seem to see schools as the main point for intervention and assessment of students' needs. In the UK, the government has suggested that teachers need to be providing mental health and well-being support, as a way to combat the rising rates of mental ill-health in school-aged children (Department of Health and Social Care and Department for Education, 2018; Shelemy et al., 2019). While this would put teachers in the position of providing services and support, they are not trained to provide, it would be one way to provide universal support services for those with low to mid-level needs.

For refugee and migrant students in particular, schools are a useful place to focus interventions or support because refugee and migrant students may be relocated anywhere in the UK, with a constant that they will be enrolled in their local school (Bolloten & Spafford, 2005). Schools offer an opportunity for refugee and migrant students to develop a sense of belonging and develop peer relationships (McIntyre & Neuhaus, 2021). Both of these have been shown to be protective factors for refugee and migrant students' mental health and well-being (Martin et al., 2021; McMullen et al., 2020; Samara et al., 2020). Bullying and racism are harmful for refugee and migrant students, as it is for all students, (Martin et al., 2021; McMullen et al., 2020; Samara et al., 2020); fostering integration into a

school and providing school-wide interventions that support well-being and behaviour could have a positive impact (Prentice, 2022).

There is also some evidence that social and emotional learning reduces the risk of comorbidity, this is important because while we cannot change the experience of trauma a refugee or migrant student experiences, there is potential to reduce other complicating factors and long-term impact (Jones et al., 2015). This is a good reason to continue to support some universal application of social and emotional skills in schools, despite research that suggests that universal programmes do not provide enough targeted support for those with the highest need (Cortina & Fazel, 2015). Additionally, school-based interventions that bring together multiple levels of support, such as a mixture of individualised targeted support with universal supports have been suggested as a way to combat the rising mental ill-health in the primary school population and improve their experience in school (Fazel, 2018; Fazel & Newby, 2021). The use of universal programmes and support, particularly through teacher education or additional support professionals, would potentially reduce co-morbidities and help those with low-mid levels of need, allowing targeted support to be provided to those with the highest needs. Schools could also support refugee and migrant students in gaining access to mental health services or additional support, should teachers be able to identify their needs (Fazel et al., 2014; Franco, 2018).

Primary schools are a useful place to start social and emotional skills interventions or support because the early years of development are when children develop foundational social and emotional skills (National Research Council and Institute of Medicine, 2009). By starting at an early age there is an opportunity to affect long-term prognosis and risk for mental ill-health. For example, early signs of social and emotional skills deficits have been shown to be predictors of mental ill-health in adolescence (Cefai & Camilleri, 2015). This is

not to argue that mental health support through the NHS or community-based support are not also important, but primary schools can be a useful place to focus interventions and build an understanding of refugee and migrant students' needs.

3.3.3 Critiques of Social and Emotional Skill Learning and Curriculum

All this evidence for the use of social and emotional learning is not without its critiques. One researcher in particular points out that teaching emotional management requires teachers to encourage students to control their emotions cognitively, rather than experience them (Gillies, 2011). Gillies (2011) argues that the emotion management being taught is discouraging students from fully experiencing their emotions and instead is placing value on controlling them. Saying "Emotions are abstracted from their social and political context and evaluated in terms of appropriateness." (Gillies, 2011, p. 201). While currently, the benefits appear to outweigh these concerns, there are ways that school-wide social and emotional learning initiatives are ineffective or inequitable. There are differences in outcomes with the use of the same social and emotional learning materials due to differences in implementation and school culture (Cowie & Olafsson, 2000; Durlak, 2016; Humphrey et al., 2010; Rimm-Kaufman & Hulleman, 2015; Wigelsworth et al., 2012; Wigelsworth, 2022a). Researchers also point out that by integrating social and emotional learning into teacher's day to day planning, there would need to be a shift in teaching and behaviours in the classroom, which is not without its challenges (Rimm-Kaufman & Hulleman, 2015).

There are also concerns regarding the cultural transferability of social and emotional learning curricula, that it is not clear if children who were raised in other cultures or with diverse backgrounds would understand and internalise the lessons designed by experts who

do not necessarily share their background (Emery, 2016; Wigelsworth et al., 2012). In particular, researchers have raised the issue that while social and emotional learning curricula has shown to be generally effective at increasing skills for diverse populations, there is not enough evidence about how social and emotional learning could be designed to support the needs of subgroups of students (Weissberg et al., 2015). One reason more research is needed is to better understand how effective social and emotional learning curricula and educational practices meet the needs of children from diverse backgrounds, as little is known conclusively about the cultural transferability of social and emotional learning.

In addition to concerns about the cultural transferability, there have been differences in social and emotional learning curriculum and techniques effectiveness found based upon student gender, leading to a need for more research focused on the differential effects of gender on social and emotional learning (Hallam, 2009; Hamilton & Roberts, 2017; Low et al., 2019; O'Conner et al., 2017b). There are also differences in behavioural expectations associated with gender identity, which could influence teacher perception and practice when implementing social and emotional learning curricula or interventions (Herlihy, 2014).

Overcoming limited equity and unclear differences between subgroups of students requires more research into the effect of social and emotional learning on student subgroups and how adaptations might improve student learning of social and emotional skills (Weissberg et al., 2015). Having empirically based outcomes around subgroup needs and differences, in relation to emotional and social skills, would highly benefit social and emotional learning instruction. Addressing how school climate, structure, assessment, and academic expectations are influenced by background and social norms would improve social and emotional skills curriculum and instruction (Sciuchetti, 2017). The implementation of curriculum and techniques that have been tested and retested with differing populations

could be useful as well, since there are some specific techniques such as peer-led mindfulness for adolescents that have shown to be highly effective (Eisenstein et al., 2018).

While curriculum designed to support schools with the integration of social and emotional skills development might be adjustable depending on the student population, it is administrators and teachers that must make those adjustments for their students (Durlak, 2016). Some research suggests that the most important factors that influence social and emotional learning fidelity are: staff members' beliefs on behavioural management alignment with the material provided; administrator and teacher buy-in to the need for social and emotional development; and training provided to the school staff (Anyon, 2016). This research shows how the prime drivers for successful social and emotional learning in schools are related to the staff, their perspectives, beliefs, and skills related to social and emotional skills. Other researchers have noted similar findings, that educator investment and commitment to the use of social and emotional learning is a main factor in the effectiveness (Banerjee et al., 2014). Teacher perception and experiences of students' emotional regulation have been shown to be linked to their reports around productivity in the classroom and literacy and maths scores (Graziano et al., 2007). These findings highlight the inequality in the impact of social and emotional learning curricula which needs addressing.

There is evidence that shows that the social and emotional skills set by CASEL (2013) are being unevenly focused on in curricula, that there is variation in time and focus given to each of the five core competencies as well as low prevalence of certain skills covered under several of the core competencies (Wigelsworth, 2022a). The unequal impacts of social and emotional learning curricula are something that needs to be examined and corrected (Desai et al., 2014). There are also valid critiques around the use of universal curriculum for those

with the highest risk and highest need, as targeted interventions are more effective (Cortina & Fazel, 2015).

Despite the critiques and mixed outcomes, the majority of empirical evidence shows that sustained and well-integrated social and emotional learning can affect well-being positively over time (Barry et al., 2017). A stable and supportive school environment is also a protective factor for refugee and migrant students, which is helped by teachers' ability to support them effectively (Fazel et al., 2012). It is essential then to understand the issues associated with the inequality of social and emotional learning outcomes and how to adapt and target interventions to populations with heightened risk factors, such as refugee and migrant girls.

3.4 Why Focus on Teachers Instead of Students?

If schools are the gathering place for children and families, including refugee and migrant children, then teachers are the most influential adults outside caregivers. There is a growing understanding of the role teachers play in attachment, social skills, and emotional regulation development, however this gap in knowledge is just beginning to be investigated. To support the social and emotional needs of refugee and migrant students, it is essential to understand the systemic and structural changes needed and teachers are the place to start. The teachers' role is one element of the learning environment that needs to be considered because there is very little research examining teachers' role, while there is a great deal of social and emotional development research focused on: attachment with caregivers, how familial relationships influence learning, and family-based interventions designed to support the robust and healthy development of social and emotional skills, improve communication between schools and caregivers, and encourage positive discipline practices (Bowles et al.,

2017; Castro et al., 2015; Fishel & Ramirez, 2005; Zinsser et al., 2015). In addition to this gap in research, there are three other reasons to focus on teachers.

The first reason to focus on teachers is that they assess and facilitate academic, social, and emotional learning; previous research has shown that this assessment is impacted by the relationship they develop with their students, their background, and their perspectives (Helker et al., 2007; Sabol & Pianta, 2012; Williford & Sanger Wolcott, 2015). Understanding how background and perspectives influence practice helps in identifying issues of inequity in social and emotional learning. The second reason to focus on teachers is that teacher training and skills are influential in how they model social and emotional skills; and engage with and support their students with high-risk and high needs, including refugee and migrant students (Bailey et al., 2016; Cripps & Zyromski, 2009; Franco, 2018; Nielsen et al., 2019; Rimm-Kaufman & Hulleman, 2015). Finally, there is some evidence to suggest that social and emotional skills development can improve teacher emotional well-being and retention, assisting them in managing the stress of teaching, which improves their students' well-being as well (Cetin & Dede, 2018; Schonert-Reichl, 2018). All these reasons lead to a need to focus on the role teachers play in social and emotional skills development for refugee and migrant students.

3.4.1 What is the Impact of Teacher and Student Background, Culture of Origin, and Perspective on Social and Emotional Learning and Assessment?

Student and teacher background, culture of origin, and perspectives all influence social and emotional skills development. This assertion is born from research showing the influence of teacher perception and beliefs, especially around ethnicity and gender, on their assessment of students' academic, behavioural, social, and emotional skills (Jung & Stinnett,

2005; Kerr & Andreotti, 2019; Rasheed et al., 2020). An example of this is research into the influence of cultural identity on teaching which shows that there are differences in perceptions related to ethnicity, with children of colour being perceived as less competent in their social and emotional skills (Rasheed et al., 2020), or how positive sociality and nurturance are expected more in girls than boys (Gaastra, 2010). The way teachers' perspectives and beliefs influence their assessment of students is not always negative, however it is a key factor in their social and emotional skills instruction. Teacher beliefs around the purpose and goals of SEL for example, are based on their own background and it has been suggested as a way to explain the cross-cultural differences found in SEL provision (Loinaz, 2019).

Teachers' backgrounds and perspectives play a role in the choices they make in the classroom and how they implement pedagogical practices (Daunic et al., 2021). While curriculum and school strategy are decided by Heads and administrators, teachers are the ones relaying information to their students and managing behaviour daily. This is the same for social and emotional skills learning, which in primary schools is mostly taught by teachers, rather than mental health professionals. Research has suggested that teachers' beliefs on how behavioural management aligns with SEL materials and their buy-in to SEL are some of the most important factors affecting fidelity (Anyon, 2016).

Teachers also assess student ability and academic work, with the cancellation of exams for secondary students due to Covid-19 in 2021, teachers took on an even greater role as assessors of student progress and achievement (Department for Education, 2021a). For primary and early childhood educators, researchers have found that ratings of students' "readiness to learn" was related to positive emotional expression, regulation of emotions, and behaviour in the classroom (Denham, 2010).

Teachers' ability to assess the needs and abilities of their students is somewhat influenced by both their and their students' backgrounds, cultures of origin, and perspectives. Social and emotional learning is context dependent, meaning that the training and perspectives of the teacher is based on their contextual background and if the students do not match that background, then there may be a mismatch that could impact learning (Jennings & Greenberg, 2009). Teachers bring their perspectives into the classroom and some are able to work well with students of different cultural backgrounds, but this requires them to understand differing emotional and behavioural expressions while teaching, which is not always easy (Garner, 2010). Teachers may not always realise that a change to teaching style is needed since a "Member of majority communities" sees their perspectives and background as "normal" (Osler & Starkey, 1996, p. 91). In addition to culture and background influencing teaching practice, gender (of teacher and students) influence behavioural expectations and how social and emotional skills are taught (Eckert & McConnell-Ginet, 2003; Evans, 2015; Gaastra, 2010; Herlihy, 2014).

Evidence also suggests an association between the relationship a teacher has with a student and the teacher being less likely to report emotional and behavioural concerns (Helker et al., 2007; Poulou, 2017; Williford & Sanger Wolcott, 2015). Teachers also model emotional well-being and healthy attachment for their students which has been found fundamental to relationship development and social skills in adulthood (Ainsworth, 1989; Ainsworth & Bowlby, 1991). This relationship could be even more important for refugee and migrant students as their early life has been very transitory and having a relationship with a trusted adult can be highly influential for relationship, social, and emotional skills. Teachers' ability to develop a relationship with their students that facilitates communication and leads to perceived closeness is very important to academic achievement and social and emotional

skills development (Poulou, 2017; Sabol & Pianta, 2012). Several researchers have noted that a teacher's ability to perceive and interpret a student's emotions was key to the relationship they built with their students and how they assessed their behaviour and academic achievement (Sabol & Pianta, 2012; Sahin Asi et al., 2019). Recent research has suggested that educators view mental health and well-being to be the same between refugees and migrants and host born students, some also suggested that being a refugee or migrant was better for children's well-being, both beliefs are contradicted by mental health research findings (McMullen et al., 2020).

There is also research showing that the teacher and student relationship is connected to issues of equity in achievement related to background and characteristics, such as race and ethnicity. For at-risk students, or students commonly found to have lower achievement based on characteristics, such as ethnicity or gender, there is an even stronger link between teacher assessment of student emotions and their assessment of student ability (Roorda et al., 2011). Race and ethnicity differences between teachers and students in particular, impact the teacher and student relationship as well, which in turn impacts academics and the acquisition of social and emotional skills (Rasheed et al., 2020). Student ethnicity has a significant effect on relationship and academic achievement assessment, the effect size is much larger for classrooms with a low proportion of ethnic minority students (Roorda et al., 2011). Students of ethnic minority backgrounds do better academically with teachers who are also from ethnic minority backgrounds, even if there isn't a match between student and teacher backgrounds (Carver-Thomas, 2018). It has also been found that teachers of colour, increase the academic performance for both students of colour and white students (Carver-Thomas, 2018).

3.4.2 Teacher Training and Skills

Past research that focuses on teachers shows that curriculum implementation and effectiveness are influenced by school staff perspectives, values, and opinions (Bowles et al., 2017; Collie et al., 2011; Rimm-Kaufman & Hulleman, 2015). Teacher commitment in particular has been found to cause variation in the effectiveness of social and emotional skills curricula (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). Teachers are the main drivers of social and emotional skills curriculum, and they are often given few resources and no formal training (Loinaz, 2019). Recent research has shown teachers view SEL as a priority in the classroom, but they report not being given adequate time to plan and implement curriculum (Wigelsworth, 2022a, 2022b).

Teacher training and skill level are key, since teachers play such an important role in instruction and fidelity (Franco, 2018; Martin et al., 2021; Nielsen et al., 2019; Rimm-Kaufman & Hulleman, 2015). Most teachers lack the experience and training of migration and diversity to be expected to adapt social and emotional skills instruction for refugee and migrant students (Koehler & Schneider, 2019; Martin et al., 2018; Tobin, 2020). Teachers are not trained on how diverse backgrounds influence instruction and with only 6% of teachers being from an ethnically diverse background in the UK, there is a potentially highly impactful effect of cultural incongruence (Department for Education, 2022b; Hall, 1981; Sciuchetti, 2017). Experts suggest that to build social equity in education there is a need for teachers to learn how cultural background permeates every aspect of teaching, especially social and emotional skills (Boyle & Charles, 2011; Wigelsworth et al., 2016). Some recent research has found problems with teachers' cultural competence and ability to adjust curriculum based on cultural differences and noted that research conducted by the same researchers 15 years ago, on the same topic found the same problems (Tobin, 2020). More research in this area

would be helpful to determine what type of training and support would most benefit teachers. Some researchers have suggested there is not sufficient data on teacher training and more is needed (Bowles et al., 2017), while others have stated that there is evidence that teacher training has been linked to the effectiveness of social and emotional skills curriculum (O'Conner et al., 2017a; Wigelsworth, 2022a, 2022b).

Teacher training programmes are not required to cover social and emotional development, well-being, or mental health, which means that while some teachers may have training in these areas many do not (Loinaz, 2019; Prentice & Ott, 2021). My scoping review (Chapter 4) also found that 50% of included articles reported that teachers felt training was lacking (Shepherd, Registered 2021; Shepherd, Submitted 2023a). While the Department for Education (2021b) does require primary schools to include RSHE (Relationships, Sex, and Health Education), there is very little guidance and requirements. This lack of statutory requirements impacts teacher access to training and expert advice, which impacts the implementation of social and emotional skills. If teachers do not have the support or training they need, they may not have the skills to communicate social and emotional skills to their refugee and migrant students. Teacher communication toward students (all students), both verbal and nonverbal picked up through behaviour, has been associated with student engagement in the classroom, student academic achievement, and social and emotional skills development (Gunter et al., 2012; Roorda et al., 2011; Williford & Sanger Wolcott, 2015).

The classroom and school community are the main entry point into a host community for refugee and migrant children. Both "...families and schools form the foundations on which children build academic, language, social-behavioural, and a host of other life skills." (Sheridan et al., 2019, p. 296). Teachers model social norms, linguistic standards,

relationships, and emotional skills (Bailey et al., 2016; Cripps & Zyromski, 2009). Primary school teachers teach children at the early stages of development, and therefore act as a role model for how the child should learn to regulate their emotional reactions and process emotions in a social setting. For all students regardless of migration history, teachers can also increase student well-being by providing emotional support and relationships with the children they teach (Bailey et al., 2016; Cripps & Zyromski, 2009). For refugee and migrant students though, they also act as a representative or model of the expectations of the host community norms, through the relationship with the teacher a refugee or migrant child can learn how they might fit into a host society and what assumptions are made of them by educational professionals.

Teachers therefore need the training and skills to adequately support social and emotional skills development, as well as academic learning, for their refugee and migrant students. The lack of statutory requirement and clear guidance has led to a lack of consistent teacher training and provision (Loinaz, 2019). Additionally, the government in the UK has also shared a desire for teachers to provide assessment and referrals for mental health treatment for school-aged children (Department of Health and Social Care and Department for Education, 2018; Shelemy et al., 2019). However, there is still an emphasis on academic achievement often at the expense of social and emotional skill development and mental health provision (Daunic et al., 2021). Research has shown though that teachers do not have access to supporting professionals, who could act in a consultancy capacity to assist with SEL and provide the mental health and well-being support that may be lacking (Shelemy et al., 2019; Shepherd et al., 2013; Woodcock & Woolfson, 2019). Recent research has reported that SEL is a priority for educators, but they face a lack of time for preparation and implementation, and feel that their priorities do not match the priorities of the Department

For Education (Wigelsworth, 2022b). Others have reported that similarly they have not received formal training, but instead rely on support from more experienced colleagues, when they are available (Prentice & Ott, 2021). Continuous professional development has been found to make a positive impact on teachers' pedagogical practices but there is a deficit of training and support (Mendenhall, 2021). These structural barriers and the lack of training and skills will be explored more by the research presented in this thesis.

3.4.3 Influence of SEL on teacher well-being and retention

The final reason why focusing on teachers is necessary, is that teaching is a stressful career with high levels of attrition; increasing social and emotional skills for students also has the potential to support teachers' well-being (Cetin & Dede, 2018). While there have been investigations into students' social and emotional development, there has been minimal research examining if social and emotional learning can create positive changes for teachers (Collie et al., 2011). Research does show that teacher emotional intelligence (the ability to identify and manage emotions (Schutte et al., 2002)) impacts the classroom environment, with high emotional intelligence ratings correlating to more positive classroom environment ratings (Brown et al., 2010; Hen & Goroshit, 2016; Jennings & Greenberg, 2009; Main, 2018; Poulou, 2017; Ulusoy-Oztan & Polat, 2009). Teacher experience and performance has also been linked to emotional intelligence, with some researchers showing that teacher emotional intelligence ratings link to behavioural changes (Brown et al., 2010; Harvey et al., 2016; Jennings & Greenberg, 2009; Masoumparast, 2016; Schonert-Reichl, 2018).

There is also evidence that teacher's own emotional well-being and emotional intelligence improves the implementation of curriculum (Corcoran & Tormey, 2012; Elias et al., 1997; Goroshit & Hen, 2016). This supports extensive evidence that shows a link

between teacher well-being and emotional competence, and students social and emotional development and well-being (Corcoran & Tormey, 2012; Harvey et al., 2016; Hen & Goroshit, 2016; Jennings & Greenberg, 2009; Lam & Wong, 2017; Masoumparast, 2016; Schutte et al., 2002; Ulusoy-Oztan & Polat, 2009; Weissberg et al., 2015). On the converse, teacher emotional exhaustion and burnout has also been related to behavioural issues and discipline policies, suggesting that students well-being and teachers well-being are linked (Kim & Shokoohi, 2021). Other researchers suggest that teachers' emotions may influence how they think and interpret students' emotions, that teachers who are more attuned and self-aware are better at teaching students social and emotional skills (Hyson, 2004; Sutton & Wheatley, 2003). All this research suggests that supporting social and emotional skill development in the classroom could improve the environment for all those present, including teachers.

3.5 Why Refugees and Migrants?

This section will discuss why the research presented in this thesis is focused on refugees and migrants. First, this section will explore how migration impacts children's mental health, well-being, and educational experiences. This includes how these impacts would potentially be supported through social and emotional skills development. Secondly, this section will discuss how issues of social justice relate to migration and immigration status. This subsection will discuss issues of inequity, such as bias and discrimination, that refugee and migrant children may face when migrating. Finally, this section will discuss the need to focus on refugee and migrant girls rather than all genders or another gender. This subsection will include the limitations in research on refugee and migrant girls and how gender influences social and emotional learning.

3.5.1 How Migration Impacts Children's Mental Health and Education

Children make up 41 per cent of those forcibly displaced internationally, although they only account for about 30 per cent of the world's population (UNHRC, 2022). In the UK, 53 per cent of children living here were born outside both the EU and UK (Vargas-Silva & Rienzo, 2022). Having a migration history influences both adults' and children's mental health and well-being. There is a significant amount of stress involved in leaving a home country, the journey itself, and then the adjustment into a new host country (Franco, 2018). While refugees and migrants travel for a variety of reasons, such as work, education, or to escape conflict, there is stress associated with leaving a familiar environment and adjusting to a new one (Bronstein & Montgomery, 2010). This stress can be particularly traumatic for children, who are often not the ones deciding to migrate and typically have fewer coping skills to manage instability.

A definition of the word trauma is "an experience that is sudden and potentially deadly" (Figley & Figley, 2009, p. 173), for a child who must leave their home suddenly, sometimes travelling thousands of miles to an unfamiliar and often uncertain place, this process can be traumatic. "...migration involves uprooting and multiple losses: loss of home, parents and siblings, friends, social networks, familiar environment, school, belongings, culture, social status, way of living, usual patterns of family life, customs and habits, future perspectives, et cetera..." (Derluyn & Broekaert, 2008, p. 321).

Feelings of uncertainty, the instability of migration, and ongoing travel have a negative impact on mental health and well-being (Jamil De Montgomery et al., 2019; Schmees, 2022). Refugees and asylum seekers in particular, are at high risk of developing mental health disorders and are diagnosed with mental health disorders at much higher rates than the general population (Bronstein & Montgomery, 2010; Buchanan et al., 2016; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel & Stein, 2003; Fazel et al., 2005; Hamilton,

2013; Hart, 2009; Herlihy, 2014; Jani et al., 2016; Sullivan & Simonson, 2016). The Posttraumatic stress disorder rates in refugees and asylum-seeking children are particularly high, although the rates of all types of mental ill-health diagnosis are much higher than children who do not have a migration history (Blackmore et al., 2020; Bronstein & Montgomery, 2010; Sullivan & Simonson, 2016). One study suggested that refugee and migrant children could be up to ten times more likely to develop PTSD (Fazel et al., 2005). In addition, unaccompanied refugee and migrant children report symptoms of anxiety, depression, and PTSD at a rate five times higher than accompanied refugee and migrant children (Derluyn & Broekaert, 2008).

Multiple complicating factors exist for refugee and migrant children who may seek assessment and support. There are barriers such as unfamiliarity with medical systems, language and interpretation differences, and a lack of financial resources (Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018). These barriers have led to low rates of mental health service access, despite a higher need (Colucci et al., 2015; Fazel, 2018). There is also a potential issue that medical professionals and school staff may not understand differences in emotional expression, which may influence their interpretation of the child's symptoms. Symptomology and the experience of well-being and mental ill-health may vary for different ethnic groups, depending on cultural concepts around mental health (Areba, 2021; Colucci et al., 2015). Cultural presumptions around behaviour, especially for refugee and migrant girls can lead to a lack of mental health referrals. Especially because internalising symptoms of stress and trauma are more common, both for girls and for refugee and migrant children of all genders, meaning that their symptoms are less noticeable (Fazel & Betancourt, 2018).

The stress experienced by refugee and migrant children can lead to mental ill-health and impact their schooling. Mental ill-health can impact language acquisition and classroom

adjustment, experiencing traumatic stress has been found to be particularly impactful on a child's ability to process and learn new information (Fazel & Betancourt, 2018; Hart, 2009; Iversen et al., 2014; Janaideh et al., 2022). Given that language is a key protective factor for refugee and migrant students, this is concerning (Martin et al., 2021). Some researchers have found that in-school interventions can act as a preventative or protective factor for refugee and migrant children. In particular active academic support, language help, supporting them in maintaining links to their home culture, the building of positive social supports, and providing these supports with the identity and cultural background of the child in mind, are all ways that schools can lessen the impact of migration on a child's mental health and well-being (Franco, 2018).

3.5.2 How Does Social Justice Relate to Migration and Immigration Status?

As illustrated in the previous section, there are several areas of potential traumatic stress caused by migration for refugee and migrant children. Once they arrive and settle in their host country, there can be additional stressors that can negatively affect them. Bias and discrimination related to their ethnicity or cultural background can be particularly problematic and damaging to their sense of safety and belonging in a new community (Kale et al., 2018). As discussed in an earlier section, racism and bullying has a very negative impact on refugee and migrant students' mental health (Martin et al., 2021; McMullen et al., 2020; Samara et al., 2020). Both bias and discrimination harm their sense of safety and ability to integrate into their new environment, causing difficulty in building social relationships that are vital for the development of prosocial skills and of Integration (Strang & Ager, 2010). Oppression, or the experience of being discriminated against on a social level or by a country's systems of support, such as through school policies or harsh immigration

laws, also impacts on the development of disorders such as Posttraumatic Stress disorder (Afuape, 2020). Inequality has psycho-emotional impacts that harm well-being and cause issues of inequity (Ecclestone & Brunila, 2015). Both of these suggest that issues of equity impact mental well-being, however it is noted that not enough is known about how to promote mental well-being equitably (Welsh et al., 2015).

Within school systems, acts of oppression or segregation, such as a lack of inclusive policies or active separation of refugee and migrant children from native children, tends to have a negative effect on all students (Koehler & Schneider, 2019). When schools are more inclusive and integrative, this positively impacts the academics and social and emotional skills of those born in the host country, as well as refugee and migrant students. There is research that suggests that in highly homogeneous populations, there are issues with colour-blindness (ignoring how differences influence equity of experience in favour of “equality” of offering), deficit thinking (preoccupation of differences that act as obstacles to learning), or racial assumptions (also known as bias: prejudice or inclination to one group of people) that can harm refugee and migrant students (Henfield & Washington, 2012).

Being a refugee or migrant does not necessarily mean that you are of a particular ethnic or racial background, but the intersectionality between characteristics, such as ethnicity, gender, and ability, impacts refugee and migrant students (Bešić et al., 2020; Crenshaw, 2013). There is research to suggest that integration and adjustment to new communities is more difficult for women and girls for example, showing the interaction between gender and migration (Fazel & Betancourt, 2018).

There can also be both negative and positive assumptions from school staff that impact how they relate to refugee and migrant students. Refugees and migrants from African countries, for example, may experience very different social interactions than

refugees and migrants from Europe. All learning happens within the context of a nation's culture and perspectives, meaning that the host nation's culture (UK culture) will shape the values around outcomes and how to meet those outcomes (Hecht & Shin, 2015). The perspectives and context of the host nation may not align with the experiences or perspectives of the refugee and migrant students, as cultural background impacts how emotions are displayed, understood, and managed (O'Conner et al., 2017b). One common finding in Social Justice educational research is how cultural background and characteristics impact teaching and emotional expression (Garner, 2010; Jennings & Greenberg, 2009; Osler & Starkey, 1996). There are values and learned interpretations around the behavioural expression of emotions and relationships that influence perception and identity, even if refugee and migrant students are comfortable with the host community's language, there could be misinterpretation based on differences in background (Jakobovits, 1966; Osler & Starkey, 1996).

Refugee and migrant students are more likely to show emotional distress that is unique to their cultural background or country of origin, rather than what might be expected in their host country (Bronstein & Montgomery, 2010). For example, one study found that unaccompanied minors from Eritrea/Ethiopia had higher internalising and externalising reactions to stress than those from other countries of origin, including other African countries (Bean et al., 2007). Differences in emotional expression between students from neighbouring or closely connected countries could create challenges for educators' and mental health professionals' ability to assess their needs, especially if there is minimal training provided in these areas.

Most experts in Social Justice in Education have identified that it is systemic and structural changes, rather than changes for individuals acting within these systems, that are

required to tackle these concerns around inequity and how differences are understood and navigated (Afuape, 2020; Boyle & Charles, 2011; Desai et al., 2014; Ecclestone & Brunila, 2015; Gillies & Robinson, 2012; McDonald & Zeichner, 2009; Welsh et al., 2015). This reinforces the need for research into trends, systems, and structures that support or don't support refugee and migrant students.

3.5.3 Why Focus on Refugee and Migrant Girls' Social and Emotional Skills?

An aim of the research presented in this thesis is to understand how characteristics impact social and emotional skill development and equity in educational situations. There is limited research understanding the interaction of multiple aspects of student background and characteristics on mental health and social and emotional skills development, especially gender. Evidence does suggest that there is a disparity in research representation with refugee and migrant boys more heavily represented in the research, or the gender of the child is often left out of the discussion around refugee and migrant children's experience (Banerjee et al., 2014; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel et al., 2005; Koehler & Schneider, 2019; Pritchard, 2019; Sciuchetti, 2017). What research is available around mental health for refugee and migrant girls, shows that they experience higher risk and more stress than refugee and migrant boys (Mezzanotte, 2022).

Gender also influences behavioural expectations, perception, and how social and emotional skills are taught (Eckert & McConnell-Ginet, 2003; Evans, 2015; Gaastra, 2010; Herlihy, 2014; Sundaram, 2013). Gender and background specific information are missing from the literature on social emotional learning and social emotional learning that is sensitive to student characteristics is believed to have a much greater effect (Welsh et al.,

2015). Understanding how gender impacts perspectives and practice is necessary in order to build equity in education for refugees and migrants.

3.5.3.1 Limitations in the Research on Refugee and Migrant Girls

In 2019, 45% of asylum seekers in the European Union and 41% of children arrivals were identified as female, yet girls only encompassed 4% of those interviewed about their migration journey (UNICEF, 2019). The number of female identified refugees and migrants has risen, with just under 50% of forcibly displaced people are identified as female (UNHRC, 2022). The underrepresentation of refugee and migrant girls is still present in published empirical and theoretical literature. A scoping review of 429 articles focused on refugee children's integration process found that there is both an underrepresentation of girls, with 6% focused solely on girls as opposed to 8.6% focused solely on boys, and a lack of gender differentiation in the research, 22% didn't report the gender of the participants at all (Pritchard, 2019). In addition, the authors noted that while 62% reported to have focused on both genders, most did not include gender as part of their analysis or discussion so it is not possible to know how many were in each group (Pritchard, 2019).

A different systematic review found a more even distribution in the literature, of the eight included studies 44.9% of participants were girls, although it should be noted that the power is much lower for a systematic review with only eight studies, versus one with 429 (Blackmore et al., 2020). This evidence is further reinforced by multiple authors discussing how gender is not discussed enough in empirical research on this population and needs to be a prominent aspect of research going forward (Banerjee et al., 2014; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Fazel et al., 2005; Koehler & Schneider, 2019; Pritchard, 2019; Sciuchetti, 2017). It should be noted that the majority of literature does not

include mention of gender or sex beyond male and female; trans or nonbinary identifying refugees and migrants are almost non-existent in the literature, with the exception of a few articles focused specifically on the LGBTQ population of refugees and migrants (Herlihy, 2014).

The disparities in gender representation in research is only one reason why gender should be of greater focus for refugees and migrants. As stated earlier, there are indications that intercultural conflict and difficulties with integration into host societies are more difficult for women and girls (Fazel & Betancourt, 2018). Refugee and migrant girls have been found to have more acculturation stress, fewer friendships, and tend to be less accepted by their peers (Alivernini et al., 2019). As discussed in the last chapter, many in the legal community feel that the Refugee Convention helps men more than women and girls and there are disparities in the legal process for women and girls (Arbel et al., 2014). There is also an increased risk of sex trafficking and exploitation for female presenting refugees and migrants, as well as disparities in educational background pre-migration (Fazel & Betancourt, 2018; Mezzanotte, 2022).

As stated earlier in this chapter, in the UK there are differences in mental health rates by gender, with a lack of clarity around what creates these disparities. Since 1999 the prevalence of mental health diagnoses has risen more for girls than boys (Baker, 2020). Although boys ages 5-10 are diagnosed at double the rate as girls, this is mostly due to the high number of behaviourally based diagnoses (6.7% boys verses 3.2% girls), as there is more parity in the prevalence of diagnoses of emotional disorders (4.6% boys verses 3.7% girls) (Baker, 2020). In ages 17-19 the averages of mental health diagnoses reverses, as girls are diagnosed at double the rate of boys, although again this is mostly due to the high prevalence of emotional disorders (6.9% boys verse 22.4% girls) as boys are still diagnosed

with behavioural disorder slightly more than girls (1.0% boys versus .5% girls) (Baker, 2020). More research is needed to understand these disparities and how additional characteristics, such as ethnicity, socioeconomic status, and migration history influence mental ill-health.

Research has also shown that refugee and migrant girls have higher stress scores and reported more stressful events than non-refugee and migrant children (Bean et al., 2007). Adolescent refugee and migrant girls have shown higher rates of depression and are at higher risk of suicide attempts (Mezzanotte, 2022). There are a variety of variables that influence distress in the refugee and migrant communities, gender and language are two of the most influential, and language literacy is lower for refugee and migrant girls than it is for boys (Bronstein & Montgomery, 2010). All of these factors contribute to the need to differentiate by gender when conducting research, and a need to focus on refugee and migrant girls' experiences.

3.5.3.2 The Gender Influence of SEL

While gender influences refugee and migrant representation and risks, it also influences interactions in the classroom. There are behavioural expectations associated with gender identity and these expectations influence perception (Herlihy, 2014). In one study on case officers assessing children's asylum claims based on their sexual orientation and gender identity, the researchers found that case officers were guided by heteronormative views when making a determination (Herlihy, 2014).

From an early age, children are socialised as either 'boys' or 'girls'. Research has shown that language used toward children varies based on gender, as adults tend to use more descriptive words toward girls than boys (Eckert & McConnell-Ginet, 2003). Behaviours such as positive sociality and nurturance are seen as feminine traits, and they are noticed and

expected more in girls (Gaastra, 2010). The differences in expectations can then translate into a difference in expectations in the classroom. Girls' academic attainment is seen as less valuable or necessary than boys' academic attainment, and research on SEL in the classroom has shown that less participation is expected of boys (Evans, 2015; Roorda et al., 2011; Sundaram, 2013). Research has found a difference in perspectives toward the inclusion of refugee boys and girls with disabilities, showing how the intersectionality of characteristics influences perspectives (Bešić et al., 2020). There are also vast gender differences in the socialisation of emotions (Hamilton & Roberts, 2017; O'Conner et al., 2017b). This directly relates to SEL instruction, if a teacher requires more emotional regulation and higher social skills from one group of students, this requirement will dictate reinforcement strategies and instruction.

There is an active debate in the research community about the influence of gender on SEL curriculum and techniques. Several researchers have reported differences in SEL curriculum and techniques effectiveness based on student gender, but others have reported that these differences have only been found in a few studies and both genders are reported to have worse outcomes in competing literature (Hallam, 2009; Hamilton & Roberts, 2017; O'Conner et al., 2017b; Reiss, 2013). Given this debate, one consensus is that a greater understanding of the differential effects of gender on social and emotional skills development is needed, which has influenced why the research presented in this thesis is focused on refugee and migrant girls (Hallam, 2009; Hamilton & Roberts, 2017; Low et al., 2019; O'Conner et al., 2017b). It is important to state that while this thesis is focused on one gender identity, there is a need for other research to focus on other gender identities' experiences as well. Research into social and emotional skills learning for male, trans, and non-binary students should also be investigated and understood more.

3.6 Summary

The research presented in this chapter discussed the current state of knowledge regarding how primary school teachers' perspectives, skills, and experiences around social and emotional development, issues of equity, and migration shape their reported practice and responses to refugee and migrant girls. The second section introduced the problem of rising mental ill-health in school-aged children, both in the UK and worldwide. This section also discussed the need for more research in this area, identifying that while we know that background and characteristics impact mental health and well-being there is a lot of uncertainty about the needs of different subgroups and mental ill-health. The evidence suggests that refugee and migrant girls are a group with high-risk factors and are particularly vulnerable to mental ill-health that could impact them for the rest of their life. There is a need to find out the mechanisms that impact their well-being and mental health, and by finding out how to support one high-risk group, we can build evidence that shows us how to positively change the way well-being and mental health are supported in schools for all students.

Section three discussed previous research on social and emotional skills and learning. How it has been shown to be an effective way to improve well-being and mental health, in addition to supporting academic development. This section also explained the psychological and behavioural signs of social and emotional skills set out in the literature which informed the scenarios created for the survey (for more information on this see Chapter 5: 'Methods and Methodology'). This section also showed the evidence that supports the use of primary schools as a place to support social and emotional skills development. Finally, this section discussed the critiques of social and emotional skill learning and why these critiques do not negate the need for more research in this area.

Section four discussed why this research was focused on teachers' perspectives, skills and experiences, rather than on refugee and migrant girls. This section set out how teachers in the UK are given the responsibility for the assessment of mental ill-health and implementation of SEL for refugee and migrant girls. This section highlighted how teachers' backgrounds impact their relationships with students and pedagogical practices, which is important to understand when trying to improve the well-being of refugee and migrant girls.

The final section discussed the heightened needs and risks for refugees and migrants, including how refugee and migrant girls are in need of additional focus. This section argued why refugee and migrant children are both in need of intervention and additional research into their experiences in education. This section also highlighted how research on refugee and migrant girls is more limited than refugee and migrant boys, and how gender impacts social and emotional learning.

Overall the literature included in this chapter discussed the current understanding in research on primary school teachers' perspectives, skills, and experiences around social and emotional development, as well as the impact of issues of equity and migration that shape their reported practice and responses to refugee and migrant girls. This chapter showed a clear gap in knowledge that is addressed by the research presented in the following chapters.

Chapter 4: Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review

4.1 Introduction

This chapter is a systematic scoping review designed to minimise potential selection bias and researcher influence when presenting background literature in social and emotional learning for refugee and migrant children. This review is intended to complement the narrative literature review presented in Chapter 3 while also providing as unbiased a review of the literature as possible.

This review combines three main areas of inquiry: equity in educational settings, social and emotional skills instruction, and teachers' ability to support migrant children in the classroom. The intersection between these three areas of inquiry is a new focus in research, with minimal evidence found in the literature (Franco, 2018; Sullivan & Simonson, 2016). It is an area of necessary inquiry, given the unique challenges for migrant children regarding equity in education and some concerning variation in the effectiveness and adaptability of social and emotional skills learning in the classroom (Cowie & Olafsson, 2000; Durlak, 2016; Humphrey et al., 2010).

As explored in Chapter 3 "Review of the Literature", previous research has suggested that teachers' understanding, training, and perspectives influence how curriculum and social and emotional skills are integrated into pedagogical practice (Denham et al., 2012; Dolev & Leshem, 2016; Zinsser et al., 2015). Research has shown that a teacher's background and experiences either lead to adaptation to their students' needs or lead to incongruence which impacts their students' ability to build positive relationships and communicate with them (Garner, 2010; Loinaz, 2019). In addition, teachers do the work of adapting and integrating social and emotional skills curriculum into the classroom; but emotional development is not

an area of significant focus for teacher education programmes, leaving most teachers with minimal experience of social and emotional skills or migrant needs to adapt their teaching practices to the needs of their students (Dolev & Leshem, 2016; Loinaz, 2019).

For migrant students, evidence suggests that a child's social and emotional skills are related to how they integrate into their host community, including the classroom (Phillimore, 2012; Pritchard, 2019). Integration has been linked to mental health and economic success long-term for migrant populations, making this a population where early social and emotional skills development could lead to long-term resiliency and lifelong gains (Ager & Strang, 2008; Fox et al., 2020; Strang & Ager, 2010). Therefore, it is vital to understand how a teacher's pedagogical practices around social and emotional skills are influenced by the type of children in their classroom, particularly recently migrated students.

Given the minimal past evidence and unique focus in the current project on the intersection between equity in education, social and emotional skills development, and teachers' ability to support migrant students, this review will be a systematic scoping review. Scoping reviews are designed to be used in areas of emerging evidence, to map an overview of the literature available, to establish gaps in knowledge, and are particularly useful when a subject involves the intersection between several established topic areas (Peters et al., 2015). For this reason, a scoping review was the best fit to allow for a breadth of inclusion and develop an understanding of previous evidence in this area and current gaps in the knowledge.

4.2 Research Questions

This scoping review is designed to answer this research question:

1. What is the current evidence regarding how teachers' perceptions, values, and skills relate to how they teach social and emotional skills to students with a recent migration history?

Further, it seeks to answer these objectives:

1. What does the current literature say about teachers' perceptions of students with a recent migration history?
2. What does the current literature say about teachers' skills and values in relation to teaching social and emotional skills to students with a recent migration history?
3. What type of literature is available for this topic area?
4. What lessons can be drawn from the current literature regarding the interaction between a teacher's responsiveness to migrant students' needs when they teach social and emotional skills?

4.3 Methods

Collecting the data for this systematic scoping review was conducted using four steps: (1) a pilot literature search to establish keywords, searching strategy, and inclusion criteria; (2) a literature search with keywords; (3) screening and selection of studies that match inclusion criteria; and (4) extracting of information and mapping of themes found in chosen studies.

4.3.1 Protocol and registration

The review protocol has been registered in the PROSPERO database under DOI: 10.17605/OSF.IO/RW4B7. This review complies with the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines (Moher et al., 2009).

4.3.2 Literature Search

The topic addressed in this review is an intersection of several academic areas; this multidisciplinary nature meant that the terms used would need to be as inclusive as possible to allow for the potential inclusion of literature from all these areas of scholarship. A pilot search was conducted in a non-systematic fashion to identify the types of keywords used and databases best to search in. Two articles were examined during this pilot search, and a list of their keywords was noted; these articles were: (Bennouna, 2019; Pritchard, 2019). Additional keywords were added after reviewing additional literature through database searching.

Following the pilot search, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) Extension for Scoping Reviews (PRISMA-ScR) was used to design and inform the parameters of this systematic scoping review (Tricco AC et al., 2018). The parameters chosen for this review were designed to allow for the most inclusive search results possible. There were three keyword levels; all were used simultaneously (except where otherwise noted) and in the same order in all databases. Keywords used and levels are summarised in Figure 1.

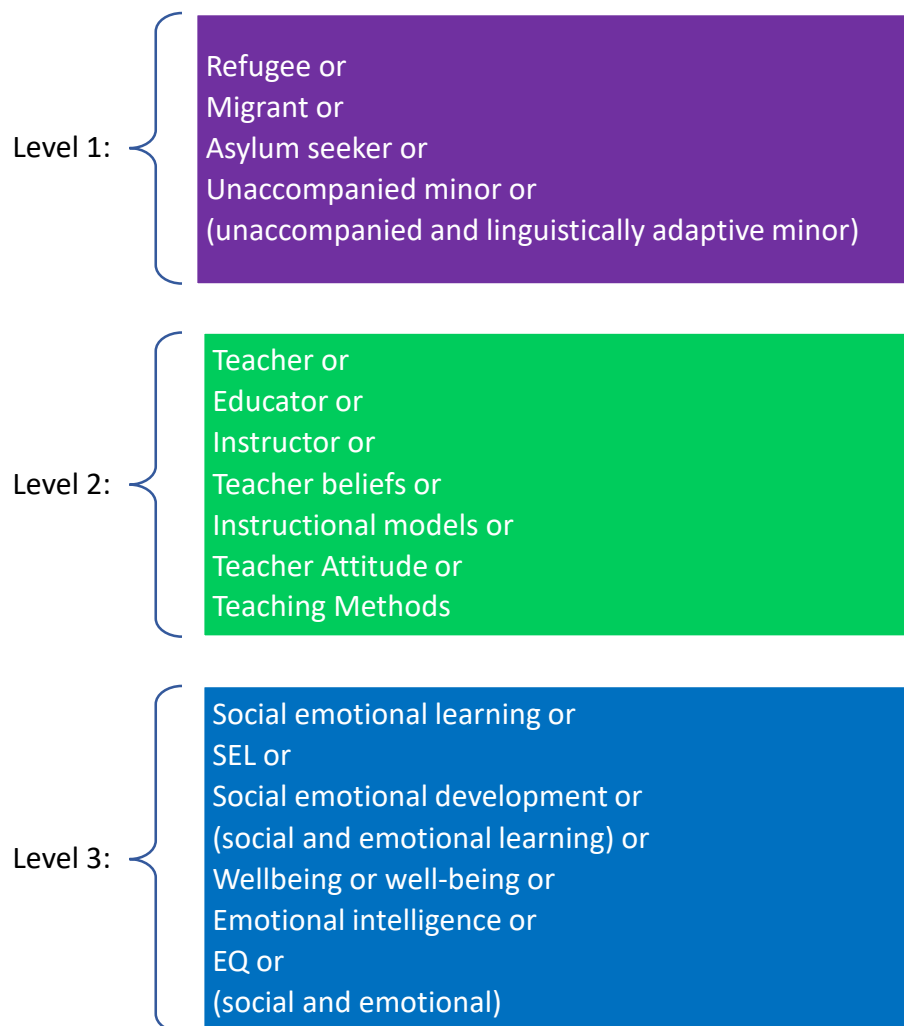
An effort was made to standardise keywords and search using them in the same order in all databases with minimal variation. There was no restriction of results based on article criteria, such as publication date, study design, country of origin, or language. Some variation did occur however; in ProQuest searching by phrases was not possible, so every word used in a phrase was treated as a key term. Using the standardised keywords led to over 300,000 results. Searching in this database was refined by looking for key terms only in the articles' abstract, rather than full text. In addition, in Google Scholar, the search bar limited the number of key terms used at one time. To accommodate this limitation, each key term level was split into two, and eight different searches were conducted to allow for all

potential combinations of the key terms. The initial literature search was conducted in January 2021 and an updated search was undertaken in February 2023.

In total, these searches yielded 1983 results. These were screened for duplication, and 110 were excluded, leaving a total of 1873 to be screened for inclusion.

Figure 1

Keywords used



4.3.3 Inclusion and Exclusion Criteria

The inclusion criteria were designed to allow for the results to answer the research questions and objectives, for all inclusion and exclusion criteria see Table 1. Criterion one is to allow the full text to be read and analysed. Criterion two covered the common words

used to describe displaced populations. While this review chooses to align with the UNHCR and define this population by the terms refugees and migrants, other terms also apply to this population, such as asylum seekers or unaccompanied minors.

Table 1
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. Full text in English	1. Paper proposals and abstracts with no full text in English.
2. Migrant, refugee, asylum seeker, or unaccompanied minor	2. No mention of migration in the student population.
3. Teacher skills, teacher influence, teacher pedagogical practices, teacher perceptions, teacher values, teacher bias, teacher opinion, teacher belief	3. There is no mention of teachers, skills, influence, pedagogical practices, perceptions, values, bias, or related concepts.
4. Under 16-year-old 'students' (aged 3-15)	4. Adults or over 16-year-old 'students'.
5. Social emotional learning or SEL or Social emotional development or well-being or well-being or emotional intelligence or EQ or SE learning or any concept related to the acquisition of SE skills	5. No mention of social or emotional skills acquisition or development.

Criterion three covers the focus on teacher perceptions and opinions. By being inclusive in the use of terminology, more literature can be included in the review. Criterion four limits the age based on the United Kingdom's primary and secondary school age range. It was essential to exclude studies on adults, as the focus is on childhood social and emotional skills development.

Criterion five of the inclusion criteria attempts to include various terminology used in the literature for social and emotional skills development while excluding studies that focus solely on academic development or another facet of development.

The exclusion criteria were designed to support the inclusion criteria and refine what the two reviewers examined when including and excluding literature. Exclusion criterion one

is designed to exclude any documents that do not include results. As this is a scoping review, the literature included does not need to be empirical or have a particular design. However, proposals and abstracts with no full text cannot be included as they contain no results to analyse. Criteria two and three are designed to reflect inclusion criteria two and three, excluding literature that does not fit the research question. Criterion four is to refine the word “student”, which can often be found in literature done on college or university students. This type of literature is not included due to the age range focused on in this review. Criterion five reflects inclusion criterion five, to exclude research done on academic skills or behaviour, without the mention of social and emotional skills development. Criterion six was added due to a large number of literature focused on refugee and migrant health, health outcomes, risk factors, or diagnosis. While this literature shows concerning trends for this population, this is not the focus of this review. Research that focuses on mental health outcomes for refugees and migrants is also abundant and has been examined in previous reviews (Blackmore et al., 2020; Fazel et al., 2005); it was necessary then to exclude them from this review.

4.4 Results

Initial database searching yielded 1983 and updated searching yielded 352 journal articles, book chapters, audio/video recordings, and dissertations/theses (for a total of 2,335). These were screened for duplication, and 228 were excluded, leaving a total of 2108 to be screened for inclusion. The titles and abstracts were examined by the two independent reviewers using Rayyan software (Mourad Ouzzani et al. 2016). There were 47 conflicts, each was discussed, and then a consensus was reached. Interrater reliability was 98% agreement and 2% conflict. Seventeen articles were chosen for full-text review. For a breakdown of exclusion reasons and percentages during the abstract and title review, see Table 2.

Full-text review was similarly done with two independent reviewers; there were no conflicts, and interrater reliability was 100%. Ten articles were chosen for inclusion based on inclusion and exclusion criteria. See Figure 2 for the PRISMA diagram of the review process.

