

**FEATURES OF ACADEMIC PROGRAMS THAT ARE HELPING STUDENTS FROM  
REFUGEE BACKGROUNDS TO SUCCEED ACADEMICALLY**

by

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## **Abstract**

The number of persons forcibly displaced worldwide has surged to levels higher than at any other point in history. In 2019 this population reached 79.5 million, with 26 million persons forced to flee across borders or state lines under the title or status of refugee (United Nations High Commissioner for Refugees [UNHCR], 2020). Of these 26 million persons, 52 percent are children under the age of 18, with 7.1 million children of school age, and 3.7 million of these school aged children living in regions without access to schooling (UNHCR, 2019). In 2018, 28,076 new Canadian citizens arrived from refugee backgrounds, with 10,999 of these new entrants, under the age of 17 (Mendicino, 2019). In the present study, academic settings were viewed as offering a viable point of observation in seeking to gain insight and understanding into the academic experiences of students from refugee backgrounds. A qualitative meta-synthesis was used to systematically source, appraise, and analyze qualitative research findings to explore the academic successes of students from refugee backgrounds (Sandelowski & Barroso, 2007; Spradley, 1979). Findings from 16 qualitative research reports were thematically analyzed to highlight seven themes, 26 subthemes, and 90 features of academic programs that were shown to contribute to the academic success of refugee students. Thematic results generated from the meta-synthesis highlight the importance of: educator care and creativity; representation of student language, culture, and experience; and additional school supports. These factors were shown to provide cumulative support for student learning and success, in addition to fostering feelings of safety, connection, enjoyment, and engagement for students from refugee backgrounds.

## **Lay Summary**

By the end of 2019, 79.5 million people had been forcibly displaced worldwide, with half of the population of 26 million refugees, under the age of 18 (UNHCR, 2020). There are 7.1 million school aged children from refugee backgrounds, with 3.7 million of these children, living in areas without access to schooling (UNHCR, 2019). For children from refugee backgrounds, adjusting to school following resettlement introduces a number of obstacles; from having to acquire and master a new language, to the learning of new social, cultural and traditional practices within schools and communities. The purpose of this study was to systematically review qualitative literature, and synthesize findings that highlight successful academic program features, shown to help students adapt and succeed. Following the thematic analysis and classification of findings, seven themes, 26 sub-themes, and 90 features of academic programs were found to contribute to the academic success of students from refugee backgrounds.

## **Preface**

This thesis is the original research and intellectual property of Miss Julie Anne White. This research was supervised under the guidance and expertise of Dr. Laurie Ford, supported by the expertise and feedback from the external reviewer, Dr. Sandra Mathison, and Dr. Shelley Hymel of the supervisory committee. This study did not require approval from the Behavioural Research Ethics Board (BREB) as it did not involve human subjects. All data and research evidence used in this research was sourced through secondary sources of published literature that were accessible online through The University of British Columbia Library.

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## Dedication

This research is dedicated to every person who has been forced to flee their home in search of safety, refuge, or asylum; and to every person who has ever had their basic human rights, or their right and access to education challenged or compromised.

With eternal gratitude, I dedicate the completion of this work to the memory of  
Representative John Robert Lewis, and Ermias Joseph Asghedom.

“When you see something that is not right, not just, not fair, you have a moral obligation to say something, to do something. Our children and their children will ask us:

‘What did you do? What did you say?’”

John Lewis (February 21, 1940 – July 17, 2020).

“This for who walked down that road, and sold everything but they soul.”

Ermias Joseph Asghedom (August 15, 1985 – March 31, 2019).

Speak truth to power; and never give up.

# Chapter 1: Introduction

## 1.1 Chapter Overview

In this chapter I provide an introduction to the present study beginning with a brief background outlining Canada's commitment to resettlement efforts for persons from refugee backgrounds. The learning environment for students who are refugees is introduced, followed by an outline of the purpose for the present study. The chapter closes with an introduction to the key terms used throughout this research report.

**Brief Background.** In 2019, the United Nations reported the population of forcibly displaced persons had grown to 79.5 million, equivalent to one in 97 people worldwide (UNHCR, 2020). Of this population, 45.7 million were internally displaced, 26 million were displaced across borders as refugees, 4.2 million were classified as asylum seekers, with 3.6 million persons displaced specifically from Venezuela (UNHCR, 2020). Of the total population of displaced persons, 40% were children under the age of eighteen, compared to 52% of the refugee population (UNHCR, 2020; UNHCR, 2019). The population of children from refugee backgrounds who are of school age is 7.1 million with 3.7 million of these children unable to attend school (UNHCR, 2019). In 2018, Canada welcomed the largest population of new and permanent residents on record since 1913, with 321,035 entrants. Of this population, 28,076 citizens were from refugee backgrounds with 10,999 under the age of 17 (Mendicino, 2019). Canada is committed to demonstrating its support for refugees by increasing resettlement efforts. Table 1.1 provides a breakdown of the anticipated number of refugees entering Canada over the next three years. Schools offer a valuable point of contact for researchers, practitioners, and community members who seek to understand the needs and experiences of this population of students from refugee backgrounds entering Canadian schools and classrooms.

**Table 1. 1 Estimated Range of Canadian Refugee Admissions: 2020 – 2022**

| Admissions Parameters | 2020   | 2021   | 2022   |
|-----------------------|--------|--------|--------|
| Low                   | 49,000 | 50,500 | 52,000 |
| High                  | 61,000 | 62,000 | 63,000 |

*Note.* Includes: Refugees, protected persons, humanitarian, other (Mendicino, 2019).

Through such observations and encounters, educators and practitioners may come to understand and accommodate student need through the flexible and creative ways they adapt and integrate their evolving knowledge of students and curriculum. Little is known about how teachers and practitioners are supporting students from refugee backgrounds when working to help students achieve academic success.

## **1.2 Children from Refugee Backgrounds**

A myriad of forces interact to impact the development of children of all ages and backgrounds. In 2019, there were 153,300 reported cases of unaccompanied children worldwide, although it is predicted that these numbers are a drastically low estimate of the actual number of children forced to migrate across borders and state lines alone, and without family (UNHCR, 2020). Children who have been exposed to adverse experiences in early life are at risk of suffering the consequences of trauma across their lives (Graham et al., 2016). The detrimental experiences that refugee children and youth face on their journeys to resettlement stand to impact the optimal path of learning, development, and wellbeing while concurrently threatening the provision of safety and security afforded through stable home environments and learning communities (McBrien, 2005). It is unclear what the lasting effect of such changes in the “structure and functioning of displaced families and communities” (Reed et al., 2012, p. 261) will be on the academic, social, and psychological wellbeing of refugee children, but it has been noted in the literature that quantitative research lacks the contextual detail required to understand

these unique populations (Reed et al., 2012). These details bolster support for the decision to examine qualitative studies in seeking to provide a deeper level understanding into the lived experiences of children and youth from refugee backgrounds.

### **1.3 Purpose for the Present Study**

In seeking to understand how to meet the needs of students from refugee backgrounds following resettlement, a qualitative metasynthesis of the literature was conducted to appraise and classify qualitative research findings, highlighting academic program features shown to demonstrate success. To date and to our knowledge there has not been a systematic review of the literature on educational programming for students of refugee backgrounds in schools that has been reported in the professional and academic literature. The purpose of this study is to systematically review and synthesize literature that outlines academic programs and the features that help refugee students to succeed not only in their academic performance scores, but in the experience of adapting and adjusting to their new lives.

#### **1.3.1 Key Terms**

**Refugee.** In the present study, the term refugee is used to refer to persons who have been forcibly displaced across borders, for reasons resulting from social, cultural, or political conflicts that contribute to an imminent fear of death or persecution for reasons relating to race, gender, sexual orientation, religion, nationality, or resulting from natural and/or human derived disasters. The migration of individuals from refugee backgrounds is forced in the sense that it is precipitated by an immediate threat to safety, health, and/or violations of human rights, for which the location of resettlement and the decision to leave are not privileges motivated by choice.

**Immigrant.** Throughout this study use of the term immigrant will be used when referring to individuals who have planned to migrate across borders with the intention of settling and

becoming a permanent resident within a chosen host country. The key difference between the status of immigrant and that of a refugee, is choice. Immigrants are not under the same threat of danger as are refugees when forced to flee. Immigrants have had the opportunity to apply to immigrate, and complete required documents in advance to moving in order to successfully relocate internationally.

**Student.** In the present study, students are individuals receiving the curricular offerings of educators, and who are engaging in the formal learning of subject matter. Primary, elementary, and secondary school students from kindergarten to grade twelve, between the approximate ages of five and eighteen are of interest to this research. Specifically, and in particular resettled students from refugee backgrounds.

**School.** Schools in the present study, are the physical spaces and structures in which several smaller learning spaces are contained. In schools: educators relay program curricula, afterschool and extra-curricular activities take place, and students receive and participate in academic and extra-curricular learning opportunities. The school environment represents a critical point of contact for students engaging with new cultures and communities and in fostering the academic, social, and cultural development of all students, including students from refugee backgrounds.

**Education.** Education is a systematically bound process that provides instruction and relays curricular content to students by educators, within academic settings. The purpose of education is to facilitate the acquisition of knowledge, and to help students realize their own potential, helping them to develop the skills required in order to become healthy, prosperous, and contributing citizens and community members.

**Educators.** The term educator will be used in the present study to address persons who convey and facilitate the learning of curricular materials. This includes the various roles that educators fulfill which include but are not limited to: teachers, teaching assistants, English as a Second Language (ESL) teachers, ESL teaching assistants, interpreters, tutors, and educational cultural brokers.

#### **1.4 Chapter Summary**

As global populations of displaced persons fluctuate in response to natural and human derived phenomenon and disasters, international communities look for ways to welcome newcomer populations so that they may most comfortably and effectively adapt and thrive following resettlement. The number of displaced persons around the globe is at an all-time high and with 52% of the refugee population under the age of 18, and 3.7 million school aged children from refugee backgrounds entirely out of school, this study seeks to examine successful program features and practices, shown to support students from refugee backgrounds in academic settings (UNHCR, 2020, UNHCR, 2019). Given what is known about the lived experiences of refugees, in addition to the known impact of trauma on the development and wellbeing of individuals; we seek to gain insight into features of academic programs that have been used to successfully address the educational needs of students who are refugees, specifically through the nuanced and descriptive accounts provided through qualitative approaches.

## **Chapter 2: Literature Search**

### **2.1 Chapter Overview**

This chapter begins with a brief introduction into global policy on refugee rights and education as defined by the United Nations. Moving next to an overview of the educational goals set forth by international organizations in an attempt to advance meritocratic and equal access to quality education for all persons. Struggles that face all students hold an increased potential to negatively impact students from refugee backgrounds following resettlement, across academic, emotional, psychological, and social domains. The literature search preceding a meta-synthetic inquiry varies from the traditionally conceived literature search, because in a meta-synthesis the systematic literature review is the study itself. As such the information presented in this chapter is brief and is used to set the stage for the present study.

### **2.2 Education in Crisis**

#### ***2.2.1 Education and the Rights of Refugees***

The United Nations is an organization that seeks to promote peace and maintain security for all persons represented within participating states. The Universal Declaration of Human Rights was established in 1948, outlining the basic rights and freedoms that are intended to be afforded to all persons universally (United Nations [UN], 1948). In 1951, the United Nations established “1951 Convention” (UNHCR, 2011, p. 1), which was amended to include a protocol in the 1967 Convention and Protocol relating to the Status of Refugees (UNHCR, 2011). This protocol speaks to the protections outlined for all persons who have been forced to flee homelands and cross state lines. This document also outlines the legal protections, social rights, and required responsibilities and duties for refugees, and the obligations of states in their provisions to refugees. Initially focused on countries that were immediately impacted by World

Wars I and II, the 1967 expansion of the convention sought to declare a responsibility to provide such protections for all persons within each of the 148 obliging countries.

Articles 14 and 26 from the Universal Declaration of Human Rights have direct relevance to the present study. In Article 14 it is declared that all persons have the right to seek and enjoy asylum from persecution in outside countries, and Article 26 identifies the right of all persons to free, meritocratic, and inclusive education (UN, 1948). Pre-migratory experiences for forcibly displaced children often offer scarce access to formal education and academic learning opportunities (Farrell, 2006). The United Nations High Commissioner for Refugees has organized a series of strategies to provide immediate educational assistance to refugees following emergencies and disasters. This assistance seeks to place focus on helping children to develop the skills and knowledge required for them to adapt, become self-reliant, and thrive throughout migration and resettlement (UNHCR, 2018).

### **2.2.2 *Education Goals***

For students from refugee backgrounds, formal learning environments expose students to academic curriculum, in addition to providing valuable exposure to the implicit and explicit behaviours, norms, and practices of their new academic, social, and cultural settings (Bigelow et al., 2008). In Canada, education is compulsory. Of the 28,076 newly resettled citizens from refugee backgrounds Canada welcomed in 2018, 10,999 were under the age of 17. It is anticipated that 186,000 new entrants from refugee backgrounds will become Canadian residents by 2022 (see Table 1.1; Hussen, 2019; Mendicino, 2020; UNHCR, 2018). On average, global rates of academic enrollment decrease over time as students' progress from primary, to secondary, then to post-secondary levels. For students from refugee backgrounds, rates of enrollment are lower across each level (see Table 2.1).

**Table 2. 1 Comparative Rates of Student Academic Enrollment**

| Level of Education | Global Student Population | Refugee Students |
|--------------------|---------------------------|------------------|
| Primary Education  | 91%                       | 63%              |
| Secondary School   | 84%                       | 24%              |
| Higher Education   | 37%                       | 3%               |

*Note.* Data collected from (Mendicino, 2020; UNHCR, 2019).

Though these statistics offer a glimpse into the reality that refugee students face in their educational journey. It is important and hopeful to recognize that between 2017 and 2018 the number of students from refugee backgrounds who entered post-secondary programs, increased from 1 to 3 per cent (UNHCR, 2019; UNHCR, 2019). The sustainable development goals set forth by the United Nations offer a series of workable solutions that seek to end global poverty and inequity (United Nations Economic and Social Council [ECOSOC], 2019). These development goals are a call to action for countries, declaring that in order for our efforts to be successful, the efforts that we invest towards the improvement of health and education must occur in tandem. In line with Article 26 of the Declaration of Human Rights (UN, 1948), the fourth of these sustainable development goals seeks to ensure the provision of quality, inclusive, and equitable education promoting lifelong learning opportunities for all persons (ECOSOC, 2019). Empowering institutional effectiveness, and increasing the capacity of schools and communities to provide quality, inclusive education to students is a critical detail that was mirrored through the voices of educators, when speaking to the positive impact that district, governmental, and financial supports lent to their ability to provide inclusive and equitable academic experiences (Bigelow et al., 2008; Block et al., 2014; Pugh et al., 2012).

Integration to school settings forges an introduction to host cultures in a space where students can negotiate and imagine themselves into new experiences, which has been shown to

benefit “cognitive, emotional and social development” (Tyrer et al., 2014, p. 2) for students during these transitions. In Canada, children typically begin school at age five and are required to stay in school until 16 – 18 years of age depending on the province of residence (Government of British Columbia, 2017). British Columbia re-designed the current curriculum, to place focus on skill development and knowledge acquisition for students from refugee backgrounds who are transitioning into schools and classrooms following resettlement. The focus of this new curriculum is to equip schools and educators with materials to foster adjustment and resilience in newly arrived students with a prevailing focus on creating welcoming and inclusive learning communities (Government of British Columbia, 2017).