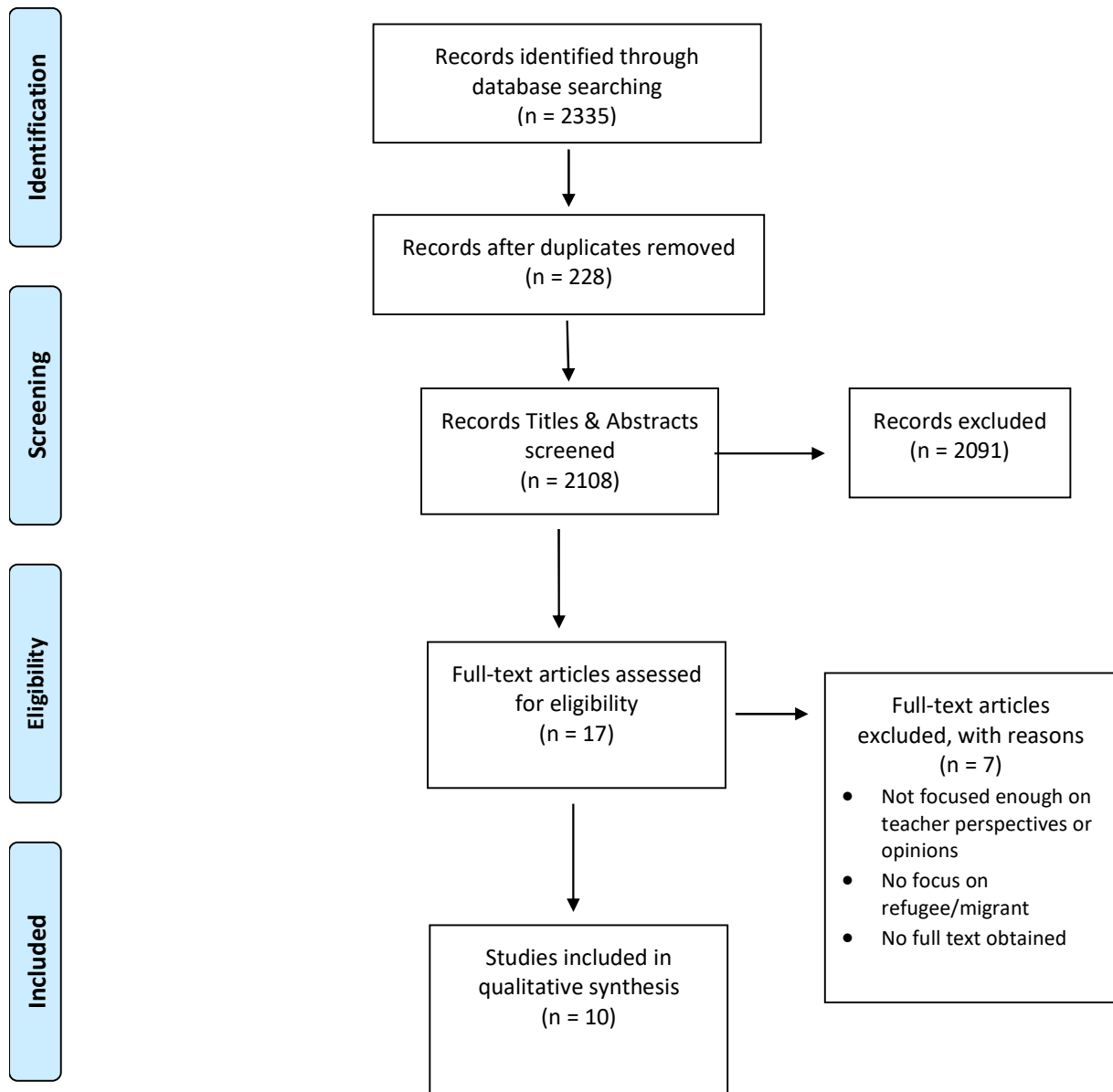
Table 2
Exclusion Based on Abstract and Title, Reasons and Percentages

Number and Percentage:	Reason:	Exclusion/Inclusion Criteria Met or Not Met.
1822 (86.4%)	Out of Scope	Did not meet any or most of the inclusion/exclusion criteria
144 (6.8%)	Literature did not cover social or emotional skills	Inclusion criteria: 5 Exclusion criteria: 5
60 (2.8%)	Literature not having a teacher or teaching focus	Inclusion criteria: 3 Exclusion criteria: 3
60 (2.8%)	No mention or focus on Migration, Refugees, or Migrants	Inclusion criteria: 2 Exclusion criteria: 2
5 (.2%)	Published in a Foreign Language	Inclusion criteria: 1 Exclusion criteria: 1

4.4.1 Literature Coding and Data Extraction

Extracted data was first based on literature characteristics; author(s), date of publication, title, country of research, type of literature, empirical (y/n), research question, research design, sampling method used, instrument(s) or method(s) used, sample, education level sampled, teacher characteristics (if reported), time teaching (if reported), refugee/migration term and definition, SEL definition/term, analysis approach, results summary, and children’s country of origin percentages. This list evolved as the full text was reviewed and data extracted. Childrens’ country of origin was added to allow for comparison between research locations and to evaluate whether this was a universally reported characteristic or not.

Figure 2.
PRISMA flow diagram of review process



From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

4.4.2 Literature Characteristics

The included literatures' characteristics are summarised in Table 3. While there was a wide range in date of publication, from 1975 to 2022, most of the literature was published in the last 10 years (n=8, 80%), 60% (n=6) were published in the last five years. This distribution shows the increased focus on research on the well-being and social-emotional development

of refugees and migrants. 50% (n=5) were conducted in the United States, the rest focused on Scandinavian countries (Norway, Denmark, Sweden) and the United Kingdom. While the type of literature varied between grey literature and published articles, the majority was the latter (60%).

Table 3
Study Characteristics

Date	
1975	1
2007	1
2013	1
2014	1
2018	1
2019	2
2020	2
2022	1
Country	
Norway	1
UK (Wales)	2
Denmark & Sweden	1
Sweden	1
USA	5
Literature Type	
Book Chapter	1
PhD Dissertation	1
Paper Presentation	1
Report	1
Journal Article	6
Empirical (Y/N)	
Yes	100%
Method used (some used multiple)	
Teacher/Staff Interviews	9
Document Analysis	4
Questionnaires/Survey	3
Observation	3
Parent/Student Interviews	2

Teacher Sample Size	
Adams, 2007 (Survey/Interviews)	112/25
Bailey-Jones, 2018 (Interviews)	6
Cho et al., 2019 (Interviews)	6
Ekstrand, 1975 (Questionnaire)	Not Reported
Fishman et al., 2014 (Interviews)	12
Hamilton, 2013, (Interviews)	47
Mock-Muñoz de Luna et al., 2020 (Interviews)	14
Newcomer et al., 2020 (Interviews)	2
Norozi, 2019 (Interviews)	1
Prentice, C. 2022 (Interviews)	17
School Level Sampled (some collected from more than one level)	
Early Years	2
Elementary/Primary	8
Comprehensive School	1
Lower Secondary	1
Secondary	1

All literature included was empirically based, although the methods varied. Interviews were the most common method used by 90% (n=9) of the literature. Of those that used interviews, only 20% (n=2) used parent and/or student interviews. The other methods used were relatively evenly distributed; 40% (n=4) used document analysis, 30% (n=3) used questionnaires or surveys, and 40% (n=4) used observation. Documents analysed were educational policies, public documents, governmental documents, field notes, school curricula, or student work. 70% (n=7) used two or more methods, 30% (n=3) used three or more methods, and 10% (n=1) used four or more methods.

Sample sizes varied depending on the methods chosen, although most were small. The two who used surveys or questionnaires had larger sample sizes than those for interviews, which is expected. The average interview sample size was 15.8. One article reported only the

number of teacher questionnaire responses about students' backgrounds and academic progress they received and did not report the number of teachers surveyed (Ekstrand 1975).

The school levels represented were uneven, although this varied based on country of origin. 80% (n=8) focused on elementary or primary school teachers, although 11% (n=1) of those focused on Swedish comprehensive schools, including primary and secondary school levels. 10% (n=1) included lower secondary teachers, 10% (n=1) included secondary school teachers, and 20% (n=2) included or focused on early years education teachers.

4.4.3 Teacher Characteristics

The gender and ethnicity of teachers were not reported by all literature included, only 40% (n=4) reported gender, and 30% (n=3) reported educator ethnicity. Of those that did, 86% of educators sampled were female, and 14% were male. Ethnicity was reported differently, as the categories used vary based on the country of research origin; the majority of educators sampled were reported as Caucasian or White 76% (n=91). No other ethnicity had overlap in the literature, so a comparison was not possible. All teachers' characteristics collected are summarised in Table 4.

Table 4
Teacher Characteristics Reported

Gender of Teacher (44% reported)	
Bailey-Jones, 2018	
Male	1 (16%)
Female	5 (83%)
Cho et al., 2019	
Female	6 (100%)
Mock-Muñoz de Luna et al., 2020	
Male	3 (21%)
Female	11 (79%)
Newcomer et al., 2020	
Female	2 (100%)

Ethnicity of Teachers (33% reported)

Adams & Shambleau, 2007	
African American	7 (6%)
Arab American	14 (13%)
Asian Pacific Islander	2 (2%)
Caucasian	84 (77%)
Native American	1 (1%)
Bi-Racial	1 (1%)
Cho et al., 2019	
White	6 (100%)
Newcomer et al., 2020	
White	1 (50%)
Latina	1 (50%)

4.4.4 Refugee and Migrant Terminology

One aspect of this review was examining the language used to describe refugee and migrant students, both terminology and definitions. The two most common terms used were “Refugee” and “Migrant”, which were present in 44% and 33% of the literature, respectively. “Refugee” alone as the term to describe students was present in 2 (22%) of studies included in this review, with both citing their definition is based on the one used by the UNHCR. The UNHCR’s definition is based on the legal definition set in the "Convention and Protocol Relating to the Status of Refugees" (1951a):

“...owing to 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 is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.” (p. 14)

This definition is set by the legal language of the convention and agreed on by the signatory countries. While the term “migrant” also has a legal definition, none of the included studies used the legal definition; and only one defining the use of the term, stating “the children and families of migrant and seasonal workers” (Fishman et al., 2014, pp. es-1). The other studies either used the term “migrant” without definition or one (11%) used “newly arrived migrant and refugee” (NAMR), stating that it was chosen because it is used by International Organization for Migration (IOM) and the World Health Organization (WHO) (Mock-Muñoz de Luna et al., 2020). This study was the only one included that used both “refugee” and “migrant”, although the lack of definitions provided in most texts may mean that other samples included both refugee and migrant students.

Other terminology used; “Newly Arrived Student (NAC) (Adams & Shambleau, 2007, Para. 2), “Immigrant pupils” (Ekstrand, 1975, Abstract), “refugee background students” (Newcomer et al., 2020, p. 1), ‘newly arrived minority language pupils (NAMLPs)’ (Norozi, 2019, para. 1), and ‘UASC’ (Unaccompanied Asylum-seeking child) (Prentice, 2022, p. 1129).

4.4.5 Social and Emotional Terminology and Definition

There was no overlap in terminology used to describe social and emotional development. The terminology used; “Social Competence” (Adams & Shambleau, 2007, para. 4), “Holistic approach for education and welfare” (Bailey-Jones, 2018, p. 17), “the five domains of SEL [from CASEL]” (Cho et al., 2019, para. 7), “Social and emotional adjustment” (Ekstrand, 1975, Abstract), “social and emotional skills” (Fishman et al., 2014, Abstract), “social and emotional well-being” (Hamilton, 2013, Abstract), “Well-being” (Mock-Muñoz de Luna et al., 2020), “socioemotional well-being” (Newcomer et al., 2020, p. 2), “mental well-being” (Norozi, 2019, para. 6), and “social-emotional well-being” (Prentice, 2022, p. 1127).

Despite each study using a unique term, only 5 (50%) defined the term used. Unlike refugee or migrant, social and emotional skills terminology does not have a legal definition. There have been some attempts to standardise the language used and what behaviours and skills it refers to, such as CASEL's 2017 guidebook, but there is still a lot of variation based on researcher perspective and research design.

4.4.6 Key Themes

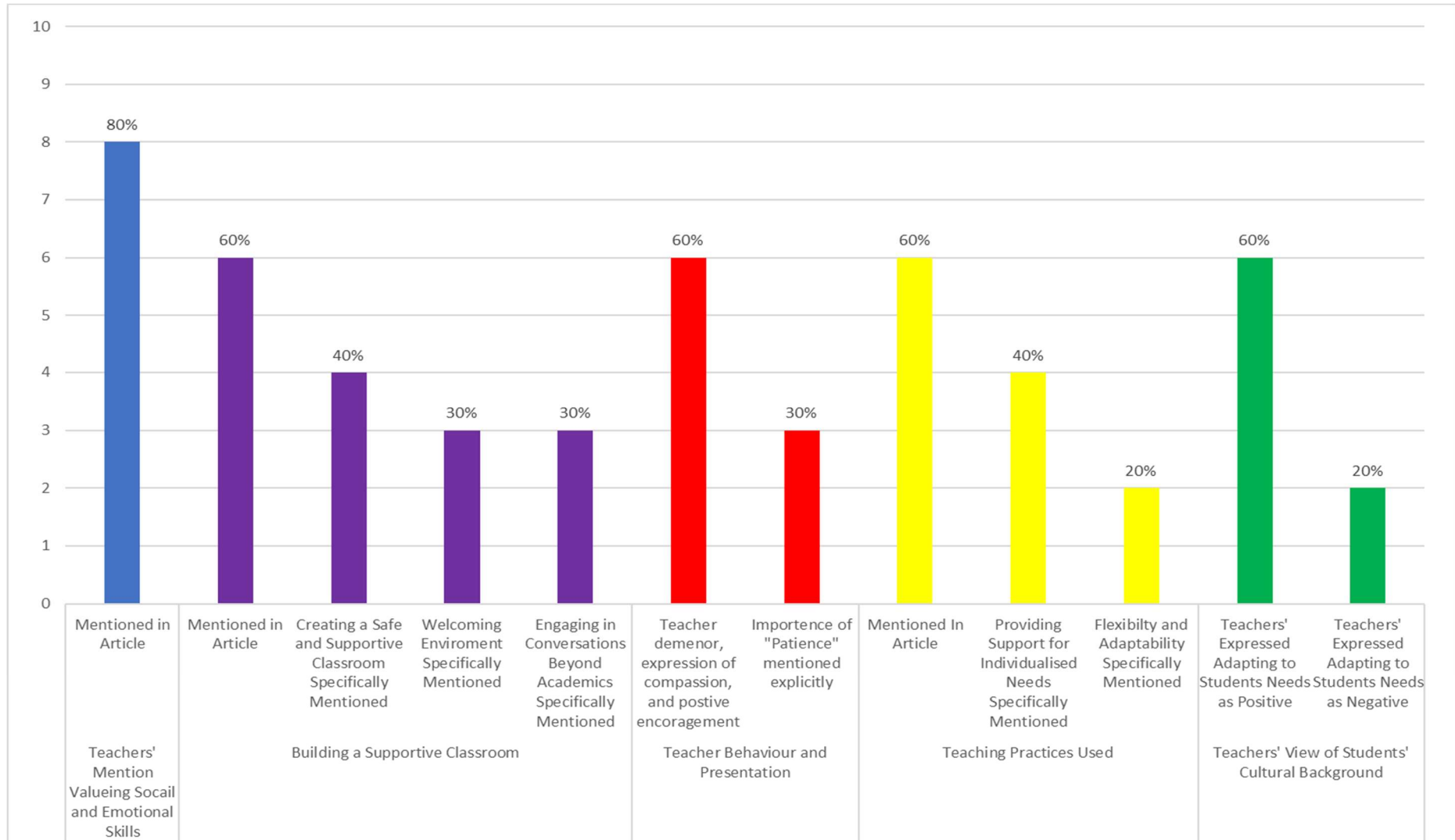
Thematic analysis was used to extract key themes related to the research questions and aims of this review. These themes were then grouped and refined to show trends and comparison between the included literature. Two main categories of themes emerged: (1) teaching practices and teacher behaviours used as a response to refugee and migrant students' social-emotional needs (Summarised in Figure 3) and (2) recommendations to improve refugee and migrant students social-emotional skill development (Summarised in Figure 4).

Figure 3: What the Literature Reports Teachers' Are Doing to be Responsive to Students' Social-Emotional Needs' (page 107) is broken into five sub-themes, with each having sub-headings to show the language used or specific theme found in the literature. The most commonly reported sub-theme in eight (80%) texts was teachers valuing social-emotional skills for refugee and migrant students. Two texts did not mention teachers expressing a high value on the social-emotional skills for refugee and migrant students (Adams & Shambleau, 2007; Ekstrand, 1975).

The second sub-theme is building a supportive classroom, with six (60%) of texts mentioning teachers working to build a supportive classroom environment to support refugee and migrant social-emotional needs. Within these texts, there was variation in the language used, four (40%) texts mentioned the words 'safe and supportive classroom', three

Figure 3

What Teachers' Are Doing to be Responsive to Students Social-Emotional Needs



(30%) mentioned 'welcoming environment', and three (30%) mentioned engaging in conversations beyond academics as a way to support creating a supportive classroom environment. Overall, this shows a trend toward creating a classroom that feels supportive for refugee and migrant students, with some variation in how it was discussed and created by teachers.

The third sub-theme is teacher behaviour and presentation, which was mentioned in six (60%) texts. Each text used different language, but this was summarised as the expression of compassion, positive encouragement, and mindfulness on the teachers' part regarding their demeanour. One standout word used in three (30%) texts was the importance of 'patience' when teaching refugee and migrant students.

The fourth sub-theme is the teaching practices used; this refers to teachers explicitly stating they used or adapted their teaching practices based on the students' refugee or migrant status and is mentioned in six (60%) of texts. Within this sub-theme, there are two subheadings of note, teachers mentioning the need to have 'flexibility and adaptability' in two (20%) and teachers mentioning providing 'support for individualised needs' in four (40%).

The final sub-theme is how the teachers view the students' cultural backgrounds which were mentioned in seven (70%) of texts. This sub-theme describes the different ways that teachers discuss or refer to adapting to refugee and migrant students' backgrounds and characteristics. Whether they use language that implies that their adaptation to the students' migration history and background is positive in the classroom, six (85%) or if they used language that implies that students' background and history are negative, two (28%). It should be noted that one text reported both negative and positive language and three texts

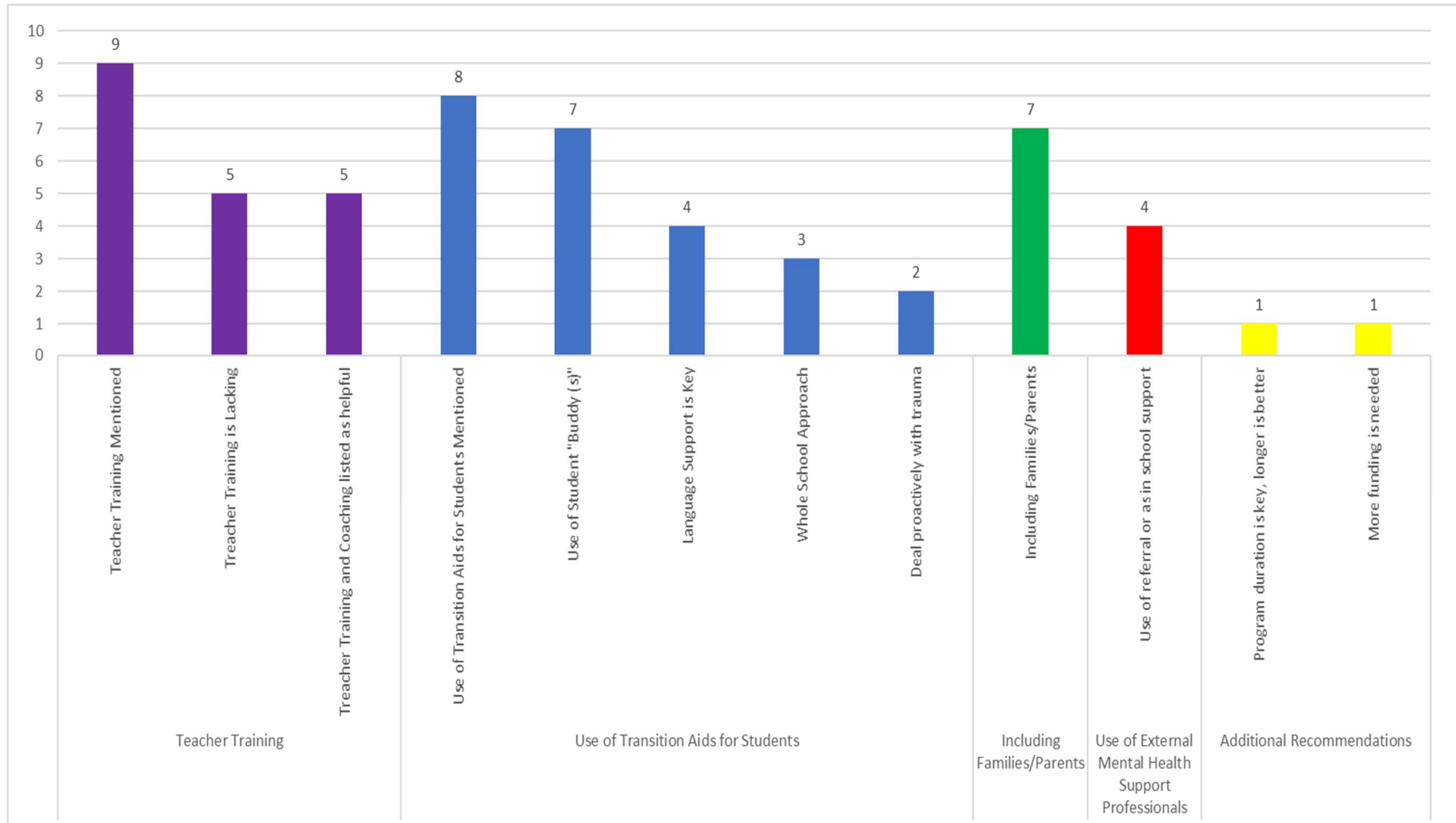
did not have any discussion of teachers' views of student's background (Adams & Shambleau, 2007; Ekstrand, 1975; Norozi, 2019).

'Figure 4: Recommendations from the Literature to Improve Students Social-Emotional Skills' (page 110) has five sub-themes, each with subheadings. The first sub-theme is teacher training which is mentioned in nine (90%) of texts; five (55%) mention that teachers training is lacking and more would be beneficial; five (55%) mention that they found that teacher training and coaching is helpful for refugee and migrant student social-emotional needs.

Sub-theme two is the use of transition aids, such as a support person or special technics, to support refugee and migrant students. Eight (80%) of texts mention the usefulness of offering different aids to support student transition into a host country classroom. Seven (70%) of texts then mention the use of a student 'buddy' or 'buddies', other students from the host country to act as support and offer help to the refugee or migrant student. While this was mentioned as already being done by teachers in these six texts, it is included as a recommendation because it was seen as very effective at supporting the social-emotional needs of refugee and migrant students and recommended highly. Four (40%) of texts reported that language support is helpful as a tool along with other supports. Three (30%) mentioned that the use of a 'whole-school approach' (such as including teaching staff in curriculum adaptation rather than the headteacher making all decisions without teaching staff involvement) helped support refugee and migrant students' social-emotional skills. Finally, two (20%) texts mentioned that one way to support students' social-emotional needs was to deal proactively with the traumatic experiences they may have gone through.

Sub-theme three is that including families or parents in the classroom or school community would help support refugee and migrant students' social-emotional needs. This

Figure 4
Recommendations from the Literature to Improve Students Social-Emotional Skills



recommendation was mentioned in seven (70%) texts, showing a trend of teachers viewing the inclusion of families or parents in the school as useful. Depending on refugee or migrant families' background, language could be a limitation that prevents teachers from engaging with parents or families, but it was highlighted that the whole family are refugees or migrants, and any community involvement is positive for the family and student.

Sub-theme four is the referral to mental health or counselling professionals. Four (40%) of texts recommended referrals to external mental health professionals or use of in-school mental health staff. This sub-theme links well with the suggestion from one text that dealing proactively with trauma is essential. It also shows the recommendation from teaching staff to seek outside support and help determine the social-emotional needs of refugee and migrant students.

The final sub-theme is two additional recommendations that did not fit into any other sub-theme but seemed relevant to this scoping review's research question and aims. One (10%) text reported that program (or curriculum) duration was related to successful social-emotional skill development for refugee or migrant students. The longer the program or use of curriculum with students, the better the outcomes seen. The second recommendation is the need for more funding from one (10%) text. This recommendation can be linked with several others, such as program duration and teacher training. While limitations due to funding were not universally mentioned, it matches themes that are.

4.4.7 Student's Country of Origin

A final characteristic collected was the reported country of origin for students in the classrooms or schools of the educators sampled. 50% (n=5) studies reported students' country of origin; of those that didn't, 30% (n=3) reported general area of origin. Such as; '36

nationalities' (Ekstrand, 1975, p. 1) or 'Most of the pupils in her class are political refugees from Iraq, Syria, Eritrea, Afghanistan and Somalia. Some come from Poland and Ukraine with working migrant parents.' (Norozi, 2019, p. 113). Of the 50% (n=5) that did report students' country of origin, there was no consistency around how it was reported. One study reported geographic origin by continent such as 'Central America' or 'Eastern Asia' (Adams & Shambleau, 2007), another reported ethnicity at schools in the district, but not in the schools sampled (Bailey-Jones, 2018), two reported country of origin but no percentages or numbers of students from each (Hamilton, 2013; Newcomer et al., 2020), and finally one reported the number of students and a list of countries but the list was incomplete 'Somalian, Nepalese, Puerto Rican, etc.' (Cho et al., 2019, p. 45).

4.5 Discussion

This review's goal was to combine three areas of academic inquiry: equity in educational settings, social-emotional skills instruction, and teachers' ability to support refugee and migrant students in the classroom. This review sought to collect and examine current evidence related to how primary school teachers' perceptions of students, their values, and their social-emotional instruction skills relate to how they teach social-emotional skills to students with a recent migration history. Additionally, this review sought to understand what lessons could be drawn from the literature regarding the interaction between a teacher's responsiveness to refugee and migrant students' needs when they teach social-emotional skills; teachers' perceptions of students with a recent migration history; teachers' skills and values concerning teaching social-emotional skills to students with a recent migration history; and the types of literature found in this area.

The results from this review show the limited literature available in this topic area. A scoping review's search approach is broad to allow for more inclusion of different literature

types and a general overview of the literature in an emerging area of inquiry. The low number of results (2,335 initially) with only 17 chosen for full-text review is small for a scoping review. The final sample size of 10 is uncommon and therefore illustrates the gap in knowledge in this area of inquiry.

4.5.1 Teachers' Responsiveness to Refugee and Migrant Students' Needs when they Teach Social-Emotional Skills

Despite the small sample size, the results of this review do show some significant trends. The main one is that most educators and teachers sampled in the included literature reported valuing social-emotional skills development in their refugee and migrant students. 80% of texts reported that educators' and teachers' viewed social-emotional skills as highly important to their refugee and migrant students' success. This result illustrates educator support for social-emotional learning curriculum and instruction.

There was also a trend toward educators viewing their adaptation to the needs of the refugee and migrant children not as a deficit but rather as a positive. This result helps reinforce the argument for the use of school-based interventions to address well-being and mental health through the development of social-emotional skills, that teachers can and are positive toward adapting their teaching style to their students' needs and background. Past research has suggested that a teacher's ability to adapt to their student's needs and background is positive for the relationship and classroom (Garner, 2010; Loinaz, 2019). There was an overall trend in the texts of teachers being adaptive and flexible in their methods and practices with refugee and migrant students, emphasising how teachers are finding ways to meet the unique needs of the refugee and student populations.

The literature also detailed how teachers support student integration into the classroom and school community. Use of 'buddy(ies)' (students from the host school to act as a guide); focusing on the classroom environment; and engaging in conversations outside of academics; are all ways that the literature reported teachers endeavour to support student integration and adjustment. This welcoming environment is a fundamental way of supporting social-emotional skills development since refugee and migrant integration into host communities has been linked to social-emotional development and well-being (Phillimore, 2012; Pritchard, 2019).

Overall, the literature in this review reported that teachers and educators are highly responsive and put considerable thought into how to support the social-emotional skills development of their refugee and migrant students in their classrooms.

4.5.2 Teachers' Perceptions of Students with a Recent Migration History

Teachers' perceptions are a part of this review because past research suggests that the efficacy of social-emotional skills interventions vary based on teachers' perceptions (Bowles et al., 2017; Collie et al., 2011; Rimm-Kaufman & Hulleman, 2015). There are also valid concerns regarding how teacher and student background, such as ethnicity, impact social-emotional learning, particularly when there is cross-cultural teaching (Emery, 2016; Wigelsworth et al., 2012). Since the literature included in this review is educator-focused, student social-emotional skills are not assessed directly, but teachers did report and researchers interpreted their perceptions of students. Of the seven texts that reported teacher perceptions of students' backgrounds, 86% reported that teachers used language that implies that students' backgrounds and their adaptation to them were a positive experience. While teachers noted student deficits in their language skills and their

understanding of social norms in their new environment which hindered emotional expression and socialising, teachers generally reported that these factors could be worked on with appropriate support and time.

In contrast, 28% of texts did report that teachers used language to imply that students were highly deficient in skills related to social-emotional and were likely to struggle because of this. The language reported by one text discussed how teachers reported wanting to focus only on academics in school, that they did not invite - and actively discouraged - their refugee and migrant students from discussing topics outside of academics. This language suggests some potential cultural incongruence between teacher and students, which could impact the student's ability to build positive relationships with the teacher or feel comfortable communicating. This potential cultural incongruence has previously been connected to the teachers' characteristics (such as ethnicity or gender) and experiences, leading to a less welcoming or supportive classroom environment, and hindering social-emotional skills development (Garner, 2010; Loinaz, 2019).

4.5.3 Teachers' Skills and Values in Relation to Teaching Social-Emotional Skills

The results show various skills teachers and educators employ to support refugee and migrant students' social-emotional skills development. Teachers' discussion of creating a supportive and welcoming classroom through individualised support and transition aids, such as assigning another student to act as a guide, shows thoughtfulness in supporting their refugee and migrant students' social-emotional skills development.

One consistent result from 90% of the literature is a lack of teacher training and the recommendation that more support and training would be helpful. One text noted that the teachers interviewed were specially trained to work with refugees and migrants and that

teachers outside this school would struggle without the level of training these teachers had (Prentice, 2022). Another text, a report from Head Start in the United States, discussed offering training, weekly coaching, and ongoing technical assistance to teachers around the social-emotional skills curriculum for refugee and migrant children, and yet they still felt more would have been helpful (Fishman et al., 2014). Most other texts noted that the teachers or educators sampled did not receive training on social-emotional learning or the needs of refugees and migrants. This finding aligns with previous research that has discussed the minimal experience teachers have regarding social-emotional skills and teaching refugees and migrants, yet they are expected to provide support and adapt their teaching to meet these students' needs (Dolev & Leshem, 2016; Loinaz, 2019). Research has also shown that teachers' training and experiences influence how social-emotional skills are integrated into pedagogical practice, so providing teacher training in social-emotional learning, as well as in the needs of refugee and migrant students, is supported by the results of this review (Denham et al., 2012; Dolev & Leshem, 2016; Zinsser et al., 2015).

4.5.4 Type of Literature Available for this Topic Area

One aspect of a scoping review is the inclusion of various types of literature and texts, including unpublished ones, to get a broad sense of all research and writing on a particular topic. As previously noted, the search for this review leads to a low number of results, and screening based on inclusion and exclusion criteria lead to a small final sample size. The sample size suggests limitations in the available evidence regarding the social-emotional skills development of refugee and migrant students. It also suggests a lack of multidisciplinary research, despite literature suggesting that certain students are at heightened risk and the potential usefulness of cross-discipline inquiry. Of the final sample,

there were six journal articles, one book chapter, one PhD dissertation, one paper presented at a conference, and one report. Journal articles were the most well-represented at 60% of the included texts. 70% of the texts were peer-reviewed.

Additionally, while all texts were empirical, only eight were published. Two, the PhD dissertation and the conference paper, were not published. These results illustrate a clear gap in knowledge regarding how teachers' perceptions, values, and skills relate to how they teach social-emotional skills to refugee and migrant students.

4.6 Limitations

Scoping reviews are designed to map the available research in a given area of inquiry. While they use some systematic searching techniques, they are less restrictive than a regular systematic review to allow for a greater breadth of search and inclusion. This scoping review was limited by the restrictions of a systematic scoping review, such as the use of search terminology and the time period the search took place. As for search terminology, the terminology chosen was based upon previous research in these areas key terms and pilot search conducted using (Bennouna, 2019; Pritchard, 2019). Terminology not included, such as language around ethnicity or race, are not commonly found in the terminology for refugees and migrants. It was also shown through the results of this scoping review that there is a lack of reporting done on refugee and migrant children's ethnicity and race, rather they are referred to by country of origin or the more generic terms of 'refugee' and 'migrant'.

Another limitation was that inclusion criteria needed to be restricted by language it was written in. Researcher only reads English fluently and for that reason literature published or written in a language other than English was excluded. Had these limitations

been overcome it is possible the results would have been enhanced and sample increased. This is a consideration to take into future research.

4.7 Conclusion and Implications for Future Research

This systematic scoping review sought to examine a topic that is the intersection of several disciplines of academic inquiry. Namely, how primary school teachers' perceptions of students, their values, and their social-emotional instruction skills relate to how they teach social-emotional skills to students with a recent migration history; this review found that there is limited research in this topic area and less that is peer-reviewed and published. The limited results show a clear gap in the field that needs addressing. This review also found that teachers and educators report understanding the value of social-emotional skills for refugee and migrant students and that they must adapt their classroom and instruction to meet these students' needs. Throughout the literature, it was universal that teachers feel they have little to no training on social-emotional skills or refugees and migrant students, leaving them with limited knowledge of how to adapt and support these students in the classroom. This result needs the most attention, as all the literature included in this review recommended more teacher training and support. More research is needed to understand the needs of teachers when they teach social-emotional skills to refugee and migrant students, particularly geographically specific research since educational systems vary.

More research is also needed on cross-cultural social-emotional skills instruction. Research shows that teachers from different geographic and ethnic backgrounds as their students are not as successful at supporting their students' social-emotional skills development (Loinaz, 2019). More research in this area would be useful to understand the characteristic drivers and potential factors that influence this phenomenon. One interesting finding in this review is the minimal information reported regarding students' country of

origin and characteristics. Most researchers did not report student characteristics, and some did not report teacher characteristics. Since past research has shown that cultural incongruence in a classroom has a negative impact on relationships and communication, it is important to understand more about how differences in background and experience will impact social-emotional skill development for refugee and migrant students (Garner, 2010; Loinaz, 2019). Without a clear understanding of both student and teacher backgrounds and characteristics, it is impossible to investigate how these factors interact with each other. The lack of consistency and standardisation in reporting makes large-scale cross research analysis or meta-analysis impossible. One recommendation from this review is that it becomes more standard for research published regarding the education of refugee and migrant students to note students' characteristics and teachers' characteristics, such as ethnicity, country of origin, age, time teaching, time in the host country, etc. While this may not always be appropriate or possible to collect, research in this area should aim to do so and note when unable to.

Finally, this review recommends that research investigating the social-emotional development of refugee and migrant students should also be conducted on a larger scale. Most of the research included in this review had small sample sizes and qualitative designs. While the results of these studies are valuable, larger-scale studies investigating teacher perceptions, values, and skills around the social-emotional development of refugee and migrant students would also be helpful.

Chapter 5: Methods and Methodology

5.1 Introduction

This chapter will describe the methods, tools and techniques used, and methodology, analysis of the procedures and techniques used, for data collection during the empirical research presented in this thesis. This PhD's overarching research aim is to understand how teachers' perspectives, skills, and experiences around social and emotional skills development, issues of equity, and migration shape their practices and responses to refugee and migrant girls. To achieve this aim this research chose to utilise a multidisciplinary and exploratory approach, as further discussed in this chapter. In turn, this approach required a mix of data collection methods, the justification of which will be presented here.

This chapter will detail the theoretical positionality, methodology, and data collection methods for the research in this thesis. The research question, sub-questions, aims, design, and theoretical approach will be discussed. Each phase and data collection method will be detailed, along with the design and recruitment strategy. The analysis strategy for each data set will be discussed. Finally, ethical issues will be discussed, and the ethical approval process will be described.

One preliminary note about this research design that should be mentioned here is that the preparation, planning, and data collection took place during an ongoing global pandemic. Design and data collection methods were chosen with some consideration of what could be done safely and with the least amount of disruption to the participants' lives. Recruitment and data collection were conducted digitally, which was seen as the most effective, least intrusive, and safest method. Travel and in-person recruitment were deemed to add risks for both researcher and participants.

5.2 Methodological Approach and Theoretical Assumptions

The research presented in this thesis was exploratory and aimed to understand teachers' perspectives on refugee and migrant girls, social and emotional skills, and their views of issues of gender and ethnicity in the classroom; moreover, it examined teachers' skills relating to the social and emotional skill development of refugee and migrant girls. In order to fully understand the ways teachers' view and perceive refugee and migrant girls, as well as their skills in teaching social and emotional skills, this study focuses on the perspectives of (1) all primary school teachers in England and (2) primary school teachers in the United Kingdom with experience teaching refugee and migrant girls. In order to fulfil the aims of this research, a pragmatic methodology guided this study with a contextualist perspective. A mixed-methods research design was conducted, and the rationale for this approach is explained in the following sections.

Exploratory social science research approaches research design with the intention of understanding participant interpretations in context rather than confirm researcher interpretations (Cohen et al., 2017); yet, it is impossible to entirely separate or remove from the process the researcher's influence and perspective. Reflexivity requires that I acknowledge that the research presented in this thesis is influenced by my background, education, and experiences as a migrant with a young migrant child attending primary school in the UK. My identities and background are both a strength, as they give a unique perspective and insight, and something to manage when conducting the research, as they could interfere with how participants respond and interact with the questions and topics investigated. Additional reflections on the researcher's background were included in Chapter 2: 'Context and Researcher Positionality'. The potential impacts on the methodology are covered in more detail in the following sections of the present chapter.

5.3 Critical Realism and Contextualism

Before detailing the research aims, design and methods, it is essential to discuss the theoretical underpinnings of the research presented in this thesis. Investigating opinions and perspectives requires understanding participants' views within the contexts that they exist. To achieve this, a critical realist and contextualist approach guided this research philosophically.

A critical realist theoretical approach assumes that reality is experienced and interpreted based on our context, such as cultural upbringing, language, and ethnicity. Whilst critical realists view the world as having an external reality, this reality is filtered by how each participant views it, and this filter is different depending on participants' background and identity (Braun & Clarke, 2013). Contextualism is a similar theoretical approach, assuming that context influences the meaning and knowledge gained through research (Braun & Clarke, 2013). Thus, the researcher's and the participants' context influences the meaning and knowledge gained from a particular study (Braun & Clarke, 2013).

These two theoretical approaches complement each other and are particularly amenable lenses for the research presented in this thesis, as they emphasise how teacher skills, values, and perceptions of refugee and migrant girls are intertwined with the social, structural, and legal contexts in which they exist. The political landscape, the UK's social norms, and each teacher's identity and experiences are likely to influence how they will respond to and discuss the social and emotional skill development of refugee and migrant girls. At the same time, refugee and migrant girls are a large category of students with varied experiences and backgrounds, which influence how they are perceived.

Finally, it is useful to recall that critical realist theory and contextualism also account for the researcher's experiences: my experiences as a migrant and mother who moved to the UK with a child, as well as my time working within schools as a mental health therapist will influence the way I approach my research and analysis. My identities will influence how I make meaning from the teachers' responses and the final analysis presented in the following chapters. With the guidance of critical realism and contextualism literature, I will work to understand participant experiences, views, perspectives, and skills, while also considering the context and background of all involved.

5.4 Pragmatic approach and mixed methods research design

The research presented in this thesis uses a pragmatic approach and a mixed methods design. Pragmatism is the use of 'whatever works' to answer the research questions or address a problem (Cohen et al., 2017). Pragmatism focuses on the outcome or effects of the research conducted rather than the methods used (Creswell & Plano Clark, 2011). A pragmatic research approach puts the question or problem as the starting point for the research project and then chooses the best methods to address this problem or answer the question. Often, pragmatic research approaches use multiple methods of data collection, approaching methods selection as a means to an end to answer the research questions (Creswell & Plano Clark, 2011).

A pragmatic approach was the best fit for this research project because these studies aimed to gather information to address the problem of rising childhood mental ill-health, particularly in high-risk groups. This research was conceived after ten years of school-based therapy experiences and my personal experience as a migrant parenting a migrant child in a primary school in England. The problem being addressed was central to my desire to enrol in a PhD program and learn to be a researcher. My background in community and school-based

applied mental health influenced using a pragmatic approach, conducting research with the problem in mind rather than being led by a design or intervention. Therefore, a pragmatic approach is the best fit given the problem-centric perspective.

A pragmatic approach was also helpful, given the challenges of completing a PhD during a global pandemic. During design and methods selection, safety issues, the reality of lockdowns and school closures, and childcare, were all considered which fits the pragmatic approach. While these were not the primary reasons behind the decisions made regarding methods or approach, they were considered by necessity.

A mixed methods design suits the pragmatic approach to the research questions addressed by this thesis. Mixed methods research is undertaken with the perspective that combining approaches produce more holistic results than qualitative or quantitative research on their own would (Cohen et al., 2017). By mixing qualitative and quantitative data collection for these research studies I would be able to answer the research questions more holistically rather than using one method alone. Particularly due to the desire to understand teacher values and perceptions, as mixed methods research is beneficial when research questions relate to opinions and views (Cohen et al., 2017). Additionally, my research questions require an understanding of teachers' skills, experiences, and perspectives while also understanding the context within which both teachers and refugee and migrant students exist. Mixed methods design has been instrumental when investigating attitudes or perspectives while considering the participants' context (Cohen et al., 2017). The complexity of measuring perspective and experiences is best tackled by using multiple methods that can measure a variety of data.

There is a trend in social science research that views the combination of approaches, when used correctly, can lead to stronger scientific inferences than conducting research

using qualitative or quantitative approaches alone (Towne & Shavelson, 2002). Mixed methods research has evolved due to an understanding that there are limitations to using a quantitative only or qualitative only approach for some research questions. Some research problems necessitate a mixed data collection to provide a comprehensive analysis. Quantitative research, while more generalisable, generally, is also limited to reporting numbers which do not always allow for depth or fluidity in responses. Quantitative questions' responses are predetermined, which does not allow participants to express nuance or provide alternative responses. On the other hand, qualitative research is limited by the lack of generalisability and universality that larger-scale, quantitative studies, can provide. When both are combined, there can be a balance of breadth and depth, providing answers to certain types of complex research questions that would be difficult to answer using a quantitative or qualitative design alone (Creswell & Plano Clark, 2011).

5.4.1 Multidisciplinary Perspective

The multidisciplinary perspective used for this research is derived from my background and the literature. While there is a great deal of past literature on social and emotional development and the use of interventions in schools to enhance social and emotional learning, one critique is that this research has not fully taken into account all aspects of teachers and students' context, particularly regarding differences in ethnicity, gender, language skills, and social norms (Durlak, 2016; Gillies, 2011; O'Conner et al., 2017b). These limitations in previous research led to my decision to undertake this research with a multidisciplinary approach or the combination of perspectives and disciplines to answer the research question with as much complexity and depth as possible. Multidisciplinary research is designed for complex real-world problems, that require nuance and complexity in

approach and perspective. Multidisciplinary research combines knowledge, perspectives, and techniques from different disciplines to form a clear and coherent piece of research (Choi & Pak, 2006). For the research presented in this thesis: perspectives, theoretical frameworks, and literature were combined from Psychology, Social Justice in Education, and socio-legal rights of refugees and migrants.

This combination of perspectives is important to note, as the creation of methods, design, and analysis were all influenced by previous research from several fields of study. These different fields of study did not always agree, as explored more in Chapter 3: 'Review of the Literature', which adds complexity to conducting multidisciplinary research.

There are benefits and challenges to the multidisciplinary approach that should be considered, but this research is multidisciplinary by necessity. To fully answer the research question presented in this thesis, perspectives from multiple disciplines were required; being too unidisciplinary would move away from the exploratory nature of this research question and the pragmatic approach.

5.5 Research Aims and Design

The mixed methods approach of this PhD uses a mixed methods survey and semi-structured interviews. A convergent parallel design was used to conduct the survey and interviews during the same time period and gather complementary data to address the research question. A convergent parallel design can be used to triangulate qualitative and quantitative results collected during the same time period and designed independently to answer different aspects of a research question (Creswell & Plano Clark, 2011). This mixed methods approach is seen as a way to answer a research question that would be too complex or cannot be answered using one method alone (Blaikie, 2010). The use of depth (qualitative interviews) and breadth (mixed methods survey) allowed me to gather sufficient

data to answer my research question (Cohen et al., 2017). The convergent parallel design allowed me to use methods that address different aspects of the research question without the long timescale that a sequential design would have required.

5.5.1 Benefits and Limitations of a Convergent Parallel Design

This design was chosen for three main reasons: because it allowed for speed in data collection since both data collection tools were prepared and conducted during the same time period; because it facilitated the collection of different types of data to answer the research question with more depth; and for the potential to triangulate the results.

At the same time, convergent parallel mixed methods design has potential limitations noted in the literature that must be considered and addressed. These potential limitations are: unequal sample sizes, the additional time and effort required to collect different data samples simultaneously, and the potential for contradictions in the results (Creswell & Plano Clark, 2011).

To address this first challenge, I determined that sample size differences did not present a significant limitation in this study. I justify this because the interviews and surveys were on slightly different populations. For the survey, any primary school teacher in England could take part; but for the interviews participants teaching with specialised skills (teachers who have experience teaching social and emotional skills to refugee and migrant girls) were needed. While primary school teachers in England that qualify for interviews could take the survey, not all those that qualify for the survey could participate in the interviews. In addition to this difference in groups sampled, the desire is not to compare the results of the interviews and surveys directly, but rather to look for complementary and/or contradictory

themes and results following data analysis, therefore a difference in sample size does not present a significant limitation for this research.

To address this second challenge of extra time and effort, I considered and carefully planned each phase of data collection and analysis. I determined that the design and procedure were manageable, despite the lack of a research support team. By staggering data recruitment for the survey and interviews, potential burdens of simultaneous data collection were eased.

The final potential limitation is that there could be contradictions rather than complementary results. As this research project is exploratory, I do not see this as a potential limitation but rather a potential for interesting results. This project is not designed to confirm or reject a hypothesis but rather to understand perspectives, experiences, and skills. Regardless of whether results are complementary or contradictory, they will be interesting and pertinent to the field.

5.5.2 Overview of Methods Chosen

The chosen methods draw on an extensive literature review (see Chapter 3) and the results from my scoping review (see Chapter 4) which both show a trend toward qualitative research (Shepherd, Submitted 2023a). Of the literature included in the scoping review, nine used interviews and three used surveys or questionnaires. The mean sample size of interviews was 15.8, although 60% were under 15. Two were conducted in the UK, one in Wales and one in England. Using this past research as a starting point, I decided to use interviews, as they allow for depth and fluidity in responses and complement quantitative methods. To enhance and add to the previous research in this area, my interviews focus on the whole of the UK. The sample size obtained was also chosen to be aligned with the

scoping review results, and the interview questions were influenced by those used by the literature included, this will be discussed more in section 5.7 of this chapter.

As stated above, three (30%) of the texts included in the scoping review used a survey or questionnaire. As this method was not used as commonly in past literature, a survey was a way to broaden results and offer another point of data to complement what was found previously. A survey was also a way to gather information from a larger target population group, giving greater context to the interviews and a better understanding of population perspectives.

5.6 Phase 1 Survey

5.6.1 Research Sub-questions

- 1) What are primary school teachers' perspectives, opinions, and skills relating to how they teach social and emotional skills to students with a recent migration history?
- 2) What are the similarities and differences between primary school teachers' perspectives, values and skills and their scenario responses to girls who are recent migrants when they are teaching social and emotional skills?

5.6.2 Design and Development

Phase 1 of the PhD's empirical research consisted of creating and conducting a survey. While the overall research design used was a convergent parallel design, I staggered the recruitment of the survey and interviews. Concurrent tweets and Facebook posts for the survey and interviews may have confused potential participants and doubled my workload. As such, the recruitment for the survey was pursued first, and continued after the start of the interview recruitment. This strategy ensured that data collection, whilst staggered, still occurred in parallel (Schoonenboom & Johnson, 2017).

5.6.2.1 Development

The survey questionnaire was designed using a convergent parallel design data-validation variant, where both qualitative and quantitative questions are included in a questionnaire, and the results are compared (Creswell & Plano Clark, 2011). The questionnaire's structure and design were initially influenced by a similar questionnaire designed by Kerr and Andreotti (2019). Their questionnaire focused on teachers' perspectives or "dispositions" related to refugee and migrant students; and it was designed to allow for comparison between the responses to the first section, "disposition" questions, and the second section, scenarios responses (Kerr & Andreotti, 2019). This structure was used as the basis for the questionnaire created for this thesis.

The design structure of Kerr and Andreotti's (2019) questionnaire, particularly the use of a base question, followed by a series of statements that participants could select and the use of short responses to scenarios to elicit qualitative responses was a suitable structure to follow for my questionnaire. It is noteworthy that Kerr and Andreotti (2019) did not focus in their study on social and emotional development or gender differences, both of which are the focus of the research presented in this thesis. Additional questionnaires and instruments were examined to determine how to design adequate questions for my research aims. Two questionnaires used in previous research studies used questions and phrasing that were particularly useful (Friedman & Kass, 2002; Tom, 2012) – the questions taken from these questionnaires were adapted to fit with the structure of my survey. There is a copy of my survey questions showing their references in "Survey Questionnaire with Source References" in Appendix A.

5.6.2.2 Questionnaire Design

As my survey was designed with three parts and a mix of quantitative and qualitative questions, the time needed to complete it was carefully considered. A response time of under 15 minutes was planned for, although individual response time varied.

Section one of the questionnaire consisted of questions about participant demographics. The section had a screening question, “Are you a primary school teacher in England?” to allow for the exclusion of non-relevant responses and had questions focused on age, gender, ethnicity, years teaching, and council area. For an example of participants' characteristics questions, see Figure 5.

Section two of the questionnaire focused on teachers' perspectives regarding topics related to the social and emotional skill development of refugee and migrant girls. As mentioned in Chapter 2: ‘Context and Positionality of Research’ this work is multidisciplinary and combines perspectives from research in Social Justice in Education, social and emotional development, and migration. Topics chosen were based on three foundational areas of previous research, issues of equity in education (race, ethnicity, gender, and sexism), issues of migration (integration versus assimilation, identity, immigration, and diversity) and social and emotional skills (based on CASEL’s (2013) core competencies). A few questions also pertained to teacher participants' perspectives on their own skills and qualities and how they view their role as educators.

Section two's questions started with a base question followed by three to eight statements. For an example of a section two question, see Figure 6. Participants then chose which statements best reflected their perspectives, six questions allowed for multiple selections and eight allowed for only one. This varied depending on the question and the answer statements. Some questions were designed to capture nuance in responses by

allowing for multiple statement selections, while others required participants to pick the most appropriate statement out of the options.

The instructions given for section two; read as follows:

“The questions and statements below describe your thoughts, views, and feelings in the classroom. For each statement, please respond to the question by selecting one or more responses. You may skip answering any question, although I would appreciate if you answered them all. There are no right or wrong answers, so please be as honest as possible.”

Figure 5:

Survey Characteristics Questions

General Information:

Please start by answering a few questions about yourself. You may skip answering any question, although I would appreciate it if you answered them all. (Page 1 of 3)

1) How old are you?

2) Please state your gender:

3) Ethnicity (Choose one option that best describes your ethnic group or background)

Any other ethnic group, please describe (Please Specify)

4) How many years have you been teaching?

5) Are you a primary school teacher in England?

A Yes

B No

6) What council area do you teach in?

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Figure 6:

Short Answer Questions Example

Short Answer Questions

The questions and statements below describe your thoughts, views, and feelings in the classroom. For each statement, please respond to the question by selecting one or more responses. You may skip answering any question, although I would appreciate it if you answered them all. There are no right or wrong answers, so please be as honest as possible. (Page 2 of 3)

7) What is our primary role as prospective educators?