## **2.3 Refugee Students**

### **2.3.1 *Acculturation***

Acculturation speaks to the cultural and psychological change that occurs within individuals and between groups pending intercultural contact (Berry et al., 2006). Changes that transpire psychologically impact evolving attitudes towards native and host cultures, towards the process of integration, and towards individual cultural identities. Changes at the cultural level impacts customary practices across social, economic, and political domains. Within Berry’s model, two key factors intersect to articulate a series of acculturation strategies for ethnocultural groups, and for the larger society: 1) maintenance of heritage culture and identity, and 2) an interest in relationships between groups. Strategies for ethnocultural groups include integration, assimilation, separation, and marginalization. Strategies for the dominant/host or larger society include multiculturalism, melting pot, segregation, and exclusion. (Berry, 2005; McBrien, 2005).

Religion, gender, culture, and ethnicity are factors that impact the experience of discrimination for people from refugee and immigrant backgrounds. The experience of exclusion

and marginalization was shown to lead to rejection of host cultures, and an increasingly poor level of adaptation. Conversely, the more time that was spent adjusting to one's new culture, the more likely it was that they were associated with the integration profile and optimal adaptation in the psychological and sociocultural domains (Berry et al., 2006; McBrien, 2005). Schools represent a natural setting where a healthy integration of cultures can be practiced and realized for students from refugee backgrounds, while providing the space and interpersonal support to foster enhanced social, emotional, and psychological integration (Tyrer et al., 2014).

### ***2.3.2 Refugee Students and Academic Success***

The time that children spend in exile prior to resettlement may place them in positions of heightened risk due to past experiences with dangerous and unstable environments in addition to the lack of educational access they may have experienced (Farrell, 2006; McBrien, 2005). Schools provide a safe space for social interactions and cultural exchanges; exposing students from refugee backgrounds to social, linguistic, and cultural information unavailable through curriculum or text, which holds increasing value given the small social and cultural networks such newcomers may have upon their arrival (Kennedy & MacNeela, 2014; Yohani, 2011). Language plays a powerful role in the integration and academic success of refugee children and youth (Watkins et al., 2012; Yohani, 2011). One of the greatest challenges faced by children of refugee backgrounds, is the transition to new school environments (Szente & Hoot, 2006). When refugee students begin to acquire academic language, feelings of acceptance and belonging increase as their ability to interact with teachers and peers concurrently increases (McBrien, 2005). Students express feelings of safety when classmates share linguistic, cultural, and experiential backgrounds (Bartlett et al., 2017; Berry, 2005; Daniel et al., 2018; Davila, 2017; Kennedy & MacNeela, 2013). Interpersonal and structural supports in addition to

representational factors contribute to a reduction in the experience of prejudice and discrimination for students from refugee backgrounds at school (McBrien, 2005). Research examining refugee student experience reveals that high quality programming, teacher training, access to ESL supports, ESL programs in schools, district support, parental education, parental involvement in children's education, in addition to parents instilling and expressing high hope in their children are factors that are highly associated with the academic success and positive adaptation for students from refugee backgrounds (Li, 2006; Rah, 2007).

### ***2.3.3 Psychological and Mental Health***

Students who are refugees may suffer greater mental health difficulties than individuals from non-refugee backgrounds as a result of the events experienced throughout their migratory journey, which may include: distance travelled, duration of migration process, and accommodation throughout migration (Porter & Haslam, 2001). These factors have been shown to impact the mental health and well-being of students of refugee backgrounds, while potentially increasing cognitive, social, emotional, or behavioural struggles (Graham et al., 2016). Trauma, depression, and anxiety have been shown in some studies to occur in higher frequencies for refugee children, with trauma in particular having a lasting impact on student learning, academic engagement, performance and focus (Bajaj et al., 2015; Kaplan et al., 2015). It is difficult to rely on quantitative and standardized measures in the assessment of refugee children for reasons that may include the natural variability of such populations, the cultural insensitivity of measures, and the challenges of assessing English Language Learners from such varied linguistic and educational backgrounds. Results that have been generated from quantitative and standardized analyses, indicate dramatic differences in the experiencing of clinical disorders, with 2 – 9% of the general population versus 19 – 54% of children from refugee backgrounds showing clinically

significant levels of Post-Traumatic Stress Disorder (PTSD) up to twelve years following resettlement (Kaplan et al., 2015). Some experimental classroom interventions have shown promise in mitigating such conditions, including eye movement desensitization and reprocessing (EMDR) and cognitive behavioural therapy (CBT) (Brown, 2017).

#### **2.3.4 Parental Factors**

Research has shown parental involvement significantly affects the academic success of children (Rah et al., 2009). The effects of trauma has been shown to last generations, with research demonstrating the positive role parental involvement can play in mitigating these very effects, pivotally altering the trajectory of a child's development (McBrien, 2005; Slangalang & Vang, 2017; Spencer & Le, 2006). Struggles and difficulties faced by parents often interfere with their ability to support their child's academic, social, and emotional needs following resettlement, while they themselves try to reconfigure social and familial roles and adapt to new economic, social and cultural realities (McBrien, 2005). Research has shown that the provision of support through non-alienating routes, supports refugee parents and families, and serves a positive and protective role in the psychological health and wellbeing of their children (Graham et al., 2016; McBrien, 2005; Porter & Haslam, 2001). The presence of such active and supportive relationships in the lives of students from refugee backgrounds has been shown to impose a distinct and positive impact on the academic success and psycho-social adjustment of students from refugee backgrounds (Kaplan et al., 2015; Porter & Haslam, 2001).

#### **2.3.5 Teacher Practice**

The time and effort that educators invest in learning about individual students helps to forge connections, build rapport, and provide a rich landscape of knowledge to uniquely tailor and inform practice while helping students to flourish academically (Daniel & Zybyna, 2018;

Szente & Hoot, 2006). Teachers and educators seek to understand how to best support refugee students, relying on what they have learned through professional training, practical experience, and through the caring and flexible practices they adapt as they develop knowledge of their students (Bang & Collet, 2018; McBrien, 2005; Szente & Hoot, 2006). This type of teacher attention, when directed towards learning about individual students' histories and backgrounds, can have a powerful impact on successful student learning and outcomes (McBrien, 2005; Mendenhall et al. 2017; Szente & Hoot, 2006). Differences in language, and social and cultural understandings of education, contribute to confusion between parents and educators regarding how they both understand parental involvement. There may be difficulties for parents as many assume that teachers will be fully in charge of their children's learning. Teachers must also reflect on their personal attitudes and beliefs regarding children from immigrant and refugee backgrounds when seeking to build welcoming classroom spaces that focus on embracing diversity and respecting children from all cultural, linguistic, and experiential backgrounds (McBrien, 2005). Education holds a critical role in restoring structure to the lives of children following resettlement, and during their transitions. Schools and educators occupy a critical role in the "socialization and acculturation" (McBrien, 2005, p. 330) process for students from refugee and immigrant backgrounds.

### ***2.3.6 Meta-synthesis in Research with Students who are Refugees***

Vast differences between refugee student populations and the evolving definitions of key concepts, diagnostic terminology, and criteria over time challenge the capacity of quantitative measures to accurately assess populations such as students and children from refugee backgrounds, making the contextually sensitive nature of qualitative research reports increasingly appealing. The structure and form that a research study follows' is called a

methodology. These sets of procedures and methods are carefully constructed by researchers to responsively approach a particular inquiry through knowledge and application of relevant and appropriate measures. Findings from quantitative research inquiries provide important insights and are more frequent in the literature on immigrants and refugees. However, the cases of the individuals that we seek to understand, may become lost through such methods. Meta-synthesis is a rigorous and systematic approach to exploring, comparing, and analyzing qualitative findings from a focused body of literature (Erwin et al., 2011). Qualitative meta-synthesis offers complementary knowledge to what is known from quantitative studies.

## **2.4 Chapter Summary**

Many children who are refugees and their families face significant challenges, in some cases spending nearly a decade in detention centers and refugee camps awaiting immigration and resettlement approval. Access to formal educational programs for children and youth in these settings, is often limited with early childhood education virtually non-existent for children under the age of six (Farrell, 2006). Students from refugee backgrounds have limited access to formal schooling and an incredibly steep learning curve and period of transition and adjustment ahead once resettled. In the present study, using a framework designed by Sandelowski and Barroso (2007) the methodological approach of meta-synthesis will be used to examine the literature, and highlight features of academic programs that have been shown to demonstrate success in the education of students from refugee backgrounds following resettlement.

## **Chapter 3: Methodology**

### **3.1 Chapter Overview**

This chapter begins with an introduction to the purpose and research question of the present study, followed by an explanation of the conceptual framework that was used to situate and guide the inquiry. The role of the researcher is next presented, leading to an overview of the methodological approach used throughout the research process. This overview includes a discussion of the procedures that were used to source, appraise, and optimize the results from the synthesis of qualitative research findings. This chapter closes with a summary of the procedures used to ensure the rigor of the study.

### **3.2 Purpose and Research Question**

In seeking to understand what schools and educators are doing to meet the needs of refugee students entering Canadian schools, I explore this topic by focusing on qualitative research studies to identify features of academic programs that have demonstrated promise in facilitating success for refugee students. Guiding the present inquiry was the following research question: What are the features of educational programs that support the academic success of students from refugee backgrounds as identified through qualitative research studies?

The systematic method of qualitative meta-synthesis used in the present study was selected to inform the research process (Sandelowski & Barroso, 2007). This approach provided a structure that allowed for careful reflection and synthesis of meaningfully generated themes and concepts shared across studies. Following the study selection and appraisal processes, findings and insights were extracted from 16 reports, then analyzed, classified, synthesized, and presented in accordance with Sandelowski and Barroso's (2007) guidelines for synthesizing qualitative research and Spradley's (1979) taxonomic analysis.

### **3.3 Conceptual Framework**

The present inquiry is rooted in the epistemological foundation of social constructionism, which posits meaning is constructed as individuals interact across social, cultural, and historical contexts. Social constructionism is built on the belief that knowledge is established and transmitted within social contexts (Crotty, 1988). The perspective of social constructivism was selected to theoretically compliment the chosen epistemology based on the shared articulation, that meaning making is an activity rooted in the mind of the individual (Crotty, 1988; Moon & Blackman, 2014). Schools are settings where students and educators interact socially in dynamic contextual settings to generate and transmit knowledge. The academic milieu provides students from refugee backgrounds the space to interact with new languages, cultures, and traditions while learning to negotiate meaningful integration of their past and present experiences. The conceptual framework for the present inquiry was carefully constructed, placing the experiences of students from refugee backgrounds at the center of the inquiry and analysis.

### **3.4 Role of the Researcher**

#### ***3.4.1 Positionality***

As the principal researcher of this study I was the primary instrument used throughout the research process. I was responsible for organizing and documenting the search and retrieval process, documenting the audit trail, completion of the individual report appraisals and cross-study display table, extraction and unitization of findings, classification of findings, synthesis of research results, application of optimization protocol and the defense and presentation of the completed research project.

#### ***3.4.2 The Self of the Researcher***

Born and raised in Nova Scotia in a predominantly English-speaking community, I

studied art from a very young age, was classically trained in violin and piano from grade two through high school and completed a philosophy degree in 1999 before earning a Culinary Arts diploma on my journey through a twelve-year career in the food service industry. Returning to academia in 2011, I completed a Bachelor of Science, Honours Psychology degree in 2015. During my time working in the food service industry, there was a period when I lived in Montreal, and for the first time in my life I experienced life as a linguistic outsider. Having studied French throughout grade school, I was by no means fluent. I had a culinary advantage in that most of the procedures, tasks, and food items used in the kitchen drew from French terms I was already familiar with. However, outside of the kitchen, communication was challenging and my ability to interact and engage with my community and surroundings was indeed inhibited. This brief experience as a linguistic outsider, combined with the knowledge I've accrued throughout this study; has provided me with enough insight to understand the incredible importance of language and communication, in our ability to connect and engage.

In 1996 I began my practice with meditation, though not until 2012 did this practice become an active component of my daily life. Meditation strengthens inhibitory control and the capacity to reflect on internal thoughts, impulses, and motivations, reducing reactivity and bolstering our potential for empathy and compassion is (Gyatso, 1993; Hanson, 2018). The internal resources developed through my personal practice of meditation have benefitted me personally, and during the many bumps and starts of my professional life. From switching careers at 30, to moving across the country for graduate school, to having to switch research subjects while mastering an entirely new and unknown research methodology. No matter how shaky and uncertain things may become ~ I can always stop and return to my breath. And like we return to the breath in meditation; throughout this research process, there have been times

when I've gotten off track and have needed to pause and *ground* myself in what I know to be true; the research evidence. There were times when this this research project indeed became daunting. At these moments, I was grateful to be able to draw from the grounding of mindful practice, and in returning to the breath and the present moment. we recognize arising thoughts and return to the breath when sitting.

The years I spent cooking have taught me to be prepared for things to go sideways, to learn to take things in stride, and to always complete a task. Some nights are slow and steady, others go from slow to slammed in no time. In those moments, you quickly come to see; that the most you can ever do - is the best you can with what you've got. At the end of the day, the outcome depends on the process. I was lucky throughout my research process, to have had a strong and patient supervisor who stood by me, helping to keep me on track and to redirect my focus when I needed extra support and direction. And in seeking to uphold the transparency of my research process, I kept a series of personal and reflexive journals for the documentation of questions, confusion, ideas, distractions and insights that arose. These journals served as a powerful reference tool throughout the research process and were a valuable resource as I worked with the data during analysis and writing aspects of this study.

### **3.5 Qualitative Meta-Synthesis**

Several factors led to the decision use a qualitative meta-synthesis for the present inquiry. The question driving this research grew from the simple interest of wanting to understand what is working for educators who are working with resettled refugee students. In seeking to understand what is helping refugee students to adapt and succeed in school, and to further consolidate the body of qualitative literature examining the refugee student experience an inquiry was undertaken to uncover the features of academic programs shown to contribute to the academic

success of students from refugee backgrounds. The power of this methodology to identify themes and concepts across studies is made possible through the iterative nature of the methods employed. The initial search, appraisal, and classification phases of the meta-synthesis, each fulfill multiple purposes. For example, the search and retrieval procedures were used to generate 816 studies from over 1.5 million initial results, while concurrently finalizing the search terms that were used throughout the search and retrieval phases. The primary and secondary abstract screenings placed focus on the content of abstracts while introducing criteria to the screening process. Screening phases concurrently generated a finalized list of screening criteria and 47 studies for the final eligibility screening phase. These criteria were then applied to the remaining 47 studies during the final eligibility screening phase. During these last phases, studies were thoroughly read numerous times, with reports removed at each successive phase, rendering 16 reports for synthesis by the end of the appraisal processes.

The knowledge generated from the targeted reading of thousands of abstracts and the re-reading of dozens of articles, was reiterated into each subsequent search effort while bolstering my personal breadth of understanding surrounding this body of literature, which allowed for further specification and precision in the search process. This methodological structure provided the tools and space for iterative knowledge development and understanding through extensive reading rigorous appraisal tools, and through the generation of nuanced meaning across the processes of finding classification and thematic analysis. These methods were used enhance the rigor of the research process and to optimize the validity of findings surrounding the academic experiences of refugee students, relating to their success. Such descriptive and nuanced results would not be possible if an inquiry was “levied only through quantitative means” (Dwyer & McClosky, 2013, p. 96). Qualitative meta-synthesis outlines a flexible and iterative framework

designed to source, appraise, and synthesize findings from qualitative research reports, which is precisely what this research sought for the inquiry into the academic success and experiences of students from refugee backgrounds.

### **3.6 Procedures**

#### **3.6.1 Literature Search and Retrieval**

Throughout the literature search and retrieval process, I documented the search process in an audit trail consisting of a series of Excel spreadsheets, Word documents, and hand kept records ensuring that each step could be reviewed, reconsidered, and replicated. I also, kept a series of reflexive journals throughout the research process that were used to document any thoughts, questions, insights or observations that arose.

**Search Engines.** The search engines used for the present literature search were the UBC Summon General Search Engine, PsycINFO, and ERIC.

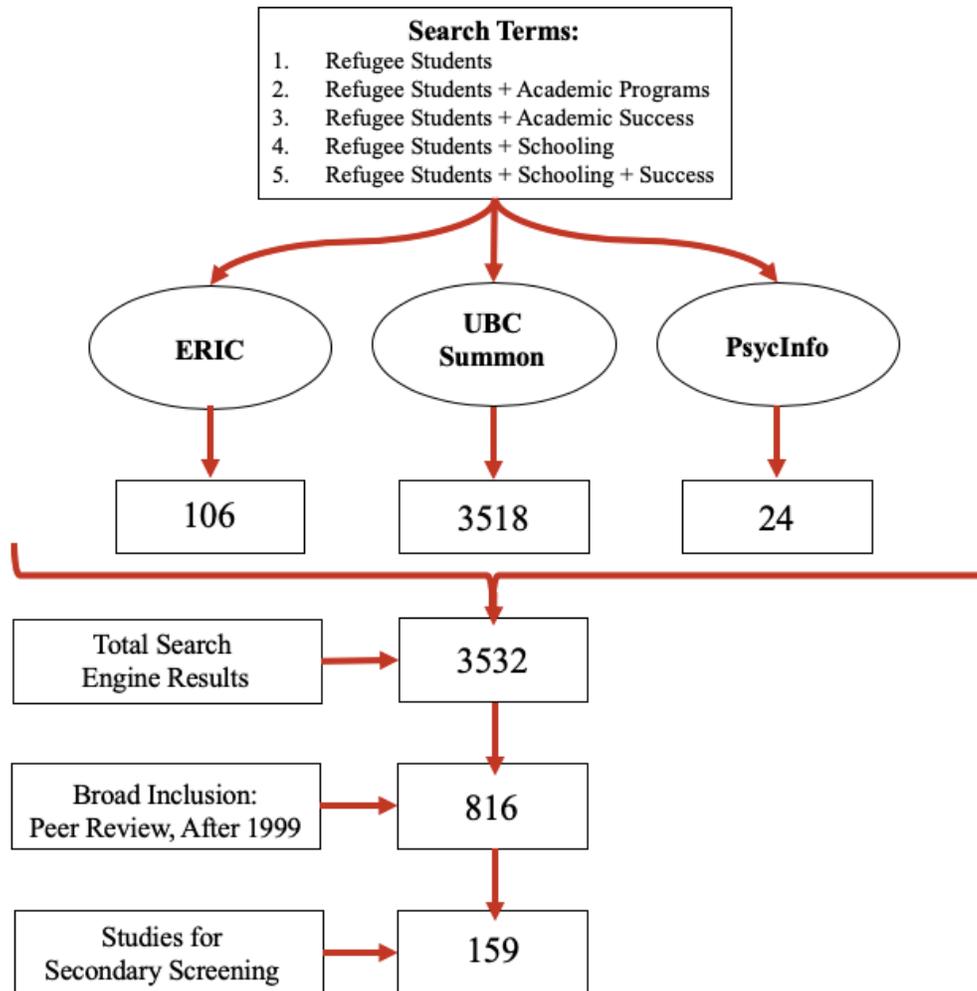
**Search Terms.** The following terms were used in the preliminary search stages: “refugee students”, “academic programs”, “academic success”, “schooling”, “success”. Search terms were entered into each of the three search engines (see Figure 3.1) either singularly, or in sets of terms. The sets of terms that were used, are as follows: (refugee students), (refugee students, academic success), (refugee students, academic programs), (refugee students, schooling), and (refugee students, schooling, success).

#### **Search Stages.**

**Stages One, Two, and Three. Preliminary Screening.** The first step in this research process began with my entering the term “refugee students” into the UBC summon general search engine. This initial search rendered over 1.5 million results, at which point, I applied a series of search parameters in order to generate a more reasonable number of studies for

consideration. Search terms were combined (see “Search Terms” above) and entered into each of three search engines identified above and shown below in Figure 3.1.

**Figure 3. 1 Screening Phase One: Preliminary Screening and Retrieval Process for Research Report Selection**



The application of these specified search terms reduced the number of results to 3,648, and once duplicate studies were removed this number was further reduced to 3532.

**Stage Four: Application of Broad Criteria.** At this stage two broad criterion were applied: 1) peer-reviewed journal articles, and 2) research published since 1999. Application

of these two criteria rendered 816 peer reviewed reports for consideration.

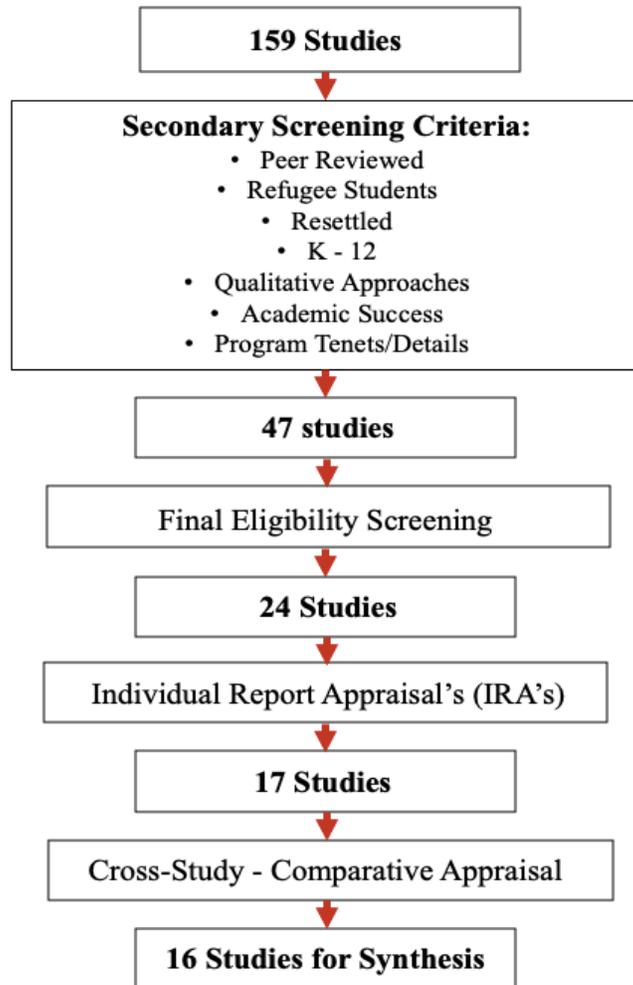
**Stage Five: Preliminary Abstract Screening.** In the next stage, 816 abstracts were reviewed to identify research reports that adequately addressed the focus of this research study. During the preliminary abstract screening stage, the following criteria were applied to help focus the research: refugee students, refugee students following resettlement, students in K-12 classes, research studies using qualitative methods, focus on academic programs (see Table 3.1). This process was documented in an Excel spreadsheet, with the application of these inclusion and exclusion criteria further reducing the pool of viable studies to 159.

**Table 3. 1 Finalized Inclusion and Exclusion Criteria for Screening and Selection**

| Inclusion Criteria              | Exclusion Criteria                    |
|---------------------------------|---------------------------------------|
| Peer reviewed research studies  | Non peer-reviewed literature          |
| Publication dates: 2000 – 2019  | Not a qualitative research study      |
| Focus on refugee students       | Focus not on academic programs        |
| Focus after resettlement        | Program tenets & details not outlined |
| Qualitative methodologies       |                                       |
| Primary data source             |                                       |
| Grades K – 12                   |                                       |
| Program has academic focus      |                                       |
| Program tenets/details outlined |                                       |

**Stage Six: Secondary Abstract Screening.** Abstracts of 159 articles were reviewed to ensure reports adequately addressed constructs of immediate interest to the inquiry. Screening criteria were used to evaluate abstracts with the process documented in an Excel spreadsheet. Screening criteria included: a focus on resettled refugee students, students who were participating in academic programs, students in grades K – 12, academic programs outlining

**Figure 3. 2 Screening Phase Two: Final Eligibility Screening and Appraisal**



“some” level of detail, studies utilizing qualitative and descriptive methods (see Figure 3.2). Space was provided to document reasoning if a study was not selected. Following this stage, inclusion criteria were finalized (see Table 3.1) leaving forty-seven articles remaining for the final eligibility screening, and the individual and cross-study appraisals.

**Stage Seven: Final Article Eligibility.** This next stage involved rigid application of inclusion and exclusion criteria to the remaining 47 studies (criteria detailed in Table 3.1). Following the final screening process, 24 studies remained for appraisal at the individual level.

Pending completion of these 24 individual report appraisals (see Appendix B for the Individual Report Appraisal template that was modified and used for the present study), seven additional articles were removed (see Table 3.2 for exclusion reasoning) leaving 17 studies.

**Table 3. 2 Reasoning for Exclusion Following Individual Report Appraisals**

| Reason for exclusion              | Number of Studies |
|-----------------------------------|-------------------|
| Data gathered prior to 1990       | 1                 |
| Focus not relevant to research    | 1                 |
| Focus on learning, not in schools | 1                 |
| Pilot research                    | 1                 |
| Related research reports          | 1                 |
| University population             | 2                 |

Following completion of the individual report appraisals, and prior to the analysis and synthesis of findings, a cross-study display table was compiled for comparative appraisal, and to provide a consolidated summary of key elements from each article (see Table 3.4). Following completion of the individual report appraisals, I began working closely with my research supervisor to negotiate the finalization of categories for the cross-study table (see Table 3.4), and how to summarize and classify this information for presentation. Following completion of the cross-study table, the decision to remove one final report was made and is reflected in Figure 3.1.

### **3.6.2 *Appraising Qualitative Reports***

**Individual Report Appraisals.** Appraising research reports at the individual level was a highly detailed phase of the research process that was used to determine if inclusion criteria were satisfied and to highlight the method, form, and content of each study (Sandelowski & Barroso, 2007). Consolidating relevant information for the individual report appraisals (see Appendix B) was a lengthy and extensive process. Pending completion of the first four report appraisals

following the exact template outlined by Sandelowski and Barroso (2007), slight modifications were made resulting in the following 15 content areas for the finalized template (see Table 3.3).

**Table 3.3 Content Areas of the Individual Report Appraisals**

| Content Areas of Individual Report Appraisals       |
|---|
| 1. Research Problem                                 |
| 2. Research Purpose & Question(s)                   |
| 3. Literature Review                                |
| 4. Orientation Towards Phenomenon                   |
| 5. Orientation Towards Inquiry                      |
| 6. Sampling Strategy & Techniques                   |
| 7. Sample Size & Composition                        |
| 8. Data Collection, Generation Techniques & Sources |
| 9. Data Management & Analysis                       |
| 10. Techniques for Maximizing Validity              |
| 11. Findings  |
| 12. Discussion & Implications                       |
| 13. Protection of Human Subjects                    |
| 14. Logic & Form of Findings                        |
| 15. Reviewers Abstract & Summary Appraisal          |

The individual report appraisals consolidated and presented information, which allowed me to become intimately familiar with the content, method, form, and orientation of the reports (Sandelowski & Barroso, 2007). Individual report appraisal's provided a thorough record and deeply nuanced understanding for each study.

**Cross-Study Appraisal and Classification.** Key elements and details from the 17 reports remaining following the individual report appraisals, were consolidated into the following cross-study display table (see Table 3.4; Sandelowski & Barroso, 2007). For this process, I worked closely with my research supervisor to consolidate and enter relevant details

from the first 7 reports together, at which point I began to work independently in completion of the remaining eleven research reports. Once details from each report were entered into the table I met with my research supervisor, in order to negotiate and finalize table contents and details. It was decided during this meeting, that one remaining study would to be removed, leaving 16 qualitative reports (see Appendix A) that were to be considered in the present meta-synthesis (see Table 3.4 below).

### **Meta-Synthesis: Taxonomic Analysis.**

**Overview.** The objective of the present study was to highlight features of academic programs shown to promote the academic success of students from refugee backgrounds, demonstrated through findings of qualitative research reports. Sandelowski and Barroso's (2007) *Handbook for Synthesizing Qualitative Research* and *The Ethnographic Interview* (Spradley, 1979) formed the basis of the approach that was used to guide the construction of this methodological framework and to inform the thematic analysis of findings. The following passages outline the steps that were followed during the analysis of research findings (Sandelowski & Barroso, 2007; Spradley, 1979).

**Data Analysis.** Once the individual report appraisals (see Appendix B) and the cross-study display table (See Table 3.4) were complete, the principal researcher began to analyze the "extracted and edited findings" (Sandelowski & Barroso, p. 100, 2007) from the 16 individual report appraisals. These findings are the extracted and edited statements are what will be referred to as "data" (Patterson et al., 2001; Spradley, 1979) throughout the remainder of this study, and represent the content for the thematic analysis and synthesis of findings. The steps involved in cleaning or preparing the data, began with a series of "translations" (Noblit & Hare, 1988, pp. 22-26), which involved of a series of transcriptions for each set of findings to remove extraneous

**Table 3. 4 Cross-Study Display Table for Comparative Appraisal**

| Report                         | Author<br>Affiliation | Sampling<br>Approach | Theoretical<br>Perspective | Methodology                     | Type of<br>Findings         | Program<br>Reviewed   | Sample  |
|--------------------------------|-----------------------|----------------------|----------------------------|---------------------------------|-----------------------------|---|---|
| Bajaj, M. et al.<br>(2017).    | Education             | Purposive            | Not Specified              | Case Study                      | Thematic<br>Descriptions    | Culturally<br>Relevant<br>Pedagogy<br>(CRP)                               | United States<br>25 Students<br>15 Teachers/<br>School & District<br>Staff<br>1 High School   |
| Bigelow, M., et al.<br>(2008). | Education             | Purposive            | Not Specified              | Mixed                           | Codes/<br>Themes            | Transitional<br>Language<br>Centers (TLC's)<br>& Language<br>Academy (LA) | United States<br>20 Teachers<br>1 Elementary School   |
| Block, K. et al.<br>(2014).    | Education             | Purposive            | Not Specified              | Program<br>Evaluation/<br>Mixed | Interpretive<br>Explanation | English Learning<br>Centre Support<br>Programs<br>(Not Specified)         | Australia<br>Key Stakeholders<br>(Not Specified)<br>114 Checklist<br>Participants;<br>34 Interview<br>Participants<br>44 Schools<br>21 Elementary |

| Report                                   | Author<br>Affiliation | Sampling<br>Approach | Theoretical<br>Perspective      | Methodology   | Type of<br>Findings   | Program<br>Reviewed                           | Sample  |
|--|-----------------------|----------------------|---------------------------------|---|---|---|---|
|  |                       |                      |                                 |   |   |   | 22 Secondary<br>1 Not specified   |
| Crawford, R.<br>(2017).                  | Education             | Purposive            | Contextualist                   | Case Study<br>Community<br>Based<br>Participatory<br>Approach | Thematic<br>Descriptions                                    | Music Education<br>Program (Not<br>Specified) | Australia<br>13 Participants<br>10 Students<br>1 Music<br>Educator<br>1 Non-Arts<br>Educator<br>1 Principal<br>Primary-Secondary<br>Schools |
| Daniel, S. M. &<br>Zybina, M.<br>(2018). | Education             | Purposive            | Socio-Cultural                  | Ethnographic  | Critical<br>Grounded<br>Theory/<br>Thematic<br>Descriptions | The Odyssey<br>After School<br>Program        | United States<br>9 Secondary<br>Students<br>1 Secondary School  |
| Davila, L. T.<br>(2017).                 | Education             | Purposive            | Ecological/<br>Socio-Linguistic | Mixed   | Interpretive<br>Explanations                                | Not Specified                                 | Sweden<br>11 Elementary<br>Students   |