- A To deliver the content prescribed in the curriculum.
- B To facilitate student learning to achieve curriculum objectives.
- C To assist students to understand the world through and beyond the curriculum.
- D To engage students with possibilities and limitations of understanding.

8) What are your thoughts on Social and Emotional Learning?

- A Social and Emotional learning helps students.
- B I think the curriculum and techniques we use when teaching social and emotional skills are universal for all students.
- C I have been provided with enough training to feel confident teaching of social and emotional skills.
- D Social and emotional learning curriculum/techniques I teach are equally useful for girls and boys

9) How do you know a student is thriving emotionally?

- A They have good social supports, such as friends, family, community.
- B They have a good relationship with their teachers.
- C They are doing well academically.
- D They show happiness through smiling, laughing, voice tone, or language.

10) What are some ways you support a diverse group of students in your classroom?

- A I support diversity in my classroom by making my teaching flexible and adaptive.
- B I make an effort to ensure that my instruction is sensitive to issues of diversity.
- C I work well with students of diverse backgrounds.
- D It is very difficult for me to build relationships with students of diverse backgrounds.

The section three scenarios focused on teachers' perspectives regarding topics related to the social and emotional skill development of refugee and migrant girls. The six scenarios were designed to represent each of CASEL's (2013) core competencies (with social awareness represented twice) and one of three topic areas: issues of equity in education (race, ethnicity, gender, and sexism), issues of migration (integration versus assimilation, identity, immigration, and diversity) and social and emotional expression (including trauma symptoms). Figure 7 shows each scenario question, the social and emotional core competency, the research discipline underlying it, and the aspect of refugee and migrant child experience that it connects to.

Each scenario was created using these three topics as a foundation; Figure 8 details each scenario, the conceptual foundation, secondary conceptual foundation, CASEL (2013) core competency, and the core competencies definition. Each was designed to also correspond to several perspective and opinion questions from section two to allow for comparison between the sections, following qualitative data analysis.

The six scenarios were followed by open text boxes for participants to input their answer to, encouraging qualitative responses. Instructions given were as follows:

“In this section there are six short scenarios (each 2-4 sentences) designed to explore your views and perceptions of students who have recently migrated. For each scenario, please read and then respond with 1-3 sentences saying:

1. How you would respond in the moment to the child. 2. Do you feel that a classroom wide intervention is necessary? If so, what might you do?”.

Figure 7

Conceptual Foundation for Each Scenario



Figure 8:
Scenario Design Elements

Conceptual Foundation	Equity in Education	Equity in Education	Social and Emotional Awareness	Migration and Immigration	Social and Emotional Awareness	Migration and Immigration
Secondary Conceptual Foundation	Race/Ethnicity awareness in primary	Gender/Sexism awareness in primary	Trauma Symptoms	Integration and Assimilation	Trauma Symptoms	Integration and Assimilation
Question	Question 21	Question 22	Question 23	Question 24	Question 25	Question 26
Scenario	<p>“A 6-year-old female student who moved to the UK in the last two years from Nigeria tells you that another female student in your class told them they look like “poop” and that she can't play with them. She tells you: “That is not an ok word for them to say to someone like me”.”</p>	<p>“Question from an 8-year-old girl who arrived in the UK two years ago. “Why do the boys in the class get called on more? My older brother says it's because girls talk too much at school, but I don't think that's true in our class. The girls talk less than the boys.””</p>	<p>“A 5-year-old girl recently joined your classroom after arriving in the UK with her older sister and mother. You notice she often appears withdrawn and doesn't show much emotion. One day she gets pushed down by another student, she responds by her face going blank and sitting motionless on the ground.”</p>	<p>“An 11-year-old girl in your class arrived in the UK as a refugee three years ago, since she has built a group of close friends and is doing well academically. She approaches you one day and says: “My father says I'm becoming too British, and he took away my computer last night because I spoke English at dinner. But I feel like I am British now, he says we're not and not to act like it.””</p>	<p>“A 13-year-old who arrived in the UK six months ago and has a pattern of not completing homework. Today while working on an assignment with a group of other students, she shouted out, “I like my idea, don't tell me what to do”. Another student in her group then called her “bossy” and she left the room crying.”</p>	<p>“A 9-year-old girl in your class, who moved to the UK in the last three months, is struggling to make friends. She only speaks a little English and most of the other students in your class play football together during the break. When she first arrived two other girls in the class invited her to play with them, she responded by saying, “that's not a game for girls, you shouldn't be playing it.” and now she is often on her own at breaks.”</p>
CASEL (2013) Core Competency	Responsible decision-making	Social awareness	Self-awareness: emotional understanding	Social awareness, community, and integration	Self-management and self-awareness	Relationship-skills

5.6.3 Pilot

The survey was piloted before open recruitment began. A text box was added at the end to allow participants (n=3) to give feedback on the questionnaire. Several changes were made before the final survey recruitment: page numbers were added to show participants how many pages they had left to complete; the entry of an email to receive a summary of results was changed to a link to a contact page not connected to the questionnaire; and some grammatical errors and formatting issues were addressed. No substantial changes were made to the survey structure, questions used, or the design.

5.6.4 Participant Recruitment

The research participants for the survey were primary school teachers in England. This group was chosen to allow for a breadth of perspectives regarding social and emotional skill development and refugees and migrants. Due to the differences in well-being provision between England, Wales, Scotland, and Northern Ireland, it was determined that restricting to England rather than the whole of the UK, would simplify survey creation and data analysis. The survey was advertised through social media and was open to anyone with the link. Survey responses were anonymous at the collection point, so no identifying information was collected. Screening questions allowed for responses from non-primary school teachers or primary school teachers from outside England to be separated from the other responses.

The survey recruitment strategy was designed to reach as many primary school teachers in England as possible. I considered the time of year that recruitment took place and was careful to not spam teachers with requests to participate in the research project. Recruitment started in the fall term of 2021, with a break during the holidays, and continued in January 2022 until August 2022.

The recruitment strategy for the survey was convenience and snowball sampling. Convenience sampling is a common sampling method for selecting the sample because it is accessible to the researcher (Braun & Clarke, 2013). As this was an exploratory study, recruitment could be more open and less directed without a hypothesis to test or researcher's interpretation to confirm. Exploratory research is used to understand participant interpretations in context and allows for some flexibility in the sample collected (Cohen et al., 2017). Due to Covid-19 related restrictions, the only contact methods that could be used were digital, as in-person data collection was not possible. Additionally, research was completed without external funding, so paying participants was not financially feasible, although this may have assisted recruitment. Convenience and snowball sampling, or accessing people through others who have taken part, were used (Braun & Clarke, 2013). Again, this was due to the restrictions of the pandemic and funding.

Facebook, Twitter, and email were all used to raise awareness of the survey and recruit participants. A video was made that discussed the research goals and asked primary school teachers to consider taking part.

5.6.4.1 Social Media Recruitment

Facebook recruitment was done in two ways: (1) Personal shares and requests that others reshare, snowball sampling based on researcher's connections, (2) joining and sharing posts on teacher-focused Facebook groups. For teachers' Facebook groups, administrator approval was sought when necessary (for closed groups) and the rules of each group were examined prior to posting. Posts included information about the study, the hyperlink, and video. Any questions regarding the research were answered.

Twitter recruitment was done through regular tweets with information and survey link or information, hyperlink, and video. Similar to Facebook there was a request for retweeting. Twitter recruitment also included hashtags and tagging to target groups of teachers, PhD research, the Department of Education at the University of York, fellow researchers, teachers' union, and refugee organisations. Tweeting was done weekly, with several days in between to prevent spamming.

5.6.4.2 Email Recruitment

Email was also used to recruit in two ways: (1) I emailed all personal contacts in the department with the video, link, and research information. Some contacts then forwarded this email to their contacts. (2) I emailed primary school hubs in England, kindly requesting that they forward the email and survey information to teachers in their area. This email was sent once to those who responded and a second time to those who did not in case the first email was not seen.

5.6.5 Analysis

5.6.5.1 Demographics and Descriptive Quantitative Analysis

Participant demographics were analysed and compared with national statistics of primary school teachers employed in England. While this study is exploratory and not intended to be generalisable to the general population of primary school teachers, an attempt was made to gather perspectives from a diverse group of teachers and understand if the participants' characteristics were similar to the population they represent.

Descriptive statistics were used to analyse section two quantitative questions. When conducting quantitative statistical analysis, there is typically a choice between inferential and descriptive statistics; if the research aims to describe and summarise the data results, then

descriptive statistics are most informative (Holcomb, 2016). The quantitative questions in this survey consisted of opinion and perspective statements which need context to be fully examined and are not designed with inferential statistics in mind. Statistical Package for the Social Sciences (SPSS) was used to generate frequency tables and obtain descriptive statistics describing teachers' perspectives and opinions.

5.6.5.2 Reflexive Thematic Qualitative Analysis of Scenarios

Reflexive thematic analysis, as described by Braun and Clarke (2006, 2022), was used to analyse the short qualitative responses to the scenarios. Reflexive thematic analysis is appropriate for research questions that focus on participant experience, perspectives, and views (Braun & Clarke, 2022). Thematic analysis is also useful when trying to understand patterns across cases rather than meaning in one case (Braun & Clarke, 2022). Thematic analysis is a versatile method that works with multiple epistemological perspectives. With a critical realist and contextualist perspective, thematic analysis allows me to analyse teachers' responses to the scenarios and make meaning of their responses, while considering the broader social context of refugees and migrants in England (Braun & Clarke, 2006). Reflexive thematic analysis uses my perspective, subjectivity, and theoretical understanding as a tool for analysis; and requires thoughtful reflection and engagement with the data (Braun & Clarke, 2022).

I started by reviewing the responses while making initial thoughts and observations in a reflective journal. No coding was started, but keywords or statements were noticed. This initial stage was designed to build an understanding of the nature of the responses, to allow me to familiarise myself with the richness of the information in the responses and generate initial thoughts.

It should be noted, I engaged with the literature and theory prior to analysis and allowed this to assist with my lens during data analysis. However, I approached the initial data analysis phase with an open mind, familiarised myself with the data, and noted what I saw. Braun and Clarke (2006) describe this phase as “familiarizing yourself with your data” through “repeated reading” (pg. 87).

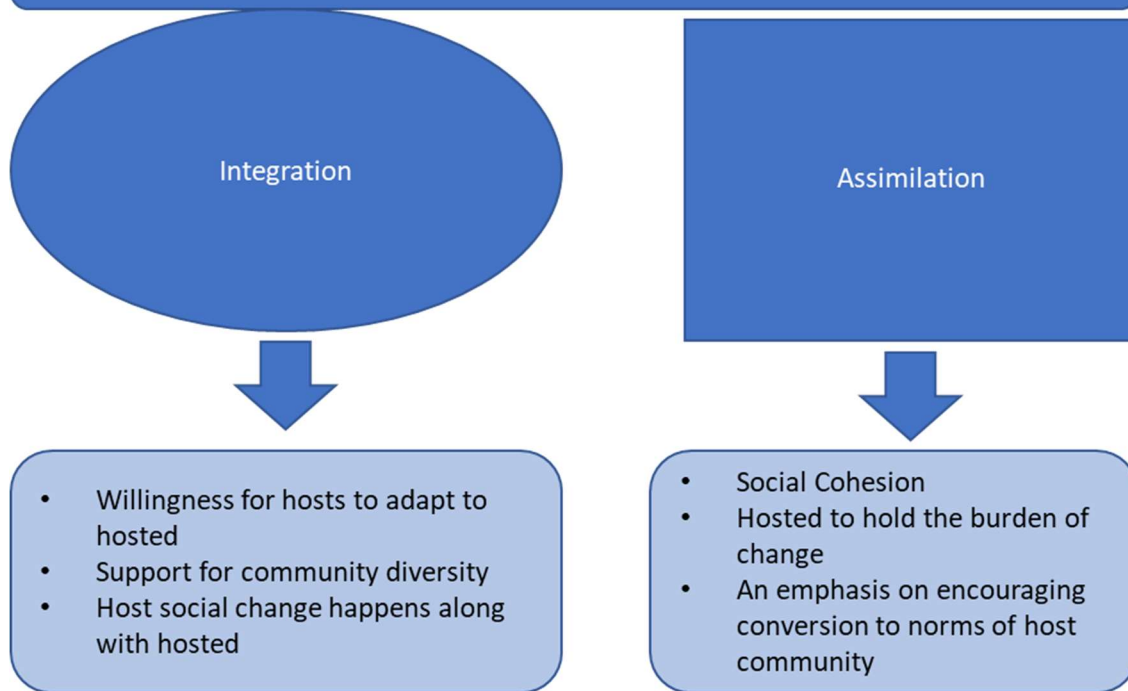
Coding was conducted on the scenario responses using a “theory-driven orientation” (Braun & Clarke, 2022, p. 10) or allowing theory to guide coding and exploration that inform theme creation. The responses to the scenarios were highly structured, seeking specific information from participants; some structure or theory-driving analysis was the right choice given the design of this survey.

5.6.5.3 Codebook Thematic Analysis

Because the research presented in this thesis is focused on participant perspectives and views within a social context, understanding the underlying social structures of oppression, bias and discrimination is paramount to supporting the mental health of those most harmed by systems of oppression (Afuape, 2011). As discussed in Chapter 2: ‘Context and Positionality of Research’, Integration versus Assimilation perspectives heavily influence the social structures that refugees and migrants exist within (Ager & Strang, 2008; Strang & Ager, 2010). It is impossible to separate teacher perspectives from the underlying systems they inhabit and the inherent assumptions regarding human values and needs. To build an understanding of how social conceptions of Integration and Assimilation influence teacher responses, a coding frame was created and used to analyse the responses in a structured and targeted way. The frame was based on Ager and Strang’s (2008 & 2010) conceptualisation of Integration theory. Figure 9 is a visual representation of the coding frame created based on Integration theory.

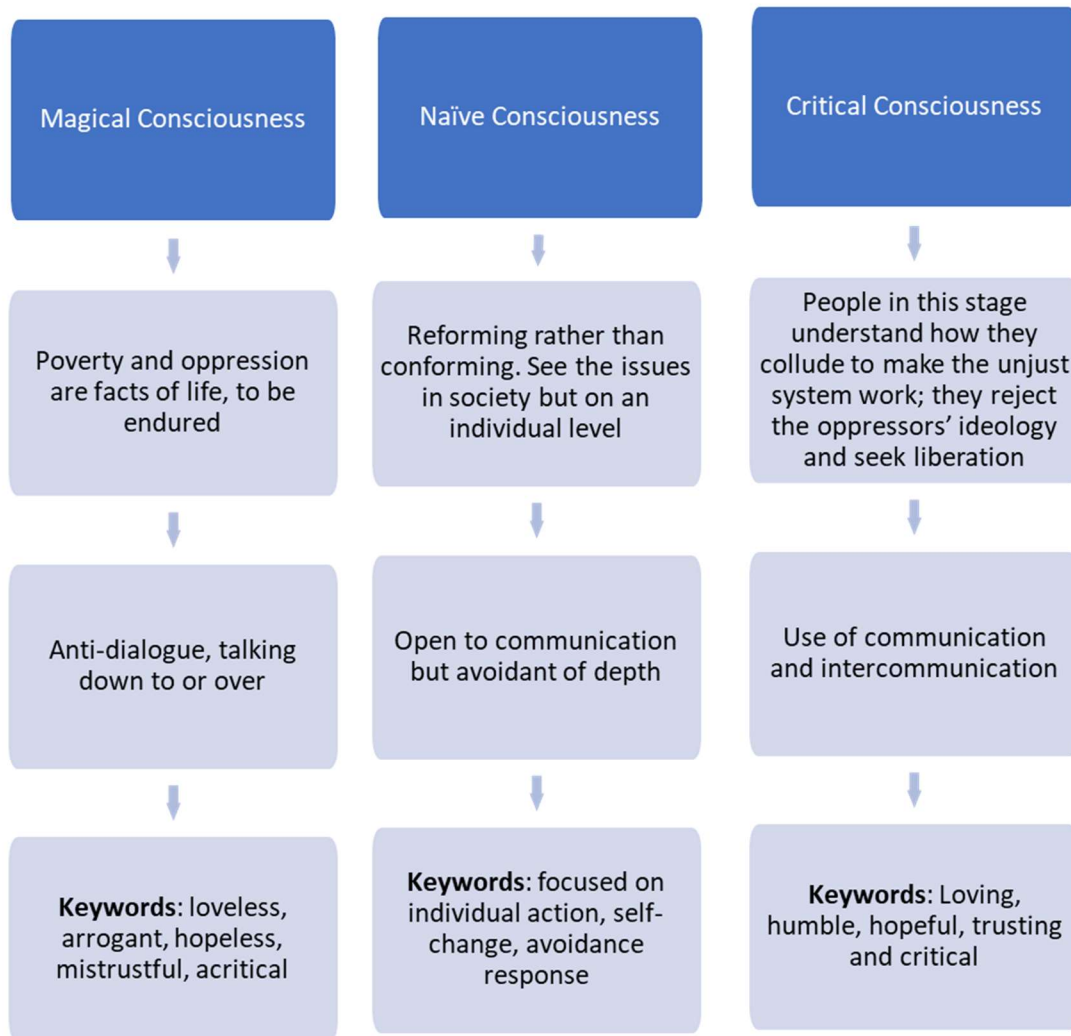
Figure 9:

Coding Frame Based on Integration Theory (Ager & Strang, 2008; Strang & Ager, 2010)



This research is also interested in understanding how the background of both students and teachers influences social and emotional skills development. As explored in Chapter 3: 'Review of the Literature', additional stresses can present for refugee and migrant children in their host environment, both on an interpersonal level (through peers and teacher interactions) and a social level (laws and social supports). This additional stress can lead to increased mental distress and have long-term consequences on well-being (Afuape, 2011, 2020; Ecclestone & Brunila, 2015). To understand how systems of oppression may present in participant responses a second coding frame was created to examine teacher perspectives, using Friere's (1974) Critical Consciousness definitions regarding awareness of the nature of oppression. Figure 10 is a visual representation of the coding frame created based on critical consciousness.

Figure 10:
Coding Frame Based on Critical Consciousness (Friere, 1973)



5.6.6 Comparative analysis of both sections

Comparative analysis of perspective and opinion questions with scenario responses followed the separate analysis of each section. Each scenario corresponded to several quantitative perspective and opinion questions. The themes which emerged from the scenario responses were placed in tables with the corresponding perspective and opinion questions and compared for similarities and differences. For the results from this comparative analysis and each section of the survey, see Chapter 6: 'Teachers' Perspectives and Practices Relating to Refugee Girls. Results From a Mixed-Methods Multidisciplinary Survey.'

5.7 Phase 2 Interviews

5.7.1 Research Sub-question

1. What are experienced primary school teachers' perspectives on and experiences of teaching social and emotional skills to refugee and migrant girls?

5.7.2 Design and Development

The second phase of this project explored teachers' perspectives supporting refugee and migrant students' social and emotional skills development. The choice of interviews as a data collection method was recommended by the literature, as interviews are a qualitative tool particularly apt at gathering participant thoughts, beliefs, and perspectives, thus making them ideal for answering the research question of this thesis (Cohen et al., 2017). This methodological choice was also influenced by the scoping review results in Chapter 4. Literature included in the scoping review that used interviews were examined and interview questions were collected when possible.

5.7.3 Semi-structured Interviews

The use of semi-structured interviews allows for an open, flexible, albeit not entirely unstructured discussion, where the participant and the interviewer interact and feed off each-others interaction. A semi-structured approach was chosen to allow for the flexibility to go into more depth when conducting the interviews, when appropriate, but still offered structure and guidance for the participants. To understand teachers' perspectives on teaching social and emotional skills to refugees and migrants, I balanced a need to maintain structure and preselect topics (through a list of questions) while allowing for topics or issues to come up that I had not considered. A semi-structured approach allows for researcher planning and leading, while also allowing participants to bring unanticipated things (Braun &

Clarke, 2013). When deciding on semi-structured interviews, I also considered potential issues such as time to complete the interview and felt that semi-structured would allow flexibility while keeping the interview moving through the topics to finish quickly. The time to complete the interviews was a factor, as this research uses a pragmatic perspective and considers issues such as teachers having limited time to devote to research and that a PhD is on a strict schedule.

Using another interview method, such as unstructured or structured interviews, could have been beneficial in some ways but would also have limitations. The use of structured interviews was deemed to be too restrictive, as this method would not allow for flexibility to expand or ask follow up questions. Structured interviews were therefore determined to be too restrictive to collect teachers experiences and perspectives as fully as possible.

Unstructured interviews were deemed to lack structure, which may have worked well in a focus group setting or for a more experienced interview researcher, but for the research presented in this thesis, I was concerned that I would struggle with a lack of structured questions to use if the conversation was difficult to maintain. Semi-structured interviews were therefore deemed to be a good middle ground and balance structure and flexibility.

5.7.4 Targeting Experienced Teachers

Targeting teachers with experience teaching refugee and migrant students, rather than to all primary school teachers like with the survey, was the most effective way to gather data to answer the research sub-question. As the desire with the interviews was to understand teachers' perspectives and experiences teaching social and emotional skills to refugee and migrant girls, it was important to only sample those with (1) experience teaching or working in schools (5 years or more), (2) experience teaching multiple refugee and migrant girls, (3)

experience using well-being or social and emotional learning curriculum or techniques in their classroom. All three criteria needed to be met by participants for them to take part in the interviews.

5.7.5 Interview Questions

The eleven interview questions were written to build an understanding of the support and training teachers receive, their skills, and their perspectives and values relating to social and emotional skills and refugee and migrant girls. The question design was influenced by similar interview questions used by previous studies and new questions drafted to fill gaps in knowledge as they emerged from the scoping review. The full list of questions can be found in Appendix B.

Since I intended to use Reflexive Thematic Analysis to analyse my interview data, I allowed for flexibility in my use of the interview questions and in my conversation with participants (Braun & Clarke, 2022). I placed more emphasis on building a relationship and comfort in our conversation, rather than adhering to a rigid structure. With each participant, this made the interview look different as I skipped through the questions or rephrased them. For each participant, this meant probing after some questions and not others, depending on the conversation. The goal was to gain an in-depth recount of each participant's story and experience, which required participants to feel comfortable with our conversation and me. This flexibility and fluidity led to differences in responses and experience, allowing for richer data. In addition to this flexible approach to the interview questions, during data collection the Department for Education released new curriculum guidance focused heavily on academic topics and minimizing well-being and mental health. For three of my interviews, I was able to ask teachers their reactions to these changes.

5.7.6 Participant Recruitment

As noted earlier, the overall research design used for this thesis was a convergent parallel design with staggering recruitment between the survey and interviews. This staggering was done to avoid confusion on social media for potential participants and allow me time to prepare and conduct both interviews and the survey without a research team for support.

Interview participants were recruited by using three methods: (1) Emails were sent to schools, which I had pre-determined to have a likelihood of a high percentage of refugee and migrant students (see below); (2) Refugee agencies and organisations were contacted and requested to forward recruitment information to teachers or schools; (3) Social media posts were also used to recruit participants.

An online contact form was used for participants to volunteer, or participants emailed me directly. Screening questions were used to ensure that recruited teachers met participant criteria. The contact form contained these questions, when emailed directly, I asked these questions via email. These screening questions were: (1) Do you have five or more years of experience teaching or working in schools? (2) Do you have experience teaching social-emotional skills or well-being curriculum to refugee or migrant girls? Participants who answered positively to both questions and volunteered to participate in interviews were invited to participate.

5.7.6.1 Purposive Sampling

Interview recruitment was targeted toward primary schools with a likelihood of having a high number of refugee and migrant students. Because immigration status is not collected in the UK, recruitment needed to be targeted based on the refugee and migrant school population in a given local authority. As explained in Chapter 2: 'Context and Researcher

Positionality', the terms refugee and migrant include a varied group of people entering the UK from various places. Refugees and migrants do not necessarily arrive or settle in one part of the country or school, and the Home Office does not report resettlement information for children. Schools also do not collect students' migration status. These aspects presented challenges in knowing which schools would have teachers who have experience teaching social and emotional skills to refugee and migrant girls.

As such, the strategy pursued was to identify schools with a high number of 'English as an additional language' (EAL) students and a high number of ethnic minority students – these elements were used as proxies (imperfect as they are) for schools where a high number of refugee and migrant students are likely to be taught. This approach was chosen based on published advice from The National Subject Association for English as an Additional Language (NALDIC), which suggests that this is the best way to find refugees and migrants enrolled in schools in the UK (Bolton & Spafford, 2005).

Data regarding EAL and ethnicity was downloaded from the Department for Education, which collects and reports such data (Department for Education, 2018, 2021c, 2022b). Local Authorities were ranked based on the percentage of EAL students and the percentage of students from ethnic minority backgrounds. Three Local Authority areas were chosen based on their high percentages (above 75%). A list of primary schools located within these three Local Authorities was obtained along with their email addresses. A mass email was sent to the listed email addresses, requesting they forward information about interview recruitment to their teachers.

It should be noted that not all refugees and migrants are EAL or ethnic minorities; given the existing limitations however, this was the most effective way to determine where to find refugees and migrants in primary schools. Nationality information for school children

was collected between 2016 and 2018. I downloaded Nationality information from the Department for Education in 2018 and examined the Local Authorities with high percentages of nationalities other than British (Department for Education, 2018). The top five Local Authorities with high numbers of students with nationalities other than British were the same as those determined by comparing EAL and ethnicity.

5.7.6.2 Refugee Organisations and Agencies

I sent an email to a list of seventeen refugee organisations and agencies in the UK known to work with and know about refugees and migrants. The email requested advice for finding schools and teachers with experience teaching refugees and migrants well-being or social and emotional skills curriculum and included a poster with information. When requested, more information about the research and interviews was sent.

5.7.6.3 Social Media Recruitment

A flyer was made with information regarding the study, participant requirements, compensation, and contact information. After several months of recruitment, the flyer was updated with the wording regarding refugees and migrants changed to “immigrant girls (girls not born in the UK)”, this was done to avoid any confusion on the part of teachers regarding the type of experience they needed to have to take part. This change increased participation significantly.

A video was made that discussed the research goals and requested primary school teachers with experience teaching refugee and migrant girls to consider taking part.

Social Media recruitment was done via Twitter and Facebook through regular tweets with information and a flyer or video. There was a request for retweeting. Twitter recruitment also included hashtags and tagging to target groups of teachers, PhD research, the Department of Education at the University of York, fellow researchers, teachers’ union,

and refugee organisations. Tweeting was done weekly, with several days in between to prevent spamming.

Facebook recruitment was done in two ways: (1) Personal shares and requests that others reshare, snowball sampling based on researchers' connections, (2) Sharing posts on teacher-focused Facebook groups. For teachers' Facebook groups, administrator approval was sought when necessary (for closed groups), and each group's rules were examined prior to posting. Posts included information about the study, hyperlink to the interest form, and flyer or video. Any questions regarding the research were answered.

5.7.7 Interview Analysis

After obtaining informed consent from each participant, five interviews took place over Zoom, via video call. They were recorded, and the recordings were kept until the transcript was completed, and participants were given 30 days to review their transcript. This 30-day period allowed for corrections but also further reflections, comments, or concerns to be raised before I started analysis. After the 30-day review period, the recording was deleted, and direct identifying information was removed from the transcript. No participants raised concerns during the review period to be addressed.

While Zoom automatically transcribed the interviews, all transcripts were compared with the video recording and corrected to reflect the interview accurately. Some required minor changes, and others required substantial rewriting. All were reviewed multiple times to ensure accuracy.

Data analysis was conducted using nVivo (version as of March 2020). Transcripts were uploaded and coded within the software. The use of a reflective journal assisted me in understanding my subjective interpretation and reactions to the data collected, giving me greater insight and encouraging reflection.

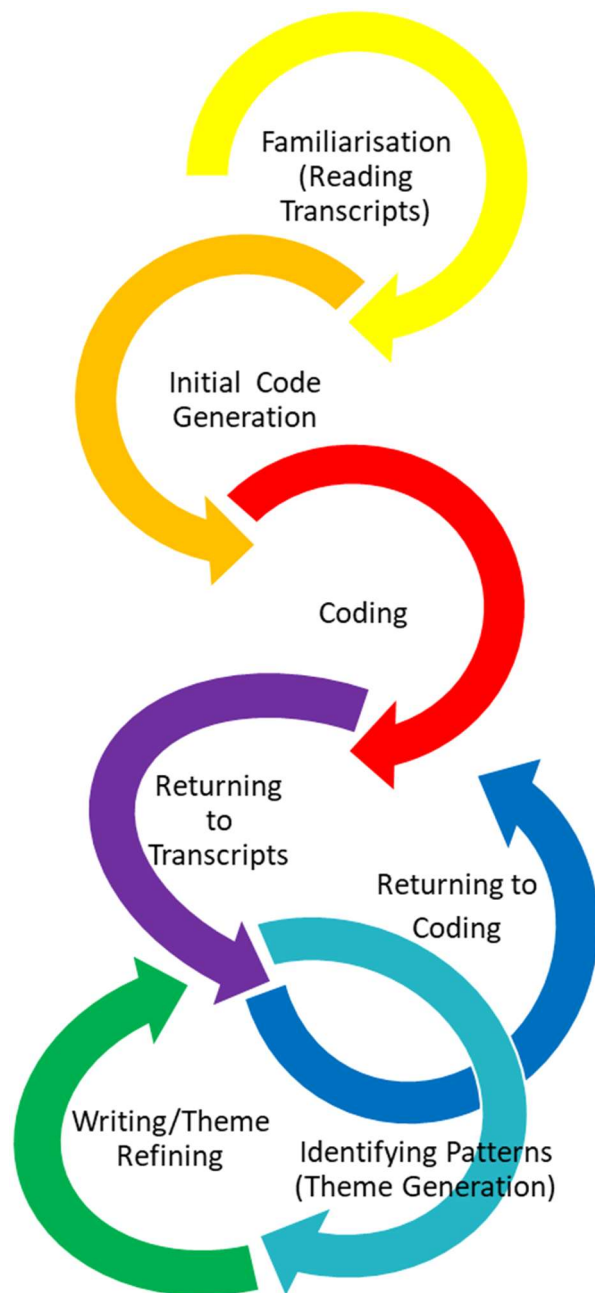
5.7.7.1 Reflexive Thematic Analysis

The analysis conducted for the interviews used 'Big Q' research principles and methodology, specifically Reflexive Thematic Analysis was employed to analyse the interviews (Braun & Clarke, 2006, 2013, 2022). This approach prioritises building an understanding of participants' experiences and unique perspectives (Braun & Clarke, 2022). Reflexive Thematic Analysis uses researcher subjectivity as a method of interpretation and theme 'generation'. As previously noted in this thesis, this research is deeply personal, as I am an immigrant with a young child in primary school in the UK. My personal experience of migration, my twelve years of therapeutic experiences working with families and children in the USA (some of whom were migrants), and my desire to undo some of the pain caused by my own country's inhuman and emotionally damaging immigration policies, have led to my decision to conduct this research. At the same time, as an outsider in the UK, I have some emotional separation from the experience of primary school teachers here.

My identity is part of the lens I will use when interpreting the patterns within and across my interview data. The analysis progression was guided by Braun and Clarke's (2006) "Phases of thematic analysis" (p. 87) and while I went through all six phases, I did so in a nonlinear way (the analysis process can be visualised in Figure 11). During transcription, I began familiarising myself with the data. During this phase, I noted down my initial thoughts and coding ideas in a reflective journal. I used my reflective journal throughout the analysis as a way to note down thoughts and reflect on my reactions to the interviews. After familiarisation, I began to highlight and generate initial codes. During each coding session an evolution could be observed; some codes turned into multiple subcodes, I added new codes, whereas some existing codes were renamed. After coding all transcripts, I examined the codes for potential patterns across the transcripts. During this analysis phase, I returned to

certain transcripts looking for evidence of specific topics or codes. Following coding I began

Figure 11
Analysis Process



to identify patterns and create themes.

While reviewing and refining these

themes I returned to the transcripts

and codes to re-examine. Finally, I

began writing my draft analysis

chapter by extracting quotes and

detailing themes found. While writing,

I returned to the transcripts and

codes, to refine and rework themes

and analysis. This process continued in

an ongoing way as I wrote, edited,

received feedback, and refined my

report. This analysis process was non-

linear and involved both engagement

with the data and time away to think

and process. At every stage I returned

to the transcripts, codes, and my

reflection journal to refine my

analysis. For the resulting themes and full interview analysis see chapter 7: 'Reflexive

Analysis of Teacher Interviews'.

5.8 Ethical Considerations

As this research project included data collection from human participants, an ethical

issues audit took place and consent was sought from the university prior to data collection.

An Ethical Issues Audit Form was completed, and participant consent forms were created for both the survey and interviews (Sample participant consent forms can be found in Appendix C). In both the survey and interview questions, special consideration was given to the sensitive topics covered, such as teachers' perspectives and views of issues relating to ethnicity, gender, politics, and migration. Therefore, I considered how to word the questions with minimal invasiveness (i.e., questions that gather highly personal information that may have the potential to cause distress) while still gathering necessary data to enable me to conduct a meaningful analysis.

Primary concerns that arose during the ethical approval process were the anonymity of participants and confidentiality of participant data, the sensitive nature of the discussed topics and the desire to not overburden participants during the challenging times of the pandemic. Participants in this study were adults and were not seen as particularly vulnerable; however, steps were taken to ensure their anonymity was protected, the data was safely and confidently processed and stored, and the process was not over-burdening.

Specifically, the survey was created to be entirely anonymous, at the point of data collection, and as brief as possible. As for the interviews, participants anonymity is ensured by removing any identifiers from the transcripts and allowing as much control as possible to the participants (e.g., reviewing the transcripts). By allowing for transcript review, there was also the opportunity for participant engagement in data collection process while still maintaining the physical distance required by limitations of the COVID-19 pandemic. Additionally, a data management plan was created and approved as part of the ethical approval process.

Full ethical approval was granted in October 2021, at which point data collection began.

5.9 Summary

This chapter described the methods and methodology used for the data collection undertaken during the empirical research presented in this thesis. The studies presented in this thesis were undertaken using a multidisciplinary and exploratory approach, using a mix of data collection methods. The choices made arose from my pragmatic perspective, choosing the best methods to answer the research question, sub-questions, and meet the aims of this PhD.

Chapter 6: Teachers' Perspectives and Practices Relating to Refugee Girls. Results From a Mixed-Methods Multidisciplinary Survey.

6.1 Characteristics of the sample

63 participants reviewed the information sheet and consented to participate in the survey. Of those, nine didn't answer a single question, fifteen only answered section two characteristics questions (gender, age, etc.) but did not answer any questions in sections two and three, and three answered no to the screening question "Are you a primary school teacher in England?"; all these participants were excluded. 38 teacher participants were included because they responded to a minimum of one question in section two; 23 (60.5%) of those also responded to a minimum of one scenario in section three.

6.1.1 Age and Gender

For those included in the sample, the characteristics are as follows. The age of teacher participants ranged from 24 to 55 (Mean= 37.86 SD=8.6), with one teacher participant declining to answer. This result is similar to the national average age of teachers employed in England of 39.2 (Office for National Statistics., 2021). The gender identity of teacher participants in the sample was 92% Female, 5.3% Male, and 2.6% (n=1) with no response. This is not far off the national percentages of 94% female and 6% male (Office for National Statistics., 2021).

6.1.2 Ethnicity

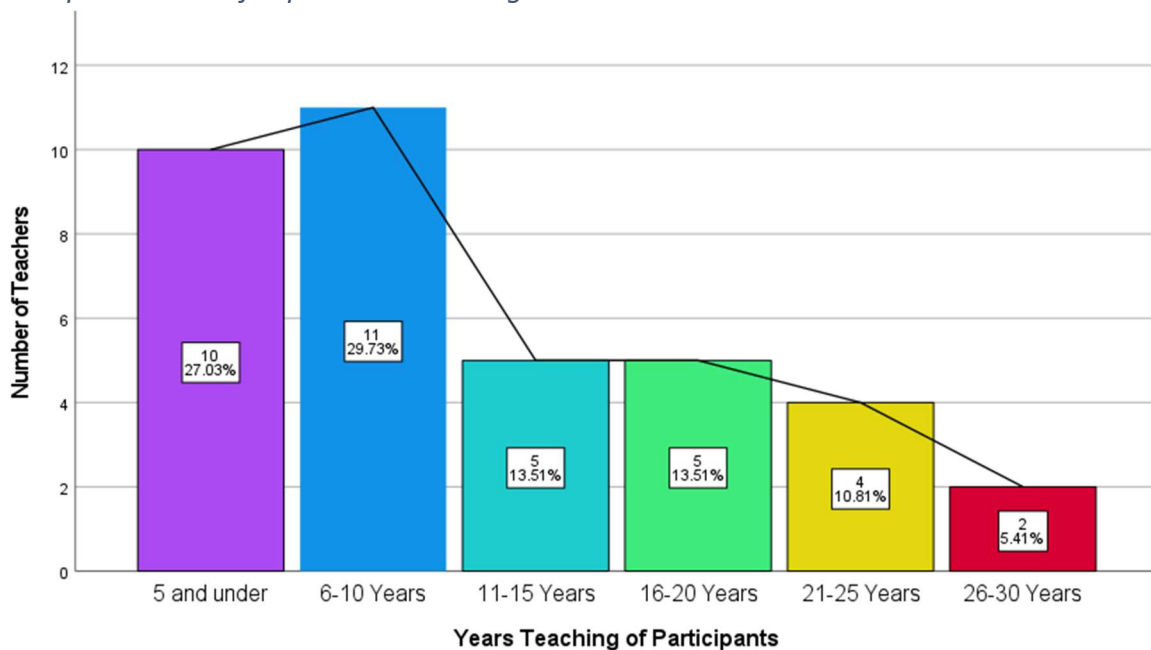
The ethnicity of teacher participants was as follows, 27 (77%) White: English/Welsh/Scottish/Northern Irish/British, 4 (11.4%) White Irish, 1 (2.9%) Any other White background, 1 (2.9%) White and Black African, 1 (2.9%) Chinese, and 1 (2.9%) Any other Asian background. 3 (7.9%) teacher participants did not answer this question. Of those that answered this question, 3 (7.9%) chose categories from minority ethnic groups (ie non-

white British), this is slightly higher than the national statistics on teachers, which report that 6% of primary school teachers are from minority ethnic groups (Office for National Statistics., 2021).

6.1.3 Years Spent Teaching

The reported years working as a teacher ranged from 1 through to 30 (Mean = 11.68, SD = 8). One teacher participant left this question blank. The distribution of time teaching was heavily weighted toward 10 years and less, with 57% of teacher participants responding that they had been teaching less than 10 years. The remaining 43% is split fairly evenly between each of the remaining categories. See Figure 12 “Participants Years of Experience Teaching” for full information.

Figure 12:
Participants Years of Experience Teaching

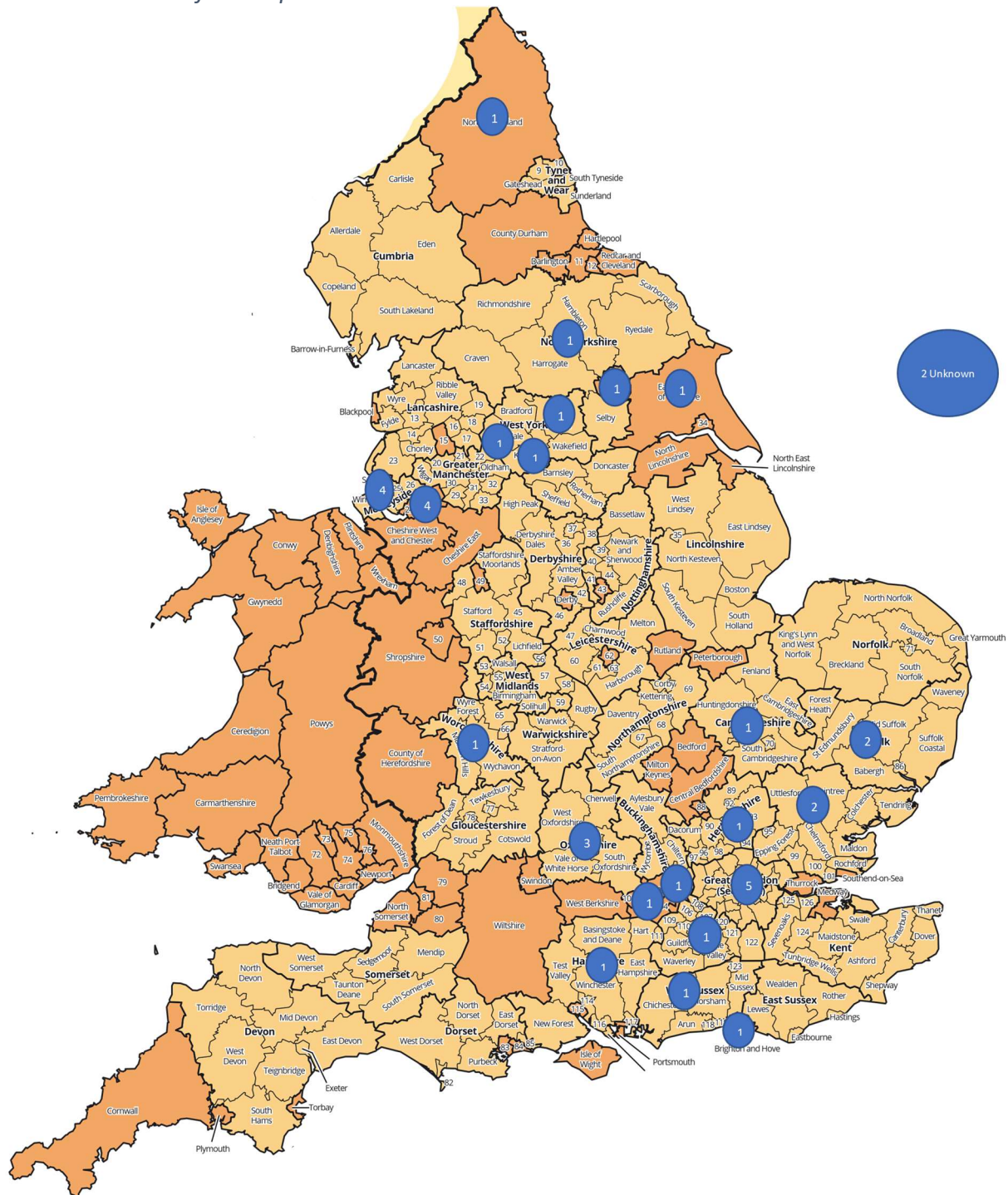


6.1.4 Local Authority the Participant Teachers Work in

The local authority areas for the teacher participants’ places of work were spread throughout England, with concentrations around urban areas, such as London and Liverpool, which is to be expected as these are largely populated areas. The distribution was

not even, this was expected, given the recruitment strategy through social media and snowball sampling. Note that, teacher participants were asked the council they teach in, not where they live. Figure 13 is the distribution of teacher participants' council areas.

Figure 13:
Council Location of Participants Schools



(Office for National Statistics, 2017)

6.2 Perspectives and Opinions Questions

This section of the results will explain teacher participants responses to the questions from section two of the questionnaire. Section two questions pertained to teachers' views, opinions, and perspectives on topics related to the social and emotional skill development of refugee and migrant girls. Each question was followed by three to eight statements that teacher participants could choose from. Six questions allowed for multiple responses and eight questions allowed for teacher participants to only choose one response, for more details on survey design and topics covered see Chapter 5: 'Methods and Methodology'. The following section will detail the responses and descriptive statistics of teacher participants' choices.

6.2.1 Descriptive Statistics of Multiple Response Questions

Multiple response questions used in the questionnaire focused on several areas of interest. The first group focused on teachers' perspectives on social and emotional learning, their opinions about student emotional well-being, and their sense of self as a teacher (Questions 8, 9, & 11). These questions were designed to gather teachers' perspectives of students' social and emotional skills development, how they understand and view students' emotional health, and their views around their own qualities as a teacher. Teacher participants were able to choose as many response statements as they liked. The frequency of statements chosen for questions 8, 9, and 11 are presented in Table 5.

Table 5:
Frequency of Statements Chosen for Multi-response Questions (8, 9, & 11)

		Responses	
		% of Cases	% of sample
		N	(n=34) (n=38)
1	Social and Emotional learning helps students.	21	61.8% 55%

2	I think the curriculum and techniques we use when teaching social and emotional skills are universal for all students.	11	32.4%	28.9%
3	I have been provided with enough training to feel confident teaching social and emotional skills.	6	17.6%	15.8%
4	Social and emotional learning curriculum/techniques I teach are equally useful for girls and boys.	13	38.2%	34.2%
Question 9: How do you know a student is thriving emotionally?		N	% of Cases (n=37)	% of sample (n=38)
1	They have good social supports, such as friends, family, community.	24	64.9%	63.1%
2	They have a good relationship with their teachers.	10	27.0%	26.3%
3	They are doing well academically.	9	24.3%	23.7%
4	They show happiness through smiling, laughing voice tone, or language.	25	67.6%	65.8%
Question 11: What are your qualities as a teacher?		N	% of Cases (n=34)	% of sample (n=38)
1	I think I know how to improvise in response to changing circumstances when I teach.	25	73.5%	65.8%
2	It is difficult for me to understand opinions that differ from mine.	0	0	0
3	I am able to manage my emotions and feelings in healthy ways.	15	44%	39.5%
4	I frequently get upset in the classroom and do not understand why.	0	0	0
5	I am good at understanding how my students feel.	19	55.9%	50%
6	I have a close relationship with my students.	23	67.6%	60.6%
7	I frequently get upset when students provoke me.	0	0	0
8	I think I have the capacity to encourage my students to express their thoughts and feelings freely in my class.	22	64.7%	57.9%
N: Number of participants who chose this statement				
% of cases: Number of times statement is chosen divided by the number (n) of participants who answered this question				
% of sample: Number of times statement is chosen divided by the number (n) of total participants included in the survey.				

For question 8: “What are your thoughts on Social and Emotional Learning (SEL)?”, teachers’ perspectives on SEL were that 61.8% view it as helpful for students, and 32.4% also felt that the current curriculum and techniques are universal for all students and 38% view it

as equally useful for both genders. The least chosen statement was “I have been provided with enough training to feel confident teaching of social and emotional skills.” Which was only chosen 6 (17.6%) times.

Question 9: “How do you know a student is thriving emotionally?” focused on how teachers assess a student’s emotional health (i.e. thriving emotionally). Teacher participants selected that they know students are doing well emotionally through ‘displays of positive affect (i.e. smiling, laughing, voice tone, language)’ (67.6%) and ‘having social relationships and support’ (64.9%). Chosen less, were ‘positive relationships with their teachers’ (27%) and ‘academic progress’ (23%). This question shows that the teacher participants have some awareness of how affect (the physical and behavioural display of emotions) can be used to help assess a student’s overall emotional health. Students’ relationships with their teachers and their academic progress are also linked to students’ emotional health and these statements were chosen least. This may indicate some lack of awareness on the teacher participants’ part regarding all behaviours and signs that can be used to assess students’ emotional health.

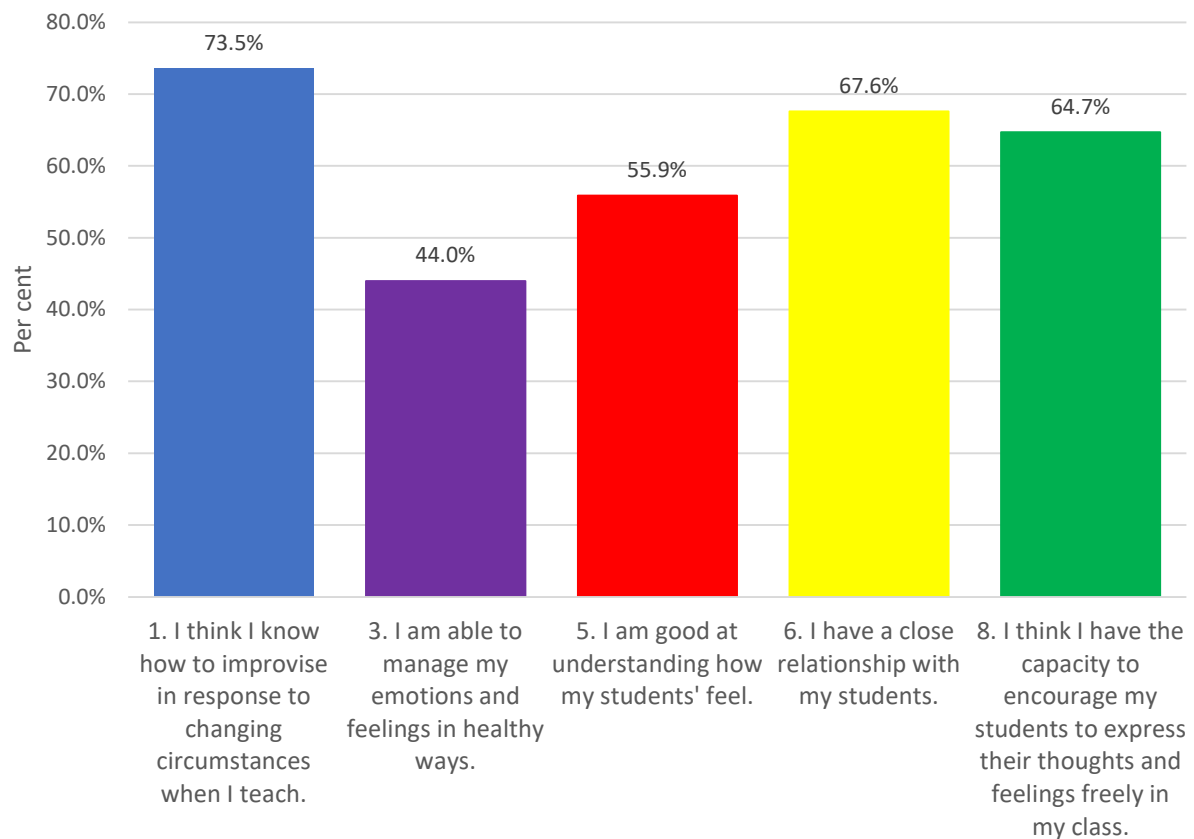
Question 11: “What are your qualities as a teacher?” was focused on understanding how teachers view themselves. Three statements were never chosen: “It is difficult for me to understand opinions that differ from mine.”, “I frequently get upset in the classroom and do not understand why.”, “I frequently get upset when students provoke me.” These statements could be viewed as negative or even in violation of teacher standards in some cases, so it makes sense that teacher participants would be less likely to choose them. They were spread throughout the question to increase the likelihood that teacher participants are reading all the statements and to allow teacher participants a variety of choices.

For the other five statements, responses are distributed and vary; for more details, see

Figure 14: Multi-Response Question 11: "What are your qualities as a teacher?". This question had the highest number of statements chosen by each teacher participant, with 47.4% of teacher participants picking four out of five statements.

Figure 14:

Multi-Response Question 11: "What are your qualities as a teacher?"



The second group of multiple-response questions focused on supporting diversity in the classroom, views on immigration, and building a safe classroom community. These questions were designed to gather teacher participants' perspectives on how they support diversity in their classrooms, particularly what they view as important to supporting diversity in their classroom; their perspectives on immigration and differing views they may hold regarding immigration; and finally, their perspectives on how they adapt their own

behaviour to build a safe classroom. The frequency of statements chosen for questions 10, 18, and 20 are presented in Table 6.