| Report                                   | Author<br>Affiliation | Sampling<br>Approach | Theoretical<br>Perspective                            | Methodology  | Type of<br>Findings                       | Program<br>Reviewed   | Sample   |
|--|-----------------------|----------------------|---|--|---|---|--|
| Dwyer, E. & M.<br>L. McClosky<br>(2013). | Education             | Purposive            | Not Specified   | Participatory<br>Action/<br>Mixed                          | Interpretive<br>Explanations              | Summer<br>Literacy and<br>Soccer Camp<br>(Not Specified)            | United States<br>35 Students<br>Secondary Schools  |
| Emert, T. (2013).                        | Education             | Purposive            | Multi-Literacies                                      | Digital Story<br>Telling/<br>Arts-Based<br>Pedagogy        | Interpretive<br>Explanations              | Transpoemations<br>Project  | United States<br>70 Elementary –<br>Secondary<br>Students<br>Multiple Schools<br>(Number Not<br>Specified)                                 |
| Lee, M. W.<br>(2014).                    | Education             | Purposive            | Grounded<br>Theory/<br>Participatory<br>Action Theory | Thematic<br>Analysis/<br>Critical<br>Discourse<br>Analysis | Thematic<br>Descriptions/<br>Interpretive | Participatory &<br>Mainstream<br>English Classes<br>(Not Specified) | South Korea<br>Interviews -<br>13 Students<br>5 Teachers<br>1 Principle<br>5 Classrooms<br>5 Teachers<br>50 Students<br>1 Secondary School |

| Report                    | Author<br>Affiliation | Sampling<br>Approach | Theoretical<br>Perspective                                       | Methodology                | Type of<br>Findings                       | Program<br>Reviewed                        | Sample   |
|---------------------------|-----------------------|----------------------|--|----------------------------|---|--|--|
| Linares, R. E.<br>(2018). | Education             | Purposive            | Critically<br>Conscious<br>Theories/<br>Ethics of Care<br>Theory | Ethnographic<br>Case Study | Thematic<br>Descriptions/<br>Interpretive | Social Studies<br>Class (Not<br>Specified) | United States<br>1 Teacher<br>1 Student<br>Newcomer<br>Middle School   |
| Mendenhall, M.<br>(2017). | Education             | Purposive            | Not Specified  | Visual<br>Methodology      | Thematic<br>Descriptions                  | Not Specified                              | United States<br>Focus Group &<br>Individual<br>Interviews<br>11 Students<br>“Several” Adult<br>Staff<br>Questionnaires<br>16 Student<br>Volunteer<br>Tutors<br>1 Secondary School |
| Naidoo, L. (2011).        | Education             | Purposive            | Not Specified  | Case Study<br>Methodology  | Thematic<br>Descriptions                  | Refugee Action<br>Support Program          | Australia<br>Admin. & Teaching<br>Staff (# Not<br>Specified)   |

| Report             | Author<br>Affiliation | Sampling<br>Approach | Theoretical<br>Perspective | Methodology | Type of<br>Findings                        | Program<br>Reviewed           | Sample   |
|--------------------|-----------------------|----------------------|----------------------------|-------------|--|-------------------------------|--|
|                    |                       |                      |                            |             |  |                               | Students (# Not Specified)<br>10 Secondary Schools   |
| Pugh, K. (2012).   | Education             | Purposive            | Not Specified              | Ethnography | Interpretive Explanations                  | New Arrivals Program          | Australia<br>Interviews (6)<br>Principal/<br>Assistant<br>Principal/4<br>Teachers<br>Observations:<br>4 Classrooms, 3<br>Staff Meeting,<br>Staff Room &<br>Inquiry Group<br>Primary School |
| Roy, L. A. (2015). | Education             | Purposive            | Border Theory              | Case Study  | Thematic Descriptions & Discourse Analysis | ELL Classroom (Not Specified) | United States<br>12 Somali Bantu Refugee Students + Families   |

| Report                             | Author<br>Affiliation     | Sampling<br>Approach | Theoretical<br>Perspective                  | Methodology                | Type of<br>Findings      | Program<br>Reviewed  | Sample   |
|------------------------------------|---------------------------|----------------------|---|----------------------------|--------------------------|--|--|
|                                    |                           |                      |   |                            |                          |  | 1 Teacher<br>Secondary   |
| Symons, C. &<br>Ponzio, C. (2019). | Education                 | Purposive            | Socio-Cultural/<br>Cognitive/<br>Linguistic | Ethnographic<br>Case Study | Thematic<br>Descriptions | Gaining<br>Learning<br>Opportunities<br>through Better<br>English<br>(GLOBE) | United States<br>62 Students<br>3 Instructors,<br>Middle & High<br>Schools |
| Yohani, S. (2011).                 | Educational<br>Psychology | Purposive            | Social<br>Constructivist                    | Case Study                 | Thematic<br>Descriptions | Educational<br>Cultural<br>Brokers/<br>Settlement<br>Practitioner            | Canada<br>8 Educational<br>Cultural<br>Brokers                             |

jargon and consolidate the essence and meaning of each unit of data. It was important that each singular unit be able to stand alone and be understood without losing the meaning of the source. This was a highly iterative phase of the research process that allowed the principal researcher to become intimately familiar with the research content and develop insight and understanding into the underlying themes and meanings shared across contexts.

The unitization, thematic analysis, and classification process was documented in a series of word documents. Once unitization was complete, findings were analyzed into themes and subthemes (Spradley, 1979). This process helped significantly in finalizing theme category definitions and in providing a starting point for subtheme definitions (see Appendix C). Several meetings transpired between the principal researcher and their supervisor throughout this period and once thematic categories had been negotiated where both the principal researcher and their supervisor were confident in the clarity and accuracy of the definitions, the research process moved to the peer negotiation phase which was implemented to negotiate consensus and establish inter-rater reliability between peers surrounding thematic and sub-thematic classification of data points.

***Synthesis of Data.*** The synthesis generated from the thematic analysis, classification, and negotiation of 669 units of data, takes the form of a “taxonomic analysis” (Sandelowski and Barroso, 2007, p. 199; Spradley, 1979). Taxonomic analysis is an inductive form of domain analysis capable of providing a foundation of knowledge for the development of hypothesis, models, theories, while immediately presenting the full conceptual range of findings from the synthesis (Sandelowski & Barroso, 2007). Once the peer review process was complete, I returned to the thematic findings in order to identify the key messages, semantically weaving together these thematic findings (Sandelowski & Barroso, 2007; Spradley, 1979).

## 3.7 Optimizing Validity and Ensuring Rigor

### 3.7.1 Overview

In seeking to optimize validity and inhibit the influence of personal bias on the qualitative research process, this section outlines the procedures used to ensure that the “trustworthiness or goodness” (Marshall & Rossman, 2007, p. 43) of research was satisfied. The concepts of validity and rigor in research are satisfied within qualitative studies when opportunities for peer review, audit trails, and negotiated validity (Sandelowski & Barroso, 2007) are built into the research design. The following procedures were selected to minimize contradictions and errors in the research, and to reduce the interference and influence of personal bias.

**Reflexive Journal.** Reflexive journals were used throughout the research process, for the purpose of increase self-awareness, inhibiting personal bias from distorting the research process, and in the striving to maintain objectivity throughout the research process. I kept a series of handwritten journals throughout the research process, documenting thoughts and reflections that arose throughout the reading and research processes. These records were not included in the analysis process, nor was their content synthesized formally as findings. They served an important role in the objective record by documenting the principal researchers’ thoughts and feelings, and in acting as a powerful tool for reference and self-reflection. For example, many powerful statements were generated across readings. Such statements were an invaluable component of the thematic classification process.

**Audit Trail.** The primary researcher kept a series of handwritten and digital records, documenting each stage of the research process. A series of Excel spreadsheets were used to document the primary and secondary search phases. Word documents were utilized to document and organize the unitization, translation, and classification of findings. Handwritten notes were

kept throughout the process to document thoughts that arose and that were inspired during reading and writing.

**Negotiated Consensual Validity.** In seeking to attain negotiated consensual validity for the classified findings of the present research synthesis, a peer review process was built into the methodological design to validate the principal researchers thematic and sub thematic classifications of unitized research findings. The peer reviewer who contributed to the negotiation of findings for the present study is a research associate and part time faculty member

**Table 3. 5 Inter-rater Agreement Ratios and Percentages**

| Inter-rater Phase | Agreement Ratio | Percent of Agreement |
|-------------------|-----------------|----------------------|
| Phase One         | 138/160         | 86.25%               |
| Phase Two         | 145/158         | 91.77%               |
| Phase Three       | 154/168         | 91.76%               |

in the Department of Psychology at Saint Mary’s University in Nova Scotia. The peer review process transpired in three phases, attaining negotiated consensus for 75% of the thematic and sub-thematic finding classifications.

**Phase One.** The peer review process began with a facetime conversation between peers. During this discussion, the principal researcher outlined the required tasks to the peer reviewer. This was followed by a brief discussion of the purpose of research and a thorough discussion of the thematic category definitions. Following this discussion, the peer reviewer was issued the (Phase One) peer review document (See Appendix C) via email. The document contained: task instructions, thematic definitions, a summary table, and a list of acronyms contained within the summary table. Once phase one was complete, the peer reviewer emailed the completed document back to the principal researcher who scored responses for inter-rater reliability. The

first phase of the peer review process resulted in inter-rater reliability score of 86.25% (see Table 3.4). The peer reviewer and principal research scheduled another facetime meeting during which, negotiation of items of disagreement transpired. Responses were changed in one of three ways: 1) researcher changed classification based on peer's explanation; 2) peer changed classification based on researcher's explanation; or 3) peer and researcher negotiated an entirely new thematic classification. Following the peer negotiation phase, results were submitted to the principal researcher's supervisor for review and discussion prior to moving to phase two.

**Phase Two.** The second phase of the peer review process was similar to phase one, with another set of 25% of the unitized findings issued to the peer reviewer for thematic classification. Once the peer reviewer was completed with phase two, they reissued the document to the principal researcher to calculate the inter-rater reliability score. The second phase of the peer review task revealed inter-rater reliability score of 91.77% (see Table 3.4). Following scoring, peers met again through facetime to discuss each item that was in disagreement, negotiating classification in one of the three directions mentioned above.

**Phase Three.** The third phase of the peer review process was again, similar to the second phase, only in Phase Three the peer classified research findings at the level of both the theme, and subtheme. The third peer review document was issued via email. The peer reviewer completed the document, returning it to the principal researcher via email. The third phase of the peer review process rendered inter-rater reliability score of 91.76% (see Table 3.4). Peers scheduled a facetime meeting to discuss each item that did not reach consensus, same as above.

**Expert Peer Review.** The expert peer review component of this study was woven throughout the entire research process. The initial phases of research began with the development of a research question and the decision of which methodology to use. Accordingly, there was less

discussion during these phases. Moving into the literature search and retrieval phases involved more frequent discussions around search criteria. Once study selection was finalized and the peer review phase began, there was much discussion surrounding the classification of data in preparation for the negotiation process. Following the peer review process, the principal researcher worked closely with their supervisor to ensure an accurate, thorough and detailed outline of the methodology section was provided. Following the submission of the first complete draft of all thesis chapters, all meetings shifted to the Zoom platform leading up to the final thesis defense.

### **3.8 Chapter Summary**

Qualitative meta-synthesis holds great power as a way to flexibly examine and consolidate a broad range of qualitative research findings from a varying approaches and perspectives. This methodology was designed to address the proliferating volume of research and fortify the findings from qualitative research through application of methods allowing for the rigorous analysis, classification, and synthesis of findings. Seeking to consolidate the volume of extant research addressing the refugee student experience, and to effectively disseminate the findings to practitioners and educators, the procedures and methods outlined by Sandelowski & Barroso (2007) and Spradley (1979) were used to synthesize and bolster validity the validity of singular qualitative research findings. The present chapter outlined a research methodology, chosen to specifically address the purpose, objective, and question guiding the present research inquiry.

## **Chapter 4: Findings**

### **4.1 Chapter Overview**

This chapter begins by setting the stage for the presentation of findings resulting from the thematic analysis of this meta-synthesis of qualitative research, that was validated through a process of peer review. The results from this thematic analysis revealed seven main themes, 26 subthemes, and 90 features or characteristics of academic programs that were shown to contribute to the success of students from refugee backgrounds. These thematic features and variables have been organized and presented in the form of a taxonomic analysis (Spradley, 1979) and are discussed across each theme, then subtheme; throughout the remainder of this chapter. The chapter ends with a brief synthesis of the key thematic findings.

### **4.2 Context of the Meta-Synthesis**

Following completion of the study selection and retrieval processes (see Chapter Three), Individual Report Appraisals were completed for each study (See Appendix B), followed next by the completion of a Cross Study Analysis that took the form of a display table and was used to consolidate details relevant to the present inquiry (see Table 3.4), details from which were further streamlined to highlight details of immediate relevance to the research question and inquiry at hand: program name/type; country; school level (see Table 4.1 below). Following completion of the 24 individual report appraisals, the decision to remove seven studies was made leading to the entry of 17 studies into the cross-study appraisal and display table. Following this process, the decision to remove one last study was made. The next phase of analysis involved returning to the individual report appraisals to collect the edited findings from the 16 finalized reports. It was these passages of edited findings that provided content that was transformed into data, used within the thematic analysis presented here. The iterative process of qualitative

**Table 4. 1 Highlights from Cross-Study Analysis for Synthesis of Studies**

| Program Name or Type  | Country       | School Level                                |
|---|---------------|---|
| Culturally relevant pedagogy (CRP)                                  | United States | Secondary school                            |
| Transitional language center's (TLC's)<br>& Language academy (LA's) | United States | Primary/elementary school                   |
| English learning center support<br>programs                         | Australia     | Primary/elementary and<br>secondary schools |
| Music education program   | Australia     | Primary – Secondary school                  |
| Odyssey after school program  | United States | Secondary school                            |
| Program not specified   | Sweden        | Primary/elementary school                   |
| Summer literacy & soccer camp                                       | United States | Secondary schools                           |
| Transpoemations project   | United States | Primary/elementary –<br>Secondary schools   |
| Participatory & Mainstream English<br>classes                       | South Korea   | Secondary school                            |
| Social studies classes  | United states | Middle (Newcomer) school                    |
| Refugee action support program                                      | Australia     | Secondary schools                           |
| New arrivals program  | Australia     | Primary/elementary school                   |
| Somali Bantu students and families<br>from refugee backgrounds      | United States | Secondary school                            |
| Gaining Learning Opportunities through<br>Better English (GLOBE)    | United States | Secondary (middle and high)<br>schools      |
| Educational cultural brokers and<br>settlement practitioners        | United States | Not specified                               |

meta- synthesis highlighted ninety program features shown to support the success of students from refugee backgrounds within the contextual parameters of these 16 identified studies.

Findings from the thematic analysis were organized according to theme, subtheme, and program features/characteristic, and these findings are presented here.

### 4.2.1 Overview

A thematic analysis of 669 itemized units of qualitative data, was synthesized to reveal seven main themes in response to the research question and focus of the present inquiry:

**What are the features of educational programs that support the academic success of students who are refugees as identified through qualitative research studies?**

Results of the thematic analysis and peer negotiation processes transformed the 669 units of qualitative data into seven themes, 26 subthemes, and 90 features and/or characteristics of success in the academic programs that have been shown to contribute to the success of students from refugee backgrounds. Those seven themes are: Outcomes, Educators, Curriculum, Classrooms, Schools, Relationships, and Activities. A display table outlining these themes, subthemes and the associated frequency are displayed below in Table 4.2. The use of frequencies in this table in no way denotes the significance or importance of one theme over another. For example, the outcomes theme holds the highest frequency of units, though this number quite objectively represents of the frequency of outcomes that highlight the success of specific program features generated across the 16 research reports. The inclusion of frequencies benefitted documentation, organization, and the thematic inventory records, though in no way do these frequencies represent statistical value or significance.

**Table 4. 2 Theme, Subtheme, and Frequency Display Table**

| Theme Category | Subtheme                          | Frequency |
|----------------|-----------------------------------|-----------|
| 1. Outcomes    | 1.0                               | 241       |
|                | 1.1: Student outcomes             | 163       |
|                | 1.2: School and educator outcomes | 46        |
|                | 1.3: Language outcomes            | 19        |
|                | 1.4: Parent and family outcomes   | 13        |

| Theme Category   | Subtheme  | Frequency |
|------------------|---|-----------|
| 2. Educators     | 2.0   | 160       |
|                  | 2.1: Strategies and practices                         | 96        |
|                  | 2.2: Language and literacy practices                  | 37        |
|                  | 2.3: Roles  | 27        |
| 3. Curriculum    | 3.0   | 124       |
|                  | 3.1: Models and principles                            | 59        |
|                  | 3.2: Learning and literacy                            | 27        |
|                  | 3.3: Flexible and responsive                          | 25        |
|                  | 3.4: Assessments                                      | 8         |
|                  | 3.5: Computers  | 5         |
| 4. Classrooms    | 4.0   | 45        |
|                  | 4.1: Inclusive, integrated, and separated spaces      | 32        |
|                  | 4.2: Active learning spaces                           | 13        |
| 5. Schools       | 5.0   | 39        |
|                  | 5.1: Services at school                               | 15        |
|                  | 5.2: Funding and resources                            | 8         |
|                  | 5.3: School climate                                   | 6         |
|                  | 5.4: Inclusive spaces                                 | 5         |
|                  | 5.5: Partnerships                                     | 5         |
| 6. Relationships | 6.0   | 31        |
|                  | 6.1: Student – peer relationships                     | 12        |
|                  | 6.2: School personnel relationships                   | 7         |
|                  | 6.3: Student – teacher relationships                  | 6         |
|                  | 6.4: Community member relationships                   | 6         |
| 7. Activities    | 7.0   | 29        |
|                  | 7.1: Academic activities                              | 14        |
|                  | 7.2: Afterschool, summertime and community activities | 10        |
|                  | 7.3: Non-academic activities                          | 5         |

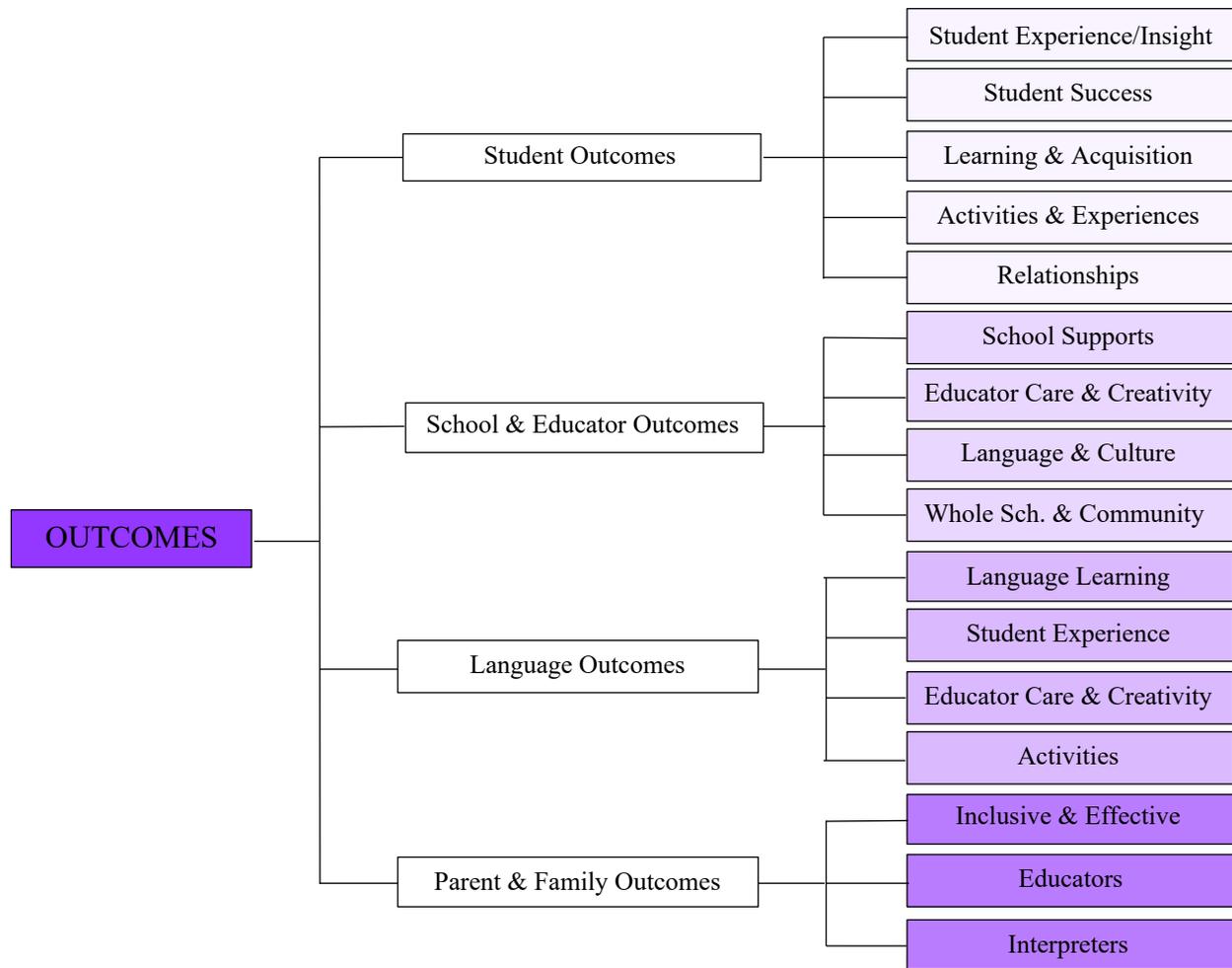
#### **4.2.2 Themes and Subthemes**

**Theme One: Outcomes Overview.** The outcomes theme was the largest of seven themes, with 241 of 669 units. This theme highlights various ways features and characteristics of academic programs worked and interacted to facilitate success for students from refugee backgrounds. This theme was organized into four sub-themes: student outcomes (163 units), school and educator outcomes (46 units), language outcomes (19 units), and parent and family outcomes (13 units). The outcomes theme has been organized to highlight student success as demonstrated through performance, or experience (e.g. student outcomes; language outcomes); or through features that contribute to student success through more indirect routes (e.g. school and educator outcomes; parent and family outcomes). The resulting program features demonstrate student successes resulting from the featured programs and are evidenced through the thematically analyzed findings of the 16 featured reports.

**Subtheme 1.1: Student Outcomes.** The student outcomes subtheme was the largest of the outcomes subthemes and represents various ways student success was demonstrated throughout research findings. This subtheme highlights ways that student success was demonstrated, and the various program features and facets that fostered success for students from refugee backgrounds, demonstrated through outcomes findings. The program features shown to contribute to successful student outcomes are: student experience and insight (67 units), demonstrations of student success (38 units), learning and acquisition of academic content (27 units), activities and experiences (20 units), relationships (17 units).

**Subtheme 1.2: School and Educator Outcomes.** The school and educator outcomes subtheme identifies the various roles schools and educators hold in working to facilitate success for students from refugee backgrounds. This subtheme highlights successful features of academic

**Figure 4. 1 Outcomes Theme: Subthemes and Features**



programs shown to contribute to the success of students that are specifically related to the role of schools, or the unique and individualized practices of educators. The successful program features and characteristics that contribute to the success of students from refugee backgrounds evidenced through school and educator outcomes are: internal and external school supports (18 units); educator care and creativity (14 units); language and culture (7 units); whole school and

community approaches (6 units).

***Subtheme 1.3: Language Outcomes.*** This subtheme highlights specific outcomes that have demonstrated success in addressing language and literacy needs for students from refugee backgrounds. The following features and characteristics of academic programming were shown to contribute to the linguistic success of students from refugee backgrounds: language learning (seven units); student experience (five units) and of educator care and creativity (four units); activities (3 units).

***Subtheme 1.4: Parent and Family Outcomes.*** This subtheme articulates the ways schools, educators, and communities work to support parents and families in the education of their children, as well as the impact of parental involvement on the success of refugee students. The following features, outcomes, and objectives were noted as demonstrating success in fostering the engagement of parents and families from refugee backgrounds in the education of their children: schools and curriculum that promote inclusion and effective education (7 units); the impact of various educator roles (4 units); and the role of interpreters (2 units) were identified as highly successful program features in motivating the involvement of parents in the education of their children education

***Outcomes Theme Summary.*** Following the processes of appraisal, analysis, and negotiation; the outcomes theme was organized into four subthemes, and sixteen features/characteristics that were shown to be of success in fostering the success of students from refugee backgrounds to succeed to of academic programs shown to contribute positively to the education of the students. This theme highlights how multifaceted program features and context details dynamically interact, to foster a network of support that work to facilitate student success.

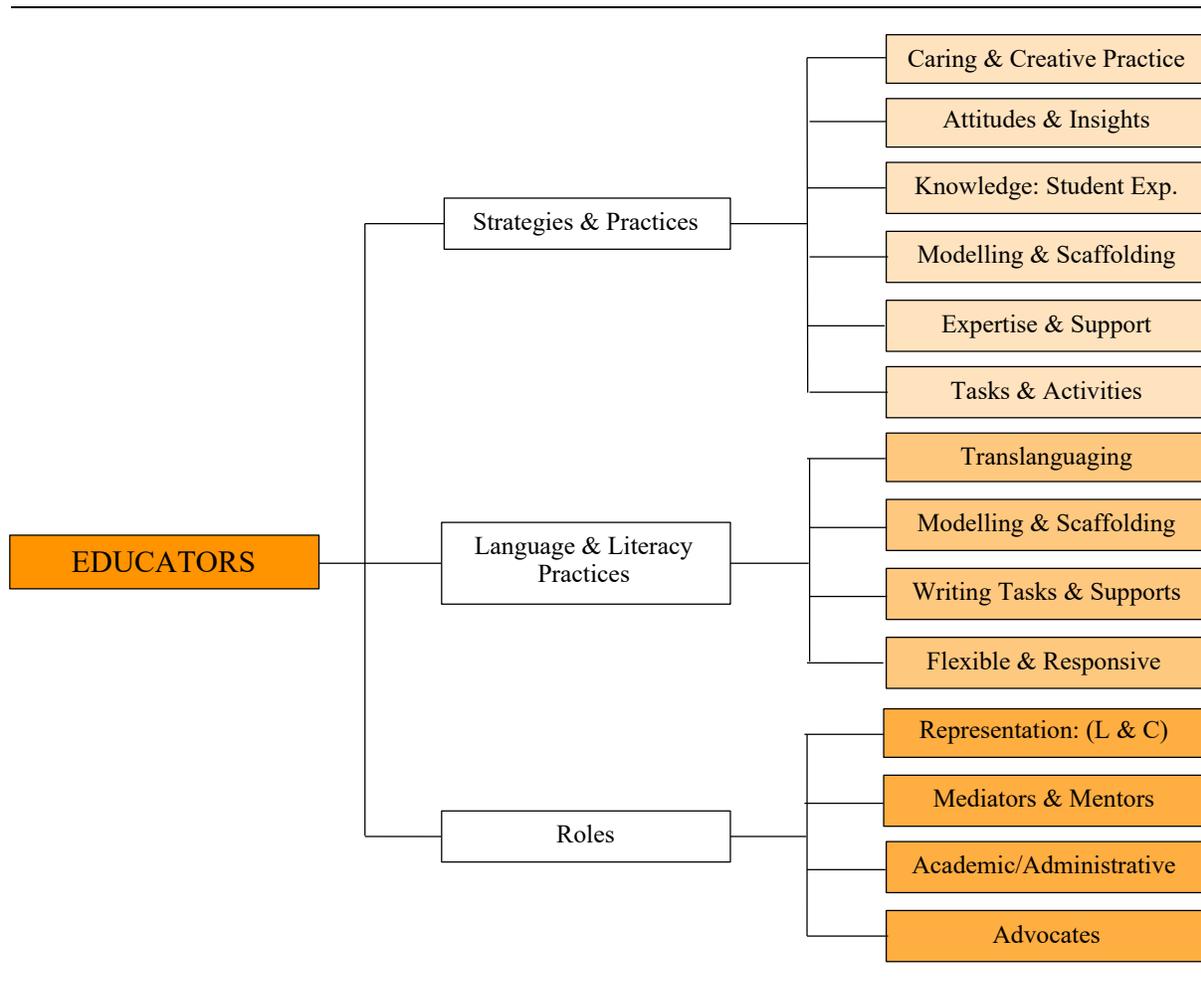
**Theme Two: Educators Overview.** The educators' theme was the second largest theme with 160 of 669 units. This theme highlights and identifies unique ways educators have been shown to adapt their personal practice, to meet and accommodate student need and bolstering their success. Support from educators has been shown to support student feelings of safety and belonging while benefiting their learning, language development, and acculturation. Following the thematic analysis and peer review process, the educator's theme was organized to identify three main subthemes and 14 features and characteristics shown to contribute to the success of students from refugee backgrounds. These three main educator subthemes were: strategies and practices (96 units), language and literacy practices (37 units), and roles (27 units).

Dialogue journals and open-ended prompts were used to encourage writing and participation (Bajaj et al., 2017; Linares, 2018). Strategies and practices that emphasized getting to know individual students, differentiating lesson plans, knowledge and native language in the classroom through practices such as translanguaging<sup>1</sup>, providing choice (e.g. a quiz or a presentation), encouraging the use of student funds of knowledge were some of the way's educators demonstrated care and creativity while embracing the diverse linguistic and experiential backgrounds of students in the classroom (Mendenhall et al., 2017; Pugh et al., 2012; Roy, 2015; Yohani, 2011). Educators emphasized the importance of taking the time to create caring spaces and to recognize the potential of each individual students (Crawford, 2017; Yohani, 2011). The acknowledgement of student experience by teachers helped to foster a sense of belonging in students (Symons & Ponzio, 2019). Educators who invested time and interest

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<sup>1</sup> Translanguaging signals an effort to move beyond traditional language boundaries. In schools, educators value student language and encourage students to draw from their linguistic resources across their conceptual development (Bajaj & Bartlett, 2017).

**Figure 4. 2 Educators Theme: Subthemes and Features**



getting to learn about individual students through tailored classroom practices, become uniquely aware of students’ academic, social, and emotional needs (Linares, 2018). Attitude, insight, and encouragement represent the subtle and non-verbal ways teacher practices are critical in facilitating the success of refugee students. Educators build safe and welcoming spaces through their warm and encouraging practices. Through the provision of these practices, teachers foster cultures of safety and welcome, gaining insight into their students social and emotional needs (Bigelow et al., 2008; Crawford, 2017; Linares, 2018; Pugh et al., 2012; Yohani, 2011).

Modelling and scaffolding allowed teachers to differentiate curricula to varying student skill levels (Emert, 2013; Linares, 2018; Mendenhall et al., 2017; Symons & Ponzio, 2019).

Knowledge of student experience was a very important practice that enhanced the engagement and success of refugee students. The presence of educational cultural brokers increased the capacity of educators to learn about student lives and their past experiences (Yohani, 2011).