Table 6:
Frequency of Statements Chosen for Multi-response Questions (10,18 & 20)

		Responses	
		% of Cases (n=36)	% of sample (n=38)
Question 10: What are some ways you support a diverse group of students in your classroom?		N	
1	I support diversity in my classroom by making my teaching flexible and adaptive.	28	77.8%
2	I make an effort to ensure that my instruction is sensitive to issues of diversity.	20	55.6%
3	I work well with students of diverse backgrounds.	11	30.6%
4	It is very difficult for me to build relationships with students of diverse backgrounds.	1	2.8%
Question 18: How do you feel about immigration?		N	
1	Immigration should be tightly controlled.	4	11.1%
2	Immigrants should fit into the culture of the country they are in.	2	5.6%
3	Immigration enables us to learn from different cultures.	31	86.1%
4	Immigration opens us up to our own contradictions.	7	19.4%
Question 20: How do you build a safe classroom community?		N	
1	Students come to me with their problems.	22	61.1%
2	I take proactive steps to discourage misbehaviour.	20	55.6%
3	I am comfortable with having students figure things out for themselves.	13	36.1%
4	I identify and deal with my students' problems before they get worse.	22	61.1%
N: Number of participants who chose this statement			
% of cases: Number of times statement is chosen divided by the number (n) of participants who answered this question			
% of sample: Number of times statement is chosen divided by the number (n) of total participants included in the survey.			

Question 10: “What are some ways you support a diverse group of students in your classroom?” was chosen as a way to understand how teachers view students with a diverse background and their perspectives on how to support diversity in a classroom setting. For

this question, teacher participants chose two of the four statements the most: “I support diversity in my classroom by making my teaching flexible and adaptive.” (77.8%) and “I make an effort to ensure that my instruction is sensitive to issues of diversity.” (55.6%). The choice of these two statements emphasises teachers adapting their own behaviour and approach in their classroom to support diversity. Only one teacher participant chose the statement “It is very difficult to for me to build relationships with students of diverse backgrounds.”, which shows that teachers in this sample do not think it is difficult for them to build relationships with students with a diverse background, however the statement “I work well with students of diverse backgrounds.” Was only chosen 11 times. These answers may point to teacher participants wanting to adapt and build relationships with students from diverse backgrounds but also not being fully confident that they are able to do so well.

Question 18: “How do you feel about immigration?” was asked to build an understanding of the teacher participants’ perspectives regarding immigration in the United Kingdom. This question was a multiple-response question because it allowed for more nuance of perspectives, giving the teacher participants the option of choosing contradicting statements if they wanted. Out of all of the multiple-response questions Question 18 was the one with the smallest number of statements chosen by each teacher participant. 73.7% of teacher participants chose only one response statement for this question. The responses show a high favourability for the statement “Immigration enables us to learn from different cultures.” With it being chosen 86% of the time. None of the other statements were chosen more than a few times each (N= 2, 4, and 7). This statement was the most supportive of immigration out of the choices provided. This result shows a clear favouring for this statement above the others and representation of teacher participants’ views on immigration, that it helps us learn from different cultures.

Question 20: “How do you build a safe classroom community?” was asked to get an understanding of teacher participants’ perspectives on safety in their classroom and how they offer support to their students. Teachers chose fairly evenly between three out of four statements when answering this question: “Students come to me with their problems.” (61%), “I identify and deal with my students’ problems before they get worse.” (61%), and “I take proactive steps to discourage misbehaviour.” (55%). Between these statements, there was some consistency that proactivity and flexibility in behaviour were techniques teachers use to assist them with building safety in their classroom. Teachers chose statements indicating that they view students approaching them and that they are approachable with difficult topics, as highly regarded. Chosen least frequently was statement three, “I am comfortable with having students figure things out for themselves.” (36%).

6.2.2 Number of responses recorded

The questions included in this questionnaire are a mix of single-response questions (which only allow one statement to be chosen), or multiple-response questions, (which allow as many statements as the teacher participant wants to be chosen). In Table 7 there is a summary of how many response statements were chosen for each multiple response question. All multiple-response questions have four response statements with the exception of question 11. “What are your qualities as a teacher?” where there were eight potential statements to choose.

The number of response statements chosen varied a lot between questions. For some questions, such as Question 18 “How do you feel about immigration” 73.7% of teacher participants chose only one statement. For others, such as Question 11: “What are your

Table 7:*Number of Responses Chosen for Multiple Response Questions*

	8. What are your thoughts on Social and Emotional Learning?		9. How do you know a student is thriving emotionally?		10. What are some ways you support a diverse group of students in your classroom?		11. What are your qualities as a teacher?		18. How do you feel about immigration?		20. How do you build a safe classroom community?	
	N	%	N	%	N	%	N	%	N	%	N	%
Unanswered	4	10.5	1	2.6	2	5.3	4	10.5	2	5.3	2	5.3
1 Statement Chosen	24	63.2	20	52.6	21	55.3	8	21.1	28	73.7	17	44.7
2 Statements Chosen	4	10.5	9	23.7	6	15.8	5	13.2	8	21.1	4	10.5
3 Statements Chosen	5	13.2	2	5.3	9	23.7	3	7.9	-	-	8	21.1
4 Statements Chosen	1	2.6	6	15.8	-	-	13	34.2	-	-	7	18.4
5 Statements Chosen							5	13.2				

qualities as a teacher?” 34.3% chose four statements and 13.2% chose five. The number of statements chosen varied based on the content of the question and the statements provided. One constant is that choosing only one response statement was typically the most frequent response rate, with the exception of question 11.

6.2.3 Descriptive Statistics of Single Response Questions

Single-response questions used in the questionnaire focused on several areas of interest. The first group focused on teacher participants’ perspectives on their role as educators, their opinions and perspectives regarding how and when to address issues of gender, awareness of sexism, ethnicity, and diversity in the classroom, and in their opinion of when an immigrant becomes “British”.

Table 8:
Frequency of Responses to Single Response Question 7

7. What is our primary role as prospective educators?		Responses	
		N	%
0	No Response	1	2.6
1	To deliver the content prescribed in the curriculum.	2	5.3
2	To facilitate student learning to achieve curriculum objectives.	5	13.2
3	To assist students to understand the world through and beyond the curriculum.	26	68.4
4	To engage students with possibilities and limitations of understanding.	4	10.5

Question 7 “What is our primary role as prospective educators?” was asked as a way to gauge how teachers view their role in a primary school student’s life. 68.4% of teacher participants chose the third statement over the other three “To assist students to understand the world through and beyond the curriculum.”. This shows that the teachers who took part in this survey view their role in children’s lives as something beyond what is contained in the curriculum and learning objectives. This question leads to questions 14-17,

which ask teachers when it is best (if ever) to cover certain sensitive topics, such as gender, awareness of sexism, ethnicity, and diversity.

Table 9:

Frequency of Responses to Single Response Questions 12 & 13

		Responses	
		N	%
12. Is there a difference between how girls and boys express their emotions in the classroom?			
0	No Response	3	7.9
1	Boys are less expressive emotionally; girls tend to show a wider range of emotions.	3	7.9
2	Girls show more empathy and sympathy than boys, who tend to laugh off issues.	0	0
3	When unhappy, girls tend to show emotions such as anxiety or sadness, where boys tend to show anger and disgust instead.	6	15.78
4	Gender doesn't impact how a child expresses their emotions; it just depends on the child.	26	68.4
13. Is there a difference between how much girls and boys contribute to the classroom?			
1	Girls talk more than boys.	4	10.5
2	Boys talk more than girls.	1	2.6
3	Gender doesn't impact how much a child talks, it just depends on the child.	31	81.6
0	No Response	2	5.3

Question 12: “Is there a difference between how girls and boys express their emotions in the classroom?” and Question 13: “Is there a difference between how much girls and boys contribute to the classroom?” seek to understand how teachers perceive gender and sex differences and how they interpret emotion expression and social interaction (contribution in the classroom). For both, the majority of teachers answered that gender and sex do not impact emotional expression or contributing to the classroom. 68.4% chose the statement, “Gender doesn't impact how a child expresses their emotions; it just depends on the child.” For question 12 and 81.6% chose the statement “Gender doesn't impact how much a child talks, it just depends on the child.” For question 13. These

responses highlight a perspective of the teacher participants that gender and sex are not determinants of a child's behaviour and presentation.

Table 10:

Frequency of Responses to Single Response Questions 14-17

		Responses	
		N	%
14. How do you feel it's best to handle issues of gender and sexism in the classroom?			
1	I feel gender and sexism should be addressed regularly.	24	63.2
2	I feel gender and sexism should be addressed through special programs or events (irregularly).	5	13.2
3	I feel gender and sexism should be addressed if issues arise in the classroom or it's necessary, such as due to bullying.	6	15.8
4	I feel gender and sexism should be addressed at home and the community, rather than in the classroom.	1	2.6
0	No Response	2	5.3
15. Do you feel there is a particular age when issues of gender and sexism should be addressed with children? (regardless of where it's addressed)			
		N	%
1	Children age 13 and up are old enough to understand issues of gender and sexism.	2	5.3
2	Children age 10 and up are old enough to understand issues of gender and sexism.	3	7.9
3	Children age 7 and up are old enough to understand issues of gender and sexism.	5	13.2
4	Children aged 4 and up are old enough to understand issues of gender and sexism.	25	65.8
0	No Response	3	7.9
16. How do you feel it's best to handle issues of ethnicity and diversity in the classroom?			
		N	%
1	I feel ethnicity and diversity should be addressed regularly.	32	84.2
2	I feel ethnicity and diversity should be addressed through special programs or events (irregularly).	1	2.6
3	I feel ethnicity and diversity should be addressed if issues arise in the classroom or it's necessary, such as due to bullying.	0	0
4	I feel ethnicity and diversity should be addressed at home and the community, rather than in the classroom.	2	5.3
0	No Response	3	7.9
17. Do you feel there is a particular age when issues of ethnicity should be addressed with children? (regardless of where it's addressed)			
		N	%
1	Children age 13 and up are old enough to understand issues of ethnicity and diversity.	0	0
2	Children age 10 and up are old enough to understand issues of ethnicity and diversity.	1	2.6

3	Children age 7 and up are old enough to understand issues of ethnicity and diversity.	3	7.9
4	Children aged 4 and up are old enough to understand issues of ethnicity and diversity.	31	81.6
0	No Response	3	7.9

Questions 14-17 are all very similar and received similar responses. Question 14: “How do you feel it’s best to handle issues of gender and sexism in the classroom?” and Question 15. “Do you feel there is a particular age when issues of gender and sexism should be addressed with children? (regardless of where it’s addressed)” both seek to understand how teacher participants view the classroom as a place to address larger world issues and the developmental age that they see as appropriate to begin these conversations. 63.2% of teacher participants chose statement one, “I feel gender and sexism should be addressed regularly.” For question 14 and 65.8% of teacher participants chose statement four, “Children aged 4 and up are old enough to understand issues of gender and sexism.”. These responses connect to Question 7, “What is our primary role as prospective educators?”, reinforcing that the teachers who took part in this survey see their role as one that goes beyond the curriculum, that a teacher is a person to help understand various aspects of the world, including the negative ones.

Responses to Question 16: “How do you feel it's best to handle issues of ethnicity and diversity in the classroom?” and Question 17: “Do you feel there is a particular age when issues of race should be addressed with children? (regardless of where it's addressed)” were very similar to questions 14 and 15. 84.2% of teacher participants chose statement one, “I feel ethnicity and diversity should be addressed regularly.” Of question 16 and 81.6% of teacher participants chose statement four “Children aged 4 and up are old enough to understand issues of ethnicity and diversity.” Of question 17. With an even higher percentage of teacher participants choosing these statements, this shows more evidence to

suggest that the teachers who took part in this survey view their role, and the classroom, as a place to address social issues. The wording of the response statements for questions 14 and 16 also distinguish between regular and irregular addressing of issues of gender, awareness of sexism, ethnicity, and diversity. The teachers in this sample overwhelmingly chose the statement that these should be addressed regularly in the classroom and not left up to being addressed at home or during special events at the school.

Table 11:

Frequency of Responses to Single Response Question 19

		Responses	
19. When does someone become "British"?		N	%
1	When they have legally become citizens.	16	42.1
2	When they have lived here 10 or more years.	0	0
3	When they are contributing to the economy, speak the language, and are living here permanently.	13	34.2
4	When they are born here.	5	13.2
0	No Response	4	10.5

Question 19: "When does someone become "British"?" was asked as a way to understand how the teacher participants view immigrants and their ability to integrate into their host community. Responses to this question were split, 42.1% of teacher participants chose "When they have legally become citizens." And 34.2% of participants chose "When they are contributing to the economy, speak the language, and are living here permanently." Opinion was split for this question, although it was interesting to know that only five (13.2%) teacher participants chose statement four, "When they are born here." This result suggests that the teachers who took part in this survey view identity and integration into the community as flexible and depending on how the migrant or refugee integrates. Both the ability to become citizens and permanent leave to remain in the UK can be achieved within 5-10 years of moving here (although the number of years varies greatly depending on

individual circumstances and legal context). The burden, then, to become integrated into the UK enough to be considered British, at least from the perspectives of the teachers who took part in this survey, is much more about how immigrants contribute and navigate the legal system and much less about birth or length of stay.

6.3 Scenario Responses

This section will explain the teacher participants responses to the scenarios in section three of the questionnaire. Section three consisted of six scenarios each covering a different core competency of social and emotional development and addressing different aspects of the refugee and migrant child experience (CASEL, 2013). As discussed in Chapter 5: 'Methods and Methodology', this work is multidisciplinary and combines perspectives from research in Social Justice in Education, social and emotional development, and migration. The six scenarios were designed to explore perspectives that pertain to each area. For more detail see Figure 7 in Chapter 5: 'Methods and Methodology'.

6.3.1 Equity in Education: Responsible Decision Making, Social Awareness, Empathy (Questions 21 and 22)

Scenarios from Questions 21 and 22 were used to understand teacher participants' ability to identify and address issues of equity in an educational setting. Question 21 pertains to issues related to race, ethnicity, and children's understanding of racism as well as the core competency of responsible decision-making (CASEL, 2013). Question 22 pertains to issues of gender roles in the classroom, particularly around behavioural expectations and engagement, as well as the core competency of social awareness (CASEL, 2013). There were 22 responses to question 21 and 19 responses to question 22. For more detail on the conceptual framework and core competency related to the scenarios design, as well as to

see the scenario, please refer to Figure 8: Scenario Design Elements, in Chapter 5: 'Methods and Methodology'.

Three main themes emerged in the responses to both scenarios, the first was Denial or Rejection, of a core assumption presented in the scenario, the second was Lean Away, the use of distancing language related to the subject brought up in the scenario, and the third was Lean In, language addressing or attempting to understand the child's experience more fully. Some teacher participant responses used language that fit into more than one theme.

Theme: Denial or Dismissal

The first theme that emerged was denial, or rejection of a core assumption in the scenario. For question 21 this was a rejection of the existence of racism or rejection of racist connotations in the scenario: "investigate to find out what actually happened, and then deal appropriately. What is more interesting is that anti-white racism, which is a growing and serious problem, is never addressed properly." And "I wouldn't necessarily assume that at 6, this comment has anything to do with race.". For question 22 this was a response of hostility toward the child for bringing up issues of gender equality: "I would completely ignore this nonsense", this was the entirety of this teacher participant's response to the scenario. Only these three responses from both scenarios fit into this theme, two (9%) from question 21 and one (5%) from question 22.

Theme: Lean Away

The second theme to emerge is the use of distancing language around race and the incident or rejecting the idea that there could be gender-based differences in the classroom. For question 21 ten (45%) responses used language that distanced the situation from one of racial bias, reframing it instead as an issue of name calling or universality of experience: ""it's not okay to say things like that to people regardless of their skin colour." And "focusing

on similarities rather than differences". There was a lot of use of the word "anyone" such as "It's not an okay word to say to anyone!" or "that was not an ok word for that person to use to anyone at anytime".

For question 22 ten (52%) responses used language emphasising the equality of the classroom and all tended to shut down the idea that inequity was possible: "all children are encouraged to be called on, boys and girls alike"; "it's not a case of girls and boys is can be down to the individual"; "I make sure everyone gets a fair chance to answer questions"; or through language explaining how the child's perceptions of the situation are wrong: "Children are selected at random"; "the same amount of boys and girls in each session"; "Tell them sometimes certain children are more willing to share ideas."; "explain that participation/my calling on children is not based on gender."

The language identified in the Lean Away theme did acknowledge the hurt caused or concern raised but tended to move away from the child's experience in this scenario and the potential hierarchies of race, ethnicity, or gender. While these responses do not directly shut down or reject the idea that race, ethnicity, or gender are a factor in the child's experience, they also move away from those factors and toward a message of sameness and universality of experience. For the responses to question 22, there was some use of language that suggests some introspection or desire to address potential inequity. Two participants who responded with Lean Away language also asked the child about her experience to understand more fully: [ask] "their feelings behind their statement" and the other participant said, "Ask to be given examples". These responses imply that while the teacher participants generally felt that differences and inequity due to gender were not possible, they were open to exploring the child's experience.

For both scenarios, three (30%) of the responses for question 21 and seven (70%) of the responses for question 22 that fit into the Lean Away theme also shared they would engage in a whole-class intervention. The use of whole-class interventions does suggest that teacher participants understand the potential for a systemic issue being raised by one child's concerns, and while they do not see or acknowledge differences due to race, ethnicity or gender in their responses, they are open to the possibility that some in the class feel there is inequity. This was more present in question 22, where two (20%) of the responses included in this theme also said they would incorporate a tool that encourages random engagement, such as lolly sticks or random name generator, to ensure greater equity in-class engagement.

Theme: Lean In

The third theme to emerge was Lean in, which was the acknowledgement of an issue of diversity, race, ethnicity, or gender within the scenario. For both scenarios, the language included in this theme tended to "Lean Into" the potential concerns raised by the child and attempt to understand more fully what she was feeling. For question 21 there were ten (45%) where the word used acknowledged the impact of diversity, race, or ethnicity on the situation: "diversity and ethnicity", "diversity", "differences and feelings", "diversity and inclusion", "individual differences including culture", half of these (n=5) directly used the term racism or acknowledged the racist undertones of the interaction: "racist" & "racism", "anti racism", "racism", "religions and race", "race issues and skin colour".

For question 22 eight (42%) responses used language that fit this theme, and was characterised by language that acknowledges the child's feelings and attempts to gather a deeper understanding: "I would ask why she thinks what she does and what her personal experience is of gender equality in her classroom" and "I would apologise and thank him for being honest enough to tell me"... "I would then act on them, perhaps keeping a track of who

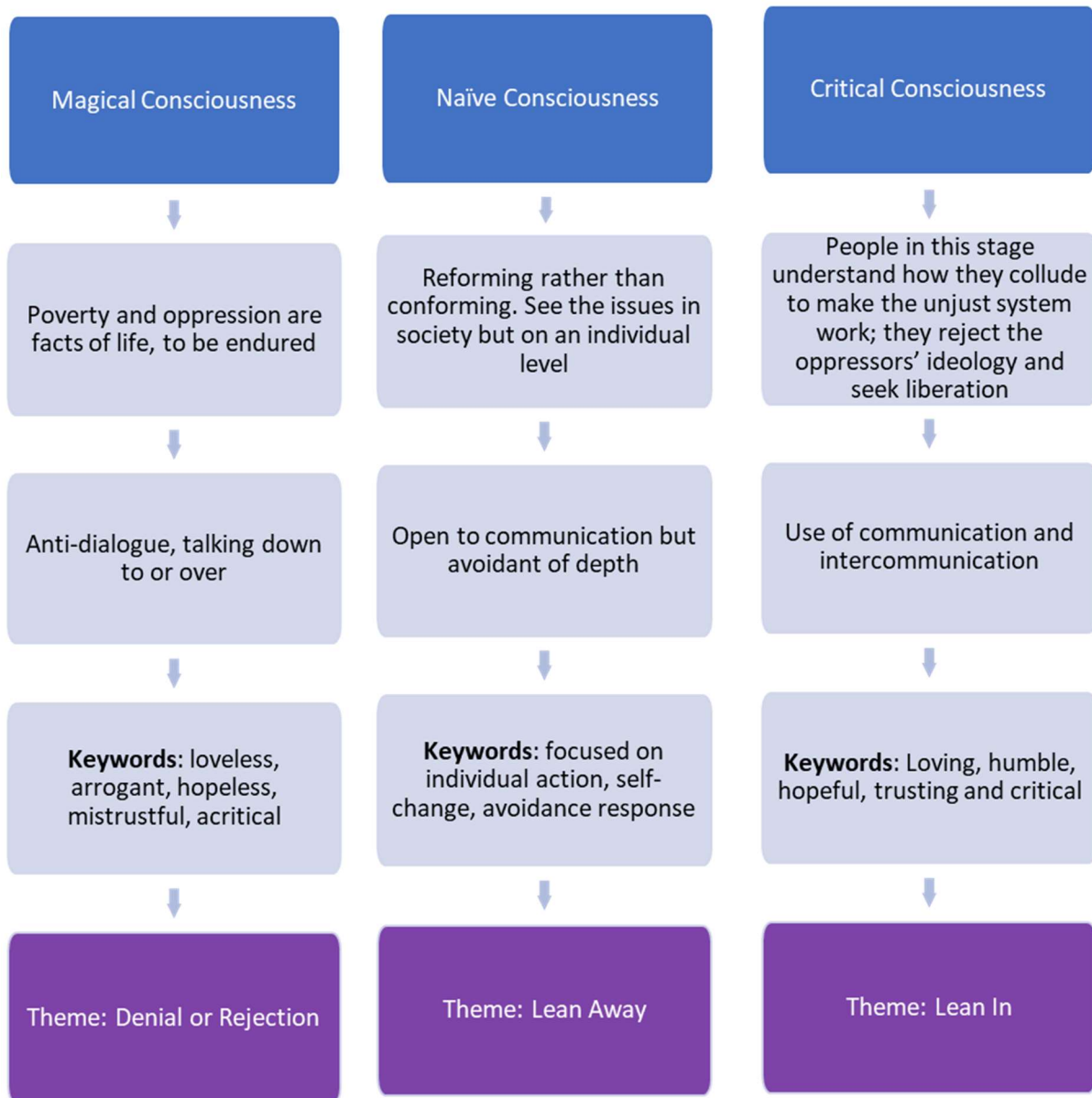
I ask to speak or take on a responsibility." Also included in this theme were responses that used language that implied that the teacher participant used the students' concerns to self-reflect on their practices in the classroom: "Monitor my own practice" and "I would also be more aware of my own actions to ensure that I am calling on children equally."

For both scenarios, six (60%) of the responses for question 21 and two (25%) of the responses for question 22 that fit into the Lean In theme also shared they would engage in a whole-class intervention. For question 22, two (25%) of the responses included in this theme also said they would incorporate a tool that encourages random engagement, such as lolly sticks or a random name generator, to ensure greater equity in class engagement. The addition of a whole-class intervention or tool for randomisation further reinforces that the responses included in this theme show a desire to address potential inequity in the classroom and engage all the students.

6.3.2 Critical Consciousness of Teacher Responses

As explained in Chapter 5: 'Methods and Methodology', following initial thematic analysis, the scenario responses were analysed using a coding frame, built from foundational research in equity in education. This survey is interested in understanding teachers' perspectives, values and skills while considering the context that they exist within, on an interpersonal level (through student interactions) and a social level (laws and social supports). The foundational research used for questions 21 and 22 was Freire's (1974) Critical Consciousness definitions, as a way to understand how systems of oppression may present in teacher-participant responses. For more detail on the use and rationale of this frame, refer to Chapter 5: 'Methods and Methodology'. Each of the three themes fits with one level of Critical Consciousness, which is shown in Figure 15 (blue are Freire's (1974) and purple are my interpreted themes).

Figure 15:
Coding Frame Based on Critical Consciousness with Themes



Magical consciousness is described as the belief that issues of equity, such as poverty and oppression, are facts of life to be endured (Freire, 1974). This stage is also characterised by a lack of critical analysis of inequities in life and social interactions, along with an arrogance that critique is unnecessary and mistrust of other perspectives. All three responses that fit into this category reject some aspect of the scenario, one simply stating "I

would completely ignore this nonsense", and the other two rejected that there could be racist connotations to the scenario (although these two responses do this very differently).

One response starts with suspicion of the student reporting the incident, "find out what actually happened", this language implies that the student's account may not be correct. This response then goes on to talk about "anti-white racism", which acknowledges the racial and ethnic connotations of the word "poop" but rejects that more should be done to support the student's experience in this scenario. The other response is simply less critical, with a lack of acceptance that children this young could understand race and ethnicity well enough to use a derogatory term intentionally. However, the language used in the response "I wouldn't necessarily assume that at 6, this comment has anything to do with race", this respondent is acknowledging that they see the racial connotations of this comment and rejected the idea that this six-year-old child from Nigeria could understand the implications of such a comment better than them. Their language suggests a dismissal of the Nigerian students' interpretation of the situation and rejecting that race could be involved.

Naïve Consciousness is characterised by an understanding of the issues within society but views them at the individual level. Naïve Consciousness implies that the individual is aware that inequity exists but only due to the actions of a few or is seen in individual situations rather than as a systemic problem. Naïve Consciousness also tends to involve an avoidance response or emphasis on individual self-change; it tends to be surface level in its awareness without an understanding of the root causes of discrimination or inequality. The responses placed within the Lean Away theme used distancing language and avoided deep reflection by shifting the conversation away from the idea that there is potential inequity in-class engagement, i.e., "explain that participation/my calling on children is not based on gender." and "focusing on similarities rather than differences". The language used also tends

to focus on each child as an individual: "Tell them sometimes certain children are more willing to share ideas." or "it's not okay to say things like that to people regardless of their skin colour." and a rejection that there is a gender or race-based component, "it's not a case of girls and boys is can be down to the individual" and "that was not an ok word for that person to use to anyone at anytime". These responses fit in the Naïve Consciousness stage because there is a lack of acknowledgement of the potential systemic challenges that could influence the classroom dynamics and these students' experience of gender, race, and ethnicity. Both girls are expressing an awareness of differences in race, ethnicity, gender, and treatment based on these characteristics, i.e. racism and gender equality. By focusing on individual differences and shutting down this conversation, the participants' responses imply that both girls are wrong in their experiences. While it is possible that the teacher participants' use of tools and engagement with their classes eliminates the potential for inequity due to gender and the student who used the word "poop", did not understand the implications; the refugee and migrant girls' feelings are real and not being addressed by these responses.

Critical Consciousness is characterised by an understanding of how a person contributes to an unjust system, portraying a deeper awareness of the systems in place that lead to oppression, and an understanding that work needs to be done to address the impacts of systems of oppression. In this stage, there is also an understanding about what actions they engage in, that further injustice; there is a humility around critique and a desire to be critical of actions and situations. This stage of consciousness involves critical thought and open communication. The Lean In theme fits best with this stage of consciousness because it involves response language that uses critique and acknowledgement of the unjust systems of oppression around race and gender. The language used in the responses in this

theme shows an awareness of the potential relation of the outside system (social structure of England) to the internal system (the school system), with statements like: "I will reflect on how I call on the children", "engage children in discussion about diversity and ethnicity", "Monitor my own practice", "I would definitely do some work around anti racism" "I would install values of respect and equality", and "I would also be more aware of my own actions to ensure that I am calling on children equally.". The language used by these teachers' responses show a reflection on how they may be enacting social systems of oppression and a desire to ensure they do the work required to be critical and reflective of their own behaviour and actions to correct this enactment of oppression.

6.3.3 Social and Emotional Awareness: Self-management and Self-awareness (Questions 23 and 25)

Scenarios from questions 23 and 25 were used to understand teacher participants' abilities to assess potential emotional and well-being issues related to social and emotional development. Both scenarios were designed with a couple of clues to give teachers a sense of what the child was struggling with. The first referred to the extreme internalising response of "going blank and sitting motionless on the ground" and the second included the lack of completed homework, a large emotional and behavioural reaction not on par with developmental level, and difficulty engaging with her peers. They were designed to understand how teacher participants interpret emotional and behavioural responses in a classroom and if they can identify the need for additional mental health support. There were 20 responses to question 23 and 17 to question 25. For more detail on the conceptual framework and core competency related to the scenarios design, as well as to see the

scenario, please refer to Figure 8: Scenario Design Elements in Chapter 5: 'Methods and Methodology'.

Two main themes emerged for both scenarios, a Behavioural Focus, and an Emotionally Supportive Response (ESR). Some participant responses included language that fit in both themes and one participant's response to question 25 did not fit any theme: "Discipline her (expulsion)", which was so extreme that it did not seem to match the scenario.

Theme: Behavioural Response

Behavioural focus responses used language that implied that the issue of the scenario was behaviourally based and treated it as an isolated incident. For question 23 there were seven (35%) responses that fit this theme, some examples include: "use circle time and assertion training....", "deal with their behaviour individually.", "I would try to engage the child in learning and socialising,", "Support the child to develop self esteem.", and "I would help the child up and make the other child apologise". For question 25 there were eleven (64.7%) responses that fit this theme, some examples include: "support her with future encounters when working in groups", "Talk to the child about communication...", "support her with future encounters when working in groups", and "I would sit down with them and talk about how we can share our ideas openly and freely".

While these responses were all supportive, they all show a desire to help the student learn to engage well with her peers, they missed the extreme shutdown response and what that could potentially mean for the child's emotional development, as well as the potential habitual nature of the lack of homework completion and the extreme emotional and behavioural reaction in question 25. They focused instead on the incident in isolation and

the skills they could assist the student in learning to help her navigate similar situations in the future.

Theme: Emotionally Supportive Response (ESR)

ESR used language that showed they wanted to support the student in regulating and then processing her emotions. For question 23 there were sixteen (80%) responses that fit into this theme, some examples include: "Try and get the child to open up to you about how they are feeling.", "I would sit with the child and read them a story.", "Ask her if she is ok and what she would like to do (clear that she doesn't respond to strict instructions so let her feel safe and lead)", and "Go over ask if she is ok, would she like to talk about anything". For question 25 there were eleven (64.7%) responses that fit into this theme, some examples include: "After she has calmed down speak to her", "Find her and calm her down.", "Reassure child and talk through.", and some included a concern about the potential for this reaction to be a pattern in need of addressing: "give the child some space to calm down"... "then refer for support about managing emotions if this pattern of behaviour continued over time."

ESR engaged with the student's emotional reactions and encouraged her to regulate her emotions first and, for this scenario, tended to support her in coming out of her internal world. In these responses was a recognition on the part of the teacher participants that she needed time to regulate and manage her emotions before she would be open to discussing the situation or addressing her behaviour. For both scenarios, the teacher participants who responded in an emotionally supportive way tended to lead with empathy and emotionally connecting language, although this was far more present in the response to question 23 than in question 25.

For question 23 there were also several stand-out responses that show that some teacher participants are aware of how to support a child who has experienced trauma: "I would get on the child's level and sit with them, being a calm, consistent adult and reassure them", "I would sit with her and sportscast what had happened." and "In the moment I would check she was okay and give reassurance.....as I would be concerned of previous trauma". Both of these responses show some skills and awareness from teacher participants that the child's shutdown could be due to past emotional trauma. For question 25 however, this was not present in the responses.

Social and Emotional Development Issues Identified

These two scenarios were designed to understand how teachers view and assess mental health symptoms in refugee and migrant girls, particularly when they relate to self-management and self-awareness. Therefore, during analysis, there was a desire to understand if teachers were able to identify the symptoms of a social and emotional development issue for these two scenarios. While both scenarios had responses that fell into the ESR theme, not all of those seemed aware of the potential larger issue or took steps to address it. For question 23, seven (35%) responses included an ESR and suggested a referral to the pastoral or safeguarding lead (in total 10 responses to question 23 suggested a referral). This combined response suggesting a need for additional emotional support indicates an awareness of a larger potential issue.

For question 25 three (17.6%) noticed the connection between the homework and the incident and suggested that there may be larger issues needing addressing. Their responses saw a potentially larger issue to look into: "I would also look into why she wasn't completing homework", "then refer for support about managing emotions if this pattern of behaviour continued over time.", and "Whole class intervention only necessary if I felt this child is

having issues building relationships with her peers.". Both responses recognize that there may be a pattern or concern from this scenario that is not just isolated to this one incident. Two out of these three responses suggested making a referral to the safeguarding lead or some other type of emotional support, again showing that these teacher participants were seeing a larger issue.

Other Responses of Note

Table 12:
Other Responses of Note

	Whole-class intervention	Speak with Mum	Small group or "Buddy" support
Question 23	4 (20%)	3 (15%)	4 (20%)
Question 25	4 (23%)	0	0

For both scenarios, these responses were of note as they listed ways they would support the student with their social and emotional needs. For question 23 there were more ideas on how they would support the student than for question 25. Additionally, for question 25, two responses expressed confusion at the scenario's language, one questioning the homework detail and one questioning what the incident had to do with the student's immigration background. Both further give the impression that the potential for a larger social and emotional issue was lost on those participants.

6.3.4 Issues of Integration: Social Awareness and Relationship-skills (Questions 24 and 26)

Scenarios from questions 24 and 26 were used to understand teacher participants' views on issues of integration and their ability to support the student integrating into their host community. Both scenarios challenge the teacher with views that are considered controversial in the UK and provide the teacher with an opportunity to support a child with a challenge related to moving to a new host society. These scenarios were also a way to explore teachers' perspectives on Integration (the willingness of hosts to adapt socially along

with the hosted) versus Assimilation (the desire for social cohesion and the hosted to adapt to the hosts, without the hosts changing). Refugee and migrant children are considered the hosted and teachers and children born in the UK are considered the hosts. There were 19 responses to question 24 and 17 responses to question 26. For more detail on the conceptual framework and core competency related to the scenarios design, as well as to see the scenario, please refer to Figure 8: Scenario Design Elements in Chapter 5: 'Methods and Methodology'.

One main theme emerged for each scenario, Avoidant for question 24 and Gender Inequality for question 26. Following initial thematic analysis, the responses to these scenarios were coded using a coding framework, Assimilation and Integration. This framework was created using the work of Ager and Strang (2008, 2010), for more on this coding frames development and rationale please see Chapter 5: 'Methods and Methodology'. Some participant responses included language that fit in more than one theme although responses to question 26 were more polarised than for question 24, with seven (41%) responding with language in either Assimilation or Integration only.

Gender Inequality (question 26)

It should be noted for question 26 ten (58%) responses directly addressed or identified the gender inequality underlying the student's comments: "gender equality", "gender stereotypes", "chat about how football isn't just for boys!", and "gender equalities". Of these ten, six (60%) also stated they would use a whole class intervention to discuss gender equality, however only two (20%) discussed engaging with the student about these beliefs: "why she doesn't feel that football is a game for girls" and "why she thinks girls can't or shouldn't play football", while all the others spoke of needing to educate her around gender equality and stereotypes. This is not necessarily negative, as teachers may inherently feel

that because they are in an educational setting it is best to take an educational approach rather than engaging the child in discussion around her beliefs, it does however stop them from understanding her views and why she feels this way. The child's country of origin is not named in the scenario, and she has only been in the UK for three months, so it is very possible she is having difficulty adjusting to the new social norms.

Theme: Avoidant (question 24)

Ten (52%) responses from question 24 fit into the avoidant theme. Responses included in this theme used language that deflected the conversation back toward her family: "Tell pupil that she will need to speak further with her family about her nationality and how it can be tricky with family vs friends in different places." or listened but did not engage beyond listening: "I would listen to the child ". Six (31%) of the responses in this theme noted they would refer the student to the safeguarding lead or other school resources, showing a recognition that the situation was concerning but that they did not feel they could or should address it in a classroom setting. Three (25%) responses included in this theme had additional language in their response that was also included in the Integration response theme, so the teacher participant seemed to be both engaging with the student and avoidant of engaging too much.

The responses included in this theme did tend to show concerns around opening sensitive topics, particularly those that are considered 'home or family' issues and not 'school' issues. This theme also highlights that teachers are not always sure how to approach sensitive topics nor feel equipped to do so in a classroom setting. The Avoidant response was a theme found only for question 24, which has the child tell of a situation that originally happened at home. Because the scenario intentionally elicited a dilemma associated with the boundaries between school and home (public versus private), it is not unexpected that

teacher participants responded with some avoidance of engaging with the girl on this situation.

Theme: Integration

Responses included in the Integration theme tended to directly address the concerns of the child in this scenario while including language that encouraged the child to feel connected to the classroom community while maintaining their own cultural identity. For question 24 these eight (42%) responses were focused on encouraging her to embrace her new identity while also honouring her culture of origin: "I would ask if the girl would like to tell the class about her home country?". For question 26 these fourteen (82%) responses were focused on encouraging the child to engage with the class community in a more positive manner: "I would find out what the child likes to do in playtime" and "Ask her what games she likes to play and see if you can get anyone else involved."

Integration responses also included language around the importance of diversity and the benefits of a multicultural background: "that the child is fortunate to have a multicultural life at home and school", "I would explain that it is okay to feel British but that she also has another wonderful culture in her life and she is a part of both", and "Explain that it is great that she feels welcome/at home in the UK. But also remind her that she has another culture that she belongs to also."

Ten (58%) responses from question 26 and four (21%) responses from question 24 included in this theme also encouraged the child to engage with the class about her cultural background or that the teacher would encourage activities that celebrate diversity and multicultural experiences, e.g. "Throughout the year, try to focus on different festivals and celebrations that represent both children in class and also show different experiences to children", "I would do a whole class session on gender roles, discuss female athletes and

read books which break gender stereotypes", "Speak to class about games and what people like to play compared to others" and "celebrate each individual in the class and the diversity of our class". These responses show an emphasis on education about social norms in the UK, particularly the idea of gender equality. These responses show an insight on the part of the teacher participants that this child would benefit from additional perspectives in a way that allows her to adjust to her new host culture. Whole-class interventions in this context allow for the whole class to discuss issues that don't just affect the refugee or migrant child, as gender equality is an issue for all children, however, a whole-class intervention could also allow the refugee and migrant child a chance to learn more about her new host society.

The responses in this theme show that the teacher participants have the desire to engage with the underlying social issues of identity and how identity relates to social norms, particularly around immigration and gender. Three (17%) responses from question 26 included language that explored the reasons behind the child's views on gender and sports, i.e. "I would ask her her opinion on and explore thinking around this...", "but also ask why she doesn't feel that football is a game for girls", and "I would find out why she thinks girls can't or shouldn't play football.". The responses show an interest in understanding the child's perspective and encouraging her to develop an understanding of the social norms of the classroom and by extension the UK.

Finally, it should be noted as well that two (10%) of the responses from question 24 included in this theme also said they would speak to the father or family directly about the concerns the child raised. These were the only two responses to suggest speaking with the family or parent.

Theme: Assimilation

Responses included in the Assimilation theme used language that stayed surface-level, focusing on the child to engage in behavioural change rather than encouraging a more nuanced integration of the child into the classroom (for question 26) or reacting to the child's story with a rejection of the discussion or aggression, (for question 24). There are three (15%) from question 24 used language that fit this theme and eleven (64%) responses for question 26. For question 24 the responses expressed either they did not feel comfortable discussing the topic and situation further: "I would not feel confident to speak to her in more detail", or referred the child for safeguarding without further conversation: "Report to DSL asap". One response from this theme reacted in a way that seemed extreme given the circumstances: "The girl should be taken into care and the father repatriated." The language in this response not only suggested that the father's actions were abusive but that his difficulty with his daughters' adjustment to the UK should result in him being removed from the country. While this is only one response, out of the 19 others, hostility and feelings are not unheard of in research on refugees and migrants (Blinder & Richards, 2020). The attitude is indicative of a person who believes that refugees and migrants should adjust to life in the UK, without any social or cultural changes on the part of the hosts (those born here). This response also included that they would refer the family to PREVENT, which is the anti-terrorism service in the UK (Home Office, 2015).

For question 26 the responses were less rejecting and more focused on behavioural changes that could support the child. Nine (81%) suggested that the child could benefit from friendship support: "Include her in school clubs" and "find a small, caring group of children who would be supportive", or the teacher picking a potential "buddy" to support her in connecting with her peers; "buddy up" and "playtime buddy" and two (18%) which suggested that the child would benefit from language support: "I would find resources to

support the language barrier" and "EAL support for language" (one response suggested both).

While the responses are highly supportive of the child's social skills development, they do not address her difficulty with social norms. These responses stay surface-level, focusing on the child's behavioural change rather than encouraging a more nuanced integration of the child into the classroom. Not to say that they are not supportive or useful responses, as both friendship support and language support may be useful for this child, however, they skip past the larger issues of social integration and of the child's ability to build relationships in her new host community. It is clear from the responses around gender equality, that the teacher participants saw the child's language to be concerning and incongruent with their views on gender and equality, but by then focusing on behavioural change, they skip past the underlying feelings and potential cause of her comments.

6.4 Comparison of Perspectives and Opinion Questions with Scenario Responses

This section will discuss the comparison between the perspective and opinion questions from section two of the survey and scenario responses from section three of the survey. While the quantitative perspective and opinion questions are different from the qualitative scenario responses, the themes and trends can be compared. This section will include a discussion of the trends found in the perspective and opinion questions and how these relate to the scenario responses. Trends will be combined based on different aspects of the refugee and migrant experience and the discipline undelaying it.

To start this comparison, the first question asked in the perspective and opinion section (question 7) was one on the role of educators. Sixty-eight per cent of the teacher participants chose statement three, "To assist students to understand the world through and beyond the curriculum". This question was key to understanding teacher participants'

perspectives as they responded to the rest of the questions in the survey. If they had felt that their role was academic in nature only, i.e. confined to reading, writing, and maths, then they may not view issues of ethnicity or gender to be topics needing addressing in the classroom. It is clear though, from the responses to question 7, that the majority of teacher participants view their role as going beyond academic subjects and inclusive of larger social and world issues.

6.4.1 Issues of Equity in the Classroom

The first aspect of refugee and migrant experience is Issues of Equity, which for this survey included issues related to diversity in the classroom, race, ethnicity, awareness of sexism, and gender. There were seven perspective and opinion questions and two scenarios that related directly to issues of equity in the classroom, for the list of perspective and opinion questions and the themes from corresponding scenarios, see Table 13.

Table 13:
Issues of Equity Perspective and Opinion Questions Compared to Scenario Themes

Question	Statement	Per cent	Scenario Theme	Per cent
Question 8	Social and emotional learning curriculum/techniques I teach are equally useful for girls and boys.	38.2%	Denial and Rejection	7%
Question 10	"I support diversity in my classroom by making my teaching flexible and adaptive."	77.8%	Lean Away	48%
Question 10	"I make an effort to ensure that my instruction is sensitive to issues of diversity."	55.6%	Lean in	43%
Question 13	Gender doesn't impact how much a child talks, it just depends on the child.	81.6%		
Question 14	"I feel gender and sexism should be addressed regularly."	63%		
Question 15	"Children aged 4 and up are old enough to understand issues of gender and sexism."	65.8%		
Question 16	"I feel ethnicity and diversity should be addressed regularly."	84%		

Question 17	“Children aged 4 and up are old enough to understand issues of ethnicity and diversity.”	81.6%
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The first four questions to compare to the scenario responses are questions 14, 15, 16, and 17. They ask how often teacher participants feel it is best to address issues of equity relating to ethnicity and awareness of sexism, and they ask at what age it is appropriate to address these issues. For when issues of equity should be addressed, for both questions the majority chose they should be addressed regularly, 84% for issues of ethnicity and 63% for issues of sexism. For the age they feel it is best to address these issues, the majority chose that children aged 4 and up were old enough, 81% for ethnicity and 65% for sexism. These responses show a trend for regular and early addressing of issues of equity in the classroom.

Teacher participants’ perspectives across these questions show a willingness and desire to address larger social issues, such as sexism, in the classroom with young children. These responses imply a clear favouring among the teacher participants that issues of diversity, race, and ethnicity are important to address openly, regularly, and early in primary school education. And it shows that the teacher participants hold the opinion that a classroom is a place that requires sensitivity to diversity and openness for difficult discussions.

When looking at the scenario responses for issues of equity (questions 21 and 22), there is more distancing language than expected, given the responses to most of the perspective and opinion questions pertaining to this area. Fifty-six per cent (N= 23) of the responses to both scenarios fell either in the Rejection theme or Lean Away theme, and one response openly questions whether a child of six would understand racism or the connotations of racist name calling, despite the majority (81%) of teacher participants stating that children as young as 4 are old enough to understand issues of ethnicity and

diversity. This contrast is interesting and suggests that while teacher participants may hold the perspective and opinion that issues of equity are important to address and support early in primary school education, they may not always know when or how to address them in practice. This is suggestive of a skill gap.

Responses to question 13 and one statement from question 8 align with the Lean Away theme. For single-response question 13, 81.6% of participant teachers chose the statement: "Gender doesn't impact how much a child talks, it just depends on the child" and for multi-response question 8 38% selected that they feel social and emotional learning curriculum and techniques are equally useful for girls and boys. These perspective and opinion questions directly related to the scenario in question 22 and could explain why so many (42%, n=8) of the teacher participants for this scenario responded with language that fit into the Lean Away theme. The responses to these two questions show a belief by teacher participants that gender does not always impact behaviour in the classroom and reinforces that differences seen in behaviour are due to the personality rather than relating to characteristics.

When examining how the scenario responses fit stages of consciousness (Freire, 1974) their responses tended to fall in the Naive consciousness category, which is characterised by a focus on individual change rather than systemic. From the responses to the perspective and opinion questions, teacher participants seemed aware and open to addressing larger social issues within the classroom, when examining the scenario responses however, there is a lack of desire to address the larger social implications and rather they focus on the individual surface issue, such as name calling. And because most of the teacher participants had already shared through the perspective and opinion questions that they see differences in classroom engagement to be due to individual personality differences, rather than

differences related to gender, it makes sense that they would also view question 22's scenario as an individual issue, rather than a potentially larger systemic one.

While the percentage of scenario responses that fit within the Lean Away and Rejection themes are more than expected (when compared with the percentages for the corresponding perspective and opinion questions), 44% responded with language that fits the Lean In theme. This is not to be discounted, as many teacher participants responded to these two questions with a desire to understand more fully the child's perspective and how they might adjust their teaching style or the classroom to better fit the child's needs. These responses connect with how teacher participants answered question 10, which asked teachers how they support diverse students in the classroom. This was a multiple-response question and the two statements most chosen were: "I support diversity in my classroom by making my teaching flexible and adaptive." (77.8%) and "I make an effort to ensure that my instruction is sensitive to issues of diversity." (55.6%). These answer statements show a commitment on the part of teacher participants to ensure sensitivity to diversity within the classroom and in their teaching. This was certainly shown through 44% of scenario responses that fit in the Lean In theme.

6.4.2 Social and Emotional Awareness

The second aspect of refugee and migrant experience focused on by this survey is social and emotional awareness, this included teachers' understanding of social and emotional development, well-being, and mental health symptoms. There were three multiple-response perspective and opinion questions and two scenario questions (23 and 25) that related directly to social and emotional awareness in the classroom, for the list of

perspective and opinion questions and the themes from the corresponding scenario see

Table 14.

Table 14:
Social Emotional Awareness Perspective and Opinion Questions Compared to Scenario Themes

Question	Statement	Per cent	Scenario Theme	Per cent
Question 8	Social and Emotional learning helps students.	61.8%	Behavioural Response	48.6%
Question 8	I have been provided with enough training to feel confident teaching of social and emotional skills.	17.6%	Emotionally Supportive Response	72.9%
Question 9	They show happiness through smiling, laughing voice tone, or language.	67.9%	SED Issue Identified	27%
Question 9	They have good social supports, such as friends, family, community.	64.9%		
Question 11	I think I have the capacity to encourage my students to express their thoughts and feelings freely in my class.	64.7%		
Question 11	I am good at understanding how my students feel.	55.9%		
Question 11	I have a close relationship with my students.	67.6%		

These scenarios were designed to assess teachers' understanding of social and emotional skills development and identify when issues were present. For both scenarios, only 27% identified a social and emotional development (SED) issue, although for question 25 this was much lower (17.6%) than question 23 (35%). When compared to multi-response question 8 from the perspective and opinion questions, only 17.6% selected that they have been provided with enough training to feel confident teaching social and emotional skills. Both teachers' answers to this perspective and opinion question and their scenario responses indicate low skills and confidence; although the responses to this statement from question 8 are lower than those to questions 23 and 25, so it is possible that teachers underestimate their abilities somewhat. Still, this shows a lack of skills or confidence in this

area that may potentially influence students' needs being addressed and those with social and emotional development issues not being identified.

Two multi-response questions from the perspective and opinion section relate strongly to the themes found in the responses to questions 23 and 25. Question 9 has two statements asking how teachers assess a student's well-being, and question 11 has three statements (out of eight) asking about teachers' characteristics that relate to these scenarios. While the teacher participants' responses were distributed throughout the statements for both of these questions, it appears that teacher participants rated their ability to encourage their students to share their thoughts and feelings, as well as their ability to understand their feelings to be 64.7% and 55.9% respectively; and 67.6% selected that they have close relationships with their students. For the scenarios, 73% responded to the student with an emotionally supportive response, which suggests a higher degree of emotional responsiveness than the perspective and opinion questions. It is possible that again, teachers are underrating their emotional response and connection to students.

For question 9, teacher participants were asked how to tell if a student is thriving emotionally, and chose two of the statements the most, that they are doing well socially (64.9%) and that they display a happy affect (67.6%). When compared with the scenario responses, 48% fitted into the Behavioural response theme, all missing the lack of social support and unhappy affect in both scenarios as a potential sign of distress. This could suggest that some teachers are aware of some symptoms of emotional well-being but unable to identify emotional ill-health in practice and instead attribute concerning symptoms to behavioural issues, missing potentially larger social and emotional issues. Again, this could connect as well to the question 8 statement with only 17.6% choosing that they feel confident teaching social and emotional skills.

6.4.3 Issues of Integration

The third aspect of refugee and migrant experience refers to Issues of Integration, and for this survey, these questions related to immigration, cultural background, and issues of Integration into a new host community. There were five perspective and opinion questions and two scenario questions (24 and 26) that related directly to issues of Integration in the classroom, for the list of perspective and opinion questions and the themes from the corresponding scenario see Table 15.

Table 15:
Issues of Integration Perspective and Opinion Questions Compared to Scenario Themes

Question	Statement	Per cent	Scenario Theme	Per cent
Question 8	I think the curriculum and techniques we use when teaching social and emotional skills are universal for all students.	32.4%	Assimilation	38.8%
Question 10	"I support diversity in my classroom by making my teaching flexible and adaptive."	77.8%	Integration	61%
Question 10	"I make an effort to ensure that my instruction is sensitive to issues of diversity."	55.6%	Avoidant (Q. 24 only)	52%
Question 18	"Immigration enables us to learn from different cultures."	86%		
Question 19	"When they have legally become citizens."	42%		
Question 19	"When they are contributing to the economy, speak the language, and are living here permanently."	34%		

The theme that was most prevalent in the responses to questions 24 and 26 was Integration. This theme was illustrated by the teacher participants both responding to the needs of the child and their background, while also encouraging the child to engage with the classroom community (their peers) to better integrate. This commitment to refugee and migrant children's classroom integration is also reflected in the perspective and opinion questions. Three questions from the perspective and opinion section fit with this theme, question 10 a multiple-response question which includes statements about supporting

diversity in the classroom (77.8%) and making instruction sensitive to diversity (55.6%), question 18 a multi-response question where 86% chose that immigration helps us learn from other cultures (an Integration based response), and question 19 a single response question which asked when someone becomes British, where 42% said when they become citizens and 34% said when they are living and contributing to the UK. These perspective and opinion question responses are very aligned with an Integration perspective, which considers immigration a positive and open experience, that allows communities to change and grow. The teacher participants' perspective and opinion responses show openness and thoughtfulness around diversity in their classroom and community, which is reflected in how they responded to the scenarios. It is clear from the results, that when teacher participants are asked to engage with refugee and migrant students, they do so with a willingness to encourage their integration into the classroom community and for the classroom community to change and welcome them.