Educator support and expertise represented external support that was provided to educators through training, development, and the presence of additional classroom supports (Bajaj et al., 2017; Bigelow et al., Crawford, 2017; 2008; Naidoo, 2011; Pugh et al., 2012; Yohani, 2011).

Successful tasks and activities used by educators to engage students and promote academic success included the use of prompts, instructions, dialogue journals and write alouds, the collective brainstorming of words and ideas on a classroom white board for reference during classes, and reading various printed text sources including books and articles (Bajaj et al., 2017; Daniel & Zybina, 2018; Emert, 2013; Linares, 2018).

***Subtheme 2.2: Language and Literacy Practices.*** This subtheme highlights specific practices educators used when seeking to engage students from refugee backgrounds in the learning and development of language and literacy skills. This subtheme was organized to identify four features of educator practice that were shown to be successful in engaging students from refugee backgrounds in the acquisition of language and literacy skills: translanguaging (12 units), modelling and scaffolding (10 units), writing tasks, tools, and supports (9 units), and lastly flexible and relevant practices (6 units).

Translanguaging promotes the development of positive multicultural identity, language and literacy skills, and knowledge transfer between languages while honouring student culture in the classroom (Davila, 2017). Educators use of student's native language both in the classroom

to instruct and clarify, and across social and academic contexts; made easier their efforts to elicit the lived experience of students. This practice additionally minimizes the detrimental experience of social and linguistic exclusion for students from refugee backgrounds (Bigelow et al., 2008; Mendenhall et al., 2017). Modelling and scaffolding were educator practices that supported language learning and development. White boards were previously mentioned as a successful strategy, they also offering specific benefits to language and literacy development through the capacity to provide and orthographic prompt and reference and as a strategy for scaffold new ideas while building vocabulary (Linares, 2018). Building discreet skills and knowledge of high frequency words provides students with an introduction to basic and common phrases, and were shown to promote student success (Linares, 2018; Mendenhall et al., 2017; Roy, 2015). Flexible and relevant teacher practices that promote linguistic confidence and agency included the use of dictionaries and online translation tools, as well as read aloud activities (Linares, 2018; Mendenhall et al., 2017).

***Subtheme 2.3: Roles.*** Educator roles represent the third of the educator subthemes. This subtheme speaks to the various role's educators entertained across the 16 various research contexts. Some of these roles included: teachers, tutors, educators, interpreters, mediators, mentors, educational assistants, educational cultural brokers<sup>2</sup>, and community liaison officers<sup>3</sup>. Each of these roles were associated with a unique set of duties and responsibilities dependent on the program and context, all serving the ultimate goal of working to facilitate learning for

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<sup>2</sup> Educational Cultural Brokers serve as advocates for individuals or groups; assist with cultural knowledge transfer; improve communication, practice, and relationships; act in culturally sensitive ways to promote respect and understanding between schools and families (Yohani, 2011).

<sup>3</sup> Cultural Liaison Officers create connections between parents and schools, while providing training in cultural awareness to school staff (Pugh et al., 2012).

students from refugee backgrounds. The following four roles entertained by educators were defined as being uniquely important to student success: cultural and linguistic representation (8 units), administrative and academic roles (7 units), mediators and mentors (8 units), and advocates (4 units) for students and families of refugee backgrounds.

Cultural and linguistic representation was notably important and was recognized as an underlying theme across many thematic features. Experiential knowledge of the refugee experience and the ability of educators and school staff to recognize and welcome student experience, language and culture in the classroom, were of great benefit to educators and school staff; at the same time, these were features that not all educators were able accomplish in the classroom (Pugh et al., 2012; Yohani, 2011). Educational cultural brokers helped schools, families, and children by increasing cultural awareness and understanding (Symons & Ponzio, 2019; Yohani, 2011). Advocacy was an important role filled by educators who would accompany students to important meetings (Bajaj et al., 2017; Yohani, 2011). Mediation and mentoring were critical roles that were uniquely benefited by the presence of educational cultural brokers (Yohani, 2011), young leaders<sup>4</sup> (Symons & Ponzio, 2019) and community liaison officers (Pugh et al., 2012) who all work with students, families, and schools to provide support while facilitating positive intercultural and interpersonal relationships to foster academic success for students from refugee backgrounds (Yohani, 2011).

***Educators Theme Summary.*** The educator's theme highlights the broad range of roles entertained by educators, featured in the present studies. The three main educator subthemes

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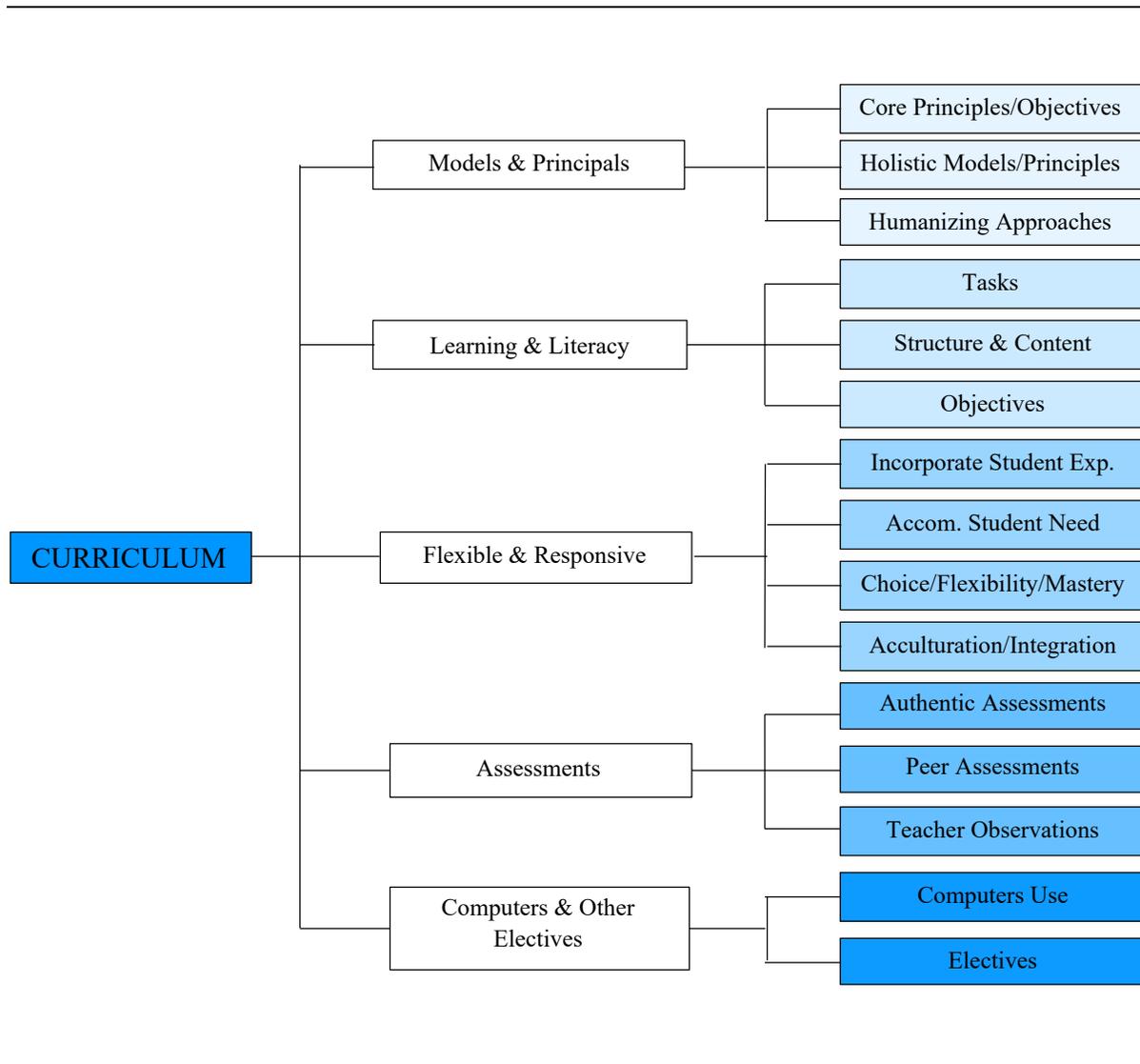
<sup>4</sup> Young Leaders worked with newcomer students at the GLOBE summer program; they modelled belonging, engagement, and leadership; they served as language brokers (Symons & Ponzio, 2019).

included strategies and practices, language and literacy practices, and roles. These subthemes were broken down to articulate fourteen features or characteristics of educator practice benefitting and supporting the academic success and engagement in students gathered from the 16 research contexts examined in the present synthesis.

**Theme Three: Curriculum Overview.** The curriculum theme was third largest of seven themes and is made up of 124 of 669 units, and was organized to represent the following five subthemes: models and principals (59 units), learning and literacy (27 units), flexible and responsive (25 units), assessments (8 units), and computers and other electives (5 units). These subthemes were organized to represent fifteen characteristics and features that outline the ways various curriculum were adapted to accommodate the needs of students from refugee backgrounds, while seeking to maximize their academic success.

***Subtheme 3.1: Models and Principles.*** Within this subtheme, core principles and objectives was identified as a key feature and further partitioned into three main areas: academic principles and objectives (24 units), social-emotional principles and objectives (17 units), and identity centered principles and objectives (2 units). The models and principles that highlighted autonomy and responsibility, the promotion of acculturation, the accentuation of positives and defying negatives, and the development of dispositional traits of sophisticated learners, proved highly successful in satisfying the social and emotional needs of students from refugee backgrounds (Bigelow et al., 2008; Dwyer & McClosky, 2013; Mendenhall et al., 2017; Symons & Ponzio, 2019). Identity centered principles and objectives that focusses on the provision of space and time throughout the school day for students to examine their religious and cultural identities in new contexts were practices that benefited identity development and the promotion of social and emotional wellbeing (Emert, 2013; Symons & Ponzio, 2019). Holistic models and humanizing

**Figure 4. 3 Curriculum Theme: Subthemes and Features**



approaches were program features that uniquely, and powerfully benefit students through the connection and support of teachers. These connections helped to alleviate the struggle and alienation students from refugee backgrounds face (Block et al., 2014; Daniel & Zybina, 2018; Naidoo, 2011; Pugh et al., 2012; Symons, 2019).

***Subtheme 3.2: Learning and Literacy.*** The learning and literacy subtheme highlights curricular content that targets academic and literacy-based content. This subtheme represents the

following three features: learning and literacy tasks (eleven units), structure and content (ten units), and objectives (six units). Successful learning and literacy tasks include reading, writing, translanguaging, music (singing and percussion), synthesis of literacy skills, creation of metaphors, and negotiation were skill building tasks that benefitted students in their academic success (Bajaj et al., 2017; Crawford, 2017; Davila, 2017; Emert, 2013). The structure and content of language and literacy curriculum found to be most successful included the integration of language goals across subjects, support for multilingual literacy development, the active engagement of all students through targeted and specified lesson plans, and through emphasis on reading, writing and literacy development (Bajaj et al., 2017; Davila, 2017; Linares, 2018; Mendenhall et al., 2017; Pugh et al., 2012). Objectives outlined within the learning and literacy subtheme represented academic and literacy-based goals, academic attainment, English language learning, development of critical consciousness, the learning of language and content together (Bajaj et al., 2017; Bigelow et al., 2008; Mendenhall et al., 2017).

***Subtheme 3.3: Flexible and Responsive.*** This subtheme highlighted how curriculum was shown to be flexible and responsive through the creative practice of educators, and how they were able to accommodate and meet a broad range of academic needs for students from refugee backgrounds. This subtheme occupies 25 of 124 units subdivided into four defining features. Incorporating knowledge of student experience into curriculum was creatively demonstrated through the unique and creative ways educators modified their approaches in the delivery of curricular content (Daniel & Zybina, 2018; Pugh et al., 2012; Symons & Ponzio, 2019). Accommodation of student need was made possible through approaches allowing educators to carefully select and develop relevant content and reading material, and through the provision of meaningful literacy opportunities (Davila, 2017; Lee, 2014). Accommodation was demonstrated

through the freedom provided to students in some schools, to leave class at any point during the school day for prayer, and with the encouragement of students to attend counselling appointments and visit wellness centers when these services were co-located within the school (Bajaj et al., 2017; Symons & Ponzio, 2019). Curricular structures that accommodated pull out, and withdraw approaches for individuals, and small groups were able to successfully scaffold curricular content while bolstered support for a range of skill levels (Bigelow et al., 2008; Pugh et al., 2012; Symons & Ponzio, 2019). Choice, flexibility, and opportunities for mastery were built into curriculum through “permeable” (Bigelow et al., 2008, p. 13) curriculum designed to provide students with the agency and flexibility to choose how they spend their time, and the conceptual space to foster the process of acculturation and integration (Bajaj et al., 2017; Bigelow et al., 2008; Daniel & Zybina, 2018; Linares, 2018; Pugh et al., 2012; Symons 2019).

***Subtheme 3.4: Assessments.*** This subtheme outlines various methods used by schools and educators to measure and monitor student progress and performance and occupies eight of 124 units. Authentic assessments that were shown to benefit teachers and students, and included portfolio assessments with written work, presentations, an assessments of student language acquisition across four modalities (Mendenhall et al., 2017). Teacher observations provided strong evidence for student learning while peer assessments provided students with powerfully engaging opportunities to observe, evaluate, and discuss each other’s work while developing their linguistic and communicative skill (Emert, 2013; Mendenhall et al., 2017).

***Subtheme 3.5: Computers and Other Electives.*** The use of computers and other electives in the educative process, demonstrated great success with students from refugee backgrounds. Computers were frequently used to complete school tasks and projects, such as the

transpoemations project where students used software such as Movie Maker<sup>5</sup> to transform poems into movies (Emert, 2013; Mendenhall et al., 2017). Other electives that opened windows to academic success for students from refugee backgrounds included music, home economics, textiles, and graphic and creative arts which were incorporated into the broader school curriculum. These electives, and computer-based tasks provided a break for students from their intensive academic and language curriculum (Crawford, 2017).

***Curriculum Theme Summary.*** Five subthemes emerged following from the thematic analysis of findings, which were further divided into seventeen features and characteristics shown to demonstrate notable success in being able to flexibly reach students from refugee backgrounds, and in accommodating learning needs. Across each of these five sub-themes, the importance of educators and the welcoming of student language were clear and distinct factors underlying the successful delivery of all curricular programs.

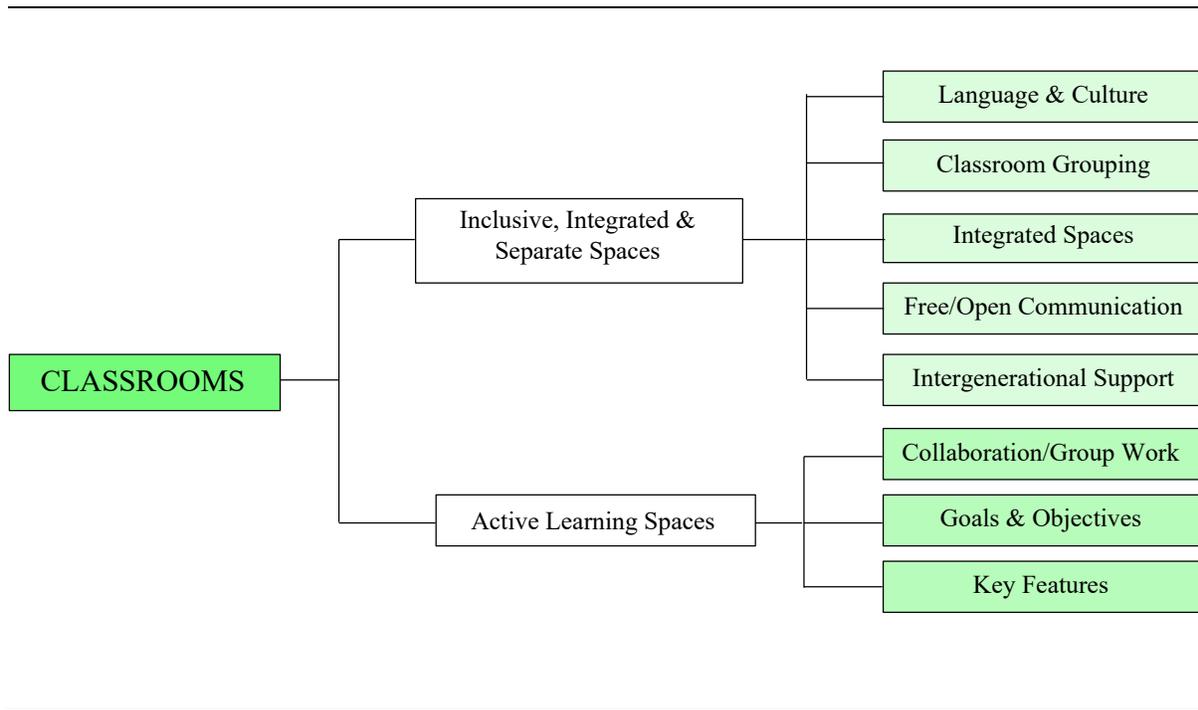
***Theme Four: Classrooms Overview.*** Classrooms were identified as the fourth of seven themes comprising 45 of 669 units of data. Within this theme, classrooms represent the academic learning spaces that are situated within larger school structures, where students are educated. This theme contains two main subthemes (see Table 4.2): inclusive, integrated, and separate spaces (32 units) and active learning spaces (13 units). These two subthemes were organized to represent eight notable characteristics and features of classroom spaces.

***Subtheme 4.1: Inclusive, Integrated, and Separated Spaces.*** This subtheme highlights unique classroom features and characteristics that promoted success and inclusion. The inclusion of student language and culture was a significant and successful feature of classroom spaces.

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<sup>5</sup> Movie Maker is a free software program used by students to translate poems to film (Emert, 2013).

**Figure 4. 4 Classrooms Theme: Subthemes and Features**



Classroom spaces that encourage and welcome student language and culture, demonstrate a “commitment to acknowledging the diverse backgrounds of the students” (Pugh et al., 2012, p. 130), through the provision of space where students felt safe, and were naturally inclined to use native languages and translanguage with peers (Bigelow et al., 2008; Daniel & Zybina, 2018; Davila, 2017; Mendenhall et al., 2017; Pugh et al., 2012).

Classroom grouping was predominantly organized through integrated (i.e. heterogeneous) or separated (i.e. homogeneous) learning spaces. The former being grouped according to grade, with a variety of different languages and cultures represented in the same classroom (Bigelow et al., 2008; Mendenhall et al., 2017; Pugh et al., 2012;). The latter “sheltered” (Linares, 2018, p. 523) or separated classrooms, were isolated from mainstream student populations (Bigelow et al., 2008; Davila, 2017; Linares, 2018; Symons & Ponzio, 2019). Integrated spaces offered

powerful benefits to students resulting from the exposures students have with implicit and explicit details of mainstream language, culture, and classroom practice (Bigelow et al., 2008; Pugh et al., 2012). Free and open communication was a natural consequence of inclusive learning spaces.

When classrooms focus on creating caring environments (Bigelow et al., 2008) and engaging student voices across languages (Pugh et al., 2012) students demonstrate natural interest, engage in learning and conversation, and in sharing their feelings. In these learning spaces, students were not ashamed to share and discuss their pre-migratory experiences (Bigelow et al., 2017; Lee, 2014). Intergenerational support was a uniquely beneficial feature of particular program contexts (Bigelow et al., 2008) and only possible in certain contextual populations, where multiple generations of individuals had immigrated as refugees and resettled in the same community (Bigelow et al., 2008). Hmong students in schools were provided invaluable support through the support offered from the older generation of Hmong community members shared cultural, linguistic, and experiential histories (Bigelow et al., 2008; Mendenhall et al., 2017).

***Subtheme 4.2: Active Learning Spaces.*** Active learning spaces supported students and teachers, by providing space where learning and collaboration were promoted within enriching learning environments. This subtheme was organized to represent the three defining features of active learning spaces: collaboration and group work, goals and objectives, and key features. Within these learning spaces, students were supported to freely engage in multiple styles of learning and encouraged to work collaboratively in small groups and independently. Classrooms designed to promote collaboration strategically positioned tables for group work within classroom spaces and incorporated group-based activities into the curriculum (Bajaj et al., 2017; Crawford, 2017; Emert, 2013). Sitting and working together to complete tasks was “the most

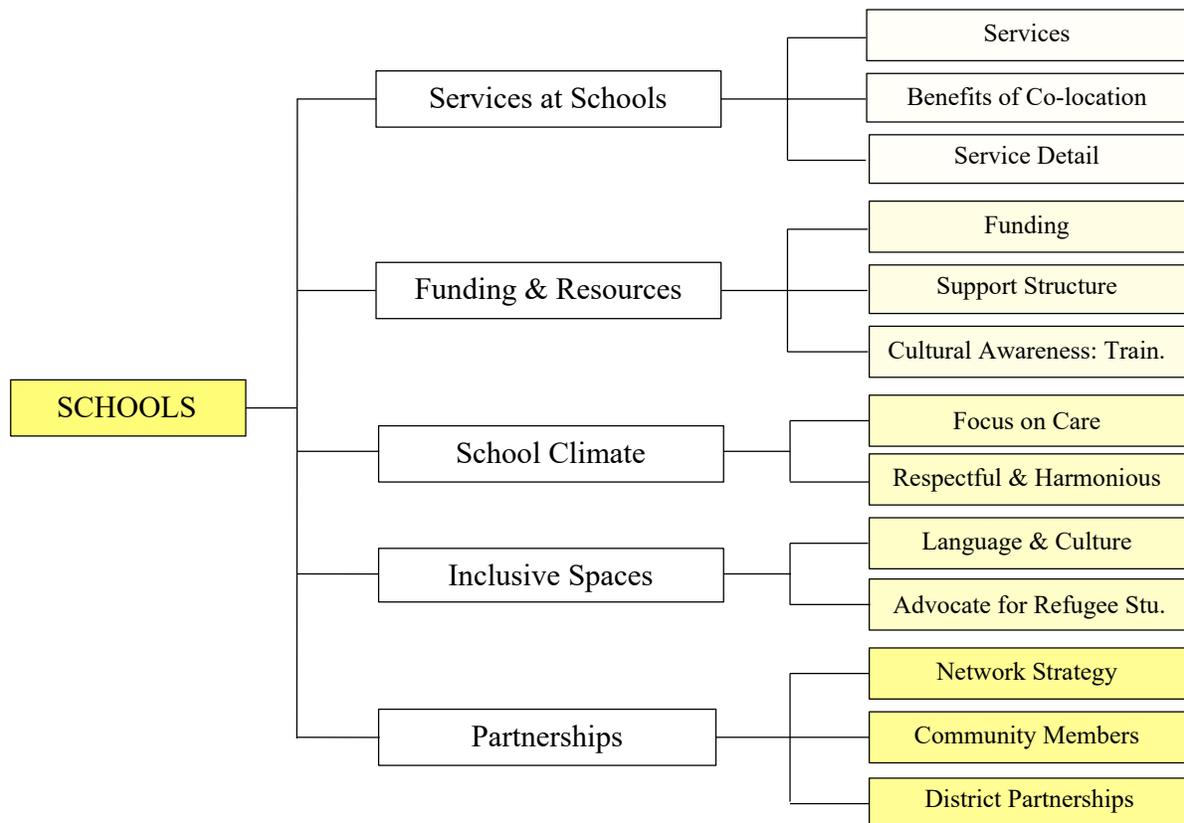
important thing about music [class]” (Crawford, 2017, p. 349). Providing the space and time for collaboration, group work and discussion allowed students to build knowledge collectively (Bajaj et al., 2017; Davila, 2017; Emert, 2013; Lee, 2014; Symons & Ponzio, 2019). Clearly posting academic and language goals and objectives clearly within classrooms, allowed students to easily meet learning goals (Bajaj et al., 2017). Educators and researchers shared that “fun, engaging, practical” (Crawford, 2017, p. 351) learning spaces that value and respect students and actively seek to promote non-judgmental environments, provide valuable space for the exploration and construction of identity, the establishment of friendships, and development of comfort and belonging in students (Crawford, 2017).

***Classrooms Theme Summary.*** The classrooms theme was represented by two main subthemes which were further organized to represent eight features and characteristics of classrooms that demonstrated unique benefits to student success. These subthemes and features paint a picture of the dynamic potential physical spaces hold, to set the stage for student success. From safe spaces that represent cultural and linguistic homogeneity to those providing fully integrated classroom environments; student success is a complex function that benefits from thoughtful organization of physical spaces, inclusive curriculum, and creative practice of educators.

**Theme Five: Schools Overview.** The school’s theme highlights both the physical space of the classroom, as well as being the space where school personnel work; school culture and climate are expressed; and where interpersonal relationships develop. This theme is the fifth of seven themes and is comprised of 39 of 669 units and were organized into the five following subthemes: services at schools (15 units), funding and resources (8 units), school climate (6 units), inclusive spaces (5 units), partnerships (5 units). From these five subthemes, 13 features

and characteristics were identified as contributing unique and notable benefit in fostering the academic success of students from refugee backgrounds. These features and characteristics are outlined across subthemes in the following section.

**Figure 4. 5 Schools Theme: Subthemes and Features**



**Subtheme 5.1: Services at Schools.** This subtheme highlights services made available to students and families through the efforts of schools and school personnel. Services at schools is the largest of school’s subthemes, representing 15 of 39 units which were further organized into three characteristics: services, benefits of co-locating services at schools, and service detail. The

services represented here, are co-located at to facilitate ease of access, and included counselling services, wellness centers, the provision of free breakfast and free or reduced priced lunch, information sessions for parents, food stamp programs for families, and garden plots for families and community members to use collectively (Bajaj et al., 2017; Pugh et al., 2012). The benefits of co-locating services at schools were experienced by students and families alike (Bajaj et al., 2017). The co-location of counselling services at schools became a normalized part of the school environment which over time, worked to mitigate the stigma typically surrounding mental health and the seeking of counselling services (Bajaj et al., 2017). Unique service details such as the employment of counsellors with specific knowledge of the impact of trauma, and of student culture and experience were unique and powerful program features, contributed to student's success (Bajaj et al., 2017; Pugh et al., 2012).

***Subtheme 5.2: Funding and Resources.*** This subtheme highlights the impact of funding and resources provided through external agencies and partnerships and the impact they hold in supporting schools and educators to meet student need. The funding and resources subtheme highlighted three key program features: funding, support structures, and cultural awareness training for educators and staff. Government funding allocated to schools was used to bolster resources and support structures for all students, and through the provision of learning resources and through the provision of cultural and linguistic supports for educators (Block et al., 2014; Pugh et al., 2012). Cultural awareness training for teachers was a component of some programs and focused specifically on the education of students from refugee backgrounds (Pugh et al., 2012).

***Subtheme 5.3: School Climate.*** This subtheme highlights how school features create school climates that foster positive and respectful learning spaces and is defined by the following

features: focus on care, and respectful and harmonious spaces. These features demonstrated value for student knowledge and experience, while encouraging a sense of community and were noted as successful characteristics of school's spaces promoting a welcoming climate (Bajaj et al., 2017; Naidoo, 2011; Pugh et al., 2012).

***Subtheme 5.4: Inclusive Spaces.*** The inclusive spaces subtheme highlights ways that whole schools worked to promote inclusivity. This theme has been organized into two main characteristics: advocating for refugees at all levels of educational leadership and the inclusion of student language and culture throughout the school (Pugh et al., 2012). Learning spaces can promote inclusion through the recognition of student's past experiences, and their cultural and linguistic histories; also, through the adornment of physical spaces with international or multicultural flags and murals (Bajaj et al., 2017). The employment of interactive curriculum and activities facilitated through multilingual and culturally trained educators, were features shown to interact to promote safe learning spaces for students from refugee backgrounds (Mendenhall et al., 2017; Pugh et al., 2012; Symons & Ponzio, 2019).

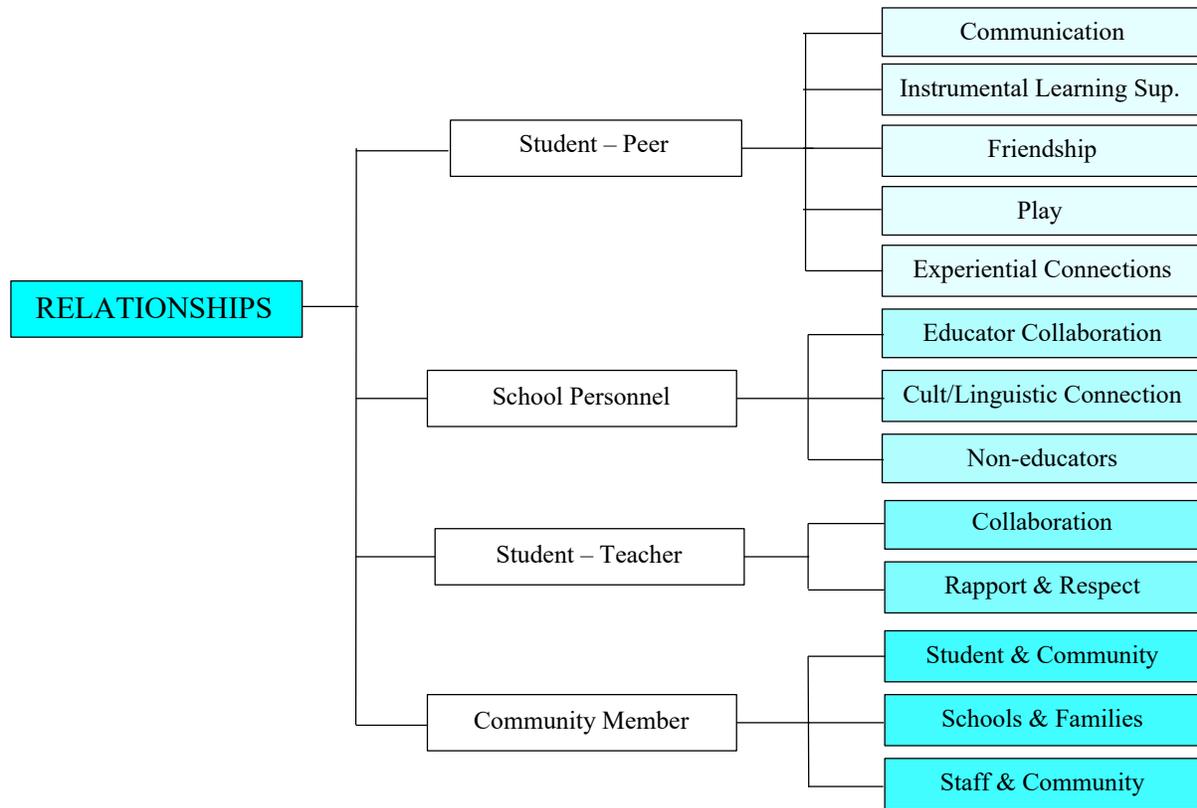
***Subtheme 5.5: Partnerships.*** This subtheme highlights the role of external partnerships held with schools of direct benefit to the success of students from refugee backgrounds. The five units were divided into three types of partnerships: community members partnerships were characterized by community members who share similar cultural and linguistic histories with students from refugee backgrounds (Bigelow et al., 2017). District partnerships and network strategies that connect educators across districts and connect schools with external resources were critical in establishing layers of support for schools seeking to meet student needs (Bajaj et al., 2017; Block et al., 2014; Mendenhall et al., 2017).