There were some perspective and opinion questions that did not fully align with the scenario responses. For the scenarios in questions 24 and 26, responses fell in the assimilation (38%) or avoidant (52% question 24 only) theme. These themes do not align with most of the perspective and opinion responses, although the percentages are similar to the number of participants who chose that social and emotional learning curriculum is universal for all students from question 8 (32.4%).

6.4.4 Additional Comparison: Gender

One final comparison proposed concerns and awareness of gender differences, as all the scenarios include girls and understanding the impact of gender is an aim of this survey. One statement from single response question 12 was that gender does not impact how a

child expresses their emotions, 68% of teacher participants chose this statement. This perspective and opinion is not actually backed by the literature, as gender does impact how children are socialised to display emotions, but a belief of sameness was found throughout several of the scenario responses, for more on this see Chapter 3: 'Review of the Literature', Section 3.5.3.2: 'The Gender Influence of SEL' (Evans, 2015; Roorda et al., 2011; Sundaram, 2013). For example, responses to scenario 22 that fit within the Lean Away theme, due to teacher participants having a difficult time with the idea that there is a gender inequity in classroom engagement. From this survey, it appears that there was a tendency to view differences as individually based or due to the personality of a child, rather than potentially shaped by characteristics, such as gender. Interestingly though, for scenario 26, 58% of teacher participants identified the gender inequality in the child's statements and expressed a desire to address it directly. These responses show a commitment to creating an environment of equity, although it is possible that there is a knowledge gap when it comes to how social influences impact emotional expression and behaviour in the classroom.

6.5 Discussion

As discussed in Chapter 5: 'Methods and Methodology', when designing and conducting this research, I utilised a pragmatic approach, which places the problem of refugee and migrant girls' mental health as the starting point for the research design. This survey was designed to answer two research questions:

- 1) What are primary school teachers' perspectives, opinions, and skills relating to how they teach social and emotional skills to students with a recent migration history?
- 2) What are the similarities and differences between primary school teachers' perspectives, values and skills and their scenario responses to girls who are recent migrants when they are teaching social and emotional skills?

The results from this survey revealed interesting findings regarding teachers' perspectives, opinions, and skills when teaching social and emotional skills to students with a recent migration history. Section 6.2 Perspectives and Opinion Questions showed that teacher participants are in favour of addressing systemic social issues within a primary school classroom and that they view diversity as something to be embraced and engaged with. When it came to the responses to the scenarios, however, there was a gap between the perspectives and opinions answers and the teacher's responses. Rather than embrace or address issues of inequity, there was a trend of avoidance and dismissal. Similarly, in respect to social and emotional development, teachers considered it to be useful and helpful for students, yet they were not able to identify issues of social and emotional development when presented with them in the scenarios. Regarding migration, teachers' perspectives and opinions seemed to match their responses to the scenarios, showing consistency between perspectives and practice. The rest of this section will explore the results of these research questions and how these results align with or differ from previous research.

6.5.1 Perspectives on Migration

Perspectives on migration are defined in this research as the difference between an Integration perspective and an Assimilation perspective (Ager & Strang, 2008), along with how a student's migration history influences teachers' perspectives and pedagogical practices when teaching social and emotional skills. As explored in Chapter 2: 'Context and Positionality of Research', Integration and Assimilation are terms that define different ways that refugees and migrants (the hosted) adjust to their host country and how those within the host country adjust to the introduction of refugees and migrants. Assimilation assumes that the hosted should be the ones doing the changing and adjusting, without the host

society changing (Ager & Strang, 2008). Integration on the other hand is a process of change for both hosted and hosts, that the host society adjusts and changes to allow for the hosted to retain their unique identity (Buchanan et al., 2016; Da Lomba, 2010). For this survey, one area of inquiry was how teachers view the introduction of refugees and migrant students into their classroom, either with an Assimilation or an Integration perspective.

From the perspective and opinion questions, teacher participants selected statements that were in favour or supportive of immigration. Question 18 for example, allowed for the selection of multiple responses, where 86% (n=31) of participants chose “Immigration enables us to learn from different cultures.”. This result, along with others, were all positive toward the prospect of immigration. Similarly, this was found in the responses to the scenarios, with 61% of responses to questions 24 and 26 falling in the Integration theme and only 38.8% falling in the Assimilation theme. These results are at odds with the legal context of the UK and much of the public discourse around refugees and migrants, which is more focused on social cohesion or Assimilation of refugees and migrants (Betts et al., 2020; Da Lomba, 2010). At the same time, the home secretary in November 2022 described the influx of refugees and migrants as an “invasion” (Morton, 2022). Integration perspectives are welcoming of immigrants, yet in a recent survey it was found that 39% of respondents felt that the current levels of immigrants should stay the same and 44% felt that the current level of immigrants should be reduced, only 17% felt it should increase (Blinder & Richards, 2020). These sentiments are less welcoming and encouraging of immigration than the responses to this survey and show that the results are not necessarily aligned with public feelings around immigration.

One interesting trend that emerged for just question 24 was the use of avoidant language, discouraging the child from discussing the issue at school, as some teacher

participants saw this as a “home” issue. Avoidant responses could be explained by avoidance of issues of diversity, which would be contradictory to the rest of the results around immigration and diversity, but the avoidant language could also be due to the teacher participants being concerned about overstepping a family issue, which may have nothing to do with diversity or the students’ immigration background. Past literature has shown that background mismatch between teacher and child can interfere with social and emotional skill development (Jennings & Greenberg, 2009). So, the responses that fell into the avoidant theme might be indicative of an issue of background mismatch but could also be explained by other factors not investigated by this survey.

The responses to question 19 “When does someone become “British”?” were surprising given the national discourse around immigration and migrants. Teacher participants chose two statements the most, 42.1% chose “When they have legally become citizens.” and 34.2% chose “When they are contributing to the economy, speak the language, and are living here permanently.” Both of these responses lean more toward an Integration perspective rather than Assimilation, particularly because only 13.2% (n=5) chose “When they are born here.” and none chose “When they have lived here 10 or more years.”. These sentiments are indicative of an Integration perspective because they show an openness for immigrants to become part of society through their legal status or their contributions to the country, as opposed to one’s identity being tied to their place of birth.

As a migrant myself, this question’s result was surprising to me, as I don’t believe I will ever see myself as British no matter how long I stay here. While I technically meet the criteria for statement three, having only lived in England for four years I would not view myself as British. My response is one that I will reflect more about in Chapter 8: Discussion.

6.5.2 Issues of Inequity

Issues of inequity for this survey cover questions that pertained to race, ethnicity, gender, awareness of sexism, and diversity of background. These questions relate to research that shows that children of ethnic minority backgrounds can be perceived as less socially and emotionally competent (Rasheed et al., 2020). In addition, teachers are often not from ethnic minority backgrounds, since only 6% of primary school teachers in the UK identify as being from ethnically diverse backgrounds (Department for Education, 2022b). This increases the chances of cultural and background mismatch that influences perception and social-emotional learning (Sciuchetti, 2017). The teacher participants who took part in this survey were similarly majority (84%) from a White English or other White background, which is consistent with national figures.

Universalising (redirecting the issue to a universal experience) or invisibilising (marginalising the experience) the child's experience were both trends found throughout the issues of equity scenario responses. For race and ethnicity, there was a gap between teacher participants' reported perspectives and opinions and how they responded to the scenario related to racist name-calling. For 55% of the teacher participants, this was exhibited in the "Lean Away" or "Denial and Dismissal" themes or universalising the experience of the student. Teacher participants seemed to be committed to addressing issues of equity early and regularly as reported by the perspective and opinion questions, but when confronted with a situation related to race and ethnicity over half responded by invisibilising or dismissing the student's experience around race and ethnicity. As explored in Chapter 3: 'Review of the Literature', bias and discrimination due to ethnicity or cultural background can greatly hinder a refugee or migrant's feeling of safety and integration into a new community (Kale et al., 2018). Unequal school practices have been shown to harm the

academic progress of not just refugee and migrant children, but host children as well (Koehler & Schneider, 2019). This is not to suggest that teacher participants responses were intentionally biased or discriminatory, but unconscious bias, colour-blindness, or race-based assumptions can harm the assessment and instruction of refugee and migrant students, as well as other students from ethnic minority backgrounds (Henfield & Washington, 2012). As these responses are not aligned with the perspective and opinion questions, there is a suggestion that while consciously teacher participants may hold views that race and ethnicity should be addressed openly in the classroom, they are not aware of how their reactions to the student in the scenario situation could be unconsciously perpetuating bias and invisibilising the students experience around race.

Similarly, for issues of gender and sexism, teacher participants reported that issues of gender and sexism should be addressed regularly and early. Yet as discussed in section 6.4 Comparison of Perspective and Opinion Questions with Scenario Responses, 68% of teacher participants selected that gender does not impact how a child expresses their emotions; 81% stated that gender does not impact how much a child talks, and 38% selected that social and emotional learning curriculum and techniques are universal. The tendency for participants to universalise and dismiss differences by gender is contradictory to previous research which shows that there are gender differences in behavioural expectations, the perceived value of academic attainment and SEL (Herlihy, 2014). For SEL particularly, there is a lack of consensus among experts regarding the influences of gender on outcomes, some research has reported that male-identified students report worse outcomes while others report that female-identified students report worse outcomes, the only consensus is that more research is needed to understand how gender influences SEL (Hallam, 2009; Hamilton & Roberts, 2017; O'Conner et al., 2017b; Reiss, 2013). This links directly with a question in

the survey where teachers selected the statement that SEL curriculum and techniques are universal for all students, which is a misconception given the lack of consensus in published research in this area.

For the scenario addressing awareness of sexism, most teacher participants again responded with invisibilising or direct dismissal of the student's concerns. This invisibilising in experience is found throughout the comparison between the issues of equity perspective and opinion questions and the scenario responses and could mean that there is further unconscious bias present, namely that teachers view their classrooms as being unaffected by systemic challenges related to issues of inequity. It is interesting that despite a trend to deny differences relating to gender in the classroom, 58% of teacher participants identified and directly addressed the gender inequality in question 26's scenario (to see this scenario refer to Chapter 5: 'Methods and Methodology', Figure 8). Although this scenario's use of sexist language was obvious, it is possible that it is easier for teacher participants to identify sexism when the student is expressing these views, rather than when they could be the one perpetuating it, as in the scenario from question 22.

Overall, the responses included under issues of equity do show a conscious commitment to addressing gender, and building awareness of sexism, race, and ethnicity-related issues, as 43% of scenario responses did directly address the issues presented in the scenario. For the rest of the responses, however, there is a potentially unconscious bias which influences the teacher's ability to engage with the student around issues of inequity. This is a major issue for the adaptation and instruction of SEL, as a curriculum created and delivered by experts and teachers who are unaware of the systemic nature of inequality and how systemic issues present through classroom interactions may be unable to create and deliver curriculum that supports social and emotional skill development (Emery, 2016).

These results point to the ongoing need to design SEL curriculum and techniques that meet the needs of subgroups of students, and not expect that social and emotional skills are universal (Weissberg et al., 2015).

6.5.3 Social and Emotional Skills

For the scenarios focused on social and emotional skills and trauma symptoms, teacher participants' responses were highly emotionally supportive and adapted to the student's emotional needs. While about half of the teacher participants responded to the student's behaviour, two-thirds of the teacher participants were attuned to the students' emotions and responded to support the students' emotional reactions. How teachers build relationships with students has been found to majorly impact their SEL and academic achievement (Sabol & Pianta, 2012; Sahin Asi et al., 2019). Teachers model emotional well-being and attachment for their students; for refugee and migrant students, this is important as their early life has been very transitory, therefore having a supportive relationship with their teacher can have a lasting positive effect (Ainsworth, 1989). Teachers who can provide emotional support can increase all students' well-being (Bailey et al., 2016; Cripps & Zyromski, 2009). Teacher participants' emotionally supportive responses constitute a significant strength that could be built on when addressing some of the deficits found by this survey.

One aim of all the scenarios was the desire to understand how teachers interpret behavioural and affective aspects of social and emotional skills. Behaviours such as nurturance and positive social expression are seen as feminine traits and could fall under the core competencies of relationship skills and social awareness (CASEL, 2013; Gaastra, 2010). Past research has suggested that teachers can require higher social skills and emotional

regulation from girls (Evans, 2015). These differing expectations can result in a mismatch between student experience and teacher assessment. Mental ill-health can result in problematic behaviours in the classroom, which may be misinterpreted if teachers view this as a behavioural-only issue and miss the underlying mental health symptom. One example of this is the belief that boys misbehave more, but this was found to be related to adult perceptions rather than actual differences in behaviour by gender (Eckert & McConnell-Ginet, 2003). From the scenario responses this was evidenced by the difference in reactions to the two situations. In question 23, the behavioural reaction was internalisation, which is often read as natural for girls, whereas question 25 was an example of a student behaving in an externalising way, which is typically perceived as natural for boys (Evans, 2015). Teacher participants were more likely to respond to the internalising behaviour with curiosity around potential underlying mental health issues than with the externalising behaviour, which was viewed more as a behaviour-only issue. For both scenarios, they failed to identify any potential issues relating to social and emotional skills.

When answering the perspective and opinion questions, only 17.6% of teacher participants responded that they felt they have the training and skills to feel confident teaching social and emotional skills. Past research on teachers has shown that SEL curriculum implementation and effectiveness are influenced by school staff perspectives, opinions, and commitment (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). The results of this survey show that teachers are committed to providing SEL to students and that they feel it is helpful, unfortunately, the responses also show a lack of skills in assessing as well as a feeling that they do not have the training necessary to provide SEL confidently. Additionally, their lack of training is shown when they were asked about the

universality of SEL, with the majority choosing that they view techniques and curriculum as universal, which is not reflected in SEL research.

As teachers are the ones assessing and reporting children's behaviour and mental health needs, their ability to perceive and interpret their emotions and potential mental ill-health symptoms is key for students to receive the right type of support (Sabol & Pianta, 2012; Sahin Asi et al., 2019). Teachers' ability to interpret social and emotional skills deficits through behavioural cues is important for all students, but particularly for refugee and migrant students. Refugee and migrant students are less likely to access mental health services, although they are often at higher risk for developing mental ill-health (Buchanan et al., 2016; Fazel & Betancourt, 2018; Sullivan & Simonson, 2016). The teacher participants' responses to the scenarios focused on social and emotional skills show a lack of skills around assessment that could affect referral and support.

6.6 Limitations

As stated at the beginning of Chapter 5 'Methods and Methodology' (see 5.1 Introduction) the research presented in this thesis was conducted during a global pandemic that impacted development, design, and data collection. School closures, the added pressure on teachers to 'catch' pupils up after school closures, and departmental restrictions on PhD researchers impacted both the survey and interviews. It makes sense then to highlight a few limitations of this survey.

One limitation of this survey is the limited number of respondents that could be included in the results. Having to exclude 40% of the sample led to a much smaller number of participants than was hoped for. While this survey was not designed to be generalisable, a larger sample would have led to a higher degree of statistical reliability and more depth in the qualitative responses.

The initial plan for the survey design was for it to be conducted in person, with an added component of a training provided to participating schools. This design would have more closely resembled the research that inspired the mixed method design (i.e. structure of the perspective questions compared to scenario responses) conducted in Canada by Kerr & Andreotti (2019). Early in the development process it became clear that in-person data collection would not be possible during the two years planning and data collection needed to take place. Moving data collection online to be fully anonymous was the best way to ensure research could take place in the time frame and provided some added benefits. The use of an online survey rather than an in-person survey can increase honesty in responses, because of insured anonymity which is a benefit of moving the survey online. This survey was anonymous at the point of collection, which was a strength, but it also opens the survey up to potential manipulation should participants answer questions in an attempt to change the results (such as answering with an opposing perspective or using extreme language to confound results). There would be no way to see if a participant lied, a limitation of fully anonymous online surveys. No manipulation attempts were detected when analysing the survey data, but it is possible that those that signed consent and then did not answer any questions did so because they were uncomfortable with the content of the questions.

Using an online survey also allowed for participants from all over England to take part, which the original design would not allow. However, it increased risk of manipulation and misinterpretation, and made recruitment more difficult as I was restricted to social media, email, and other digital means of communication. As it was a nationally accessible online survey, I had hoped for responses from 75 to 100 participants, however as the period of recruitment was extended several times it became clear that that number would not be possible. As this research was exploratory, a small number of useable responses does not

negate the findings and the results from this survey are still suggestive, just as 75 responses may be suggestive. It does limit the reliability of the findings, and future research could learn from how these restrictions impacted design and if future research is doing online recruitment for a national survey having an extended data collection period might be ideal. I would also recommend that those that want a representative sample, to use recruitment methods beyond social media, such as educational hubs and administrators to increase awareness. These techniques could improve future research using similar methods.

In addition to the limitation of sample size, teacher responses dropped from the first question to the last. This may be due to participant fatigue, as 26 questions was quite long, or lack of interest by participants. It is notable that 38 answered at least one question in the second section of the survey (perspective and opinion questions), but only 17 responded to all of the scenarios. If conducting this survey again I would have cut the number of questions and used less scenarios. I believe this would have helped with engagement throughout the survey and participant fatigue.

The questions included in this survey were highly sensitive, covering ethnicity, gender, race, awareness of sexism, migration, diversity, and mental health. There is always the potential for participants to answer questions in the way they feel is most socially desirable. Anonymisation is one way to combat this, but it does not fully stop participants from answering in a socially desirable way (Joinson, 1999). For some results, such as perspectives on immigration, these results may be indicative of primary school teachers' views, however, it is also possible that the topic of this survey tended to attract participants in favour of immigration. It was clear from some participants' comments and responses that they were not in favour of immigration, so multiple viewpoints were represented, but the diversity of

views represented in the sample may be impacted by the participants who elected to take part in the survey.

A final limitation was that the structure of the section two perspective and opinion questions limited the selection of statements. Using a quantitative design limited the nuance gathered and, for some questions, this may have limited how participants answered.

6.7 Conclusions

This survey is one of the first studies to investigate teacher perspectives, views, and skills regarding issues of equity, migration, and social and emotional skills. The primary outcome of this study is that there is a potential mismatch between perspectives and how teachers respond to students. There are several potential implications for this outcome. First, more awareness of unconscious bias and the systemic influence of inequity is needed. While teacher participants were willing and open to SEL, more support and training is needed, around SEL, mental ill-health, and the needs of refugees and migrants. A second outcome of this survey is that more research is needed in this area. This study's results are suggestive of potential bias and skills gaps for teachers, but further research should focus on the interactions of inequity, gender, SEL and migration to understand how to support high-risk groups. SEL and mental health researchers would benefit from considering student background and characteristics, as well as focusing on high-risk groups, like refugee and migrant girls. In particular, these results suggest that those engaged in SEL curriculum development need to account for how gender, race, ethnicity, and culture of origin influence the teaching of SEL and the adaptability of the curriculum used.

Chapter 7: Reflexive Analysis of Teacher Interviews

7.1 Introduction

This chapter will detail the qualitative analysis of the teacher semi-structured interview study (comparison of results between the survey and interviews are presented in Chapter 8: Discussion). The analysis presented here was conducted using 'Big Q' research principles and methodology, specifically Reflexive Thematic Analysis (Braun & Clarke, 2022). As discussed in Chapter 5: 'Methods and Methodology', Reflexive Thematic Analysis and Big Q, qualitative research, views researcher interpretation and subjectivity as the mechanism that drives analysis and interpretation. This type of research places high value on the "voice of the researcher" (Braun & Clarke, 2022, p. 19), and this chapter was written with my lens and perspective guiding data interpretation and analysis (for more detail on this, see Chapters: 2 'Context and Positionality of Research' section 2.7 'Researcher Perspective and Positionality' and Chapter 5 'Methods and Methodology', section 5.7 'Phase 2 Interviews').

This research was guided by the desire to understand: What are experienced primary school teachers' perspectives on and experiences of teaching social and emotional skills to refugee and migrant girls?

As discussed in Chapter 5: 'Methods and Methodology', the choice of interviews was recommended by the literature, as interviews are useful for collecting perspectives and beliefs (Cohen et al., 2017); as well as by the results of the scoping review (Chapter 4), where 9 out of 10 (90%) of the included studies used interviews as a data collection method. Semi-structured interviews were chosen over other forms of interviews because they enabled me to gather specific information – such as whether the teachers had any training – and allowed for flexibility to bring up additional topics or delve into issues I had not

considered. This flexibility proved to be useful, as the Department for Education released new curriculum guidance while I was conducting my interviews, which I was able to ask half my interviewees about.

The semi-structured interviews were designed using a pragmatic approach and critical realist perspective (as discussed in Chapter 5: 'Methods and Methodology'). The questions used (included in Appendix B) were intended to gather direct information about teachers' perspectives and practices relating to the social and emotional skill development of refugee and migrant girls. I intended to gather teachers' 'wisdom': their perspectives and practices concerning refugee and migrant girls. An area of particular interest was their use of pedagogical practices to support integration in the classroom and how they view the challenges faced by refugee and migrant girls. The analysis involved looking through the coded interviews for patterns of meanings and how they relate to previous research to build an understanding of teachers' perspectives and experiences.

7.2 Research Framework

This section will discuss my reflexivity as a researcher, the analysis process (including participant information and procedure), and framing the qualitative analysis, which discusses the limitations of the analysis presented and an overview of the themes and their subthemes. This section is designed to introduce and frame the analysis presented in the rest of the chapter.

7.2.1 Reflexivity

I begin this analysis chapter with a consideration of my reflexivity regarding the information presented. As noted in Chapters: 2 'Context and Positionality of Research' section 2.7 'Researcher Perspective and Positionality', I am a migrant with a child enrolled in

primary school in the UK. I feel this gives me additional insight, and it undoubtedly shapes my lens and perspective toward analysis. While reading and engaging with the interview transcripts, I found that I had emotional reactions and judgement to some of the comments and answers given by some interviewees. Additionally, having worked in primary schools, I feel a strong connection with primary school teachers and the hard work they do. I wanted to portray them positively, and at times I struggled with the feeling I was being too judgemental.

I processed the impacts of these reactions through the use of a reflective journal to understand my reactions and allow them to inform but not overwhelm my analysis. In addition, I took space away from my data and then re-engaged with it. I created four-digit codes for each participant to allow some emotional separation between me and the transcripts. I also engaged with similar literature and guidance on reflexive thematic analysis and refugee and migrant children's social and emotional skill development.

These steps allowed me to use my reactions and reflections to guide my analysis while balancing some separation from the data for a balanced interpretation. My goal was not objectivity, as subjectivity is an essential part of Reflexive Thematic Analysis (Braun & Clarke, 2006, 2013, 2022), but rather to use my reflections to guide me without letting them overwhelm the process and “see” things that are not there.

7.2.2 Analysis Process

As discussed in the Chapter 5: ‘Methods and Methodology’, this analysis followed Braun and Clarke’s (2006) “Phases of thematic analysis” (p. 87) in a non-linear way. Phase one was familiarisation with the data, phase two was initial code generation, phase three was coding, phase four was searching for themes, phase five was reviewing and refining

themes, and phase six was writing up analysis. After phases three through six, I returned to the codes, transcripts, and themes, refining, and reviewing. Throughout this process, I continued to use a reflective journal.

7.2.3 Participants

Five teacher interviews were conducted for this study. The teachers interviewed had a variety of experience levels; one has been teaching for five years (with most of that during national lockdowns), two have been teaching for six years, one had been teaching for 10 years, and one has been teaching for 20+ years. Two identified as women and three as men. All had experience with multiple refugee or migrant girls in their classrooms, although exact enrolment numbers were not collected. Two taught in schools in Yorkshire/Humber and three taught in London. No other demographic information was collected (for detailed information on sampling method, recruitment, and ethics see Chapter 5: 'Methods and Methodology', section 5.7 'Phase 2: Interviews').

7.2.4 Procedure

Interviews were conducted between March 2022 and July 2022 (dates and duration can be found in Table 16). Interviews took between 21 and 66 minutes. Each transcript was auto-transcribed and recorded by Zoom video meeting software (Banyai, 1995). Transcripts were checked and edited based on recordings before being emailed to participants for review. Each participant was given 30 days to review their transcript and provide feedback or concerns. No participants expressed concerns or gave feedback. Each participant was sent a £10 Amazon gift voucher after the interviews. Following the 30-day review period, identifying information was removed from the transcripts, names were replaced with a four-digit identifier, all other information was converted to generic identifiers, for example

“University of York” would be changed to “University of Attendance”. These changes allowed for more objective review of participant responses as well as for participant privacy.

Table 16:
Interview Date and Duration

Interview Date	Duration of Interview
11, March, 2022	21:02
5, May, 2022	38:26
5, May, 2022	46:05
12, May, 2022	66:05
22, July 2022	44:31

7.2.6 Framing the Qualitative Analysis

The teachers selected and interviewed for this study were chosen based on their interest in participating and their experience teaching refugee and migrant girls. Because there was an element of self-selection, that they had to agree and follow through with the interview, they were more likely to have a positive attitude toward refugee and migrant girls they wanted to share. Self-selection in this way means that the data collected would likely be skewed toward a positive response to refugee and migrant girls. Throughout the interviews their desire to support and help refugee and migrant girls' well-being was evident. However, they all noted that during their employment as a teacher they had received no training or additional support in social and emotional skills, well-being, or refugee and migrant needs. They are all also residents of the UK, specifically England, and their experiences and background shape their perspectives.

With a sample of five, the implications of this study are limited; however the depth of the research conversations provided a rich data set. A larger sample may have been interesting in other ways, but that does not negate the findings of this sample. Particularly because the goal with this research was to gain an understanding of the perspectives and experiences of teachers with experience teaching social and emotional skills to refugee and

migrant girls in their classroom. It is unclear how many such teachers exist in the UK, as they would need exposure to multiple refugee and migrant girls, a minimum of five years' experience working in a classroom, and experience teaching SE skills, which is not explicitly taught in all primary schools (while commonly included in PSHE or RSE, it is not always). Because of these specific characteristics and experiences a desired sample size was not determined prior to recruitment and data collection. Braun and Clarke (2013) identify that for an interview study using Reflexive Thematic Analysis a sample of 5-10 is typical, but that there is no set number of participants. For this research a larger sample of teachers may have diversified perspectives, particularly because the sample obtained was unusual, as three participants were male, while only six per cent of primary school teachers nationally are male (Office for National Statistics., 2021).

It is possible that more perspectives could have led to higher agreement for some themes, but this interview study was not designed to confirm a hypothesis, nor does it come from a positivist perspective. As discussed in Chapter 5: 'Methods and Methodology', the research presented in this thesis is contextualist in nature. I view knowledge gained from research to be about participants views and perspectives, while considering how their context may impact those views and perspectives. This means that there is no right number of perspectives, nor a saturation point for data collection. Rather this study is designed to examine the perspectives in depth and gain an awareness of teachers experiences of teaching social and emotional skills to refugee and migrant girls.

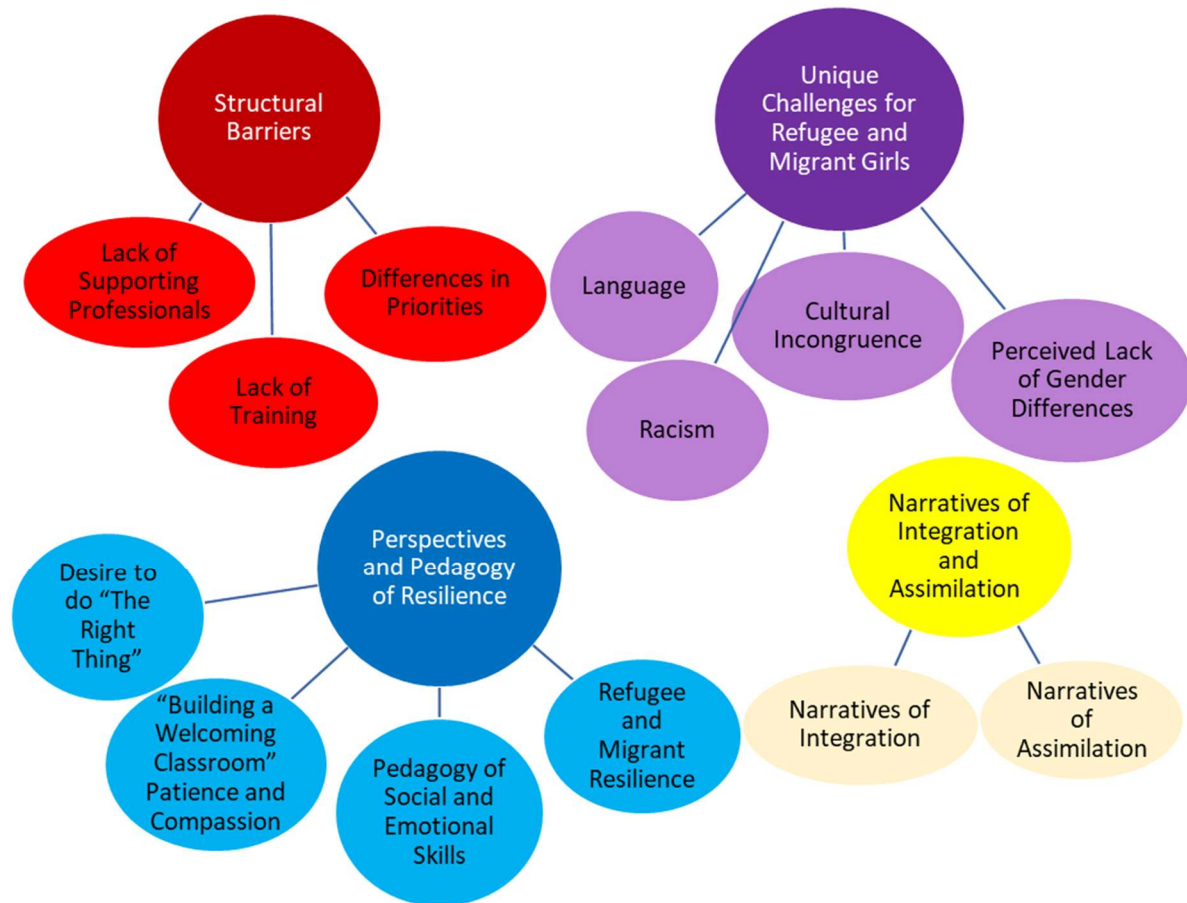
7.2.5 Themes Overview

Reflexive Thematic Analysis of the participants' transcripts led to me identifying four themes: Structural Barriers, Unique Challenges for Refugee and Migrant Girls, Perspectives and Pedagogy of Resilience, and Narratives of Integration and Assimilation, each with

subthemes. These four themes represent different facets of teachers’ perspectives and practice in relation to refugee and migrant girls’ learning, including social and emotional skills. Figure 16 shows themes and subthemes.

Figure 16:

Themes and Subthemes



7.3 Structural Barriers

The theme Structural Barriers developed out of three sub-themes: Lack of Supporting Professional Staff, Lack of Training, and Differences in Priorities. These three sub-themes developed through my use of Reflexive Thematic Analysis and several code categories and sub-categories. The Structural Barriers theme shows how the systems in place, for teachers and students make it harder for their needs to be met. All three sub-themes show a

consistent mismatch between teachers' needs and perspectives and the resources and support offered.

The theme's development was also influenced by my awareness of a potential disconnect between the Department for Education guidance around well-being and SEL, and teachers' perspectives. The recent curriculum guidance from the Department for Education shows that those making decisions around priorities and resources are focused on academics subjects first, with minimal focus on mental health and well-being skills development, which will have a disproportionate impact on refugee and migrant students, who experience higher rates of mental disorders (Blackmore et al., 2020; Bronstein & Montgomery, 2010; Sullivan & Simonson, 2016). Previous research has shown that while teachers may want to support their students' well-being, they do not feel equipped or trained to handle mental ill-health (Shelemy et al., 2019). The teachers' interviewed for this research reinforced through their responses the rising mental health and well-being needs in the UK primary school population and the barriers they experience when trying to meet their students' needs.

7.3.1 Lack of Supporting Professional Staff

A recurring theme throughout my interviews was teachers expressing how the level of support offered at their school and in their classroom influenced how able they felt to support their refugee and migrant students. Four teachers expressed a lack of support in their school, classroom, and the larger educational system in the UK.

"So I've got the girl from Ukraine that's just started this week who speaks no English and obviously she's come from highly traumatised situation and I've just basically been left to get on with it by myself....To me, I feel there's no support at all." (Participant 2366) This teacher went on to talk

about how “ I know that I can go to the psychotherapist, if I need help, but she’s got no sessions left to help”.

This teacher’s experience of feeling that there was no support and that the support offered through the school was oversubscribed was similar to other teachers’ stated experiences. Access to other support professionals, such as a teaching assistant, mental health professionals, and outside refugee and migrant agencies, was reported to be lacking for four of the five teachers interviewed. Interviewees expressed a shared feeling that they were expected to just adjust to supporting the students in their class (refugee, migrant, and home students), but without having been offered additional support, training, or resources. When asked if any outside agencies or services have engaged with the refugee and migrant students in their classroom or in their school, four of the five said no:

“so far, I’d say, I haven’t really heard of any support they are receiving for these kids.” (Participant 5677).

A teaching assistant (TA) in particular, seems to make a big difference in the interviewed teachers’ feeling confident that they have the ability to offer support to refugee and migrant students in need, specifically when they have a high proportion of them in their classroom. One teacher described how the TA in their classroom made it possible to work one on one with some refugee and migrant students, and the TA was able to stay in the classroom if a student needed additional emotional support.

“so one child was like that the other day she, she was in the heads office for something, but she afterwards totally breakdown and couldn’t do anything, and I knew that there’d be no point in her sitting down and doing her science, so I just took her out, again i’m very lucky because i’ve got the extra support in the classroom.” (Participant 2366)

In contrast another teacher shared that she felt that her lack of teaching assistant and the high number of English as an Additional Language (EAL) students in her class meant that her students weren't progressing as quickly as she would like because she is unable to offer much individual support.

"I think it's 60% EAL in this class, of the full class, so in terms of needing and wanting more support, I know that if I had a TA they would be making more progress than they do..." and "resource wise TA, someone being there to make sure that they're understanding that, would be so beneficial because it's just little things like... having to explain something in a different way to seven different children because they all, they all have different, different levels of English and they all understand things in different ways, having an extra body doing that would be incredibly helpful." (Participant 2477).

While this sub-theme was very present for four of the five teachers, one teacher described how they have the right level of support at their school. They shared that the learning mentors at their school conduct a pre-assessment on the student's level of language, background, and other needs, so when a new migrant or refugee student starts, they already know the additional emotional or educational needs. The learning mentors also handled any issues related to emotional well-being and were able to provide additional support. This interviewee also shared that they were aware of an outside agency that coordinates with the school to support the refugee and migrant students:

"I know a couple of children in our class have had visitors from agencies that have been arranged either in school or outside of school." (Participant 5388).

This teacher highlighted an awareness that the level of support in their school made it possible for them to feel that they were able to support the refugee and migrant students in

their classroom well. This teacher was the only one interviewed that expressed the feeling that they had the support they needed, but noted that:

“we've got you know five or so per cent, maybe a little bit more, who...English as an additional language, we have less than 10% who have special educational needs and even fewer than that who have actual emotional health care plans or severe disabilities.... if we would have, for example, a one-off year group that had 20 out of 60 children who had migrant status, for example, we would struggle to deal with that.” (Participant 5388)

This teacher's level of support seems to be possible due to a combination of low levels of need at their school and an adequate level of resources in their school and local authority area. This interviewee's experience shows that having sufficient support is possible, yet drawing on the other teachers' responses, this situation was not typical for those interviewed. Instead, levels of need, of resources, and a policy-practice gap between teachers' needs and the support they receive influences teachers' individual experiences. Previous research has found similar, that teachers reported a lack of access to adequate resources and supportive professionals, particularly mental health professionals (Shelemy et al., 2019; Shepherd et al., 2013; Woodcock & Woolfson, 2019). There is also increasing discussion around expecting teachers to provide mental health and well-being support and teachers reporting that they do not want to become therapists in the classroom (Department of Health and Social Care and Department for Education, 2018; Shelemy et al., 2019). This sub-theme closely links with the next sub-theme 'Lack of Training', in that teachers feel a lack of support and training that prevents them from providing the type of support they want to their refugee and migrant students.

7.3.2 Lack of Training

I asked all interviewees if they had received any training around social-emotional skill development or refugee and migrant needs. All responded that they had not received any training on these issues. One interviewee mentioned that prior to becoming a teacher (during their undergraduate degree) they had trained in mental health, but since starting teacher training, they had not received training on social-emotional skills or well-being.

Teacher training and skill level play an important role in social and emotional development, as discussed in Chapter 3: 'Review of the Literature'. Experts in social and emotional skill development have suggested that teachers' understanding of cultural background, both their own and their students, is important to increasing equity of instruction (Boyle & Charles, 2011; Wigelsworth et al., 2016). Individual characteristics such as race (of both student and teacher) impact on the relationship between teachers and their students, as well as on the acquisition of social and emotional skills (Rasheed et al., 2020). Koehler and Schneider (2019) discussed how most teachers lack training on migration and diversity. This lack of awareness can lead to potentially harmful impacts of cultural incongruence or misunderstandings that influence communication and relationship development (Sciuchetti, 2017). More will be discussed on this in section 7.4.3 "Cultural Incongruence".

The lack of training reported by the interviewees was not unexpected for two reasons. First, literature had previously discussed a lack of consistency around social and emotional learning provision (Loinaz, 2019). In Chapter 4: 'Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review', 55% of teachers from the included literature reported a lack of training on refugee and migrant needs, as well as social and emotional needs, which again also aligned with previous literature (Shepherd, Submitted 2023a).

Second, and importantly, the Department for Education does not require teacher training programmes or schools to provide training on social-emotional skills or well-being. Some teachers interviewed noted that they receive safeguarding training, but that it focuses on identifying abuse and the risk of terrorism, rather than how to support refugee and migrant girls. This is consistent with the statutory requirements set by the Department for Education. All teachers interviewed also noted that they have experience using PSHE (Personal, Social, and Health Education), which is the curriculum used for learning related to relationships, health, life skills, and social and emotional skills. However, recent research suggests that the social and emotional skills included in the most common curricula used in UK primary schools are inconsistent across schools and fail to cover all skills listed in the five competencies set by the CASEL (2013) guidance (Wigelsworth, 2022a). Additionally, as discussed in Chapter 1: 'Introduction', the Department for Education guidance on RSHE and PSHE is very general and does not provide many specifics or direction. The lack of statutory requirements and clear guidance has led to a high degree of inconsistency. As explained in section 7.5.1, the teachers interviewed all expressed a desire to help and support their students, based on these responses I believe they would be open to training and guidance.

As participant 2366 said "I'm desperate for training on it and advice."... "so I think that would be hugely beneficial to schools."... "I think teachers are really well definitely the ones that I know really wanting to have more wanting, to learn more about it and it's not it's not a case of that we're apathetic about it."

7.3.3 Differences in Priorities (Well-being or Reading & Maths)

One pressing issue facing all students is the navigation of time spent on their emotional well-being compared to time focused on academic subjects, such as reading and maths. As shown in the last section, while the Department for Education has expressed an

expectation that teachers will teach well-being and identify mental health concerns for their students (Department of Health and Social Care and Department for Education, 2018) and RSHE was made a statutory requirement, the guidance given is very general, focusing on physical health (with well-being as apart of physical health), and does not include many specific skills or requirements (Department for Education, 2021b). The lack of clear guidance and required milestones shows a mismatch in priorities which impacts resource allocation and is hindering efforts to improve mental health and well-being. In addition to this mismatch in priorities hindering efforts, this interview study was conducted following COVID-19 and school lockdowns. These events cause a rise in mental ill-health and the teachers interviewed expressed that they were under pressure, due to the loss of in-class time, to catch up their students in academic subjects without time to focus on social and emotional well-being.

“...we’re under so much pressure to get certain things done and covered and, obviously, as a massive push on the the reading and the writing and the and the maths at the moment with all the catch up from lockdowns. But basically, that the children can’t learn unless they they feel in the right kind of emotional place to learn.” (Participant 2366)

Both the reported pressure to catch up in academic subjects and the focus in compulsory guidance on academic progress alone, are not the only structural barriers that impact social and emotional skill development. Throughout the UK there are a variety of approaches to social and emotional learning and the time allotted to it each week. Some schools include it as part of their PSHE (or RSHE) while others use it as part of their behavioural change system. The time allotted varies, as does the curriculum and skills included. A recent review of the most commonly used curricula programmes for social and emotional learning found that there is a great deal of variation on the core components of

CASEL's (2013) five competencies covered by schools, leaving potential gaps in knowledge (Wigelsworth, 2022a). These inconsistencies contribute to potential inequity, although one consistent response from the teachers interviewed was that their perspective is that social and emotional skill development is key to all students' ability to succeed.

"if they're not settled and they're not not thinking about their home life, then there's no way they could do this, this and this." (Participant 2477), and

"...able to go home smiling from school, doesn't it, doesn't matter what they learning as long as long as their happy and looked after, I think, that's what I would say."(Participant 2477)

"so you need to be settled and happy in your learning environment, but I don't think there's any difference between refugee and non-refugee children." (Participant 5266),

"So we do have a big push on making sure that the children are emotionally well enough to learn, rather than just making them sit down and get through a lesson as best as they can, and so I think." (Participant 2366).

This perspective from the teachers interviewed that well-being and emotional regulation are necessary for academic subjects to be properly absorbed by students is at odds with the educational priorities set by the Department for Education (Department for Education, 2021). While conducting these interviews new curriculum guidance was issued by the Department for Education, which focused entirely on academic subjects and entirely failed to mention well-being and mental health (Department for Education, 2021). I was able to ask three teachers directly about this new guidance in our interviews.

"I can 100% hand on heart say, all of those from TAs, teachers, slt, head teacher, everyone is completely in agreeance that they [Department for Education] don't have a clue what they're talking about. there is so much pressure on getting the children to do X, Y and zed it's such an old fashioned

curriculum, and there's no focus, no importance placed on that that well-being, that happiness, and we know from our...our.. a lot of our children, a lot of our families a lot of our upbringings that they do have difficulties at home, migrants and home home grown.” (Participant 2477)

“most teachers don't give DfE any consideration, and if we did we probably wouldn't agree with much of it.” (Participant 5266)

“I don't understand where these decisions come from.” (Participant 2366).

This disconnect between policy from the Department for Education and the interviewed teachers' perspectives and practice is creating an unfortunate divide that contributes to the structural barriers faced by teachers when supporting refugee and migrant students. It also adds to the teachers who were interviewed feeling that they are being:

“basically been left to get on with it by myself.” (Participant 2366).

7.4 Unique Challenges for Refugee and Migrant Girls

The Unique Challenges for Refugee and Migrant Girls theme covers specific challenges and difficulties that are related to refugee and migrant students' identity and experience, as interpreted through the perspective of the teachers interviewed for this study. Four sub-themes are evident: Language, Racism, Cultural Incongruence, and Perceived Lack of Gender Differences. Each sub-theme includes an element of difficulty or challenge faced by refugee and migrant girls that are unique to their experience, as identified based on the teacher interviews.

These sub-themes relate heavily to those in Structural Barriers. Language in particular is something that affects most refugees and migrants, but there is minimal support offered

through UK schools. Unlike the last theme though, there is less agreement across the responses in this theme. Racism is a prime example, as it was only really raised by one teacher and yet seems something that would be experienced by a lot of the refugees and migrants coming to the UK.

7.4.1 Language

The teachers interviewed identified multiple barriers to academic achievement for their refugee and migrant students – among them, the language barrier was the one discussed most frequently and consistently in all interviews. Lack of English language ability was seen as an access barrier for refugee and migrant children in their adjustment to the UK because all academic, social, and emotional curricula require some basic understanding of English. As one teacher put it:

“It’s the barrier, the barrier to entry isn’t it just...” (Participant 5388)

This is not to say that teachers reported being unable to provide support. One interviewee noted that they use:

“yeah a lot of visuals, a lot of simple sentences” (Participant 2477);

to help refugee and migrant students with their language skills.

Indeed, all interviewed teachers noted that they use a variety of tools to support their students' language ability but faced resource and time challenges.

Teachers' responses relating to this sub-theme again highlights the need for additional support or resources to help with language acquisition and adjustment to the UK. Previous research has shown that language acquisition is important to building social relationships with those from the host society, which is an important part of Integration (Strang & Ager, 2010). Refugee and migrant girls and women tend to have lower language competencies

than refugee and migrant men and boys, so it can be a more considerable barrier for them (Bronstein & Montgomery, 2010). Along with the language barrier for refugee and migrant students, there is also often a language barrier for parents. Parents are not always able to speak English and are learning along with their children, but they are also unfamiliar with the educational system in the UK.

*“the parents lack of access to English, lack of access to the curriculum”
(Participant 5277).*

The use of translation apps, language lines (companies that provide translation through the phone), or email were the tools interviewees use to communicate with parents. Since parental involvement in their child’s school has been linked with academic achievement, these strategies are important (Castro et al., 2015). The limitations of the available tools for both parents and children have been outlined by one interview participant as follows:

“I think if there was an EAL [English as an Additional Language] specific section or an EAL specific time of the curriculum that they could spend their time making sure that we... make sure that they [refugee and migrant students] understand exactly what's going on and that we're not assuming and we're not relying on just visuals” (Participant 2477).

Past literature notes that some countries offer language classes for both parents and children, which cover issues such as domestic legislation and social conventions, to assist refugees and migrants in their integration (McIntyre, et al. 2020). In contrast, the UK does not offer this type of integration support as UK immigration policy embraces an Assimilation perspective, which places the burden of change on migrants and refugees, rather than on the UK’s (state institutions and civil society’s) adjustment to the needs of migrants and refugees. Using an Assimilation perspective means that language competency at time of

entry is seen as a key criterion for access and assimilation (Yi Cheung & Phillimore, 2014).

The Refugee Convention states that refugee children should receive equivalent education to native children but does not include specific language requiring support that would lead to equity of educational provision, such as language support ("Convention and Protocol Relating to the Status of Refugees," 1951). A number of UN policy documents clearly highlight that the right to education of migrant and refugee children cannot be fully realised in the absence of adequate language skills development support.

The teachers I interviewed seemed to understand and see language skills as a barrier faced by the refugee and migrant girls in their classes, but one also expressed that it was not the most important thing to focus on as a teacher. They shared the following advice for new teachers or those without experience with refugee and migrant students:

"I would say to have the focus not on the English. Have the focus on their well-being and integrating them into the class where they are happy, that they realise that this is a safe space for them. And the English will come."
(Participant 2366)

This perspective fits in with the priorities already expressed by the teachers interviewed in section 7.3.3, that well-being and mental health are more important than academic subjects, for all students, which is again at odds with educational policy in the UK. A review of the literature conducted in Scotland found similar findings, that language provision is particularly needed and currently lacking for refugee and migrant children (McBride, 2018).

7.4.2 Racism

While there are many challenges that are universal for refugee and migrant students, such as language barriers and adjustment to a new host country, some have the added

experience of racism. One interviewee (participant 5677) spoke extensively about racism and issues of racist bullying that affected their students. They were the only participant to share such intense concerns around racially motivated bullying, although one other interviewee did share concerns around skin colour differences in less diverse communities and how this impacts integration and acceptance.

Participant 5677's response stands out for several reasons, one being that they focused primarily on racism as a hardship faced by refugee and migrant girls and minimise the impact of gender and language differences as reasons refugee and migrant girls struggle to integrate into their host community. Additionally, this participant was also the only interviewee with a non-British accent, which may also suggest that their own personal experiences influence how they perceive the difficulties faced by their students.

Through my analysis, I noticed that only one of the other four interviewees noted racial or ethnic differences, and they spoke about it being an issue in a rural, white majority community, not in their current urban school. For the most part, ethnicity and race were not present in my discussions with teachers. There was a focus on other characteristics, such as language barriers, cultural differences that can lead to incongruence and misunderstanding, and some gender differences in relation to students' ability to speak up or their expression of emotions. They seemed unaware of the structural elements of inequality, or they did not come up in our conversation. I interpret this lack of racial awareness as connected to the demographics of primary school teachers in the UK, with only 6% from an ethnic minority background (Department for Education, 2022b). Their lack of personal experiences of racism or ethnic discrimination may mean that they are less likely to be aware of ethnic minority students' experiences. It is also possible that they are unaware of the subtle forms of racial discrimination that can happen in the classroom and community because they lack lived

experience. Previous research has found that colour-blindness (ignoring how differences influence equity of experience in favour of “equality” of offering) can harm refugee and migrant students in the same way that explicit bias can (Henfield & Washington, 2012).

A mismatch between teacher and student backgrounds can also impact learning (Jennings & Greenberg, 2009). Background is inclusive of a variety of characteristics, but when looking at race and ethnicity mismatch in particular, there is a major impact on student and teacher relationships (Rasheed et al., 2020). As I did not collect teacher ethnicity as part of this research, I cannot conclusively say the ethnicity of the teachers I spoke with, but with an awareness of how only 6% of primary school teachers in the UK are from ethnic minority backgrounds and with 34.8% of students being from ethnic minority backgrounds, a mismatch between teacher and student is likely (Department for Education, 2021c; Office for National Statistics., 2021). This becomes then a question of training and experience for teachers, if they were provided with training on implicit bias and understanding of how racism may present for ethnic minority, migrant, and refugee students, they may have responded differently in the interviews.

7.4.3 Cultural Incongruence

Cultural Incongruence was a sub-theme that presented throughout my conversations with teachers. All of the teachers interviewed spoke of differences in cultural expectations and background which impacted their refugee and migrant students' social and emotional skill development. This is to be expected, as previous research has shown that social and emotional skills are culturally interpreted and established, which can impact cross-cultural learning (Jennings & Greenberg, 2009; Sciuchetti, 2017). During my conversations with

teachers, they seemed aware of the impact of cultural differences and how it related to their refugee and migrant students.

One teacher talked about how their students who were used to very different educational environments often have a hard time adjusting to some of the techniques used in the UK classroom.

"..we use is partner talk and partner time and group discussions and all of that, they don't do that in South Korea so she said it was quite strange for her to get used to, but she did...she did acknowledge that...that it was different and uncomfortable to start off with." (Participant 2477)

Along similar lines, another teacher expressed how some students struggle with knowing social cues and expected behaviour in the classroom.

"Misinterpreting social cues and eye contact and things like that" giving one specific example "while her behaviour was really good she couldn't, she found it difficult to unlearn habits like if she wants to teachers attention she'd get up and walk across the classroom." (Participant 5266).

When teachers discussed these differences, they did so with an attitude of noticing differences and encouraging their students to adjust these behaviours or expectations to better match the cultural expectations of the UK. A good example of this was when asked about social and emotional skills instruction a teacher stated:

"I'm a big advocate of children communicating verbally and openly"
(5266)

The issue with this expectation is that it may not be normative or appropriate in a child's background culture to communicate verbally or explicitly with a teacher, as cultural context and background impacts communication style and expectations (Eckert & McConnell-Ginet, 2003; Hall, 1981). This could be especially true if we consider the impact

of intersectionality (Crenshaw, 2013), and gender match (girl with a male teacher versus a girl with a female teacher), as some research suggests that male teachers have been found to use language that reinforces male dominance (Lleixà & Nieva, 2018). Refugee and migrant students are more likely to communicate or exhibit emotional reactions, such as stress, in a way that is normative to their country of origin (Bronstein & Montgomery, 2010). This teacher's expectations are potentially normative from a UK standard but are potentially incongruent with a refugee and migrant child's background, although this would depend on the child's unique background.

Cultural background permeates every aspect of learning and pedagogical practices, including social and emotional learning (Boyle & Charles, 2011; Wigelsworth et al., 2016). At the same time, experts note that there is not enough evidence on how social and emotional learning curricula and practices could be designed to meet the needs of subgroups of students, such as those that are at high risk of developing mental ill-health (Weissberg et al., 2015).

7.4.4 Perceived Lack of Gender Differences

I was interested in the unique challenges faced by refugee and migrant girls, and in particular if and how their gender impacts their learning of social and emotional skills. I asked teachers about the differences and similarities in social and emotional skills that they found between boys and girls. Most of the interviewees told me that they do not adjust their teaching of social and emotional skills based on gender, as in their view the needs and experiences of students are not linked to gender. When asked whether they noticed differences in behaviour in the classroom between girls and boys they did provide some examples – yet they rather ascribed these behavioural differences to the girls' culture rather

than gender. Drawing these responses together is what led to the identification of the sub-theme: Lack of Gender Differences.

“a lot of the boys express it [emotions] through anger and a lot of girls will express it through going a bit quieter and internalising it a bit more, but they will talk after they've had some time to kind of think about it, all, but I really think it's a cultural thing as well.” (Participant 2366)

This interviewee went on to speak about the different expectations around emotional expression at home versus at school, explaining that there was a conflict between the cultural norms around gender for some students and what they learned during PSHE in school.

“so it's kind of a bit of a battle, I think, for what they're learning at school to what they're learning at home” (Participant 2366)

This idea that cultural expectations around social behaviour were more influential than gender was present in the responses of the other participants.

“the girls that I've taught who come across from being born in another country tend to have more of a...shall we say old fashioned way that they seem to imitate their mothers in terms of they are quite quiet, quite reserved and they seem to be very, very respectful.” (Participant 5388)

“I would say what I really noticed among the girls is their inability to speak up when they are confronted with a particular challenge, because of the orientation they had or where they're coming from their environment, how they found themselves. that has been it.” (Participant 5677)

These examples illustrate that while the teachers interviewed might not perceive the differences in behaviour to be purely due to gender, they are aware of differences between their refugee and migrant girls and the other students in the class. One teacher highlighted

that she did not believe the differences in behaviour were due to gender or culture, but rather the religion of the child.

“the only thing and it's not, I suppose it is migrant, but it could just be a religion thing is being sensitive to...like I said, one of my children, one of my girl... female children is is Muslim. the only gender difference in that's probably mainly due to religion, rather than the fact that she's a migrant.” (Participant 2477)

Put differently, the example she raised highlights that as a girl from a Muslim family who is a recent migrant, she has needs that may be different from her peers. There seems to be a lack of awareness on all the interviewed teachers' part of the intersectionality of identities for refugee and migrant girls. Leading on from the last sub-theme, Cultural Incongruence, the teachers I interviewed seemed to have some understanding of cultural differences and how they affect communication, social interactions, behaviour, and emotional expression. But they did not have as good an understanding of the impacts of gender, nor how it interacts with other characteristics or social and emotional skills.

Research has shown that gender (of teachers and students) has an impact on perceptions, communication, behavioural expectations, and pedagogical practices of social and emotional skills (Evans, 2015; Gaastra, 2010; Herlihy, 2014; Sundaram, 2013). Traits like nurturance and positive social skills are seen as inherently feminine (Gaastra, 2010). Emotional distress is also shown to be gendered in the way it is expressed, as girls tend to show internalised emotional reactions more than externalised ones (Bronstein & Montgomery, 2010).

One teacher recounted differences that they had observed in relation to their migrant and refugee girls, an observation which in turn implies a gendered stereotypical view.

“And there's always oft..., often girl issues. Misinterpreting social cues and eye contact and things like that.” (Participant 5266)

This teacher seemed to be suggesting that difficulties in reading social cues were not culturally based but rather based on an innate gender difference – it should be noted that this participant is male.

It is interesting then that the teachers interviewed for this study seemed to not believe that there were many gender-based differences, and instead focused on the cultural differences relating to characteristics such as country of origin, language, and religion. I interpret this as partially failing to understand the intersectionality of characteristics that are part of refugee and migrant students' identity – in other words, it may be hard to separate the impacts of gender from those of religion for example, when both interact to affect a child's behaviour. It is also possible that so much work has been done to increase gender equity in educational settings in the UK that it is difficult for teachers to view gender as having an impact on a child's learning. There is research that shows the covert ways that we enact gendered expectations socially definitely impact learning, such as literature that shows that teachers tend to use more emotionally based words with girls (Eckert & McConnell-Ginet, 2003), and tend to expect less from boys in social and emotional learning lessons (Evans, 2015). These differences in expectations influence teachers' perspectives and practices in the classroom, however, the teachers interviewed expressed that they don't perceive many gender differences related to social and emotional learning. These findings are similar to findings from my survey and will be discussed further in Chapter 8: Discussion.

7.5 Perspectives and Pedagogy of Resilience

The theme Perspectives and Pedagogy of Resilience developed out of four sub-themes: Desire to do “The Right Thing”, “Building a Welcoming Classroom” Patience and

Compassion, Pedagogy of Social and Emotional Skill, and Refugee and Migrant Resilience.

This theme draws on interviewees' responses that illustrate the teachers' resilience and desires to help their students, their teaching practices and how these support refugee and migrant students, and their perspectives on refugee and migrant students' resilience.

Perspectives and Pedagogy of Resilience are about highlighting the positive practices, strengths, and resilience found within my interviews, despite the challenges discussed in previous sections.

It is important to highlight resilience when conducting research on mental health and high-risk groups (Brook & Ottemöller, 2020; Jani et al., 2016). It is easy for research focused on social inequity in education, mental ill-health, and the refugee and migrant experience to only discuss the deficits and difficulties faced (Gillies & Robinson, 2012). I desired throughout my PhD journey to not just highlight the needs, deficits, and difficulties, but to also notice the protective factors that could lead to change and improvement. This section will also inform the implication for further research, as it shows the inherent strengths and protective factors that exist for refugee and migrant girls.

7.5.1 Desire to do "The Right Thing"

The sub-theme, 'Desire to do "The Right Thing"', builds on teachers' language that expresses the desire to do their best for their refugee and migrant students as well as on language that shares a concern that they may not be providing their students the support that they need. All of the teachers interviewed expressed an individual desire to offer the support that each student needs, despite structural constraints, such as a lack of resources and training. I would interpret that their desire to do the best they can for their students doesn't necessarily have anything to do with the student's identity but is born of these teachers' desire to support all their students as well as they can, regardless of the structural

barriers or challenges they may face. While this may not be the case for all teachers, the ones included in this study all shared a similar commitment to supporting their students. However, there was also a recognition that refugee and migrant students have additional support needs, which teachers are not always equipped to support. The teachers interviewed all had teaching experience of refugee and migrant children, but none shared that they received specialised training or additional resources for supporting those children.

“I just want to make sure that I'm doing the right thing for them and it's really hard, if you haven't had any kind of training on at all” (Participant 2366)

The teachers interviewed expressed concerns that they don't know the right way to support their refugee and migrant students and that the support services available were not always able to offer them the knowledge or training they need. When asked about supporting refugee and migrant students, the teachers interviewed shared awareness of their heightened emotional well-being needs.

“it's not it's not a case of that we're apathetic about it, you know or just want the children, just to sit in the corner and you know learn their phonics so that they can speak English, is not about that and it's all about their emotional well-being first, I think.” (Participant 2366)

This teacher's perspective shows an awareness of the emotional needs of refugee and migrant students and a desire to meet those needs. A similar awareness was seen in the language used by other teachers interviewed and in the survey results (Chapter 6: 'Teachers' Perspectives and Practices Relating to Refugee Girls. Results From a Mixed-Methods Multidisciplinary Survey'). It also shows a level of self-efficacy and empathy that has been linked positively in research to the instruction of social and emotional skills (Hen & Goroshit, 2016). Teachers' attitudes and emotional intelligence have been linked to the effectiveness of social and emotional skills instruction (Corcoran & Tormey, 2012; Poulou, 2017). The

responses from the interviewed teachers illustrate an empathy and understanding of the difficulties faced by their students, and their lack of skills and support to help their students overcome those difficulties.

One teacher identified how it would have been helpful to have a trained and experienced person come and observe their teaching and the refugee and migrant girls' progress in class:

“so having an observation from an SLT looking at like give them [refugee and migrant students] a month to settle in look through their books watch how I handled them in class, assess.” (Participant 5266).

This participant's desire to be observed and receive guidance shows a wish to give their students what they need, while also showing a lack of confidence in providing for their refugee and migrant students' needs. This teacher's comments reflect again this commitment to providing their students with the best support possible. There was also an acknowledgement from the teachers interviewed that refugee and migrant girls have unique needs which require specialised support, which they may not be able to provide due to Structural Barriers, such as a lack of training and supporting staff. The teachers interviewed for this research were required to have experience both teaching social-emotional skills and with refugee and migrant girls in their classrooms and despite this felt unsure if they were able to provide for these unique students' needs.

Clearly, the present sub-theme connects with some deficits in resources highlighted under the Structural Barriers theme. The teachers interviewed feel they need to provide support when they do not have the resources or training to do so. Mental health resources are one area that are oversubscribed, which means that teachers are unable to access

supportive professionals when they need to (Shelemy et al., 2019; Shepherd et al., 2013; Woodcock & Woolfson, 2019).

One teacher highlighted how the burden of work on teachers is nothing compared to the stress on refugee and migrant students.

*“...anywhere near as much as it's affecting them [refugee and migrant students] they're in a new country, they have new people, their whole way of life for whatever reason, that they've left, by choice or by force, that's all completely new to them; you're just having to do a little maybe extra bit of planning, resource printing, laminating is a bit of a time-consuming process”
(Participant 5388)*

This interviewee's sentiments show an acknowledgement of the difficulties refugee and migrant girls experience during their migration journey and in adjusting to school and life in the UK. They are emphasising that additional work or support are worth spending time on, because it does not compare to what the refugee and migrant girls in their class have gone through. This teacher's response and all the responses included in this sub-theme show a high level of empathy toward students and a desire to provide a supportive classroom environment. These findings link to a similar finding from Chapter 4 'Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review', where 60% of texts included mention that the teachers interviewed or surveyed talked explicitly about the need to create a supportive classroom environment for their refugee and migrant students.

7.5.2 “Building a Welcoming Classroom” - Patience and Relationship Building

I asked the teachers I interviewed what their advice would be for a teacher who has just had a refugee or migrant child join their class. Their responses were focused on acceptance, patience, building a relationship and offering support. Note that all these

aspects are focused on social and emotional skills and well-being, rather than academics or language support. Several explicitly stated that language skills did not need to be a teacher's first focus.

"build a relationship with the child and it doesn't have to be a verbal one.... So just making sure that they're, they're they, they're basics are pointed out to them straight away. So where to go to the toilet, what to do with they need the toilet, what to do if they need to drink, where they go for lunch food, buddying them up with someone who you know is going to be lovely and helpful, and not just leave them, and and things like this." (Participant 2477)

"take it easy with them....You shouldn't all be judging, you shouldn't crush them, you shouldn't get angry, instead just pull them slowly and be their friend, guide them." (Participant 5677)

"patience is a virtue or first impression is the worst impression, things like that so you've just got to take your time, and you know.... The best thing that pupils can do is grow on you, so you know you might have a child that is taking up so much more of your time than others because that's what they need but they won't always be like that they will get to that point, it might be half a year, it might be most of the time you spend with them in your care." (Participant 5388)

"Get to know them well and quickly, be open minded. Both in interpreting what they have to say and in your expectations of their interpretations of what you have to say, find out what they know, check their phonics, check their maths." (Participant 5266)

"I think the whole thing that we need to do is make them feel safe, and make them, kind of you know, helps them, to feel happy, where they are, rather than, build friendships obviously with the children, rather than think about you know I've got to get them maths sorted and their English." (Participant 2366)

All of the teachers interviewed shared the view that building a connection and a welcoming and supportive classroom are the most important things for teachers to consider when teaching a refugee or migrant child for the first time. Research on refugees and migrants has discussed how developing a sense of belonging is really important for newly arrived students, which seems to confirm the interviewed teachers' views (McIntyre & Neuhaus, 2021). Similarly, findings from Chapter 4 'Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review' showed that 60% of texts discussed the use of compassion and positive support for refugee and migrant students. Words used in the literature included in the scoping review included 40% 'safe and supportive classroom', 30% 'welcoming environment', and 30% engaging in conversations beyond academics to create a supportive classroom environment (Shepherd, Registered 2021; Shepherd, Submitted 2023a). The use of a 'buddy' was also mentioned by 70% of texts included in the scoping review (Shepherd, Registered 2021; Shepherd, Submitted 2023a).

Previous research has shown that the relationship between student and teacher factors in academic achievement and social-emotional skills development (Poulou, 2017; Sabol & Pianta, 2012). Teachers are less likely to report emotional and behavioural issues when they have a close relationship with their students (Helker et al., 2007; Poulou, 2017; Williford & Sanger Wolcott, 2015).

While some past research has suggested that teachers are not always aware of the need to change their teaching style or approach to students from different backgrounds, such as refugees and migrants (Osler & Starkey, 1996); other research has said that some teachers may be able to change their approach to meet the unique needs of their students (Garner, 2010). The interviewed teachers all expressed an awareness of the need to adjust

their approach and behaviour to support the refugee and migrant girls in their class, and they all recommended that other teachers do the same.

7.5.3 Pedagogy of Social and Emotional Skills

One of the aims of this research was to understand teachers' practices when teaching social and emotional skills to their refugee and migrant students. The implementation of social and emotional skills in the classroom, or teachers' pedagogical approach, is seen as fundamental to successful and effective social and emotional skill development. Research has shown that social and emotional skills curriculum effectiveness varies, and while conclusive evidence to suggest the exact mechanisms that lead to effective or ineffective curriculum is lacking, teacher practices (as well as adequate training) are seen as potentially highly influential (O'Conner et al., 2017a). Literature also shows variation in efficiency and frequency of skills covered varied based on teacher commitment (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). This effect on skill development and efficacy means that it was important to identify the pedagogical practices of experienced teachers. The teachers interviewed all identified themselves as experienced in this area, in addition to meeting the criteria set out in Chapter 5: 'Methods and Methodology'. Two sub-themes emerged when I asked teachers about their practices in relation to social and emotional skills instruction: Proactive Practices and Reactive Practices.

7.5.3.1 Proactive Practices

Three of the teachers interviewed shared practices that they use to support their refugee and migrant children's well-being and social-emotional skill development which fell in the Proactive Practices sub-theme. The language used highlighted additional planning, tools developed ahead of time or when a student is introduced to the class, and techniques

such as the use of an assigned classmate ('buddy') to support the student. The teachers whose responses are included in this sub-theme discussed how they had spent extra time or money to have the tools necessary to support their refugee and migrant students.

"A lot of visual aids and a lot of things that kind of dual language so they can still recognize their own language it's still important that they're speaking their own language." (Participant 2366)

" lot of modelling things....visuals....a little bit of quiet time... a buddy" and "trying to be proactive and actually teach them as early as possible to understand their emotions." (Participant 2477)

"Find a good talk partner for them, someone probably of the same gender, who is liked class wide and is a good social ambassador that can help introduce them around and settle them in, probably mid to high level student." (Participant 5266)

Tools and proactive techniques used to engage refugee and migrant students have been documented in research and typically follow similar lines. The use of buddies, visual aids, and books in dual languages are all reported to be ways teachers support refugee and migrant students in adjusting to the classroom and developing their social and emotional skills (Shepherd, Registered 2021).

7.5.3.2 Reactive Practices

Two teachers interviewed mentioned that their approach and techniques for supporting refugee and migrant social and emotional well-being tend to be more reactive. One interview participant noted that while they attempt to embed techniques around emotional expression and awareness in their daily teaching, they tend to approach issues as they come up.

“trying to be proactive and actually teach them as early as possible to understand their emotions.” but the main social and emotional support offered tends to be “definitely reactive” (Participant 5388).

This participant seems to be aware that proactive practices are potentially positive for their students but did say that despite a desire to be more proactive they end up acting in a reactive way instead. They did not share any proactive techniques, tools, or practices they engage in, but they have a desire to be more proactive.

Another teacher noted that they only cover social and emotional skills in their *“PSHE once a week”* (Participant 5266). This teacher also shared that they use a partner or *“Buddy”* for their refugee and migrant students, which is a Proactive practice, however, their response showed a lack of awareness that using more Proactive practices or techniques may be necessary.

7.5.3.3 Pedagogical Practices Summary

Understanding teacher practices is important because research has noted that the unequal development of social and emotional skills in primary school classrooms needs to be better understood (Desai et al., 2014). The majority of empirical evidence shows that social and emotional skill learning that is ongoing and integrated into daily instruction has more of a positive impact on well-being (Barry et al., 2017). This suggests that proactive practices and integration of social and emotional skills into daily instruction will be better than reactive practices.

Given the lack of training discussed in section 7.3.2, none of the teachers interviewed for this research had specific training on social and emotional skills or refugee and migrant needs, which meant that despite their experience with refugee and migrant students they may not be aware of how to best support their students’ social and emotional skills. Given

the equal lack of training, was there a difference in experience or background of the teachers who used proactive rather than reactive practices? I did not collect much participant background information, but what was collected is suggestive. The two teachers who used proactive practices reported working as a teacher for the longest out of the participants (20+ years and 10 years) and the third had experience in an undergraduate psychology program prior to becoming a teacher. This additional experience seems to have given them some insight into how to support their refugee and migrant students' social and emotional skills. While this is positive for their students, this also shows that additional training and support is one way to shift the variations found in social and emotional skills provision. Given research that shows variations in curricula, it is also important to know that curriculum development alone will not solve the unequal provision, rather teacher training and support need to be improved (Wigelsworth et al, 2022).

7.5.4 Refugee and Migrant Resilience

While the teachers interviewed discussed challenges associated with structural barriers and limitations due to language, they also emphasised students' resilience and adaptability. Two teachers interviewed noted the work ethic and positive classroom presence that some refugee and migrant students brought to the classroom.

"I think they are majority Muslim, so they've come with this incredible work ethic and commitment too; respect for the teachers; and wanting to learn and wanting to be at school," (Participant 2477)

"I've seen them in their working attitude is they are extremely hardworking, their parents are very, very strict on them and they tend to do extremely well in a school environment so.. as weird as it set as it sounds, my understanding of migrant is people sort of a very, very determined, that work, really, really hard and they're extremely well behaved." "never had a child

who's been anything but excellent from a foreign country whose moved."

(Participant 5388)

Teachers felt this hardworking attitude and dedication had to do with the cultural expectations toward education that many of their students experienced from their families. They noted that while this may not be universal for all refugees and migrants, they did feel that the ones they had encountered did tend to show a commitment to academic achievement and good behaviour.

Gender did not seem to be a factor in this, as when asked about refugee and migrant students, teachers did not differ based on gender, rather, they highlighted differences based on cultural background and educational expectations. None of the teachers interviewed expressed outward critique of the refugee and migrant students they have encountered, rather they expressed how they contributed positively to their classroom. These teacher attitudes align with Chapter 2: 'Context and Positionality of Research', section 'A Strengths Based Perspective', which discusses that while refugee and migrant girls may face unique challenges, difficult barriers to integration and their mental health, they are resilient. The teachers interviewed reinforced this perspective. It should be noted that within these responses, in addition to the resilience highlighted, there is also a use of language that suggests an 'othering' or differentiation between refugee and migrant students and those born in the UK. More on this will be explored in the theme Narratives of Integration and Assimilation.

In the literature, previous researchers have also made the point that while refugee and migrant children may struggle with their mental health, they have strengths and show resilience regardless (Brook & Ottemöller, 2020; Jani et al., 2016). Experts have also discussed the need to understand the systemic factors that contribute to the difficulties

faced by refugee and migrant children, rather than implying that the children themselves are deficient (Gillies & Robinson, 2012). Based on their responses, the teachers interviewed seem to share this view, that the external challenges are most impactful, while the students themselves exhibit resilience.

7.6 Narratives of Integration and Assimilation

The theme Narratives of Integration and Assimilation emerged from examining the patterns found in the codes, sub-themes, and themes. While writing and examining the three other themes, I found there was a consistent narrative throughout the interviews of teachers wanting to do the best for their students, to support their emotional well-being, to welcome them into the school community, and to embrace their adjustment to the social norms within the UK – however, there was also a tendency to do so by encouraging the child to change and to adjust. Language and wording used invoked the practice and perspective of both Assimilation, that the refugee and migrant children should adjust themselves to their new environment to better fit in, and Integration, that the community changes and evolves along with the refugee and migrant child (Strang & Ager, 2010).

7.6.1 Narratives of Integration

The sub-theme Narratives of Integration refers to the language used that was suggestive of an Integration perspective and approach (Ager & Strang, 2008; Strang & Ager, 2010). The responses of two interviewees to my questions portray a narrative of Integration, specifically that the community (in this case the classroom) would need to evolve and change to support the refugee or migrant child, while the refugee and migrant child adjusted to fit within the community.

“Integrating with what they used to in their own cultures and with with the other children and the class....they can share their experiences and then other children start to understand a little bit more about how they feel about things, and what they go through, and their life experiences.” (Participant 2366)

In this quote, the teacher explicitly used the term “integrating” and listed ways to support the child in adjusting while also encouraging the rest of the class to understand the child's cultural background and unique experiences. Another teacher uses less explicit language about integration but does share that the school community is very diverse and welcoming.

“we, have, are very welcoming to new families, to new languages, to everything,” (Participant 2477)

Both of these examples use language that encourages an open exchange of experience and an honouring of the value of the child's background and culture while encouraging them to be incorporated into their new host culture (the UK). As explored in Chapter 2: ‘Context and Positionality of Research’, the CASEL (2013) definition of social and emotional skills includes skills adjustment and integration into the school community. Integration is referred to as a “two way process” (Strang & Ager, 2010, p. 600) where the host (the school) community changes and adjusts to accommodate and celebrate the refugee and migrant child (the hosted). Along with this, the hosted adjusts and evolves to the expectations of their new community, while retaining their unique identity, as it is seen as a strength. While some theorists have suggested that this process can be stressful for the refugee and migrant child (Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018), it is suggested to be the most positive long-term, as it supports their full integration into their new home without losing their unique identity (Ager & Strang, 2008).

Narratives of Integration do not fully eliminate the presence or use of 'othering' language that teachers and other students can use in reference to refugee and migrant children, but it does show the variation in response and perspective that could potentially ameliorate the effects of 'othering' perspectives. Integration narratives also frame the students' experiences as strengths that enhance the classroom environment and the learning experience for all students.

7.6.2 Narratives of Assimilation

The 'Narratives of Assimilation' sub-theme reflects language used that was suggestive of an Assimilation perspective, which places the burden for change and adjustment entirely on the refugee or migrant student (Ager & Strang, 2008). It does so because it sees value in social cohesion, and identifies this as an absence of conflict or norm deviation within a population (Ager & Strang, 2008). Assimilation perspectives do not value refugee and migrant students' culture of origin or unique background as something that could contribute positively to the classroom community, but rather as something hindering their ability to adjust. Whilst not necessarily negative, the perspectives and practices it encourages tend to view the refugee or migrant child's social skills and expectations as something that needs to change for them to fit in the UK (Ager & Strang, 2008).

Throughout three of the interviews, there was language used that illustrated narratives of Assimilation.

"When they look at other kids and see how they act and how they behave they feel they don't fit into the culture." and talked about needing to teach them "how to incorporate them to this society" (Participant 5677)

"just because you need to educate them on everything, I don't understand her culture, she doesn't understand mine either, she's just moved

here, so it's spelling things out really clearly, showing empathy.” (Participant 5266)

Both of these examples show that the teacher views the child's experiences up until they arrive in the UK as something that prevents them from fitting in, or as a deficit. They view the child's social experiences as something that creates cultural incongruence and needs to be adjusted for them to thrive in the UK. One teacher goes on to say,

“So you need to make sure showing empathy for cultural differences, showing empathy for the fact they're settling into a country and with that, if you're managing low level behaviour like that you don't escalate at the same rate that you would, if it was a child who was challenging you intentionally.” (Participant 5266)

While this teacher is speaking about the need to show additional empathy, there is also an assumption within the quote that the child's behaviour needs behavioural correction or consequences given that it is outside the norms of what is expected in a UK primary school classroom. This teacher's language implies that the cultural incongruence the child experiences is something that could lead to discipline and while they are encouraging empathy, their perspective on the child's social skills as a deficit that needs to be overcome is still evident in their response. They are not suggesting that the teacher should adjust their instruction style or expectations to the child's previous educational experiences.

None of the teachers' quotes above suggests ill intentions about their students, in fact throughout the interviews I noted a desire to do well and show empathy toward refugee and migrant students. However, there was still an underlying assumption that the burden for change and adjustment was on the child, that the refugee or migrant was the one that needed to learn, change, and develop awareness because their experiences prior to entering a UK classroom made them have deficits of knowledge and skills.

There is one final way that teachers' language illustrated a narrative of Assimilation, and this was through 'othering' the family expectations and behaviour. 'Othering' involves the highlighting of differences along with language that creates a dichotomy of 'us' and 'them'. This language implies uniformity in both groups and highlights differences as something that defines the boundaries of 'us' versus 'them'. All the teachers interviewed used 'othering' language to some degree, however, the teachers' responses who were included in the Narratives of Assimilation sub-theme had the most extreme language related to 'othering', in addition to their language implying that the burden of adjustment was on the refugee and migrant child only.

One example of 'othering' language is from a teacher discussing the difficulty at times with parents from very different backgrounds, who may hold very different beliefs around discipline and behaviour.

"because you can't tell them how to live their life out of school, but you can at least give them the proper information so that they're actually more aware can hopefully make the right decisions." (Participant 5388)

The wording used to describe the exchange with parents, particularly the words "proper" and "right" give the impression of a value judgement that the parents' perspective and beliefs are not as valid as those of the teachers.

One interviewee used even stronger wording, suggesting a perspective which espoused the superiority of the UK over the cultures and countries refugee and migrant students have emigrated from:

"London, which has got some of the most famous buildings and sites in the world is just awe striking, that you take that for granted when you're brought up here but imagine you've been brought up in a slum in in a third world country and suddenly you're looking at Big Ben and the millennium eye

and, the London eye and all these things that you might have even been lucky enough to see a photograph of once, being taught by people who understand, like by people who have been properly educated and therefore can educate better than the resources available, where you're from. Like, so unless I don't know what they're coming from, but what they're coming to, from a child who doesn't need to worry about rent prices and petrol and shit government. Like if there's no reason for them to have mental health problems is this is the best time of their life for most of them.” (Participant 5266)

These teachers' perspectives feel aligned with much of the narrative in the UK around refugees and migrants, that they have very little to offer, are a problem, and that the UK is doing them a favour (Zgonjanin, 2022). This discourse, which erases the manifold differences between and among refugees and migrants, reflects a notion of superiority that discards the experiences or skills that these individuals can contribute to the classroom and society more broadly. It also shifts the lens towards those 'deserving' and those 'undeserving' (Da Lomba, 2010; Sale, 2005) away from the actual legal obligations which the UK has voluntarily agreed to be bound by under international refugee law and international human rights law.

7.7 Conclusions

Perspectives of experienced teachers matter because while refugee and migrant students do face a lot of adversity, stress, and trauma during their migration journey (Blackmore et al., 2020), there can be a tendency to be unaware of systemic issues that influence difficulties and focus instead on the 'deficits' of the child or family (Gillies & Robinson, 2012). In many ways the teachers interviewed noted and discussed the variety of structural barriers and challenges faced by refugee and migrant children, they also expressed a desire to support and help the children in their classroom and noted their resilience and

strengths. However, three of the five also shared perspectives that placed the burden for change on the child and saw their intersecting identities as a deficit to be overcome. This narrative is one that fits with the political and social discourse around immigrants in the UK, but it also does a disservice to the child, because it places them in the position of needing to change to be accepted, rather than celebrating how their unique background makes the UK a better place.

Based on my experiences meeting and discussing refugee and migrant girls with these teachers, I see this as a desire to prepare the child for a society that does not fully accept them. One teacher's quote resonated in particular, in that they expressed the need to teach their refugee and migrant girls "*how to incorporate them to this society*" (Participant 5677). This teacher was particularly concerned with the prejudice and racism that their students encounter in the UK. I interpreted this quote as a desire to teach the child how to exist in the UK without being hurt by the anti-immigrant sentiments they will encounter. My experience overall with these teachers is that they care deeply about their students, but they do not feel equipped to offer them the support they think is required. Despite the interviews' stated intention to speak with teachers with 'wisdom' to pass on, all the teachers I spoke with questioned whether they had the skills or experiences to help with my research. I think this chapter illustrates they had a lot to share, but the fact that they feel ill-equipped is a major failing of both the UK's educational and immigration systems.

Chapter 8: Discussion

8.1 Introduction

The research presented in this thesis was exploratory and aimed to understand how teachers' perspectives, skills, and experiences around social and emotional development, issues of equity, and migration shape their practice and responses to refugee and migrant girls. This research was designed to combine three main areas of inquiry: issues of equity (race, ethnicity, gender, diversity), issues of migration (Integration versus Assimilation) and social and emotional skills learning.

The mixed methods approach of this thesis was designed using a convergent parallel design, with a mixed methods survey and semi-structured interviews. The convergent parallel design allows for simultaneous data collection, using different methods and samples as an opportunity to triangulate results to answer the research question. This chapter will draw together and present the triangulation of the results from the three studies conducted and presented in previous chapters (Chapter 4, Chapter 6, and Chapter 7). This chapter will discuss how these findings answered the research questions posed in this thesis and how I interpreted these findings in relation to past literature.

The research question for this thesis was:

1. How do primary school teachers' perspectives, skills, and experiences around social and emotional skills development, issues of equity, and migration shape their reported practice and responses to refugee and migrant girls?

8.2 Summary of Findings

The research presented in this thesis was divided into three sections of data collection which were written as chapters: Chapter 4 was a scoping review designed to map the

research area, chapter 6 was a mixed methods survey, and Chapter 7 was semi-structured interviews. Each had a research question(s) and unique aims. This section will summarise the main findings of each study.

8.2.1 Scoping Review

Prior to seeking ethical approval and beginning data collection, I conducted a systematic scoping review designed to map an overview of the literature available and establish gaps in knowledge. Given the minimal past evidence and unique focus of my research, a scoping review was the best choice to understand what has been found previously, as scoping reviews tend to be used in emerging research areas. The research question for this systematic scoping review was:

1. What is the current evidence regarding how teachers' perceptions, values, and skills relate to how they teach social and emotional skills to students with a recent migration history?

The scoping review aimed to understand what the existing literature says about teachers' perceptions of students with a recent migration history; teachers' skills and values concerning teaching social and emotional skills to students with a recent migration history; what literature is available in this area; and finally what lessons could be drawn regarding teachers' responsiveness to refugee and migrant students' needs when they teach social and emotional skills.

The literature search for the scoping review was conducted in January 2021 and then updated in February 2023 (for full details on methods and search results, see Chapter 4: 'Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review'). A scoping review's search approach is designed to be broad to allow for

the inclusion of as many different literature types as possible and give a general overview of the literature in a certain area. The small included sample size ($n = 10$) for this review showed the limited literature available in this area of inquiry. Despite this limited sample, there were interesting trends found. The included literature found that teachers report that they highly value social and emotional skills learning when they are teaching refugee and migrant girls. 50% of the included literature reported teacher training is lacking (in SEL, well-being, and supporting refugees and migrants), and 50% of texts reported that training and coaching teachers (in a variety of subjects) were helpful for the refugee and migrant children in their class. In addition to the value of training, 40% reported language support and individualised teaching impacts refugee and migrant students' learning positively.

The included texts showed that teachers used a variety of techniques and practices to adapt to their refugee and migrant students' needs. The use of techniques, such as 'buddies', as well as adapting their approach and behaviour to create a 'welcoming environment' for refugee and migrant children, was found throughout the majority of the texts. 85% of texts reported that teachers viewed their refugee and migrant students' backgrounds and cultural differences as positive. One text highlighted that teachers' felt they needed to discourage refugee and migrant children in their class from speaking about their well-being and traumatic experiences, but two other texts reported that teachers' felt it was important to be proactive in the classroom and have discussions around mental health to support refugee and migrant students' traumatic experiences and well-being.

Finally, this review showed a lack of reporting on teachers' and students' characteristics and backgrounds in the available literature. Only 40% reported gender and 30% reported ethnicity of educators, and 50% reported student country of origin, although this was incomplete or general in most. This inconsistency in reporting was not always

justified due to methodology and one recommendation is that researchers try to include this information, when appropriate, in future research. This review gave an overview of the available previous research done on teachers' perspectives and practices in relation to the social and emotional skill development of refugee and migrant children.

8.2.2 Survey

The survey presented in this thesis used a combination of quantitative and qualitative methods to explore teachers' perspectives, opinions, and skills in relation to issues of equity and migration and how they influence pedagogical practices around social and emotional skills for students with a recent migration history. The mixed methods design allowed for comparison between the quantitative perspective and opinion questions and the qualitative scenario responses. The survey sought to answer two research questions:

1) What are primary school teachers' perspectives, opinions, and skills relating to how they teach social and emotional skills to students with a recent migration history?

2) What are the similarities and differences between primary school teachers' perspectives, values and skills and their scenario responses to girls who are recent migrants when they are teaching social and emotional skills?

In the results, teachers shared that they favour addressing systemic issues of inequity in the classroom, including race, ethnicity, and gender. Their responses showed that they viewed their role in the classroom as helping children understand the world, including and beyond the curriculum set for them. Teachers selected responses that showed they felt issues of equity, migration, and social and emotional skills should be integrated into the classroom from the beginning of primary schooling (age four and up).

However, when addressing the second research question, examining the similarities and differences between primary school teachers' perspectives, values, and skills and how teachers responded to the scenarios, there were some variations in response. For issues of equity, teachers' perspectives and opinions did not match their responses to students, and they tended to universalise or invisibilise their students' experiences around ethnicity, gender, or inequity. For issues related to migration, on the other hand, there was consistency between perspectives and practice. Teachers' perspectives and opinions seemed to match their responses to the scenarios. Finally, for social and emotional skill development, teachers overwhelmingly shared that they view SEL as valuable for students but do not feel they have appropriate training and skills. These perspectives aligned with their response to the scenarios, which showed that teachers had difficulty identifying behavioural signs of social and emotional development difficulties. Overall, these survey results show some consistency between perspectives and practice and some gaps in knowledge or differences between perspectives and practice.

8.2.3 Interviews

The interviews conducted for this thesis were done with the intention to use 'Big Q' research principles that view researcher interpretation and subjectivity as the main mechanism driving analysis and interpretation (Braun & Clarke, 2022). The interviews were guided by the aim to understand the perspectives and experiences of teachers with experience teaching refugee and migrant girls. The teachers chosen for these interviews all had to have at least five years working in education and experience with multiple refugee or migrant girls in their classes during that time. The interviews sought to answer this research question:

- 1) What are experienced primary school teachers' perspectives on and experiences of teaching social and emotional skills to refugee and migrant girls?

The interview analysis showed four main themes, each with multiple sub-themes. The first theme was Structural Barriers, which encompass the structural and systemic challenges and barriers teachers face when they try to support refugee and migrant girls. Teachers shared feeling they do not have the support and training they need as there is a mismatch between the priorities of government and educational systems and the needs of teachers. The main disconnect was due to the differences in priorities, the teachers I spoke with stated clearly that well-being, social and emotional skills, and mental health are their top priority, but that the messages from the Department for Education were academic subjects (Maths, Reading, Science) are the priority with minimal focus on well-being.

The second theme that emerged from the interview analysis was the Unique Challenges for Refugee and Migrant Girls. Similar to Structural Barriers, this theme highlighted the challenges faced by refugee and migrant girls but focused on challenges unique to their experience and background. While there was an agreement between all the participants around the impacts of language and cultural incongruence as challenges, race and gender were two areas where there was variation in acknowledgement of its impacts on refugee and migrant children's social and emotional development and experience in the classroom.

Theme three was Perspectives and Pedagogy of Resilience which focused instead on the areas of resilience, either from teachers' perspective and practice or student background, that teachers discussed in our interviews. Teachers shared wanting to do their best for their refugee and migrant students. They also highlighted how refugee and migrant children exhibited resilience and strengths in their classrooms.

The final theme, Narratives of Integration and Assimilation, I interpreted through the language and meaning behind teachers' responses to my questions. While all of the teachers expressed a desire to support and notice the challenges faced by refugee and migrant girls, there were limitations around the perceived challenges and depth of the issues raised. Three of the five teachers placed the burden for change and adaptation on the child, using language that suggested they viewed their background as a deficit to be overcome. The other two teachers instead framed the students' experiences as strengths that enhance the classroom community rather than something to overcome.

8.3 Teachers' perspectives around social and emotional development, issues of equity, and migration.

One aim of the research presented in this thesis was to understand teachers' perspectives on refugee and migrant girls, social and emotional skills, and their views on issues of equity in the classroom. The scoping review focused on literature that had reported teachers' perspectives and how they influence the pedagogy of social and emotional learning for refugee and migrant girls. The survey and interviews asked teachers to share how they view issues of equity (ethnicity, race, gender, and diversity), migration, and social and emotional skills generally, as well as how they view refugee and migrant girls in relation to issues of equity, migration, and social-emotional skills. This section will discuss what I found concerning teachers' perspectives and experiences and how these findings relate to relevant literature.

8.3.1 Social and Emotional Skills

All three studies examined teachers' perspectives on social and emotional skills learning. Findings showed that teachers view social and emotional skills as essential to successful learning and in all three studies, teachers reported or selected that they highly

value social and emotional skills learning. From the survey, teachers expressed that they view their role as one that goes beyond academic subjects to support their students' emotional well-being and social development. The teachers I spoke with in the interviews said similarly, that they view well-being and social-emotional skills to be their priority before all other concerns. Teachers' views that social and emotional skills are valuable and a priority align with research which shows that social and emotional skills are related to academic success, rates of mental health, in-school behavioural challenges, social skills development, and earning potential (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Elias et al., 1997; Gunter et al., 2012; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018).

Teachers' perspectives showed an awareness, based on their education and experience, that these skills are very important for students to learn early in their education. These perspectives illustrated a focus more on whole-child development rather than academic subject only learning (Nielsen et al., 2019; O'Conner et al., 2017a; Schonert-Reichl, 2018). Holistic development, or comprehensive personal development, is what has led to CASEL's (2013) five core competencies being created and to the growing body of research focused on social and emotional skills (Blair & Raver, 2015; Greenberg et al., 2015).

The evidence around social and emotional skills learning has clearly shown the positive impact on children, what is not clear in the literature is what makes it more or less effective and how effective it is for students from diverse backgrounds (O'Conner et al., 2017b). Recent research has suggested that some of the variations in effectiveness is due to incomplete coverage of the skills listed by CASEL (2013) in the five core competency areas, rather than student background, although there is a concerning lack of clarity in relation to

what makes social and emotional skills learning effective or not for subgroups of students (Wigelsworth, 2022a, 2022b). Additionally, not all curricula or teacher programmes use CASEL's (2013) core competencies, which leads to even more variation in application and learning.

Some past research has suggested that teacher commitment, perspectives, and values in relation to social and emotional skills are what influence implementation differences and effectiveness (Bowles et al., 2017; Collie et al., 2011; Rimm-Kaufman & Hulleman, 2015). Based on my results teachers in England value and are committed to social and emotional skills learning, which means issues with inconsistency in effectiveness and implementation may be related to other factors, such as training, skills, curricula differences, and subgroup needs, rather than negative teacher perspectives and seeing social and emotional skills as low value.

Another consistent finding found throughout the studies presented in this thesis is that teachers report a lack of training and support. Ninety per cent of texts included in the scoping review mention the necessity of training, only 17% of respondents to the survey shared that they feel they have enough training in social and emotional skills, and the teachers interviewed all spoke of the need for training and that none had received training in social and emotional skills or refugees and migrants since becoming a teacher. These results show a consistent narrative around the lack of and need for training and support for teachers. Areas of particular interest are well-being and social and emotional skills because of the rising levels of mental ill-health and concerns around the behavioural manifestations of mental ill-health (Baker, 2020; Children & Young People's Mental Health, 2022; Local Government, 2022). Teachers have reported in past research that they do not feel equipped or trained to handle mental health challenges in the classroom (Shelemy et al., 2019). Based

on the interviews I conducted, it was clear that they would be open to training on refugees' and migrants' needs or other training if it helped them support their students, although previous research has shown that teachers do not want to take on the role of counsellors and therapists, so outside support and referrals are also important (Shepherd et al., 2013).

Unfortunately, despite this desire for training and additional support, there seems to be a disconnect between the needs teachers are identifying and the policies coming out of the Department for Education.

8.3.2 Issues of Equity

For the studies conducted during this research project, issues of equity are defined as issues related to race, ethnicity, gender, cultural background, religion, and country of origin. Teachers' perspectives from all three studies showed a desire to understand and support children from diverse backgrounds. The scoping review showed that the majority of teachers included in the texts saw students' diverse backgrounds as a positive contribution to the classroom. The survey results showed that teachers view issues relating to gender and ethnicity as something to be covered in the classroom, and similarly that refugee and migrant children add a diverse perspective that is positive for the classroom. Findings from the interviews showed that teachers' view refugee and migrant students as resilient and that they bring positive diversity into the classroom.

In addition to these positive perspectives, both survey and interview findings also showed that some teachers felt that refugee and migrant girls needed to adjust to the UK and saw their background as a deficit needing to be overcome. There was also a lack of awareness of intersectionality (Crenshaw, 2013), particularly related to how gender interacts with race/ethnicity, religion, and cultural expectations. Understanding how multiple characteristics interact with each other is important to fully addressing the complexity of

refugee and migrant student experience and needs (Bešić et al., 2020). Based on their responses, teachers seemed to assume that gender did not impact students' experiences. From the survey, for example, teachers selected that social and emotional learning was not impacted by gender, despite research showing that there are contradictory but likely differences in learning based on gender identity (Hallam, 2009; Hamilton & Roberts, 2017; O'Conner et al., 2017b; Reiss, 2013). Gender was not the only area where teachers failed to see the potential impacts on social and emotional learning. Previous research has shown that children of ethnic minority backgrounds can be perceived as less competent in their social and emotional skills (Rasheed et al., 2020); experts have recommended that teachers need to understand how cultural background and intersectionality of identity permeate every aspect of learning (Boyle & Charles, 2011; Wigelsworth et al., 2016).

This past research and recommendations, along with the results from my research, suggest that additional training on intersectionality and how it impacts learning and behaviour would be useful for teachers in the UK, particularly those with refugee and migrant girls in their classrooms. My findings show that teachers reported openness to welcoming pupils from diverse backgrounds and addressing issues of equity in the classroom, which would suggest that they would also be open to additional training. I should note that a discriminatory perspective was present in some responses and findings in all three studies, although it was a low percentage of the responses.

8.3.3 Issues of Migration

For the research presented in this thesis, I used Ager and Strang's (2008) "Understanding Integration: A Conceptual Framework" to conceptualise teachers' perspectives relating to migration. Using this framework as a guide, I analysed the findings from the scoping review, survey, and interviews. Both Integration and Assimilation

perspectives were present in all three studies. I conceptualised an Integration perspective from teachers as one that views refugee and migrant students' backgrounds as contributing something positive to the classroom and that the classroom community changes to incorporate and celebrate refugee and migrant students' unique identity.

In my findings, teachers expressed perspectives that refugee and migrant girls bring unique skills and experiences that strengthen the classroom. From the scoping review, 85% of teachers viewed refugee and migrant students' backgrounds as positive. Similarly, teachers who participated in the survey selected responses that showed they viewed immigrants in general as positive and refugee and migrant students as bringing positive diversity to the classroom. Finally, the teachers interviewed all expressed that they had positive experiences with refugee and migrant girls. None stated explicitly negative feelings about having refugee or migrant girls in their class, and rather said that they bring a positive diversity to the classroom.

I conceptualised an Assimilation perspective from teachers as one that views refugee and migrant students' backgrounds as something that hinders or negatively influences their ability to assimilate into the classroom/UK. In all three studies, teachers expressed perspectives that framed students' backgrounds as negative or something to be overcome. In the scoping review, 20% of texts included language that showed an Assimilation perspective from teachers; and the survey showed that while the majority view immigration positively, some teachers (5% for question 18 for example) selected responses that reflected negative perspectives of students. Finally, the interview responses showed that while all the teachers reported positive perspectives on refugee and migrant girls, some also used language that 'othered' (as defined in Chapter 7: 'Reflexive Analysis of Teacher Interviews')

refugee and migrant girls or implied that their background was a deficit that needed to be overcome.

Generally, given the negative public discourse and narratives in the media in the UK regarding refugees and migrants (Betts et al., 2020; Blinder & Richards, 2020; Da Lomba, 2010), I was surprised to find that the majority of responses from all three studies tended to fall in Integration rather than Assimilation. Teachers' perspectives aligning with Integration are at odds with the legal and social systems in the UK, which operate using an Assimilation perspective (Ager & Strang, 2008; Strang & Ager, 2010; Yi Cheung & Phillimore, 2014).

8.4 Teachers' pedagogical practice and responses

The second aim of the research presented in this thesis was a desire to understand how the perspectives and experiences discussed in the previous sections shape practice and responses to refugee and migrant girls. For all three studies, there was a goal to understand how teachers perceive refugee and migrant girls and how these perspectives might shape their pedagogical practices and responses to refugee and migrant students. Teachers' practices and techniques were collected from the included studies for the scoping review. The survey analysis included a triangulation between the perspective questions and the scenario responses, and the interviews included questions about practices and my analysis sought to understand teachers' responses and practices beyond what was reported. This section will discuss the practices and responses collected throughout this research and how teacher perspectives potentially shape these practices.

8.4.1 Social and Emotional Learning

When examining teachers' practices regarding social and emotional learning, I had the desire to understand what techniques teachers use; whether they are able to identify behaviour that could be symptomatic of a deficit in some areas of social and emotional

skills; and for the scoping review and interviews, how social and emotional learning fits into their school's curriculum. From all three studies, it seemed that there was a variation in how social and emotional skills were infused into the curriculum and daily practice.

The teaching practices used tended to fall into two categories in all three studies, proactive and reactive. Proactive strategies are practices that attempt to limit the development of potential issues, whereas reactive strategies are practices that teachers use when an issue has developed. As all teachers use reactive practices, as they must address issues when they arise, it is the use of proactive practices that is most interesting, as social and emotional learning infused in the curriculum proactively is more effective for increasing well-being (Barry et al., 2017).

The scoping review showed that 80% of texts discussed the use of transitional aids to support refugee and migrant students. Transitional aids were proactive practices such as the use of buddies (mentioned in 70% of texts), building a supportive classroom (60% of texts), and dealing proactively with trauma (20% of texts). Reactive practices were not mentioned, but it could be inferred that educators who did not mention the use of proactive practices use only reactive practices. The scoping review did not collect how often social and emotional learning was covered in the curriculum, but one included text did highlight that the more time spent on social and emotional learning was better for refugee and migrant students. Three included texts mentioned the use of a 'Whole school' approach, which implies the integration of social and emotional learning into daily or weekly curriculum.

The survey results show that while 72% of teachers showed an emotionally supportive response to the scenarios, the majority (73%) failed to identify potential social or emotional development issues (as illustrated by a lack of referral recommendation or focus on problematic behaviour without acknowledging an underlying cause) or move beyond

supporting the child in the moment. These responses suggest a more reactive approach and a deficit in skills. It should be noted that 48% of the responses were also very behaviourally based and not emotionally supportive, implying a lack of emotional connection and a reactive approach.

Findings from the interviews showed that all teachers interviewed used reactive practices when issues arose, however, the most experienced or trained teachers used proactive practices as well. Findings from the interviews also show there was a big variation in how often teachers teach social and emotional skills. One teacher shared that they cover it once a week and others stated they infuse it throughout their day, every day. Similar to proactive practices, infusing social and emotional skills into daily practice could be influential in combating the rising mental ill-health in the UK for school-aged pupils.

Practices are important to understand because research shows differences in the effectiveness of social and emotional learning curricula, and what causes these variations is not fully clear (Desai et al., 2014; O'Conner et al., 2017a). Some past literature has reported that it is teacher commitment that influences variation in effectiveness (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013); based on my results, though, teachers' perspectives and practices seemed to be highly committed to supporting their students and being emotionally supportive. The deficit, based on these studies, seems to be more connected to a lack of training and experience which leads to uncertainty about how to implement proactive practices in their classroom in a regular and ongoing way. This is not wholly unexpected, as previous literature has discussed a lack of consistent training and provision (Loinaz, 2019).

These skill deficits for teachers are connected to the differences in perspective between teachers and the Department for Education, teachers do not feel equipped to

handle mental health issues and yet are being asked to do so due to a lack of access to adequate resources and supporting mental health professionals (Shelemy et al., 2019; Shepherd et al., 2013; Woodcock & Woolfson, 2019). Other recent research has also found similar findings, that teachers view SEL as a priority but have a lack of training, time for preparation and implementation, and variability in practices due to a mismatch in priorities (Wigelsworth, 2022b).

Contributing to this difficult situation is the NHS deficit between need and funding for mental health services which is projected to increase (Baker, 2018; Baker, 2020; Children & Young People's Mental Health, 2022; Local Government, 2022). Refugees and migrants are less likely to access mental health services, despite being at higher risk of developing them (Buchanan et al., 2016; Fazel & Betancourt, 2018; Sullivan & Simonson, 2016). Providing support and training for teachers could have potentially transformative effects, however, more research may be needed to understand the full scope of these issues, as the research presented in this thesis is exploratory which limits the implications taken from the results.

8.4.2 Issues of Equity

One aim of the research presented in this thesis was to understand how teachers' perceptions and practices are impacted by the identity of students of diverse backgrounds. In the survey and interviews, issues of equity are impacted by multiple characteristics: race, ethnicity, gender, sexism, cultural background, country of origin, and religion. I had the desire to understand how teachers view issues of equity and their pedagogical practices concerning teaching refugee and migrant girls social and emotional skills.

In the scoping review, I found that very little was reported in the literature about teacher and student characteristics, leaving less understanding of how issues of equity could impact perspectives and practice. The lack of inclusion of teacher and student characteristics

also shows a potential lack of awareness on the researchers' part regarding how background and identity can impact the student and teacher relationship. Previous research has shown that children from ethnic minority backgrounds are perceived as less competent in their social and emotional skills (Rasheed et al., 2020), which is one reason researchers need to consider race and ethnicity when conducting research on social and emotional skills.

I found in the survey that teachers' practices did not align with their perspectives on diversity and inclusion. In the interviews, I found that teachers reported the perspective of inclusivity. However, their practices did not seem to take into account the full extent of refugee and migrant girls experiences. Gender is one area for both studies where there seemed to be a lack of awareness. Research has shown differences in how boys and girls process and learn social and emotional skills, partly due to differences in behavioural expectations around emotional expression and partly due to the social construction of gender identity (Eckert & McConnell-Ginet, 2003; Herlihy, 2014). Teachers included in both studies seemed to assume that gender did not impact student experience of social and emotional learning, and there was a lack of awareness of intersectionality (Crenshaw, 2013), particularly how different characteristics interact with each other to affect equity and experience.

Refugee and migrant girls' experiences relating to gender will be different depending on their background and cultural expectations, and other characteristics also impact their experience in the classroom. For some refugee and migrant girls, racism may not be something they experience, but for others, it may be experienced often. In the surveys, I found that while teachers chose responses showing their desire to address racism in the classroom, they did not seem to know how to do so in practice and responded to the scenarios with universalising or invisibilising responses. In the interviews, there was some

similar blindness concerning experiences of racism and bias, with only one interviewee bringing up racism as an issue faced by refugee and migrant girls and several teachers using paternalistic language when talking about cultural differences.

Differences between teachers and students, particularly ethnic or racial differences have an impact on teaching, the student-teacher relationship, and assessment of social and emotional skills (Jennings & Greenberg, 2009; Rasheed et al., 2020). As only 6% of teachers in the UK are from ethnic minority backgrounds (Department for Education, 2022b), there is a high likelihood of mismatch that impacts teaching practices for refugee and migrant girls. The results from the survey and interview showed that teachers might perceive issues of equity as something they should be tackling but they have gaps in knowledge and awareness around intersectionality and the ways that their own behaviour can be experienced by students. Throughout the studies, the results showed a gap between the perspectives shared and the practices used when handling issues of equity with refugee and migrant girls.

8.4.3 Issues of Migration

The final aim of the research presented in this thesis was to understand how teachers' practices are influenced by migration using the Integration and Assimilation framework (Ager & Strang, 2008; Strang & Ager, 2010). All three studies looked at migration, particularly how teachers respond to their students who have recently migrated, what their teaching practices are, and how they might support the students in adjusting to their host community. There were many similarities in the techniques used and teaching practices across all three studies.

Techniques used were very similar, using "buddies", creating a welcoming environment, individualised support, dual-language resources or language support services, and engagement with the family or parents were all techniques discussed by teachers

throughout all three studies. This overlap suggests that teachers all have similar ideas about what may be helpful or not for their refugee and migrant students. The similarities suggest that teachers from various contexts, as those from the scoping review were from all over the world, have similar instincts and techniques to support their students. One question this raises is how effective these practices are for refugee and migrant girls and are they the best practices to use or are they the ones that seem the most well-known by the teachers included in these studies. These results raise questions around refinement and awareness of these practices, are they the best for students or are they the easiest to implement, given the structural challenges faced by teachers in a variety of countries, including England.

Using Ager and Strang's (2008) framework of Integration, I analysed teacher practices from the surveys and interviews for whether they promoted Integration or Assimilation for the students. The language used I interpreted as showing both Integration and Assimilation practices, although, for the survey, Integration was more prevalent than Assimilation. Whereas in the interviews Assimilation was found more than Integration, but there was some mixture of both in the responses. It was surprising to find such a high percentage of responses that showed an Integration perspective and Integration-based practices in the survey. While this may have been impacted by participant self-selection, it does contradict a lot of the narratives in the UK around refugees and migrants. In the interviews, I expected to find a higher degree of Integration based practices and was surprised that Assimilation based practices were more common than Integration. More research is needed to understand how teachers' perspectives and practices around Integration and Assimilation may be similar or different.

The final finding related to teachers' practices for refugee and migrant girls was a lack of clarity from teachers about their role as a teacher. Research shows that teachers in the UK

do not wish to take on the role of therapists or counsellors but find that they are often the only support for a child experiencing mental health challenges (Shepherd et al., 2013). The scenarios and interviews also present this concern around the role of teachers. For the scenario addressing a student's parents telling her she was becoming too British, teachers' responses showed a hesitance to address what they considered a 'home' issue. They seemed hesitant to override or contradict the parents when responding to this scenario. In contrast, in the interviews, there was also some language to suggest that teachers felt they needed to navigate their role, which was educating the student on the social norms of the UK, with 'othering' language used about the family and parents. The paternalistic language used by some of the teachers suggested that they viewed their role as re-educating their refugee and migrant girls on the 'appropriate' social practices, particularly classroom behaviour. This language implied that the teachers knew more or better than the parents.

This contradictory finding suggests that teachers are not always clear on what is a 'home' issue and what is a 'school' issue, which may be useful to investigate further. Across both the survey and interviews, teachers' perspectives showed that they view their role as supporting the child in learning topics in and beyond the curriculum, but in practice, there was uncertainty around where to draw the line around their role and the parents' role. Underlying, where to draw this line, were also some paternalistic ideas around migrant and refugee students' backgrounds.

8.5 Research Contribution

The research presented in this thesis was an original contribution to the field in several ways, which I will explore in more depth in this section. First, the research designed and conducted for this PhD project used a multidisciplinary perspective, combining theoretical frameworks, perspectives, and literature to inform this project. This

multidisciplinarity is a unique and original contribution to the field. Second, the research designed and conducted for this project was done so using a pragmatic approach and mixed methods design. The mix of methods, in order to balance breadth and depth, particularly the way scenarios are utilised in the survey, are a unique and innovative way to approach investigating teacher perspectives. Finally, building an understanding of teacher perspectives and experiences in teaching social and emotional skills to refugee and migrant girls is a new area of inquiry, not yet investigated despite the literature suggesting that teacher perspectives and practice greatly influence SEL effectiveness.

A multidisciplinary perspective and approach are useful for research that attempts to examine complex real-world problems, that need nuance and complexity in approach. The objective of the research presented in this thesis was to combine perspectives, theory, and literature from Psychology, Social Justice in Education, and socio-legal rights of refugees and migrants when designing and conceptualising the research. The multidisciplinarity of this work is designed to address the issues highlighted in previous research on how investigation into social and emotional learning fails to take into account teacher and student context, particularly regarding differences in ethnicity, gender, language skills, and social norms (Durlak, 2016; Gillies, 2011; O'Conner et al., 2017b). This multidisciplinarity allows for more nuance and discussion of differing theoretical perspectives when designing and analysing the research conducted for this thesis. If instead I examined one facet of teachers' perspectives, such as social and emotional learning, without taking into account cultural background or issues of equity, this research could have been too focused to capture the nuance of experience of teachers and refugee and migrant girls. Being multidisciplinary in perspective and approach, allows the research presented in this thesis is more inclusive of context and intersectionality of experience. By combining these areas, it is hoped that future

research can build upon this multidisciplinary and continue to bring teacher and student context into account when examining social and emotional learning and inclusion of refugee and migrant students.

The research presented in this thesis used a mixed methods and pragmatic approach. This design and methodological perspective were born of a desire to understand teacher perspectives, experiences, and skills in as complete a way as possible. The use of a mixed methods approach allowed for a mixture of breadth and depth in data collection. The use of scenarios in the mixed methods survey presented in Chapter 6 'Teachers' Perspectives and Practices Relating to Refugee Girls. Results From a Mixed-Methods Multidisciplinary Survey', was used to both capture participants self-reported perspectives (in the first half of the survey) and examine how they might respond to refugee and migrant girls, in the scenario responses. This combination of qualitative and quantitative data in order to get a fuller picture of perspectives, opinions, and skills could be repeated on a larger scale or used as a template in future research. The use of perspective and opinion questions that use multiple choices between different statements and how this was compared with the scenario responses is a way to test the differences between teachers' stated opinions and how they may respond in the moment to a child. This designed provided some testing of how teachers may react to situations involving a refugee or migrant girl, and thus gave a fuller picture of their perspectives and opinions then simply asking them to rate their perspectives and opinions on a scale. By combining the survey with interviews, there is even greater depth in data collected and analysed which enhanced the findings of the research presented in this thesis.

Finally, the research presented in this thesis is innovative as it examines experiences and perspectives while taking into account the impact of characteristics and contexts. This

required a multidisciplinary, as discussed above, and is an area of inquiry not previously explored. While there has been much social and emotional learning research calling for greater consideration of characteristics and exploration into the mental health and wellbeing of refugees and migrants (for specifics see Chapter 3: 'Review of the Literature'), these areas have not been combined or examined together previously. The innovative nature of this research meant that an exploratory approach was necessary which I hope can be built upon in the future. These findings should act as a guide to future researchers hoping to understand experiences and perspectives in context, particularly for refugee and migrant girls.

Chapter 9: Conclusion

The aim of the research presented in this thesis was to understand teachers' perspectives and practices in relation to social and emotional skills learning for refugee and migrant girls. The goal was to conduct exploratory multidisciplinary research, in an area previously not explored using a combination of methods. The findings of my research suggest that there is a gap between perspectives and practices around social and emotional learning for refugee and migrant girls.

My findings show that the teachers who participated in my studies hold the perspective that social and emotional skill development is vital to academic success and student well-being, but do not feel they have the training, support, time, or resources to teach SEL effectively. The findings also suggest that while teacher participants believe issues of equity, like sexism and racism, should be addressed regularly and early in educational settings, they are not always able to identify, understand, or address issues of equity that impact refugee and migrant girls. Finally, these findings showed that the teachers who took part were positive about migration and immigration, but while some were able to use practices to support the Integration of their refugee and migrant students, others used Assimilation based practices. These findings are suggestive of a gap between perspectives and practices, as well as potential deficits in both awareness and practices in relation to issues of equity.

9.1 Implications of Findings

The findings from these studies have several implications. In the following sections, I will discuss the overall implications of the research presented in this thesis and based on

them: what teachers might consider, what the Department for Education might consider, and what other researchers might consider.

9.1.1 Overall Implications of these Findings

The most important implication that should be taken from the research presented in this thesis is that teachers do not have the support or resources they need to support their refugee and migrant students. There is not enough training or supporting professionals, and multiple structural barriers exist that prevent them from being able to support all their students, but refugee and migrant girls in particular. If the UK government is serious about wanting teachers to take a more active role in assessment, referral, and support (Department of Health and Social Care and Department for Education, 2018; Shelemy et al., 2019), to combat the rising numbers of mental disorders in school-aged children (Baker, 2020; Children & Young People's Mental Health, 2022; Local Government, 2022), then these structural barriers and lack of training must be addressed. Even if teachers are able to identify mental health issues or deficits in social and emotional skills, if they do not have supporting professionals to refer the child to, not much can be done. Having a teaching assistant, particularly in schools with a high percentage of children with additional needs, seems to have a very positive effect based on the findings from the interviews. Providing more teaching assistants would require structural and funding changes but could also help address these challenges.

9.1.2 Implications for Teacher Pedagogical Practices

While I hesitate to suggest that teachers need to do more work, given the amount already allocated to them, these findings suggest that teachers could make changes. Being more aware of intersectionality and how background may impact their interactions with

their students would be a good start. My findings suggest that most teachers who participated in my studies wanted to do their best and support their students as much as possible. With this spirit in mind, I would suggest teachers do reading or attend training around implicit bias to build awareness around how their background might impact their perspectives and practices with refugee and migrant students. For social and emotional skills learning, they should learn about proactive strategies and how to integrate them into daily instruction. I would also recommend building a greater awareness of cultural incongruence and how they might support their refugee and migrant girls by using Integration rather than deficit-model Assimilation practices. I would also suggest building an awareness of how gender interacts with other characteristics and affects perspectives and practices relating to social and emotional learning.

9.1.3 Implications for the Department for Education Policy

My findings suggest that while some individual experiences and biases impact perspective and practice, the structural barriers have the most impact. Lack of training, lack of support professionals, lack of funding or funding priorities, and lack of guidance around social and emotional learning and messaging are all problems that impact refugee and migrant girls' social and emotional learning and educational equity. The Department for Education could make training around social and emotional development standard for teacher training programmes and those already employed. This would assist in a stated goal that teachers should do more to identify mental ill-health (Department of Health and Social Care and Department for Education, 2018). They could also allocate more funding for school-based mental health professionals, who could support students with mental ill-health. More supportive professionals would help all students, not just refugee and migrant girls, although

as stated earlier refugee and migrant girls have higher rates of mental ill-health than students born in the UK. I am not the first to make these suggestions, several recent studies have made similar suggestions that teachers need training, support, and that SEL should be made a priority by the Department for Education (Prentice & Ott, 2021; Wigelsworth et al., 2021).

Language services could also be improved, and additional resources could be provided to teachers, such as teaching assistants. The rising rates of refugees and migrants in the UK suggest that migration will not slow down or stop, regardless of the UK's anti-immigration policies (Zgonjanin, 2022). In order to provide "refugees the same treatment as is accorded to nationals with respect to elementary education" ("Convention and Protocol Relating to the Status of Refugees," 1951b, p. 24), which the UK agreed to abide by, the Department for Education could do more to ensure that equity of provision is met for refugee and migrant girls. Overall, there should be a change in priorities and an attempt to address the structural barriers found by this research.

9.1.4 Implications for Researchers

One takeaway from the findings in this thesis is that more research is needed around the social and emotional skill development of high-risk students in general and refugee and migrant students in particular. There is limited past research on how background and characteristics impact equity of instruction and social and emotional skill development for refugee and migrant girls (Hamilton & Roberts, 2017; Koehler & Schneider, 2019; Low et al., 2019; O'Conner et al., 2017b). There is contradicting information about the effectiveness of social and emotional learning for different subgroups of students and around different

curriculum designs (Hallam, 2009; Hamilton & Roberts, 2017; O'Conner et al., 2017b; Reiss, 2013).

Another implication is the need for more consistency in the reporting of teacher and student characteristics in research publications. There are times when it is inappropriate to report certain characteristics, my interview study is an example of a study where it felt inappropriate to report or collect too many characteristics, as it would impact the anonymity of my participants. However, research on refugees and migrants as well as SEL should gather and report characteristics and examine how background might influence the findings.

9.2 Recommendations for Future Research

These findings suggest that future research would be useful in this area, and I have some recommendations for future research that could be conducted.

1. A survey, similar to what I designed, but with a larger sample size would be useful.

Recruiting and analysing a sample that would allow for generalisation would give a more complete picture of teachers' perspectives and practices. It would also allow for confirmation rather than exploratory findings. This would be a logical next step as a way to confirm whether the findings presented in this thesis were indicative of general statements or skewed by the sample. A confirmatory study would also aid in strengthening the argument for a national intervention that could impact the deficits found by this research.

2. The results also indicated a need and desire for training, both around social and emotional skill development and refugee and migrant students' needs. This could be designed as a small-scale targeted intervention, with pre/post-test to determine whether this training would impact teacher perspectives and practices prior to being scaled up to larger areas or to a national intervention.

3. More research is needed into the ways that characteristics impact social and emotional development, particularly for groups with heightened risk for mental ill-health. Multi-disciplinary research examining the social and emotional skill development for refugee and migrant students, as well as other high-risk groups, would be useful particularly if it takes into account the impact or variations due to characteristics.
4. Research taking into consideration the voice of refugee and migrant girls, as well as their parents and families would add to the research conversation around refugee and migrant mental health needs. Co-production in research is important, particularly when the participants are from a marginalised group. The research conducted for this thesis was focused on primary school teachers in England, so the inclusion of refugee and migrant voices did not fit with the design or focus, and teachers are not considered a marginalised group. Future research though, should consider the needs and voice of refugee and migrant girls, their parents, and their families when considering social and emotional skill development and mental health needs.

My final thoughts are that the research presented in this thesis shows the need for more investigation and intervention. If the rise in mental ill-health is not combated across multiple fronts it could have a devastating impact on our social systems and the next generation. I thoroughly believe that by supporting the most vulnerable we help all children; my research highlights the ways that the current system is not supporting the most vulnerable. More should be done to support teachers and refugee and migrant girls' well-being and mental health. Systems need to be changed and priorities reevaluated and while the research presented in this thesis does not prove conclusively the best course of action, it does add to the conversation and growing evidence around where these changes might start.

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Appendix A: Survey Questionnaire with Source References

Characteristics Information:

1. How old are you?
2. Please state your gender:
3. Ethnicity:
Choose one option that best describes your ethnic group or background
White
 1. English/Welsh/Scottish/Northern Irish/British
 2. Irish
 3. Gypsy or Irish Traveller
 4. Any other White background, please describe**Mixed/Multiple ethnic groups**
 5. White and Black Caribbean
 6. White and Black African
 7. White and Asian
 8. Any other Mixed/Multiple ethnic background, please describe**Asian/Asian British**
 9. Indian
 10. Pakistani
 11. Bangladeshi
 12. Chinese
 13. Any other Asian background, please describe**Black/ African/Caribbean/Black British**
 - African
 15. Caribbean
 16. Any other Black/African/Caribbean background, please describe**Other ethnic group**
 17. Arab
 18. Any other ethnic group, please describe
4. How many years have you been teaching?
5. What council area do you teach in?
6. Are you a primary school teacher in England? Yes/No

Instructions given: "The questions and statements below describe your thoughts, views, and feelings in the classroom. For each statement, please respond to the question by selecting on or more responses. You may skip answering any question, although I would appreciate if you answered them all. There are no right or wrong answers, so please be as honest as possible. "

7. What is our primary role as prospective educators? ¹
 - a. To deliver the content prescribed in the curriculum. ¹
 - b. To facilitate student learning to achieve curriculum objectives. ¹
 - c. To assist students to understand the world through and beyond the curriculum. ¹
 - d. To engage students with possibilities and limitations of understanding¹
8. What are your thoughts on Social and Emotional Learning?
 - a. Social and Emotional learning helps students.
 - b. I think the curriculum and techniques we use when teaching social and emotional skills are universal for all students.
 - c. I have been provided with enough training to feel confident teaching of social and emotional skills.
 - d. Social and emotional learning curriculum/techniques I teach are equally useful for girls and boys.
9. How do you know a student is thriving emotionally?
 - a. They have good social supports, such as friends, family, community.

- b. They have a good relationship with their teachers.
 - c. They are doing well academically.
 - d. They show happiness through smiling, laughing, voice tone, or language.
10. What are some ways you support a diverse group of students in your classroom?
- a. I support diversity in my classroom by making my teaching flexible and adaptive.²
 - b. I make an effort to ensure that my instruction is sensitive to issues of diversity.³
 - c. I work well with students of diverse backgrounds.³
 - d. It is very difficult to for me to build relationships with students of diverse backgrounds.³
11. What are your qualities as a teacher?
- a. I think I know how to improvise in response to changing circumstances when I teach.²
 - b. It is difficult for me to understand opinions that differ from mine.³
 - c. I am able to manage my emotions and feelings in healthy ways.³
 - d. I frequently get upset in the classroom and do not understand why.³
 - e. I am good at understanding how my students' feel.³
 - f. I have a close relationship with my students.³
 - g. I frequently get upset when students provoke me.³
 - h. I think I have the capacity to encourage my students to express their thoughts and feelings freely in my class.²
12. Is there a difference between how girls and boys express their emotions in the classroom?
- a. Boys are less expressive emotionally; girls tend to show a wider range of emotions.
 - b. Girls show more empathy and sympathy than boys, who tend to laugh off issues.
 - c. When unhappy, girls tend to show emotions such as anxiety or sadness, where boys tend to show anger and disgust instead.
 - d. Gender doesn't impact how a child expresses their emotions; it just depends on the child.
13. Is there a difference between how much girls and boys contribute to the classroom?
- a. Girls talk more than boys.
 - b. Boys talk more than girls.
 - c. Gender doesn't impact how much a child talks, it just depends on the child.
14. How do you feel it's best to handle issues of gender and sexism in the classroom?
- a. I feel gender and sexism should be addressed regularly.
 - b. I feel gender and sexism should be addressed through special programs or events (irregularly).
 - c. I feel gender and sexism should be addressed if issues arise in the classroom or it's necessary, such as due to bullying.
 - d. I feel gender and sexism should be addressed at home and the community, rather than in the classroom.
15. Do you feel there is a particular age when issues of gender and sexism should be addressed with children? (regardless of where it's addressed)
- a. Children age 13 and up are old enough to understand issues of gender and sexism.
 - b. Children age 10 and up are old enough to understand issues of gender and sexism.
 - c. Children age 7 and up are old enough to understand issues of gender and sexism.
 - d. Children aged 4 and up are old enough to understand issues of gender and sexism.
16. How do you feel it's best to handle issues of ethnicity and diversity in the classroom?
- a. I feel ethnicity and diversity should be addressed regularly.
 - b. I feel ethnicity and diversity should be addressed through special programs or events (irregularly).
 - c. I feel ethnicity and diversity should be addressed if issues arise in the classroom or it's necessary, such as due to bullying.
 - d. I feel ethnicity and diversity should be addressed at home and the community, rather than in the classroom.
17. Do you feel there is a particular age when issues of race should be addressed with children? (regardless of where it's addressed)

- a. Children age 13 and up are old enough to understand issues of ethnicity and diversity.
 - b. Children age 10 and up are old enough to understand issues of ethnicity and diversity.
 - c. Children age 7 and up are old enough to understand issues of ethnicity and diversity.
 - d. Children aged 4 and up are old enough to understand issues of ethnicity and diversity.
18. How do you feel about immigration?¹
- a. Immigration should be tightly controlled.¹
 - b. Immigrants should fit into the culture of the country they are in¹
 - c. Immigration enables us to learn from different cultures.¹
 - d. Immigration opens us up to our own contradictions.¹
19. When does someone become "British"?
- a. When they have legally become citizens.
 - b. When they have lived here 10 or more years.
 - c. When they are contributing to the economy, speak the language, and are living here permanently.
 - d. When they are born here.
20. How do you build a safe classroom community?
- a. Students come to me with their problems.³
 - b. I take proactive steps to discourage misbehaviour.³
 - c. I am comfortable with having students figure things out for themselves.³
 - d. I identify and deal with my students' problems before they get worse.

References:

1. Kerr, J & Andreotti, V. (2019) Crossing borders in initial teacher education: mapping dispositions to diversity and inequity. *Race Ethnicity and Education*
2. Friedman, I. & Kass, E. (2002) Teacher self-efficacy: A classroom-organization conceptualization. *Teaching and Teacher Education*
3. Tom, K. (2012). Measurement of teachers' social-emotional competence: Development of the social-emotional competence teacher rating scale.

Instructions given: "In this section there are six short scenarios designed to explore your views and perceptions of students who have recently migrated.

For each scenario, please read and then respond with 1-3 sentences saying:

1. How you would respond in the moment to the child.
2. Do you feel that a classroom wide intervention is necessary? If so, what might you do?"

1. A 6-year-old female student who moved to the UK in the last two years from Nigeria tells you that another female student in your class told them they look like "poop" and that she can't play with them. She tells you: "That is not an ok word for them to say to someone like me".

❖ SEL core competency: Responsible Decision-Making

2. Question from a 8-year-old girl who arrived in the UK two years ago. "Why do the boys in the class get called on more? My older brother says it's because girls talk to much at school, but I don't think that's true in our class. The girls talk less then the boys."

❖ SEL Core competency: Social awareness and empathy

3. A 5-year-old girl recently joined your classroom after arriving in the UK with her older sister and mother. You notice she often appears withdrawn and doesn't show much

emotion. One day she gets pushed down by another student, she responds by her face going blank and sitting motionless on the ground.

❖ SEL Core competency: Self-Awareness, emotional understanding, and trauma symptom

4. A 11-year-old girl in your class arrived in the UK as a refugee three years ago, since she has built a group of close friends and is doing well academically. She approaches you one day and says: "My father says I'm becoming too British, and he took away my computer last night because I spoke English at dinner. But I feel like I am British now, he says we're not and not to act like it."

❖ SEL Core competency: Self-Awareness, community, and integration

5. A 13-year-old who arrived in the UK six months ago and has a pattern of not completing homework. Today while working on an assignment with a group of other students she shouted out, "I like my idea, don't tell me what to do". Another student in her group then called her "bossy" and she left the room crying.

❖ SEL Core competency: Self-Management, Self-awareness

6. A 9-year-old girl in your class, who moved to the UK in the last three months, is struggling to make friends. She only speaks a little English and most of the other students in your class play football together at break. When she first arrived two other girls in the class invited her to play with them, she responded by saying, "that's not a game for girls, you shouldn't be playing it." and now she is often on her own at breaks.

❖ SEL Core competency: Relationship skills

Appendix B: Interview Schedule

Introductory:

1. How many years have you been a primary school teacher?
2. What is your experience teaching social and emotional skills to the refugee or migrant student population?
3. What type of (both SEL and Refugee/Migrant) training or support is provided for teachers in your school, if any?

Let's talk about Social and Emotional Learning

4. How does SEL fit into your typical day? Probe: curriculum, assessments, planning periods.
5. Could you share your experience of creating, planning, or modifying your lessons to address refugee and migrant emotional needs?
6. In what situations does a refugee or migrant student's social-emotional skills support their learning? What about hindering their learning?

Let's talk about working specifically with refugee and migrant children

7. What do you find are the differences in the language, behaviours, and social skills of refugee and migrant students from those of non-refugee or migrant students? (thinking specifically about social and emotional expression).
8. Given your experience, what do you find are the differences and/or similarities between the social and emotional needs of refugee and migrant girls and boys?

Can you tell me...

9. Does your school work with community partners to support refugee students? (Is there a system to refer students who might need additional support emotionally?)
10. What would be your advice to a new teacher who will have a new student from a refugee or migrant family?
11. What could be done differently at your school that would have been helpful to you?

***Added:** 12: The Department for Education has recently come out with new guidance what do you think about it?

Appendix C: Sample Consent Forms

Survey Information Page Sample

Teachers' Perceptions and Pedagogical Practices Regarding Social and Emotional Learning for Refugee and Migrant Girls.

Department of Education
University of York

Dear Educator,

My name is Jessie Shepherd and I am a PhD student at the University of York. Prior to starting my career as a researcher, I was a school based mental health counsellor for 12 years and now I'm interested in research that improves the mental health of refugee and migrant children.

This study is designed to examine teacher's perceptions and views regarding the needs of female refugee and migrant students, as well as the skills teachers have to support female refugee and migrant students' social and emotional skills development. The hope is to build a case for greater teacher training and support around the social and emotional needs of refugee and migrant girls.

The following questionnaire is in two parts and is designed to take 10-15 minutes to complete. If there is a question you do not wish to answer you may leave it blank and skip it.

The first part contains questions about your views and opinions around teaching, social emotional learning, refugee and migrant students, immigration, classroom management, and gender. Section 1 questions are designed to be answered with the provided scale (agree, disagree, etc.).

Section 2 has six short scenarios of students. In this section you will be asked to type a few sentences answering: (1) how would you respond in the moment to the child and (2) do you feel that a classroom wide intervention is necessary? If so, what might you do?

All the data collected for this study will be anonymous. We will not ask for your name or any other identifying information. The data will be stored in a password protected file and will only be accessible to the researchers involved in the project. The anonymous data may be used in presentations, online, in research reports, in project summaries or similar. In addition, the anonymous data may be used for further analysis. Your individual data will not be identifiable but if you do not want the data to be used in this way, please do not complete the questionnaire.

If you do agree to complete the questionnaire you are free to leave any questions unanswered or to stop completing the questionnaire altogether at any point. Once the questionnaire is submitted the data cannot be withdrawn as it is anonymous so there will be no way to identify your data. The data will be kept for approximately indefinitely.

Should you wish to be informed about the results of this research project, please email me at jris500@york.ac.uk

This research has been approved by the Dept of Education, University of York Ethics Committee. If you have any questions or complaints about this research, please contact Jessie Shepherd, jris500@york.ac.uk or Chair of the Ethics Committee (education-research-admin@york.ac.uk).

Many thanks for your help with this research

By submitting this questionnaire, you are agreeing to all of the points above.*

By clicking here you agree to all the points above.

Interview Consent Form and Information Sheet

Information Page

Teachers' Perceptions and Pedagogical Practices Regarding Social and Emotional Learning for Refugee and Migrant Girls.

Department of Education

University of York

Dear Educator,

My name is Jessie Shepherd and I am a PhD student at the University of York. Prior to starting my career as a researcher, I was a school based mental health counsellor for 12 years and now I'm interested in research that improves the mental health of refugee and migrant children.

I am currently carrying out a research project, *Teachers' Perceptions and Pedagogical Practices Regarding Social and Emotional Learning for Refugee and Migrant Girls*. I would like to invite you to take part in this research project.

Before agreeing to take part, please read this information sheet carefully and let me know if anything is unclear or you would like further information.

For information about General Data Protection Regulation (GDPR) please follow the link

https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the study

The study is designed to build an understanding of teacher's experiences of teaching social and emotional skills to female refugee and migrant students. The hope is to build a case for greater teacher training and support around the social and emotional needs of refugee and migrant girls.

What would this mean for you?

To get a sense of teachers' experiences I am conducting interviews (over zoom) of teachers with experience of teaching refugee and migrant female students. If you agree to take part, you will need to spend 30-45 minutes on a zoom call with me. The zoom session will be recorded to allow me to create a clear transcript of our conversation.

Following our zoom call, I will create a transcript of what was discussed, and you will be given 1 month to review and comment on the transcript. The recording of our conversation will only be seen by me and will be destroyed immediately after the transcript is created.

The questions asked during the interview are open-ended and explore your experiences teaching refugee and migrant girls. We will discuss topics of gender, ethnicity, immigration, and social and emotional development. You may decline to answer any question without providing an explanation.

As a thank you for your participation you will be given a £10 amazon voucher.

Participation is voluntary

Participation is optional. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to complete a consent form. If you change your mind at any point during the interviews, you will be able to withdraw your participation without having to provide a reason.

Anonymity and confidentiality

The data that you provide (e.g. video recordings of the interview and transcript) will be stored by code number. You are free to withdraw from the study at any time during data collection until 1 month after I have sent you the transcript for review and comment. The video recording will be destroyed after I create the transcript and your identifying information in the transcript will be removed after you have reviewed it. Your personal information will not be able to be removed from the study after I have removed your identifying information.

Storing and using your data

Data will be stored on a password protected computer and encrypted external drive. Data will be fully anonymised following your review of the transcript. Anonymised data will be kept for ten years potential future use or analysis.

The data that I collect may be used in anonymous format in different ways, e.g. publications, presentations, and online. Please indicate on the consent form with a tick if you are happy for this anonymised data to be used in the ways listed.

You will be given the opportunity to comment on a written record of your interview.

Please note: If we gather information that raises concerns about your safety or the safety of others, or about other concerns as perceived by the researcher, the researcher may pass on this information to another person.

Questions or concerns

If you have any questions about this participant information sheet or concerns about how your data is being processed, please feel free to contact Jessie Shepherd by email jessie.shepherd@york.ac.uk or the Chair of Ethics Committee via email education-research-admin@york.ac.uk. If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

I hope that you will agree to take part. If you are happy to participate, please complete the consent form below.

Please print and keep this information sheet for your own records.

Thank you for taking the time to read this information.

Yours sincerely

Jessie Shepherd

Teachers' Perceptions and Pedagogical Practices Regarding Social and Emotional Learning for Refugee and Migrant Girls.

Consent Form

Please click each box if you are happy to take part in this research.

Statement of consent	Click each box
I confirm that I have read and understood the information given to me about the above-named research project and I understand that this will involve me taking part as described above.	<input type="checkbox"/>
I understand that participation in this study is voluntary and that if I wish to withdraw, I can do so at any time during data collection and until 1 month after being sent the transcript for review and comment.	<input type="checkbox"/>
I understand that my data will not be identifiable and the anonymous data may be used in publications, presentations and online.	<input type="checkbox"/>
I confirm that I have read the information about GDPR	<input type="checkbox"/>

Name:

Signature:

Date:

Appendix D: Equity of Instruction in the Social and Emotional Learning of Refugee and Migrant Students: A Scoping Review

Abstract:

With high numbers of displaced people making dangerous journeys every year to escape conflict, refugee and migrant children are at a high risk of developing long-term mental ill-health. Social and emotional (SE) skills development is one area of learning that has been shown to positively impact mental health, academics, and future economic success. While school interventions to support SE skills have shown positive effects, their use raises questions of teachers' ability to support high-risk students, like refugees and migrants. This study is a review of published and grey literature on how teachers' perceptions of students, their values, and SE instruction skills relate to how they teach SE skills to students with a recent migration history. This review hoped to build a more comprehensive understanding of the role teachers' perceptions, values, and skills play in SE skill instruction for refugee and migrant students while identifying gaps present in this research area. Results suggest that this is an emerging research area, with minimal past literature that fit the topic and a trend toward qualitative designs with small sample sizes. Prominent themes found were teachers sharing they felt training and support were lacking, but they were aware of the need to provide special support for refugee and migrant students SE skills development and adapt their own behaviour in the classroom. SE skill development was also found to be highly valued by teachers, and teachers expressed the need to create a supportive classroom environment for refugee and migrant children. This review illustrates a need for more research in this topic area, with more varied research designs and larger sample sizes to better understand effective refugee and migrant students SE skills development.

Keywords: Well-being, Social and emotional development, Refugees, Migrants, Teachers

1. Introduction

Over the last ten years there has been an increase in displaced people, refugees, and migrants worldwide. In 2010 there were an estimated 10.5 million refugees; this number doubled to 20.6 million in 2020 (UNHCR, 2020). Of those, 13.4 million (51%) are under 18 (UNHCR, 2020; Blackmore et al., 2020). The stress and traumatic experiences these children have endured and witnessed during their migration journey may undermine their academic development and mental health long term (Koehler & Schneider, 2019; Blackmore et al., 2020). While refugee and migrant children show remarkable resilience, generally, they have a much higher risk of mental ill-health and diagnosed mental health disorders than children without a migration history (Fazel et al., 2005; Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018; Jani et al., 2016; Sullivan & Simonson, 2016). For example, they are more likely to experience trauma, while migrating and once settled into their host country, and are three times more likely to be diagnosed with PTSD (Blackmore et al., 2020). Mental ill-health has lifelong negative impacts on all levels of a child's development; it is negatively linked to their academic progress, increases the potential of behavioural issues (such as substance misuse), and limits future economic prospects (Baker, 2018; Cowie et al., 2004; Edossa et al., 2018; Helker et al., 2007; Jennings & Greenberg, 2009; O'Conner et al., 2017b).

Just as mental ill-health is linked to children's development negatively; social and emotional (SE) skills development is positively linked to children's wellbeing, academic success, lowered likelihood of long term mental ill-health, decreased in-school behavioural issues and long term behavioural issues (such as substance misuse), positive social skills development, and higher earning potential (Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Humphrey et al., 2013; Jones et al., 2015; Mahoney et al., 2018; O'Conner et al., 2017a; Sheridan et al., 2019). SE skills in this context refer to the development of the five SE competencies set out by the Collaborative for Academic, Social, and

Emotional Learning guide; self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social and Emotional Learning [CASEL], 2013).

This link between the increased risks of mental ill-health experienced by refugees and migrants and evidence suggesting that supporting children's SE skills development would decrease long-term mental health risks points to the need to implement interventions that increase SE skills development for refugee and migrant children. Schools are a good place to provide SE interventions with refugee and migrant children since they are relocated across their host countries, with one certainty being their enrolment in schools (Bolloten & Spafford n.d.; Fazel et al., 2014). Schools are also a good place for wellbeing or mental health-focused interventions because the early years are considered one of the best times to effect change on SE development, and children's social skills are particularly influenced by the context they are in, i.e. their schools (National Research Council and Institute of Medicine, 2009; Shonkoff & Phillips, 2000). School enrolment and attendance are also stabilising factors that increase resilience in refugee and migrant children (Montgomery, 2007).

School-based interventions would allow educators to support refugee and migrant students SE skill development; however, it raises questions regarding teachers' skills and abilities to offer such support. Currently, SE development is not an area of significant focus for teacher education programs, leaving most teachers with minimal experience of teaching SE skills to adapt to the needs of all their students (Dolev & Leshem, 2016; Loinaz, 2019). Research has also shown that most teachers do not have the training or experience of migration to know where to start when adapting their instruction of SE skills to refugee and migrant students' unique needs (Koehler & Schneider, 2019).

Previous research has suggested that teachers' understanding and training of SE skills, as well as their perspectives, beliefs, and values, influence how SE skills are integrated into pedagogical practice and how they interpret their students SE competence (Dolev & Leshem, 2016; Denham et al., 2012; Zinsler et al., 2015; Loinaz, 2019; Rasheed et al., 2020). Teachers' emotional regulation, or self-

management, and how they display emotions have been found to relate to their student's emotional regulation (Denham et al., Zinsser 2012; Zinsser et al., 2015). Additionally, teacher training has shown to positively impact both students' SE skill development and teachers' SE skills. Other research has suggested that teacher perspectives and expectations of students, both academically and of SE skills, varied based upon their own and their students racial/ethnic background (Rasheed et al., 2020; Loinaz, 2019). All of this evidence suggests that it is vital to understand how teachers' perceptions, values, and skills are influenced by the needs of the children in their classroom and relate to how they teach SE skills, particularly to refugee and migrant students.

1.1 Rationale

This scoping review aims to understand how teachers' perceptions of students, their values, and their SE instruction skills relate to how they teach SE skills to students with a recent migration history. Further, it seeks to understand what the existing literature says about teachers' perceptions of students with a recent migration history; teachers' skills and values concerning teaching SE skills to students with a recent migration history; what literature is available in this area; and finally what lessons can be drawn regarding teachers' responsiveness to refugee and migrant students' needs when they teach SE skills.

This review's topic combines three main areas of inquiry: equity in educational settings (understood as equality of educational outcomes (Kerr & Andreotti, 2019)), SE skills instruction, and teachers' ability to support refugee and migrant children in the classroom. The intersection between these three areas of inquiry is a new focus in research, with minimal evidence found in the literature (Franco, 2018; Sullivan & Simonson, 2016). It is an area of necessary inquiry, given the unique challenges for migrant children in receiving equity in educational provision and some concerning variation in the effectiveness and adaptability of SE skills learning in the classroom (Cowie & Olafsson, 2000; Durlak, 2016; Humphrey et al., 2010). In this review, refugees and migrants are defined based upon the UNHCR's chosen terminology and definition. 'Refugee' refers to a person migrating due to threat of loss of life or

persecution, and 'Migrant' refers to a person migrating to better their life, who does not face persecution in their home country (UNHCR, 2016).

Given the minimal past evidence and the unique focus in the current project on the intersection between equity in education, SE skills development, and teachers' ability to support migrant students, this review will be a systematic scoping review. Scoping reviews are designed to be used in areas of emerging evidence such as the one in this paper, to map an overview of the literature available, establish gaps in knowledge, and are particularly useful when a subject involves the intersection between several established topic areas (Peters et al., 2015). For this reason, a scoping review was the best fit to allow for breadth of inclusion and develop an understanding of previous evidence in this area and current gaps in the knowledge.

Methods:

2.1 Protocol and registration

The review protocol has been registered in the Open Science database under DOI: 10.17605/OSF.IO/RW4B7. This review complies with the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines (Moher et al., 2009).

2.2 Inclusion and Exclusion Criteria:

Full inclusion and exclusion criteria can be found in Table 1. Criterion one is to allow the full text to be read and analysed. Criterion two covered the common words used to describe displaced populations. While this review chooses to align with the UNHCR and define this population by the terms: refugees and migrants, other terms also apply to this population, such as asylum seekers or unaccompanied minors. Criterion three focuses on teacher perceptions and opinions; by using inclusive terminology, more literature can be included in the review. Criterion four limits the age-based upon the United Kingdom's primary and secondary school age range, as the UK was the education context this research took place in. Criterion five attempts to include various terminology used in the literature for SE skills

development while excluding studies that focus solely on academic development or another facet of development.

Table 1
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Full text in English	Paper proposals, abstracts with no full text in English.
Migrant, refugee, asylum seeker, or unaccompanied minor	No mention of migration in the student population.
Teacher skills, teacher influence, teacher pedagogical practices, teacher perceptions, teacher values, teacher bias, teacher opinion, teacher belief	There is no mention of teachers, skills, influence, pedagogical practices, perceptions, values, bias, or related concepts.
Under 16-year-old 'students' (aged 3-15)	Adults or over 16-year-old 'students'.
Social emotional learning or SEL or Social emotional development or wellbeing or well-being or emotional intelligence or EQ or SE learning or any concept which related to the acquisition of SE skills	No mention of social or emotional skills acquisition or development.

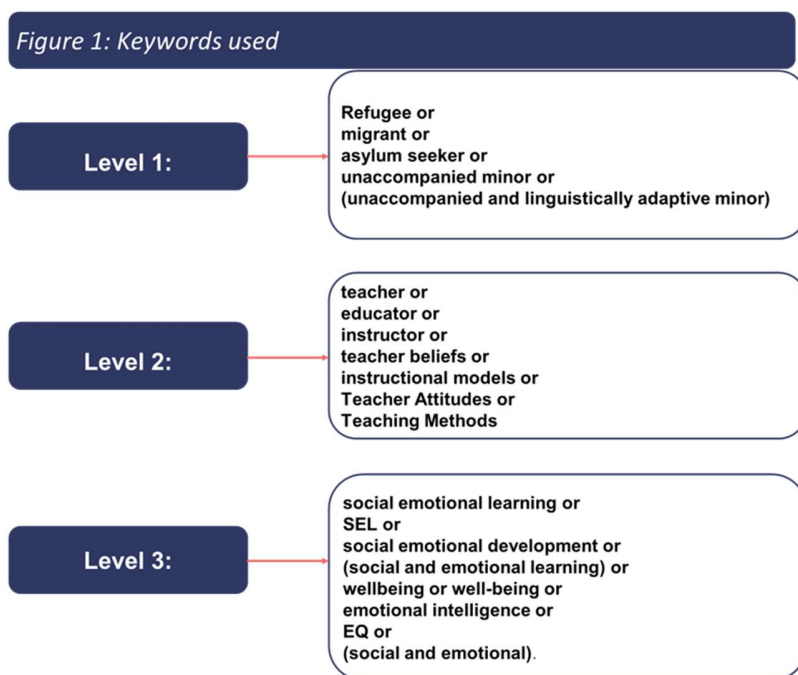
There were no restrictions based upon publication type (unpublished literature was included) and no parameters based upon publication date to allow for greater inclusion. The databases used (Psych Info, ERIC, ProQuest, Web of Science, Google Scholar) for searching did have date restrictions: Psych Info showed results starting from 1860, ERIC showed results starting from 1907, ProQuest showed results starting from 1898, Web of Science showed results starting from 1900, and Google Scholar showed results starting from 1006, although potentially searches could find results from earlier.

2.3 Literature Search

The topic addressed in this review is an intersection of several academic areas; this multidisciplinary meant that the terms used would need to be as inclusive as possible to allow for the potential inclusion of literature from all these areas of scholarship. A pilot search was conducted in a non-systematic fashion to identify the types of keywords used and databases best to search in. Two

articles were examined during this pilot search, and a list of their keywords was noted; these articles were: (Bennouna, 2019; Pritchard et al., 2019). Additional keywords were added after reviewing additional literature through database searching.

Following the pilot search, the Prisma (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) Extension for Scoping Reviews (PRISMA-ScR) was used to design and inform the parameters of this systematic scoping review (Tricco AC et al., 2018). The parameters chosen for this review were designed to allow for the most inclusive search results possible. There were three keyword levels; all were used simultaneously (except where otherwise noted) and in the same order in all databases. Keywords used and levels are summarised in Figure 1.



An effort was made to standardize keywords and search using them in the same order in all databases with minimal variation. There was no restriction of results based upon article criteria, such as publication date, study design, country of origin, or language. Some variation did occur; however, in ProQuest searching by phrases was not possible, so every word used in a phrase was treated as a key term. Using the standardized keywords led to over 300,000 results. Searching in this database was

refined by looking for key terms only in the articles' abstract, rather than full text. In addition, in Google Scholar, the search bar limited the number of key terms used at one time. To accommodate this limitation, each key term level was split into two, and eight different searches were conducted to allow for all potential combinations of the key terms. The final literature search was conducted in January 2021 and updated search was undertaken in February 2023. For the full breakdown of search sequencing, key terms used, and the number of results, see supplemental material section A.

Results:

Initial database searching yielded 1983 and updated searching yielded 352 journal articles, book chapters, audio/video recordings, and dissertations/theses (for a total of 2,335). These were screened for duplication, and 228 were excluded, leaving a total of 2108 to be screened for inclusion. The titles and abstracts were examined by the two independent reviewers using Rayyan software (Ouzzani et al., 2016). There were 47 conflicts, each was discussed, and then a consensus was reached. Interrater reliability was 98% agreement and 2% conflict. Sixteen articles were chosen for full-text review. For a breakdown of exclusion reasons and percentages during abstract and title review, see Table 2.

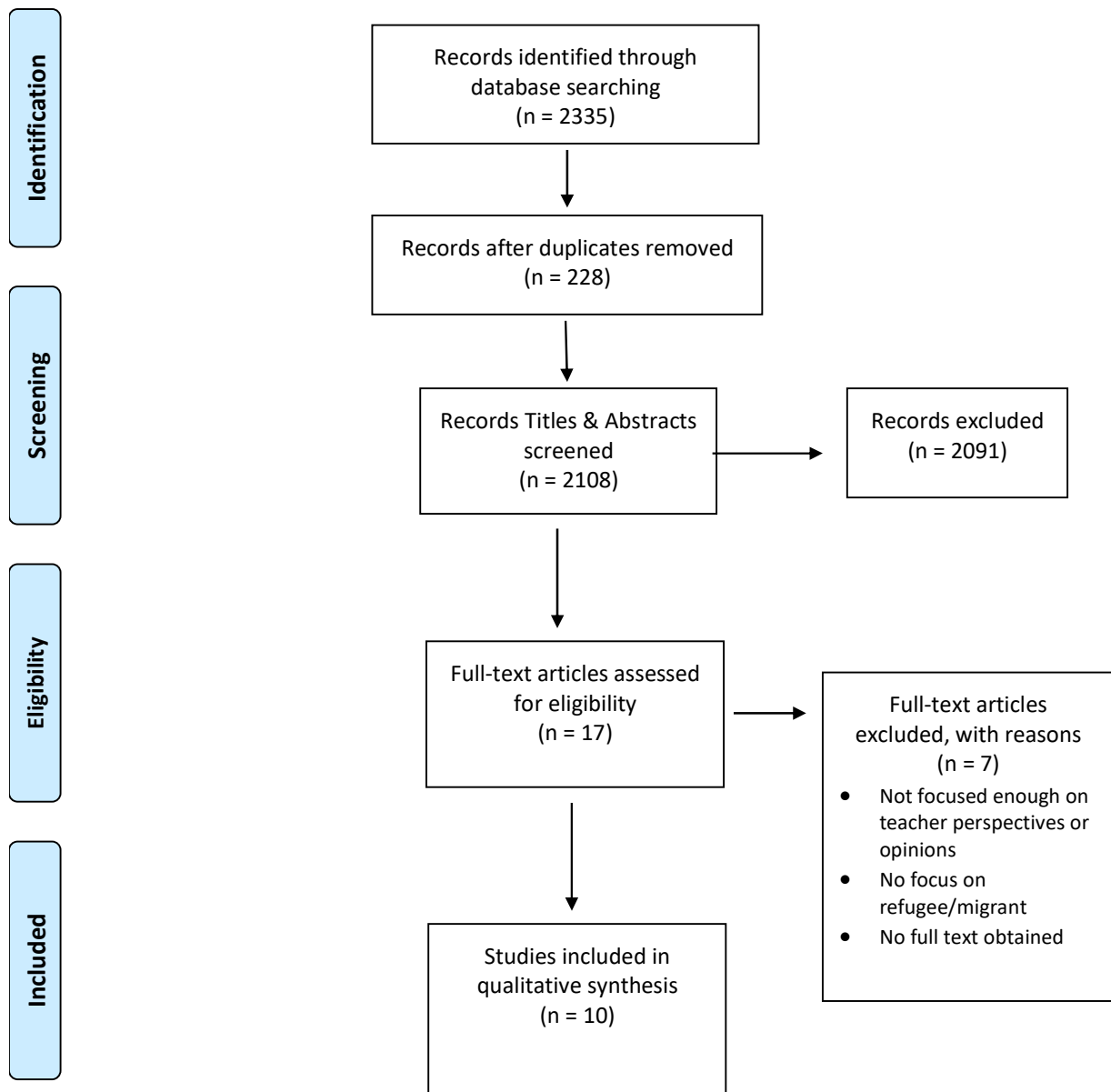
Full-text review was similarly done with two independent reviewers; there were no conflicts, interrater reliability was 100%. Ten articles were chosen for inclusion based upon inclusion and exclusion criteria. See Figure 2 for PRISMA diagram of review process.

Table 2
Exclusion Based Upon Abstract and Title, Reasons and Percentages

Number and Percentage:	Reason:	Exclusion/Inclusion Criteria Met or Not Met.
1822 (86.4%)	Out of Scope	Did not meet any or most of the inclusion/exclusion criteria
144 (6.8%)	Literature did not cover social or emotional skills	Inclusion criteria: 5 Exclusion criteria: 5
60 (2.8%)	Literature not having a teacher or teaching focus	Inclusion criteria: 3 Exclusion criteria: 3

60 (2.8%)	No mention or focus on Migration, Refugees, or Migrants	Inclusion criteria: 2 Exclusion criteria: 2
5 (.2%)	Published in a Foreign Language	Inclusion criteria: 1 Exclusion criteria: 1

Figure 2.
PRISMA flow diagram of review process



From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

3.1 Literature Coding and Data Extraction

Extracted data was first based upon literature characteristics; author(s), date of publication, title, country of research, type of literature, empirical (y/n), research question, research design, sampling method used, instrument (s) or method (s) used, sample, education level sampled, teacher characteristics (if reported), time teaching (if reported), refugee/migration term and definition, SEL definition/term, analysis approach, results summary, and children's country of origin percentages. This list evolved as full text was reviewed and data extracted. Children's country of origin was added to allow for comparison between research locations and to evaluate whether this was a universally reported characteristic or not.

3.2 Literature Characteristics

The included literatures' characteristics are summarised in Table 3. While there was a wide range in date, from 1975 to 2022, most of the literature was published in the last 10 years (n=8, 80%). 60% (n=6) were published in the last five years. This distribution shows the increased focus in research on the wellbeing and SE development of refugees and migrants. 50% (n=5) were conducted in the United States, the rest focused on Scandinavian countries (Norway, Denmark, Sweden) and the United Kingdom. While the type of literature varied between grey literature and published articles, the majority was the latter (60%).

All literature included was empirically based, although the methods varied. Interviews were the most common method used by 90% (n=9) of the literature. Of those that used interviews, only 20% (n=2) used parent and/or student interviews. The other methods used were relatively evenly distributed; 40% (n=4) used document analysis, 30% (n=3) used questionnaires or surveys, and 40% (n=4) used observation. Documents analysed were educational policies, public documents, governmental documents, field notes, school curriculum, or student work. 70% (n=7) used two or more methods, 30% (n=3) used three or more methods, and 10% (n=1) used four or more methods.

Table 3
Study Characteristics

Date	
1975	1
2007	1
2013	1
2014	1
2018	1
2019	2
2020	2
2022	1
Country	
Norway	1
UK (Wales)	2
Denmark & Sweden	1
Sweden	1
USA	5
Literature Type	
Book Chapter	1
PhD Dissertation	1
Paper Presentation	1
Report	1
Journal Article	6
Empirical (Y/N)	
Yes	100%
Method used (some used multiple)	
Teacher/Staff Interviews	9
Document Analysis	4
Questionnaires/Survey	3
Observation	3
Parent/Student Interviews	2
Teacher Sample Size	
Adams, 2007 (Survey/Interviews)	112/25
Bailey-Jones, 2018 (Interviews)	6
Cho et al., 2019 (Interviews)	6

Ekstrand, 1975 (Questionnaire)	Not Reported
Fishman et al., 2014 (Interviews)	12
Hamilton, 2013, (Interviews)	47
Mock-Muñoz de Luna et al., 2020 (Interviews)	14
Newcomer et al., 2020 (Interviews)	2
Norozi, 2019 (Interviews)	1
Prentice, 2022 (Interviews)	17
School Level Sampled (some collected from more than one level)	
Early Years	2
Elementary/Primary	8
Comprehensive School	1
Lower Secondary	1
Secondary	1

Sample sizes varied depending on the methods chosen, although most were small. The two who used surveys or questionnaires had larger sample sizes than those for interviews, which is expected. The average interview sample size was 15.8. One article reported only the number of teacher questionnaire responses about students' backgrounds and academic progress they received and did not report the number of teachers surveyed (Ekstrand, 1975).

The school levels represented were uneven, although this varied based upon country of origin. 80% (n=8) focused on elementary or primary school teachers, although 11% (n=1) of those focused on Swedish comprehensive school, including primary and secondary school levels. 10% (n=1) included lower secondary teachers, 10% (n=1) included secondary school teachers, and 20% (n=2) included or focused on early years education teachers.

3.3 Teacher Characteristics

The gender and ethnicity of teachers were not reported by all literature included, only 40% (n=4) reported gender, and 30% (n=3) reported educator ethnicity. Of those that did, 86% of educators sampled were female, and 14% were male. Ethnicity was reported differently, as the categories used

vary based upon country of research origin; the majority of educators sampled were reported as Caucasian or White 76% (n=91). No other ethnicity had overlap between the literature, so comparison was not possible. All teachers' characteristics collected are summarised in Table 4.

Table 4:
Teacher Characteristics Reported

Gender of Teacher (44% reported)

Bailey-Jones, 2018	
Male	1 (16%)
Female	5 (83%)
Cho et al., 2019	
Female	6 (100%)
Mock-Muñoz de Luna et al., 2020	
Male	3 (21%)
Female	11 (79%)
Newcomer et al., 2020	
Female	2 (100%)

Ethnicity of Teachers (33% reported)

Adams & Shambleau, 2007	
African American	7 (6%)
Arab American	14 (13%)
Asian Pacific Islander	2 (2%)
Caucasian	84 (77%)
Native American	1 (1%)
Bi-Racial	1 (1%)
Cho et al., 2019	
White	6 (100%)
Newcomer et al., 2020	
White	1 (50%)
Latina	1 (50%)

3.4 Refugee and Migrant Terminology

One aspect of this review was examining the language used to describe refugee and migrant students, both terminology and definitions. The two most common terms used were 'Refugee' and

'Migrant', which were present in 50% and 30% of the literature, respectively. 'Refugee' alone as the term to describe students was present in 3 (30%) of studies included in this review, with both citing their definition is based on the one used by the UNHCR.

The other studies either used the term 'migrant' without definition and one (10%) used "'newly arrived migrant and refugee" (NAMR)', stating that it was chosen because it is used by International Organization for Migration (IOM) and the World Health Organization (WHO) (Mock-Muñoz de Luna et al., 2020). This study was the only one that used both 'refugee' and 'migrant', although the lack of definitions in most texts may mean that other samples included both refugee and migrant students.

Other terminology used; 'Newly Arrived Student (NAC)' (Adams & Shambleau, 2007), 'Immigrant pupils' (Ekstrand, 1975), 'refugee background students' (Newcomer et al., 2020), 'newly arrived minority language pupils (NAMLPS)' (Norozi, 2019), and 'UASC' (Unaccompanied Asylum-seeking child) (Prentice, 2022).

3.5 SE Terminology and Definition

There was no overlap in terminology used to describe SE development. The terminology used; 'Social Competence' (Adams & Shambleau, 2007), 'Holistic approach for education and welfare' (Bailey-Jones, 2018), , 'the five domains of SEL [from CASEL]' (Hyonsuk Cho, Wang, and Christ 2019), 'SE adjustment' (Ekstrand, 1975), 'SE skills' (Fishman et al., 2014), 'SE well-being' (Hamilton, 2013), 'Wellbeing' (Mock-Muñoz de Luna et al., 2020), 'socioemotional wellbeing' (Newcomer et al., 2020), 'mental well-being' (Norozi, 2019), 'social-emotional well-being' (Prentice, 2022).

Despite each study using a unique term, only five (50%) defined the term used. Unlike refugee or migrant, SE skills terminology does not have a legal definition. There have been some attempts to standardize the language used and what behaviours and skills it refers to, such as CASEL's 2017 guidebook, but there is still a lot of variation based upon researcher perspective and research design.

3.6 Key Themes

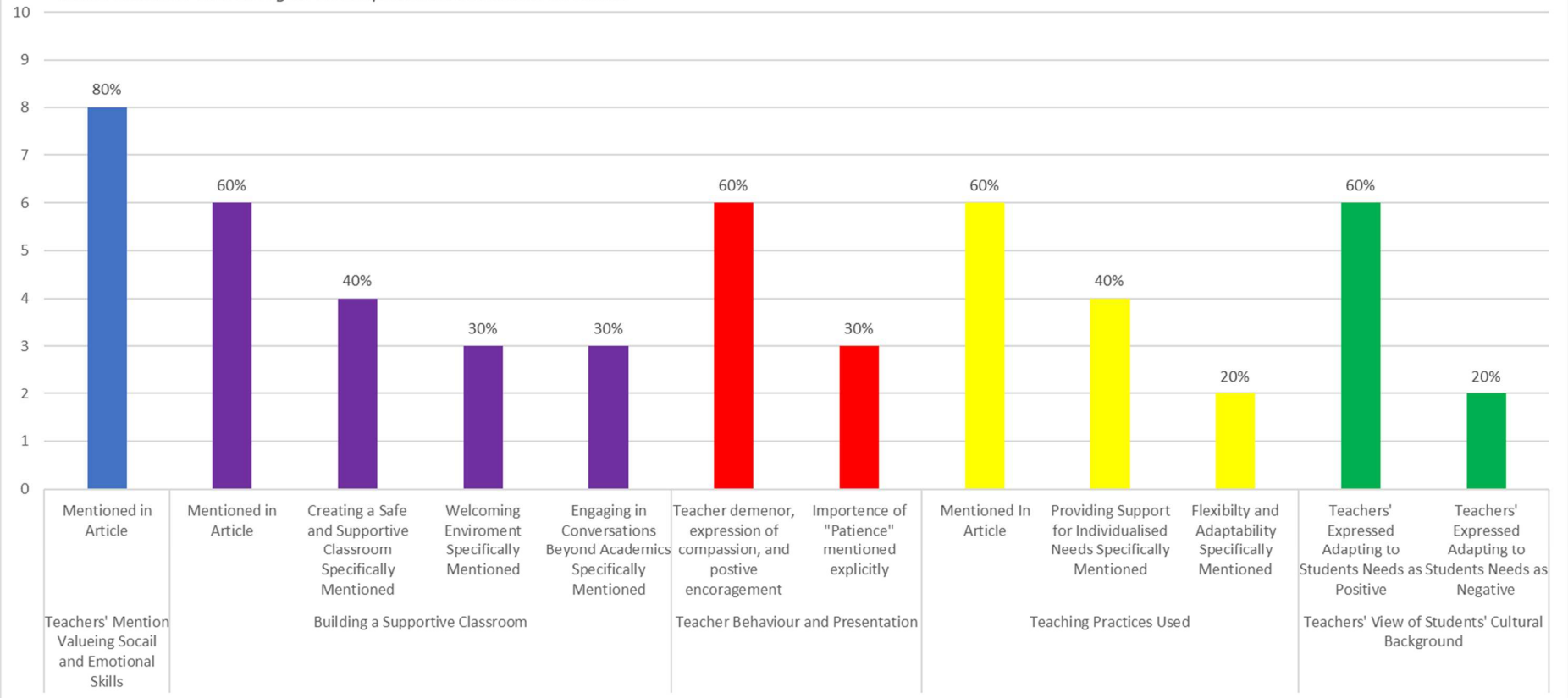
Thematic analysis was used to extract the key themes found in each of the included texts. Key themes extracted related to the research questions of this scoping review. These themes were then grouped and reviewed to show trends and comparison between the literature. Two main categories of themes emerged: (1) teaching practices and teacher behaviours used as a response to refugee and migrant students SE needs (Summarised in Figure 3) and (2) recommendations to improve refugee and migrant students SE skill development (Summarised in Figure 4).

'Figure 3: What the Literature Reports Teachers' Are Doing to be Responsive to Students' SE Needs' is broken into five sub-themes, with each having sub-headings to show the language used or specific theme found in the literature. The most commonly reported sub-theme in 8 (80%) texts was teachers valuing SE skills for refugee and migrant students. Only two texts did not mention teachers expressing a high value on the SE skills for refugee and migrant students (Ekstrand, 1975; Adams & Shambleau, 2007).

The second sub-theme is building a supportive classroom, with six (60%) of texts mentioning teachers working to build a supportive classroom environment to support refugee and migrant SE needs. Within these texts, there was variation in the language used, four (40%) texts mentioned the words 'safe and supportive classroom', three (30%) mentioned 'welcoming environment', and three (30%) mentioned engaging in conversations beyond academics as a way to support creating a supportive classroom environment. Overall, this shows a trend toward creating a classroom that feels supportive for refugee and migrant students, with some variation in how it was discussed and created by teachers.

The third sub-theme is teacher behaviour and presentation, which was mentioned in six (60%) texts. Each text used different language, but this was summarised as the expression of compassion, positive encouragement, and mindfulness on the teachers' part regarding their demeanour. One

Figure 3:
What Teachers' Are Doing to be Responsive to Students SE Needs



standout word used in three (30%) texts was the importance of 'patience' when teaching refugee and migrant students.

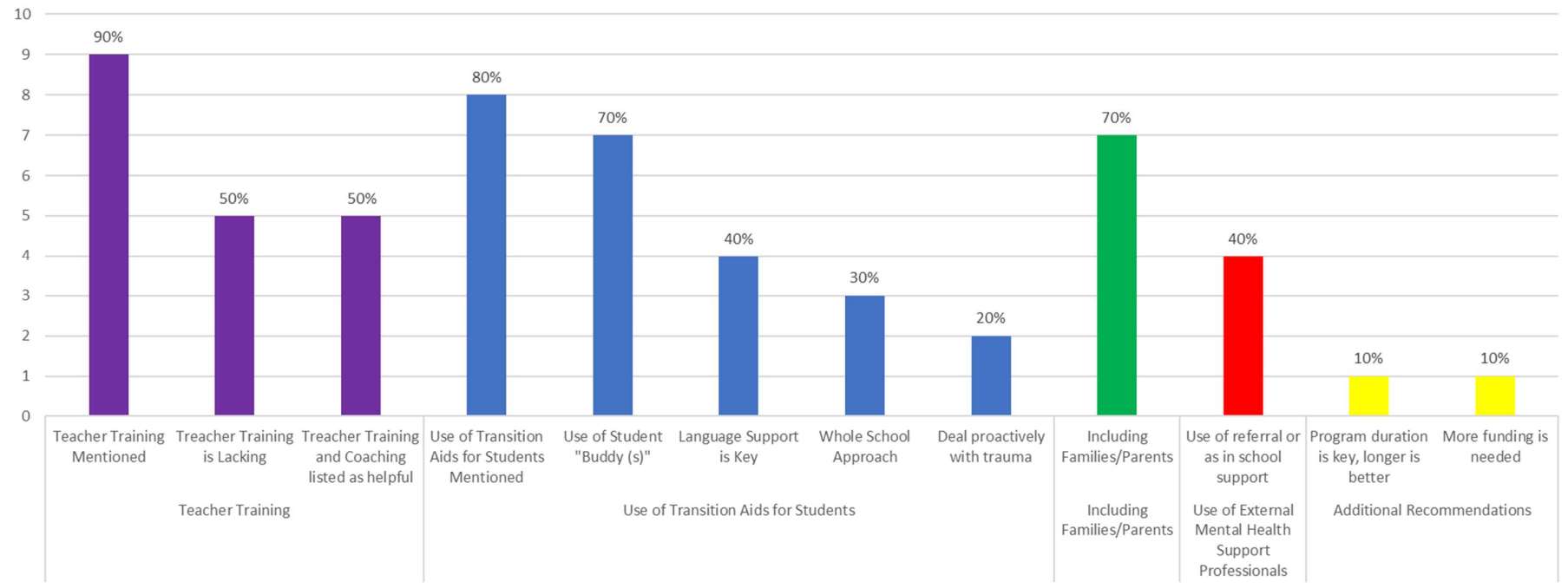
The fourth sub-theme is the teaching practices used; this refers to teachers explicitly stating they used or adapted their teaching practices based upon the students' refugee or migrant status and is mentioned in six (60%) of texts. Within this sub-theme, there are two sub-headings of note, teachers mentioning the need to have 'flexibility and adaptability' in two (20%) and teachers mentioning providing 'support for individualised needs' in four (40%).

The final sub-theme is how the teachers view the students' cultural backgrounds which was mentioned in seven (70%) of texts. This sub-theme describes the different ways that teachers discuss or refer to adapting to refugee and migrant students' backgrounds and characteristics. Whether they use language that implies that their adaptation to the students' migration history and background is positive in the classroom, six (85%) or if they used language that implies that students background and history are negative two (28%). It should be noted that one text reported both negative and positive language, and three texts did not have any discussion of teachers' views of student's background (Adams & Shambleau, 2007; Ekstrand, 1975; Norozi, 2019).

'Figure 4: Recommendations from the Literature to Improve Students SE Skills' has five sub-themes, each with sub-headings. The first sub-theme is teacher training which is mentioned in nine (90%) of texts; five (50%) mention that teachers training is lacking and more would be beneficial; five (50%) mention that they found that teacher training and coaching is helpful for refugee and migrant student SE needs.

Sub-theme two is the use of transition aids, such as a support person or special technics, to support refugee and migrant students. Eight (80%) of texts mention the usefulness of offering different aids to support student transition into a host country classroom. Seven (70%) of texts then mention the use of a student 'buddy' or 'buddies', other students from the host country to act as support and offer

Figure 4
 Recommendations from the Literature to Improve Students SE Skills



help to the refugee or migrant student. While this was mentioned as already being done by teachers in these six texts, it is included as a recommendation because it was seen as very effective at supporting the SE needs of refugee and migrant students and recommended highly. Four (40%) of texts reported that language support is helpful as a tool along with other supports. Three (30%) mentioned that the use of a 'whole-school approach' (such as including teaching staff in curriculum adaptation rather than the headteacher making all decisions without teaching staff involvement) helped support refugee and migrant students' SE skills. Finally, two (20%) text mentioned that one way to support students' SE needs was to deal proactively with the traumatic experiences they may have gone through.

Sub-theme three is that including families or parents in the classroom or school community would help support refugee and migrant students' SE needs. This recommendation was mentioned in seven (70%) texts, showing a trend of teachers viewing the inclusion of families or parents in the school as useful. Depending on refugee or migrant families background, language could be a limitation that prevents teachers from engaging with parents or families, but it was highlighted that the whole family are refugees or migrants, and any community involvement is positive for the family and student.

Sub-theme four is the referral to mental health or counselling professionals. Four (40%) of texts recommended referrals to external mental health professionals or use of in-school mental health staff. This sub-theme links well with the suggestion from one text that dealing proactively with trauma is essential. It also shows the recommendation from teaching staff to seek outside support and help determining the SE needs of refugee and migrant students.

The final sub-theme is two additional recommendations that did not fit into any other sub-theme but seemed relevant to this scoping review's research question and objectives. One (10%) text reported that program (or curriculum) duration was related to successful SE skill development for refugee or migrant students. The longer the program or use of curriculum with students, the better the outcomes seen. The second recommendation is the need for more funding from one (10%) text.

This recommendation can be linked with several others, such as program duration and teacher training. While limitations due to funding were not universally mentioned, it matches themes that are.

3.7 Student's Country of Origin

A final characteristic collected was the reported country of origin for students in the classrooms or schools of the educators sampled. 50% (5) studies reported student country of origin; of those that didn't, 30% (3) reported general area of origin. Such as; '36 nationalities' (Ekstrand, 1975, p. 1) or 'Most of the pupils in her class are political refugees from Iraq, Syria, Eritrea, Afghanistan and Somalia. Some come from Poland and Ukraine with working migrant parents.' (Norozi, 2019, p. 113). Of the 50% (5) that did report student country of origin, there was no consistency around how it was reported. One study reported geographic origin by continent such as 'Central America' or 'Eastern Asia' (Adams & Shambleau, 2007), another reported ethnicity at schools in the district, but not in the schools sampled (Bailey-Jones, 2018), two reported country of origin but no percentages or numbers of students from each (Hamilton, 2013; Newcomer et al., 2020), and finally one reported number of students and a list of countries but the list was incomplete 'Somalian, Nepalese, Puerto Rican, etc.' (Hyunhee Cho 2017, p. 45).

Discussion:

This review's goal was to combine three areas of academic inquiry: equity in educational settings, SE skills instruction, and teachers' ability to support refugee and migrant students in the classroom. This review sought to collect and examine current evidence related to how teachers' perceptions of students, their values, and their instructional skills relate to how they teach SE skills to students with a recent migration history. Additionally, this review sought to understand what lessons could be drawn from the literature regarding the interaction between a teacher's responsiveness to refugee and migrant students' needs when they teach SE skills; teachers' perceptions of students with a recent migration history; teachers' skills and values concerning teaching SE skills to students with a recent migration history; and the types of literature found in this area.

The results from this review show the limited literature available in this topic area. A scoping review's search approach is broad to allow for more inclusion of different literature types and a general overview of the literature in an emerging area of inquiry. The low number of results (2,335 initially) with only 17 chosen for full-text review is small for a scoping review. The final sample size of 10 is uncommon and suggests the limitations in the field regarding the available evidence regarding the SE skills development of refugee and migrant students. It also suggests a lack of multidisciplinary research, despite evidence suggesting that certain students are at heightened risk and the potential usefulness of cross-discipline inquiry. Of the final sample, there were six journal articles, one book chapter, one PhD dissertation, one paper presented at a conference, and one report. Journal articles were the most well-represented at 60% of the included texts. 70% of texts were peer-reviewed.

4.1 Teachers' Perspectives and Practices when they teach SE Skills to Refugee and Migrant Students

Despite the small sample size, the results of this review do show some significant trends. The main one is that most educators and teachers sampled in the included literature reported valuing SE skills development in their refugee and migrant students. 80% of texts reported that educators and teachers viewed SE skills as highly important to their refugee and migrant students' success. This result illustrates educator support for SE learning curriculum and instruction. This is significant because research has shown that effectiveness and implementation of SE curriculum is influenced by educator perspectives and commitment (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). This previous research implies that differences in SE provision and development is due to teachers not being invested and that they do not view SE skills as important to their students, which these findings show is not the trend for teachers of refugee and migrant students.

In a similar way, 86% of the seven texts that reported teacher perceptions of students' background, found that teachers perceived their adaptation to refugee and migrant students' unique needs was a positive experience. Teachers' perceptions are a part of this review because past research has suggested that the efficacy of SE skills interventions vary based upon teachers' perceptions (Bowles et al., 2017; Collie, 2011; Rimm-Kaufman & Hulleman, 2015). There are also

valid concerns regarding how teacher and student background, such as ethnicity, impact SE learning, particularly when there is cross-cultural teaching (Wigelsworth et al., 2012; Emery, 2016). From this review though, teachers showed a high level of investment in SE skills instruction for refugee and migrant students and perceived their adaptation and support of refugee and migrant students as positive. There was no suggestion that cross-cultural differences impacted negatively.

This review also found a need for training and support around SE instruction. Teachers have reported in past research that they do not feel equipped to handle mental health challenges in the classroom (Shelemy et al., 2019), and this review found that a lack of training was mentioned in 50% of texts and the importance of training was mentioned in 50% of texts. One text noted that the teachers interviewed were specially trained to work with refugees and migrants and teachers outside this school would struggle without the level of training these teachers had (Prentice, 2022). Another text, a report from Head Start in the United States, discussed offering training, weekly coaching, and ongoing technical assistance to teachers around the SE skills curriculum for refugee and migrant children, and yet they still felt more would have been helpful (Fishman et al., 2014). Most other texts noted that the teachers or educators sampled did not receive training on SE learning or the needs of refugees and migrants. These finding aligns with previous research that has discussed the minimal experience teachers have regarding SE skills and teaching refugees and migrants, yet they are expected to provide support and adapt their teaching to meet these student's needs (Dolev & Leshem, 2016; Loinaz, 2019). Research has also shown that teachers' training and experiences influence how SE skills are integrated into pedagogical practice, so a lack of training and support could impact the effectiveness of SE skill instruction (Denham et al., 2012; Dolev & Leshem, 2016; Zinsser et al., 2015).

The lack of training and support is indicative of structural barriers rather than teacher perspectives or cross-cultural instruction effecting SE skill development. In fact the results showed teachers and educators employ multiple techniques to support refugee and migrant students' SE skills development in the classroom. Teachers discussed the need to create a supportive and

welcoming classroom environment through individualised support and transitional aid, such as assigning another student to act as a guide (a 'buddy') or use of bilingual materials, these practices show a thoughtfulness in supporting their refugee and migrant students' SE skills development. This welcoming environment is a fundamental way of supporting SE skills development since refugee and migrant integration into host communities is seen as fundamental to their well-being (Phillimore, 2012; Pritchard et al., 2019). There was an overall trend in the texts of teachers being adaptive and flexible in their practices with refugee and migrant students, emphasising how teachers are finding ways to meet the unique needs of the refugee and student population, despite the structural barriers and lack of support they face.

Past research has suggested that a teacher's ability to adapt to their student's needs and background is positive for the relationship and classroom (Garner, 2010; Loinaz, 2019), however this will only do so much if they are unable to access additional support or receive needed training. The results of this review suggest that it is not teachers' perceptions or practices that are causing the differences in SE provision and effectiveness, but the structural barriers, such as a lack of training and funding. More research is needed though, to understand the link between teachers' perspectives and practices.

Conclusion and Implications for Future Research:

Scoping reviews are designed to map the available research in a given area of inquiry. While they use some systematic searching techniques, they are less restrictive than a regular systematic review to allow for a greater breadth of search and inclusion. This systematic scoping review sought to examine a topic that is the intersection of several disciplines of academic inquiry. Namely, how teachers' perceptions of students, their values, and their SE instruction skills relate to how they teach SE skills to students with a recent migration history; this review found that there is limited research in this topic area and less that is peer-reviewed and published. The limited results show a clear gap in the field that needs addressing. This review also found that teachers and educators report understanding the value of SE skills for refugee and migrant students and that they must adapt their

classroom and instruction to meet these students' needs. Throughout the literature, it is also universal that teachers feel they have little to no training on SE skills or refugees and migrant students, leaving them with limited knowledge around how to adapt and support these students in the classroom. This result needs the most attention, as all the literature included in this review recommended more teacher training and support. More research is needed to understand the needs of teachers when they teach SE skills to refugee and migrant students, particularly geographically specific research since educational systems and country norms vary.

More research is also needed around cross-cultural SE skills instruction. Research shows that teachers from different geographic and ethnic backgrounds as their students are not as successful at supporting their students' SE skills development (Loinaz, 2019). More research in this area would be useful to understand the characteristic drivers and potential factors that influence this phenomenon. One interesting finding in this review is the minimal information reported regarding student country of origin and characteristics. Most researchers did not report student characteristics, and some did not report teacher characteristics. Since past research has shown that cultural incongruence in a classroom has a negative impact on relationships and communication, it is important to understand more about how differences in background and experience will impact SE skills for refugee and migrant students (Loinaz, 2019; Garner, 2010). Without a clear understanding of both student and teacher backgrounds and characteristics, it is impossible to investigate how these factors interact with each other. The lack of consistency and standardisation in reporting makes large-scale cross research analysis or meta-analysis impossible. One recommendation from this review is that it becomes more standard for research published regarding the education of refugee and migrant students to note students' characteristics and teacher characteristics, such as ethnicity, country of origin, age, time teaching, time in the host country, etc. While this may not always be appropriate or possible to collect, research in this area should aim to do so and note when unable to.

Finally, this review recommends that research investigating the SE development of refugee and migrant students should also be conducted on a larger scale. Most of the research included in this

review had small sample sizes and qualitative designs. While the results of these studies are valuable, larger-scale studies investigating teacher perceptions, values, and skills around the SE development of refugee and migrant students would also be helpful.

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Appendix E: Teachers' Perspectives and Practices Relating to Refugee Girls. A Mixed-Methods Multidisciplinary Survey

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Abstract:

With the rising number of refugee children in UK schools, it is essential to understand how migration and background influence equity and social-emotional development. Social-emotional skills are linked to well-being and academic success for refugee children, particularly girls, however there is inconsistency in the effectiveness of curriculum used. Teachers' perspectives are key to understanding equity in practice, as their practices are influenced by how much they value social-emotional skills and how they view the needs of refugee girls. Cultural incongruence between teacher and refugee student can complicate instruction and learning. This mixed-methods multidisciplinary study explored teachers' perspectives and skills on issues of equity, migration, and social-emotional skills, using an online survey. The survey contained quantitative perspective questions and qualitative scenarios. Results suggested that teachers' perspectives around issues of equity differ from their practice when responding to the student scenarios. Their perspectives of migration, however, are aligned with their scenario responses. Teachers reported minimal expertise and training in social and emotional skills, which was evident in their scenario responses. These results show a skill gap, for issues of equity and social and emotional skills, that may impact teachers' ability to support refugee children in adjusting to and thriving in their classrooms.

Keywords: Refugee, Education, Practices, Teachers,

Data Availability: *The data underlying this article will be shared on reasonable request to the corresponding author.*

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Ethical Approval: Ethical approval for this study was granted by the University of York Department of Education ethics committee.

Conflicts of Interest: No conflicts of interest to report.

Introduction:

Over the last five years, the number of refugees, asylum-seekers, and migrant children coming to and settling in the United Kingdom (UK) has continued to rise. The number of asylum-seeking children has increased by 46 percent and the number of children living in the UK, who were born elsewhere, is estimated to be over a million (6% of the population) (Fernández-Reino, 2022; Home Office., 2022). With this high number of refugees, asylum-seekers, and migrant children settling in the UK there is a need to understand how to support them in adjusting and thriving.

All refugee and migrant children experience some stress associated with migration and exposure to traumatic situations before leaving their home country, during their journey, and while adjusting to their new community (Franco, 2018). While migrants tend to travel due to work or education, asylum seekers and refugees mainly travel due to traumatic events happening in their home country, meaning that there are variations in traumatic experiences and stressors depending on the child. Regardless of the reason for migration, though, leaving a familiar environment and adjusting to a new one can cause significant stress on a child (Bronstein & Montgomery, 2010).

A key element that influences the level of stress experienced during refugees' and migrants' adjustment to their new community is whether the host country encourages Integration or Assimilation (Ager & Strang, 2008). Integration and Assimilation are terms that define different ways that refugees and migrants (the hosted) adjust to their host country (in this case, England) and how those within the host country adapt to the introduction of refugees and migrants. Assimilation assumes that the hosted should be the ones doing the changing and adjusting, without the host society changing. Integration, on the other hand, is a process of change for both hosted and hosts, that the host society adjusts and changes to allow for the hosted to retain their unique identity (Ager & Strang, 2008).

UK immigration policy is assimilation based, using a points system that emphasises that refugees and migrants must have desirable qualities such as English proficiency and higher education qualifications (Yi Cheung & Phillimore, 2014). Points-based systems like the one used in the UK, along with negative rhetoric around immigration from government and media, encourages a characterisation of “deserving” and “undeserving” refugees and migrants, which can encourage othering and xenophobia (Da Lomba, 2010; Sale, 2005). This has led to refugees and migrants in the UK reporting that they felt isolated, heightened levels of stress, and alienated (Beyer, 2017).

For refugee and migrant children adjustment into their host community, which for school-aged children is typically their school and classroom, can be traumatic and difficult in the best circumstances (Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018). As cultural expectations vary, children’s learned experiences from their home country do not automatically transfer, and their ability to learn new social norms from their teachers and classmates is key to developing healthy social connections that allow them to thrive in their new country (Brook & Ottemöller, 2020). This adjustment can be particularly difficult when faced with a less welcoming environment and lead to alienation. Those that also experience bias and discrimination due to their ethnicity or background can feel unsafe as well, which additionally hinders adjustment and integration (Kale et al., 2018).

The instability and uncertainty of migration, as well as feelings of alienation and lack of connections (familial and social), can have a significant effect on the mental health and well-being of refugee and migrant children, which may explain why they are diagnosed with mental health disorders at a much higher rate than children without a migration history (Buchanan et al., 2016; Fazel & Betancourt, 2018; Jamil De Montgomery et al., 2019). Mental ill-health in childhood for refugees and migrants can impact language acquisition, classroom adjustment, and their ability to succeed academically (Hart, 2009).

It is therefore vital to understand ways to support and protect refugee and migrant children’s mental health and well-being. Social and emotional skill development has been shown to have positive effects on mental health and well-being. Social and emotional skills are linked to higher

academic achievement, lower rates of mental health, fewer in-school behavioural issues, and higher earning potential (Abry et al., 2016; Barry et al., 2017; Cowie et al., 2004; Denham et al., 2012; Edossa et al., 2018; Eisenstein et al., 2018; Jones et al., 2015; Mahoney et al., 2018; Nielsen et al., 2019; O'Conner et al., 2017b; Sheridan et al., 2019; Stillman et al., 2018).

Unfortunately, the evidence on social and emotional skills development also shows considerable variation based on teacher perception and beliefs, there are also differences in assessment and equity due to ethnicity and gender. A teacher's own background is believed to influence their assessment and instruction of students, particularly if those students come from a different background (Jennings & Greenberg, 2009). For refugee and migrant children, their heightened risk of mental ill-health due to their migration history interacts with their gender, ethnicity, and ability to adjust to their new environment. Previous research has suggested that female refugee students have increased difficulties with integration, experience more intercultural conflict, and have lower language literacy (Bronstein & Montgomery, 2010; Fazel & Betancourt, 2018). Gender also impacts social and emotional skills, particularly how teachers perceive and assess students skills and competencies (Evans, 2015; Herlihy, 2014). Building a greater understanding of how teaching practices are used with refugee and migrant girls, particularly the effects that ethnicity, race, and gender have on students' ability to adjust socially and emotionally cope would be highly beneficial to their well-being, academics, and mental health (Sciuchetti, 2017).

Some experts have suggested that teachers need to learn how student background and culture of origin permeate every aspect of teaching, but particularly social and emotional skills (Boyle & Charles, 2011; Wigelsworth et al., 2016). Social and emotional skills are learned, expressed, and experienced in a context dependent way, meaning that teachers' perceptions and opinions will impact how they support their students social and emotional skills (Rasheed et al., 2020; Sciuchetti, 2017). Previous research has shown that teacher commitment to and perspectives on social and emotional learning curriculum causes variation in its' effectiveness (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). Even if teachers are well trained in social and emotional

learning and hold Integration based values, teachers do not always show they know how to address issues of equity and diversity (Kerr & Andreotti, 2019). There is also a lack of consensus in social and emotional learning research around the impacts of gender, with most agreeing that gender needs to be a higher focus and its impacts better understood (Hallam, 2009; Hamilton & Roberts, 2017; Low et al., 2019; O'Conner et al., 2017b). All this past research points to a need to understand the factors of equity and migration that impact refugee and migrant girls' social and emotional skill development.

Methods:

Aims and Approach

This survey used a combination of quantitative and qualitative methods to explore the perspectives, opinions, and skills of teachers in relation to issues of equity and migration and how they influence pedagogical practices around social and emotional skills for students with a recent migration history. I sought to understand the similarities and differences between primary teachers' perspectives, values, and skills and their responses to students who are recent migrants when they are teaching social and emotional skills. I designed an online, anonymous, mixed methods survey aimed to investigate three foundational areas of previous research; Issues of Equity in education (race, ethnicity, gender, and awareness of sexism); Issues of Migration (integration versus assimilation (Ager & Strang, 2008), identity, immigration, and diversity); and Social and Emotional Skills Awareness (based upon CASEL's (2013) core competencies).

Participants

Participants in this study were primary teachers in England, recruited using social media and email recruitment. Survey access was through a link found in an email or social media post, and participation was anonymous at the point of collection. After signing consent, participants answered a screening question: "Are you a primary school teacher in England?".

Design

The use of both quantitative and qualitative methods allowed for triangulation of the responses to understand the similarities and differences between teachers' perspectives and

opinions and their responses to scenarios of refugee and migrant students. The survey was 26 questions divided into three sections. All questions are available in supplemental tables 1 and 2.

1) **Participant Characteristics.** The first section of the survey asked for basic demographic information (age, gender, ethnicity, years working as a teacher, and council area they teach in).

2) **Perspective and Opinion Questions.** Section two focused on teachers' perspectives and opinions regarding topics related to, Issues of Equity in education, Issues of Migration and Social and Emotional Skills Awareness. Two questions also pertained to teacher participants' perspectives on their own skills and qualities and how they view their role as educators. Each question in this section was quantitative, starting with one base question followed by three to eight statements. Participants then chose one or more statements, as some questions allowed for multiple selections and others allowed for only one. Responses from this section were analysed using Statistical Package for the Social Sciences (SPSS) to generate frequency tables and descriptive statistics describing teachers' perspectives and opinions.

3) **Scenario Responses.** Six scenarios were designed to represent each of CASEL's (2013) core competencies (with self-awareness represented twice) and one of three topic areas: issues of equity in education, issues of migration and social and emotional expression (including trauma symptoms). Each scenario response was followed by a prompt question asking the teachers how they would respond to the student and an open text box. Qualitative responses were then coded by hand using reflexive thematic analysis, reading and rereading the scenario responses and identifying patterns within the responses (Braun and Clarke, 2022). The scenario responses themes and patterns were then compared to the quantitative data.

Results

Participant Characteristics:

Participant Characteristics are detailed in Table 1. The sample was 38 teacher participants, 92% female (Male = 5.3%) and the age of participants ranged from 24 to 55 (Mean= 37.86 SD=8.6). 77% of participants identified as ethnically "White: English/Welsh/Scottish/Northern Irish/British"; 11.4% as

“White Irish”, 2.9% as “Any other White background”; 2.9% as “White and Black African”; 2.9% as ethnically “Chinese”; and 2.9% as “Any other Asian background”. Teacher participants were asked how many years they had been teaching; responses ranged from 1 year through to 30 years (Mean = 11.68, SD = 8). The local authority areas for the teacher participants’ places of work were spread throughout England, with concentrations around urban areas such as London and Liverpool.

Issues of Equity:

The first aspect of refugee and migrant experience explored by this survey is issues of equity, which for this survey included issues related to diversity in the classroom, race, ethnicity, awareness of sexism, and difference in experience due to gender. There were seven perspective and opinion questions and two scenarios that related directly to issues of equity in the classroom (for a list of perspective and opinion questions, along with results see supplemental tables 1 and 2).

Teacher participant perspectives across these questions show a willingness and desire to address larger social issues. For issues of gender and sexism, 63% felt it should be addressed regularly in the classroom and 66% felt it should be covered with children as young as 4. For issues relating to ethnicity, diversity, and racism, 84% felt it should be covered regularly in the classroom and 82% chose it should be covered with children as young as 4. Given that there were four statements to choose from for these questions, these responses heavily toward one statement imply a clear favouring among the teacher participants that issues of diversity, race, ethnicity, and gender are important to address openly, regularly, and early in primary education. The responses show that the teacher participants hold the opinion that a classroom is a place that requires sensitivity to diversity and openness for difficult discussions.

When looking at the scenario responses for issues of equity (questions 21 and 22 see table 2), there is more distancing language than expected, given the responses to most of the perspective and opinion questions (scenarios and key themes that emerged from the scenario responses can be found in Table 2). Fifty-six percent (N= 23) of the responses to both scenarios used language that was classified as either universalising, “that was not an ok word for that person to use to anyone at

anytime", or invisibilising, "it's not okay to say things like that to people regardless of their skin colour.", the child's racialised interpretation and experience. Universalising (redirecting the issue to something universally experienced away from the individual's experiences) and invisibilising, (marginalising or minimising the experience of discrimination) are both terms used to discuss reactions to experiences of discrimination, such as sexism or racism (Mann, 2020; Sensoy & DiAngelo, 2014). The scenario responses showed an inability to address the larger social implications and instead, they focused on the individual surface issue, such as name calling. This contrast between the perspective and opinion questions and scenario responses suggests that while the majority of teacher participants may hold the opinion that issues of equity are important to address and build awareness of early in primary education, they may not always know when or how to address it in practice. It is also possible that internalised or unconscious bias played a part in how teacher participants responded to the scenarios.

Issues of Migration

The second aspect of the refugee and migrant experience is issues of migration; for this survey these questions related to immigration, cultural background, and issues of integration into a new host community. There were five perspective and opinion questions and two scenario questions (24 and 26 see table 2) that related directly to issues of integration in the classroom.

From the perspective and opinion questions, teacher participants selected statements that were in favour or supportive of immigration. Question 18 for example, which allowed for the selection of multiple responses, 86% (n=31) of participants chose "Immigration enables us to learn from different cultures.". The responses to single response question 19 "When does someone become "British"?" were particularly surprising given the national discourse around immigration and migrants. Participants chose two statements the most: "When they have legally become citizens." (42.1%) and "When they are contributing to the economy, speak the language, and are living here permanently." (34.2%). These responses lean more toward an Integration perspective rather than Assimilation, particularly because only 13.2% (n=5) chose "When they are born here." and none

chose "When they have lived here 10 or more years." These sentiments indicate an Integration perspective because they show an openness for immigrants to become part of society through their legal status or contributions to the country, as opposed to one's identity being primarily tied to their place of birth. Overall the perspective and opinion questions show an openness to immigration that it allows communities to grow, and thoughtfulness around diversity in the classroom.

These perspectives are also reflected in how they responded to the scenarios where they engaged with refugee and migrant girls with a willingness to encourage their integration into the classroom community and for the classroom community to change and welcome them. The theme that was most prevalent in the scenario responses (42% for question 24 and 82% for question 26) was Integration. This theme was illustrated by the teacher participants responding to the child needs and their background while also encouraging the child to engage with the classroom community (their peers) to integrate better. Examples include responses such as, "I would explain that it is okay to feel British but that she also has another wonderful culture in her life and she is a part of both.", "Explain that it is great that she feels welcome /at home in the UK. But also remind her that she has another culture that she belongs to also.", and "I would ask if the girl would like to tell the class about her home country". These responses are all indicative of an Integration perspective in that they welcome and encourage adjustment to the new environment while celebrating the child's unique experiences and background.

It should be noted, though, that while most responses to the perspective and opinion questions and scenarios fell within the Integration theme, there was a small percentage of responses that used language rejecting the discussion with the child or aggression toward the child. Examples of the language used were: "I would not feel confident to speak to her in more detail", or "Report to DSL [designated safeguarding lead] asap". One response to question 24 reacted in a way that seemed extreme given the scenario: "The girl should be taken into care and the father repatriated.". The language in this response not only suggested that the father's actions were abusive but that his difficulty with his daughters' adjustment to the UK should result in him being removed from the

country. While this is only one response, the hostility and feelings are not unheard of in research on refugees and migrants (Blinder & Richards, 2020). This attitude is indicative of a person who believes that refugees and migrants should assimilate to life in the UK without any social or cultural changes on the part of the hosts, those born here. This response also included that they would refer the family to PREVENT, which is the anti-terrorism service in the UK (Home Office, 2015). While these responses are a small percentage of the sample for this survey, they should not be discounted.

Social and Emotional Awareness

The third aspect of refugee and migrant experience focused on by this survey is social and emotional awareness; this included teachers' understanding of social and emotional development, well-being, and mental health symptoms. There were three multiple-response perspective and opinion questions and two scenario questions (23 and 25 see table 2) that related directly to social and emotional awareness in the classroom.

In the perspective and opinion questions, only 17.6% selected that they have been provided with enough training to feel confident teaching social and emotional skills, although 62% selected that "Social and Emotional learning helps students.". The two scenarios (questions 23 and 25) were designed to assess teacher participants' understanding of social and emotional skills development for refugee and migrant girls and identify when issues were present. For both scenarios, only 27% identified a social and emotional development issue, although for question 25, this was much lower (17.6%) than question 23 (35%). There appears to be a lack of skills or confidence around social and emotional skills assessment and teaching that may potentially influence refugee and migrant students' needs being addressed and those with social and emotional development or mental health issues not being identified.

Two multi-response questions from the perspective and opinion section relate strongly to the Behavioural Response and Emotionally Supportive Response themes found in the responses to questions 23 and 25. 64.7% teacher participants rated their ability to encourage their students to share their thoughts and feelings; 55.9% rated their ability to understand their students feelings; and

67.6% selected that they have close relationships with their students. For the scenarios, 73% responded to the refugee student with an emotionally supportive response, which suggests a high degree of emotional connection and empathy for their students. This result suggests that the lack of awareness around social and emotional skills is a training and skill-based issue rather than a lack of caring or emotional insight.

Discussion

This survey's results revealed interesting findings regarding teachers' perspectives, opinions, and skills when teaching social and emotional skills to refugee and migrant girls. Results show that teacher participants are in favour of addressing systemic social issues within a primary classroom and that they view diversity as something to be embraced and engaged with. However, there was a gap between teachers' perspectives and opinions and their responses to the scenario questions. Rather than embrace or address issues of inequity, there was a trend of universalising and invisibilising. Similarly, teachers expressed that social and emotional development is useful and helps students, but they were not able to identify gaps in refugee girls' social and emotional development when presented with them in the scenarios. For perspectives on migration, teachers' perspectives and opinions seemed to match their responses to the scenarios, showing consistency between perspectives and practice.

Issues of Equity

Issues of equity for this survey covered questions that pertained to race, ethnicity, gender, awareness of sexism, and diversity of background. These questions relate to research that shows that children of ethnic minority backgrounds can be perceived as less socially and emotionally competent (Rasheed et al., 2020). Only 6% of primary teachers in the UK identify as being from ethnically diverse backgrounds, which increases the chances of cultural and background mismatch with students from diverse backgrounds that could influence perception and social-emotional learning (Office for National Statistics., 2021; Sciuchetti, 2017). The teacher participants who took part in this

survey were similarly majority (84%) from a White English or other White background, which is consistent with national figures.

Universalising or invisibilising the child's experience were both trends found throughout the issues of equity scenario responses. For race and ethnicity, there was a gap between teacher participants' reported perceptions and opinions and how they responded to the scenario related to racist name-calling. Bias and discrimination due to ethnicity or cultural background can greatly hinder a refugee or migrant's feeling of safety and integration into a new community (Kale et al., 2018). Unequal school practices have been shown to harm the academic progress of not just refugee and migrant children but host children as well (Koehler & Schneider, 2019). This is not to suggest that teacher participant responses were intentionally biased or discriminatory, but unconscious bias, colour-blindness, or race-based assumptions can harm the assessment and instruction of refugee and migrant students, as well as other students from ethnic minority backgrounds (Henfield & Washington, 2012). As these responses are not aligned with the perspective and opinion questions, there is a suggestion that while teacher participants may consciously hold views that race and ethnicity should be addressed openly in the classroom, they may not be aware of how their reactions to the student in the scenario situation could be perpetuating unconscious bias and invisibilising the student's experiences around race.

Similarly, for issues of gender and awareness of sexism, teacher participants reported that issues of gender and sexism should be addressed regularly and early; but 68% of teacher participants selected that gender does not impact how a child expresses their emotions, 81% stated that gender doesn't impact how much a child talks, and 38% selected that social and emotional learning curriculum and techniques are universal. The tendency for participants to universalise and dismiss differences by gender is contradictory to previous research which shows that there are gender-specific differences in behavioural expectations, the perceived value of academic attainment and social-emotional learning (SEL) (Herlihy, 2014). For SEL particularly, there is a lack of consensus among experts regarding the influences of gender on outcomes, some research has reported that

male-identified students report worse outcomes while others have reported that female-identified students report worse outcomes, the only consensus is that more research is needed to understand how gender influences SEL (Hallam, 2009; Hamilton & Roberts, 2017; O'Conner et al., 2017b; Reiss, 2013). This links directly with a question in the survey where teachers selected the statement that SEL curriculum and techniques are universal for all students, which is a misconception on the part of teachers, given a lack of consensus in published research in this area.

For the scenario addressing awareness of sexism, most teacher participants again responded with invisibilising or dismissal of the student's concerns. This invisibilising in experience is found throughout the comparison between the issues of equity perspective and opinion questions and the scenario responses and could mean that there is further unconscious bias present, namely that teachers view their classrooms as being unaffected by systemic challenges related to issues of inequity. It is also possible that the teachers who participated in this survey employ practices to address the systemic influences of sexism in their classroom; however, given the limitations of an anonymous online survey, this is not possible to elucidate from the responses. Interestingly, despite a trend to deny differences relating to gender in the classroom, 58% of teacher participants identified and directly addressed the gender inequality in the scenario for question 26, where the student is the one perpetuating sexist perspectives. It is possible that it is easier for teacher participants to identify issues of sexism when the student is expressing these views, rather than when they could be the one perpetuating it, as in scenario question 22.

Overall, the responses included under issues of equity do show a conscious commitment to addressing gender, sexism, race, and ethnicity-related issues, and 43% of scenario responses did directly address the issues presented in the scenario. However, the rest of the responses potentially show unconscious bias which influences the teacher's ability to engage with the student around issues of inequity. This is a major issue for the adaptation and instruction of SEL, as curriculum created and delivered by experts and teachers who are unaware of the systemic nature of inequality and how systemic issues present through classroom interactions may be unable to create and deliver

curriculum that supports social and emotional skill development for diverse students (Emery, 2016). These results point to the ongoing need to design SEL curriculum and techniques that meet the needs of subgroups of students, and not expect that social and emotional skills are universal (Weissberg et al., 2015). These results also have implications beyond SEL instruction for refugee and migrant students, as issues of equity affect multiple areas of their life and could make their integration and adjustment to school in the UK more difficult. Integration is not easy in the best circumstances; as several theorists discuss the process can be traumatic for refugees and migrants (Derluyn & Broekaert, 2008; Fazel & Betancourt, 2018). A key to successful integration of refugees and migrants is social integration or building connections with members of the host community which is made difficult when issue of equity, such as racism or sexism, is experienced (Ager & Strang, 2008; Betts et al., 2020; Fazel & Betancourt, 2018; Fox et al., 2020; Phillimore, 2012; Phipps, 2020; Strang & Ager, 2010; Yi Cheung & Phillimore, 2014). Supporting teachers in being more aware of how they can engage with students around issues of equity could have a positive impact on refugee and migrant students' integration and adjustment to the UK.

Perspectives on Migration

Perspectives on migration are defined in this research as the difference between an Integration perspective and an Assimilation perspective (Ager & Strang, 2008), along with how a student's migration history influences teachers' perspectives and pedagogical practices when teaching social and emotional skills. For this survey, one area of inquiry was how teachers view the introduction of refugees and migrant students into their classroom, with an assimilation or integration perspective.

The perspective and opinion questions show teacher participants selected statements that were indicative of an Integration perspective, an openness for refugee girls to join the class community and encouraging the other students to learn from and celebrate the girl's background. Similarly, responses to scenario questions 24 and 26 fell into the Integration theme. These results are at odds with the legal context of the UK and much of the public discourse around refugees and migrants, which is more focused on social cohesion or assimilation of refugees and migrants (Betts et

al., 2020; da Lomba, 2010). Policies and practice in the UK tends to be from an assimilation perspective such as requiring refugees and migrants to meet specific criteria and the introduction of barriers in order to be allowed entry or asylum status (Strang & Ager, 2010). UK immigration policy views language competency and educational qualifications as two of the most important factors for entry and ability to settle (Yi Cheung & Phillimore, 2014). In a recent public survey in the UK, it was reported that 44% of respondents felt that the current level of immigrants should be reduced (Blinder & Richards, 2020). These sentiments and policies are less welcoming and encouraging of immigration than the responses to this survey and show that the results are not necessarily aligned with public feelings around immigration.

Social and Emotional Skills

For the scenarios focused on social and emotional skills and awareness, teacher participants' responses were highly emotionally supportive and adapted to the students' emotional needs. While about half of the teacher participants responded to the student's behaviour, two-thirds of the teacher participants were attuned to the students' emotions and responded in a way to support the students' emotional reactions. How teachers build relationships with students has been found to have a major impact on students' social and emotional development and academic achievement (Sabol & Pianta, 2012; Sahin Asi et al., 2019). Having teachers who can provide emotional support can increase all students' well-being, but for refugee and migrant students this is especially true as having connections with members of the host community is vital for successful integration (Bailey et al., 2016; Cripps & Zyromski, 2009). Teacher participants' emotionally supportive responses were a major strength that could be built on when addressing some of the deficits in social-emotional skill assessment found by this survey.

Past research on teachers has shown that SEL curriculum implementation and effectiveness are influenced by school staff perspectives, opinions, and commitment (Bowles et al., 2017; Collie et al., 2011; Weissberg & Cascarino, 2013). The results of this survey show that teachers are committed to providing SEL to students and that they feel it is helpful, unfortunately, the responses also show a

lack of skills in assessing as well as a feeling that they do not have the training necessary to provide SEL confidently. Additionally, their lack of training is shown when they were asked about the universality of SEL, with 38% choosing that they view techniques and curriculum as universal, which is not reflected in SEL research.

Teachers' assess and report children's behaviour and mental health needs; their ability to perceive and interpret their emotions and potential mental health symptoms is key for students to receive the right type of support (Sabol & Pianta, 2012; Sahin Asi et al., 2019). Teachers' ability to interpret social and emotional skills deficits through behavioural cues is important for all students, but particularly for refugee and migrant students. For both female children and refugee and migrant children internalising the symptoms of stress and trauma are more common, meaning that their symptoms are less noticeable (Fazel & Betancourt, 2018). Refugee and migrant students are also less likely to access mental health services, although they are often at higher risk for developing mental health disorders (Buchanan et al., 2016; Fazel & Betancourt, 2018; Sullivan & Simonson, 2016). The teacher participants' responses to the scenarios which focused on social and emotional development, show a lack of assessment skills that could affect referral and support being offered to refugee and migrant girls. Given teachers' emotionally supportive responses in this survey this seems to be a skill and training based issue that could be addressed through training and education initiatives for trainee and qualified teachers in the UK.

Limitations

One limitation of this survey is the limited number of respondents. While this survey was not designed to be generalisable, a larger sample would have led to a higher degree of statistical reliability. This survey was conducted online, which allowed for anonymisation at the point of collection, which was a strength, but it opens the survey up to potential manipulation should participants answer questions in an attempt to change the results (such as answering with an opposing perspective or using extreme language to confound results). There would be no way to see if a participant lied, which is a limitation of fully anonymous online surveys.

The questions included in this survey were highly sensitive, covering ethnicity, gender, race, sexism, migration, diversity, and mental health. There is always the potential for participants to answer questions in the way they feel is most socially desirable. Anonymisation is one way to combat this, but it does not stop participants from answering in a socially desirable way. For some results, such as perspectives on immigration, these results may be indicative of primary teachers' views, however, it is also possible that the topic of this survey tended to attract participants in favour of immigration. It was clear from some participants' comments and responses that they were not in favour of immigration, so multiple viewpoints were represented, but the diversity of views represented in the sample may be impacted by the participants who elected to participate in the survey.

Another limitation was that the structure of the section two perspective and opinion questions was that the selection of statements was limited. Using a quantitative design limited the nuance gathered and for some questions, this may have limited how participants answered. For the qualitative results, only one researcher coded and interpreted the results, which influenced the interpretation. As this researcher is a migrant herself, this again influences the way she interprets and perceives the responses.

Conclusions

This survey is the first study to investigate teacher perspectives, opinions, and skills regarding issues of equity, perspectives on migration, and social and emotional skills. The main outcome of this study is that there is a potential mismatch between teachers' perspectives and opinions and how they respond to students. These results have several potential implications that more awareness of bias is needed, and while teachers are willing and open to SEL, more support and training are needed around SEL, mental ill-health, and the needs of refugees and migrants. This study's results are suggestive of potential bias and skills gaps for teachers, but further research should focus on the interactions of inequity, gender, SEL and migration to understand how to support high-risk groups. SEL and mental health researchers would benefit from considering student background and

characteristics, as well as focusing on high-risk groups, like refugee and migrant girls. In particular, these results suggest that those engaged in SEL curriculum development need to account for how gender, race, ethnicity, and culture of origin influence the teaching of SEL and the adaptability of the curriculum used. Finally, this survey highlights how refugee and migrant girls are a high-risk group that would benefit from more of a focus in educational research.

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