***Schools Theme Summary.*** The schools theme highlights a selection of school features that were successful in creating welcoming environments for students from refugee backgrounds and in supporting students, families and the broader community. Schools represent more than physical spaces, grades, or curriculum. Schools connect students to their broader social and cultural communities and set the stage for academic and civic life and success. This theme points to the power that schools can command, when they seek to model, encourage, and promote positive, intercultural spaces, that foster safety and success while promote positive learning environments.

**Theme Six: Relationships Overview.** The relationships theme highlights the direct and indirect relationships that play a significant role in the experience of students from refugee backgrounds. The relationships theme was the second smallest of seven themes containing 31 of 669 units of data and was organized into the following four: student and peer relationships (12 units), school personnel relationships (7 units), student and teacher relationships (6 units), and community member relationships (6 units). These four subthemes were further analyzed identifying thirteen features and characteristics of relationships that serve a distinct role in their impact on refugee student academic success.

***Subtheme 6.1: Student - Peer Relationships.*** This subtheme highlights relationships between students from refugee backgrounds and their classrooms peers. Communication was an important feature of peer relationships, shown to foster understanding and solidarity in the classroom (Bajaj et al., 2017). Conversely, student's communication skills were enhanced through peer interactions in the classroom, which were further benefited by the shared language and culture of students (Emert, 2008). Communication between peers enhanced friendship, though it was initially difficult for students from refugee backgrounds, to establish friendships

**Figure 4. 6 Relationships Theme: Subthemes and Features**



mainly due to language barriers. Experiential connections had a significant impact on student experience through the increasingly supportive social bonds that developed between classroom peers with shared experiential backgrounds (Bigelow et al., 2008; Crawford, 2017). The ability to work together in classrooms motivated students to provide positive instrumental learning support to their peers, knowing that they too will be critiqued by their peers inspired respectful interactions (Emert, 2013). Play was an important characteristic of peer relationships and was observed during recess and school yard play, with playground grouping being predominantly organized according to grade or classroom, not race or gender (Pugh et al., 2012).

***Subtheme 6.2: School Personnel Relationships.*** The school personnel relationships subtheme highlights various dimensions of relationships existing between educators and professionals who work with schools. These professional roles include educators and school faculty, in addition to professionals who are co-located at schools, such as counsellors. Cultural and linguistic connections bolstered student learning and success and were benefitted through the ability of educators and school personnel who were fluent in languages relevant to their students (Bajaj et al. 2017; Bigelow et al., 2008). The availability of counsellors to meet with students in schools throughout the day helped to reduce the stigma surrounding mental health and the seeking of counselling, while encouraging students to attend such services also raised awareness surrounding the impact of trauma on student academic success (Bajaj et al., 2017). Educator collaboration was an adaptive way for educators to maximize their capacity to meet student need through such efforts as interdisciplinary teacher teams that meet to discuss specific student needs (Mendenhall et al., 2017). Such interdisciplinary and interfaculty collaborations transpired across subjects and across the various range of educator and faculty positions (Bigelow et al., 2018; Mendenhall et al., 2017; Naidoo, 2011).

***Subtheme 6.3: Student - Teacher Relationships.*** This subtheme identifies two dimensions of student – teacher relationships, the first between only refugee students and teachers and the second representing all classroom students (both refugee and non-refugee students) and their teachers. Within both sets of relationships, two characteristics were identified as being important; collaboration with teachers and peers, and the building of rapport and respect. Students valued opportunities to work closely and collaborate with teachers and peers from various multiple cultures and backgrounds. Collaborative activities elicited a propensity within students to relate to each other “in spite of intercultural differences that might have

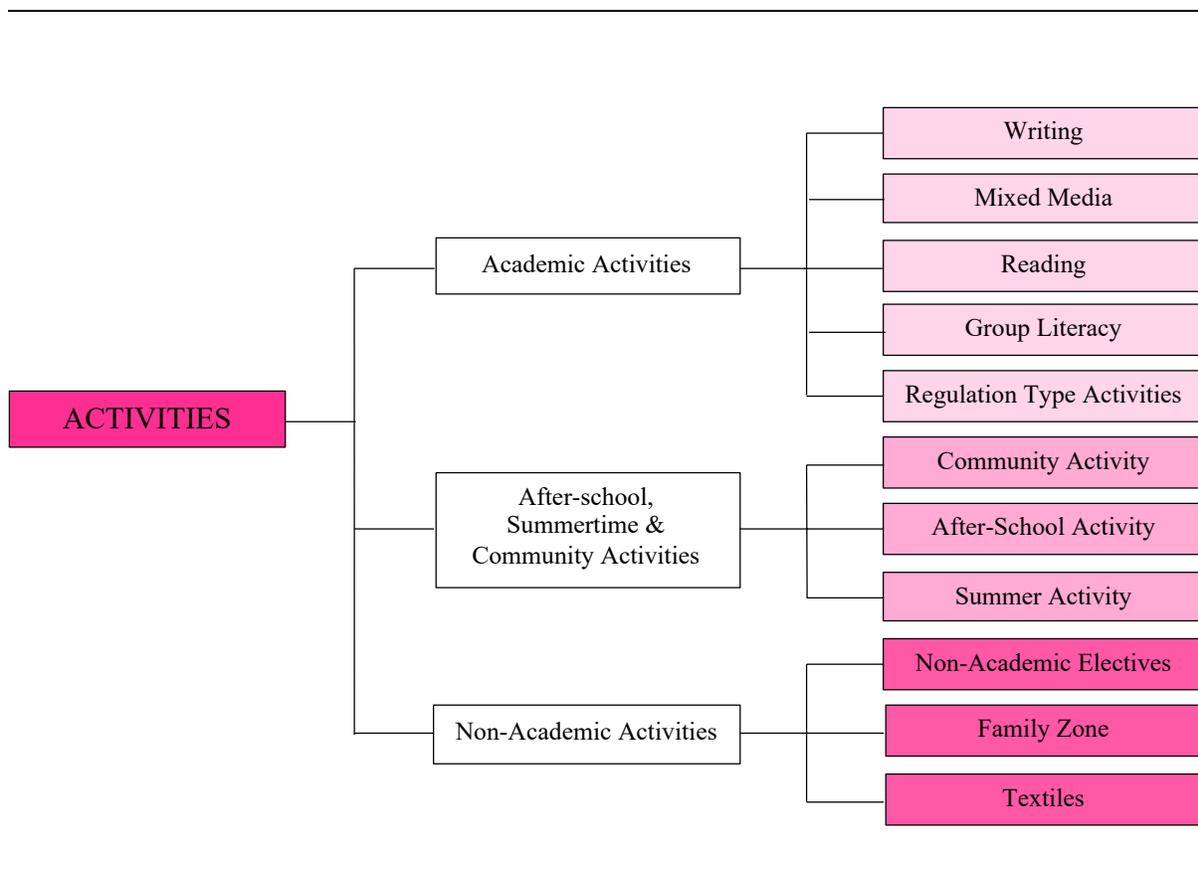
inhibited interactions in other settings” (Emert, 2013, p. 362). The ways that teachers-built rapport and respect in the classroom involved active modelling of respect and value for each other, and an active commitment make students comfortable in the classroom (Crawford, 2017).

***Subtheme 6.4: Community Member Relationships.*** This subtheme highlights relationships between families and community members, families and educators, and community members and students. Relationships between schools and families were valuable in providing cultural and experiential knowledge to educators in order to inform curricular practices (Yohani, 2011). Schools worked to organize food trucks and various services to come to the school and be available for families (Bajaj et al., 2017). Relationships between school staff and community members demonstrated the importance in employing community members as staff, in order to provide students and newcomers with significant contact with bilingual staff and “to avoid interrupting [their] schooling due to a complete lack of understanding of content delivered only in English” (Bigelow et al., 2008, p. 15). Relationships between students and community members were bolstered through efforts to employ school staff with relevant cultural and linguistic knowledge and experience to motivate student investment in the learning of their native and host languages while providing students with experiential opportunities where they were free to imagine possible future selves and realities (Symons & Ponzio, 2019).

***Relationships Theme Summary.*** The relationship theme highlights various roles and dimensions of critical relationships shown to be of importance to students’ social networks and in fostering their academic success in schools. These various social and interpersonal connections filled by educators, peers, community members, and family members, are important in the successful adaptation and success of students from refugee backgrounds as they adapt to their new schools, cultures, and classrooms.

**Theme Seven: Activities Overview.** The activities theme highlight specific activities used to implement curricular content and learning goals and was the smallest of the seven themes, comprised of 29 of 669 units, with three main types of activities identified (see Table 4.2): academic activities after-school, summertime, and community activities and non-academic activities. These three subthemes were organized to represent ten features and characteristics that offer unique benefit to refugee students.

**Figure 4. 7 Activities Theme: Subthemes and Features**



**Subtheme 7.1: Academic Activities.** The academic activities subtheme highlights distinct activities that took place during school hours, and that focused on the acquisition and mastery of academic skills. Writing tasks were the most frequently mentioned academic tasks, involving

such activities as “dialogue journals” (Linares, 2018, p. 522) functioned as a written conversation allowing students to interact with teachers through writing; “collaborative write alouds” (Linares, 2018, p. 524) were used to model the writing process and demonstrate successful strategies of efficient writers. Mixed media was used to facilitate student learning through mixed media projects and “transpoemations” (Emert, 2013, p. 357) projects (Dwyer & McClosky, 2013). Reading activities were interactive, naturally integrated vocabulary and grammar and drew from authentic text selections were interesting and relevant to students (Dwyer & McClosky, 2013; Lee, 2014). Group literacy allowing students to work together, tutor each other, and share books while regulation activities focused on self-monitoring and developing overt social skills behaviours (Dwyer & McClosky, 2013).

***Subtheme 7.2: After-school, Summertime, and Community Activities.*** This subtheme highlights activities associated with academic programs that took place outside of regular school hours. Not necessarily within the school environment, not excluding academic content; during after school hours, summer months, and in the community. After school activities included an after school human rights club; an after-school gardening club for students, families and the broader community; an after-school program where tutoring and homework, social games and community building activities were all part of the regular schedule of events (Bajaj et al., 2017; Daniel & Zybina, 2018). Community activities included field trips and community walks (Bajaj et al., 2017; Dwyer & McClosky, 2013; Symons & Ponzio, 2019). There was one summer activity where a soccer coach challenged team members to read throughout the program, due to fear students may regress in their literacy development during the summer months (Dwyer & McClosky, 2013).

***Subtheme 7.3: Non-Academic Activities.*** Activities that took place during school hours but were not focused on academic content is highlighted in the non-academic activities sub-theme Family zone was a designated space where families were welcome to participate in various activities, playgroups, and information sessions (Pugh et al., 2012). Non-academic electives that were enjoyed by students while offering a break from traditional academic actually included morning journal writing, but not for the purpose of being graded but rather to maintain regular communication with teachers, and to develop an increasing level of comfort with their writing and communication skills (Dwyer & McClosky, 2013). Students enjoyed participation in martial arts and mindfulness practices like karate, yoga, and stretching; activities that have been shown to foster the development of executive functioning in children and youth (Diamond & Lee, 2011). One activity involved a multi-classroom effort and the use of textiles where students engaged in the making of a traditional Hmong quilt (Bigelow et al., 2008).

***Activities Theme Summary.*** The activities theme was organized into three categories of activities which were further broken down to 10 features and characteristics that contribute to the success of students from refugee backgrounds. Variations in the form and content of activities are characterized by their goals, and objectives, and the design of educators striving to create unique and engaging activities that build on their knowledge of student language, culture, and experiences, motivating engagement and success.

### **4.3 Synthesis of Thematic Findings**

Synthesizing key messages across the seven themes, was a process that was semantically initiated at the onset of the reading process. The preliminary search, appraisal, and classification phases generated knowledge through the iterative and focused reading of research reports, which provided a deep and rich level of contextual background. Meta-synthesis is a cumulative process

of knowledge generation with each subsequent stage of literary analysis providing space for deeper reflection and the development of highly nuanced insights surrounding the underlying and key messages, which in response to the present inquiry were: 1) the critical role of educators in facilitating academic success for students from refugee backgrounds; 2) the importance of and recognizing and welcoming student language, culture, and experience into the classroom; lastly, 3) the critical impact of external funding and support.

***Educator Care and Creativity.*** Throughout the research process, “human connection” (Bartlett et al., 2017, p. 115) was revealed to be significant factor, holding a key role in the success of refugee student in formal learning environments; from adaptation to academic success. The constructs of “academic support and educator care” (Mendenhall et al., 2017, p. 7) have been associated with positive academic experiences, encouragement of classroom connections, fostering feelings of safety, which for students in the classroom is beneficial for learning and academic risk taking. Students felt supported by and connected to teachers who worked to promote inclusive and welcoming spaces, who created opportunities for group work and diverse activities, and who modelled positive social, emotional and academic traits and behaviours. These teachers’ practice set the stage for the development of positive interpersonal relationships and classroom connections capable of supporting the optimal development of students social, emotional and academic success.

***Student Language, Culture, & Experience.*** The power of language was undeniable throughout these studies, and across all themes and practices. The discovery that many teachers taught language and content in tandem was enlightening. So often, educators are limited in their capacity to reach newcomer students due to their lack of knowledge and fluency in student’s native languages. In these studies, the presence of interpreters, cultural brokers, and cultural

liaison officers held a pivotal role connecting students, through language and culture to the concepts, rules, and traditions, of their new academic and cultural realities. In addition to helping students adapt to classroom environments, the learning of language and content together, helped welcome students, building a community of care, and directly promoted student feelings of safety and belonging. Shared language, culture, and co-nationality among peers promoted positive interconnections (Bartlett et al., 2017) and enhanced student engagement and academic risk taking in certain circumstances. Schools and classrooms that welcome and embrace student language and culture and encourage educator efforts to be creative with curriculum and personal practice; represented highly effective practices in the teaching of students from refugee backgrounds.

*Additional School Supports.* Supports provided through school networks and districts, and through partnerships with external funding and government agencies bolster support for the education of refugee students (Block et al., 2018; Pugh et al., 2012). External school supports allowed for efficient and systematic application of policies, budgets, and the provision of funding to provide additional training and resources. Organization of efforts anticipating the needs of students from refugee backgrounds, and in supporting the educators who will teach them, was also benefitted through external support, resource, and funding provided through the partnerships held between school boards, districts, and external agencies. Additional resources that offered notable and unique benefits to students included funding specifically delegated for linguistic support staff and cultural awareness training for educators, school personnel who are culturally and experientially informed helped to prepare schools to meet needs and maximizing academic success and adaptation student from refugee backgrounds. (Block et al., 2014; Pugh et al., 2012).

#### **4.4 Chapter Summary**

This chapter presented the results of the thematic analysis of qualitative findings which resulted in the discovery of seven main themes: outcomes, educators, curriculum, classrooms, schools, relationships, and activities. From these seven themes, 26 subthemes, and 90 features and characteristics of academic programs were identified as contributing to the success of students from refugee backgrounds is presented and grounded in the parameters of these 16 featured research contexts. Thematic analysis of qualitative findings that resulted in the classification of seven themes, 26 sub-themes and 90 program features can be captured in three key messages from the findings as critical factors in the successful education of students from refugee backgrounds, but also as factors that bolster the success of the identified themes and subthemes 1) educator care and creativity; 2) knowledge of student language, culture and experience; and 3) external school supports.

## Chapter 5: Discussion

### 5.1 Chapter Overview

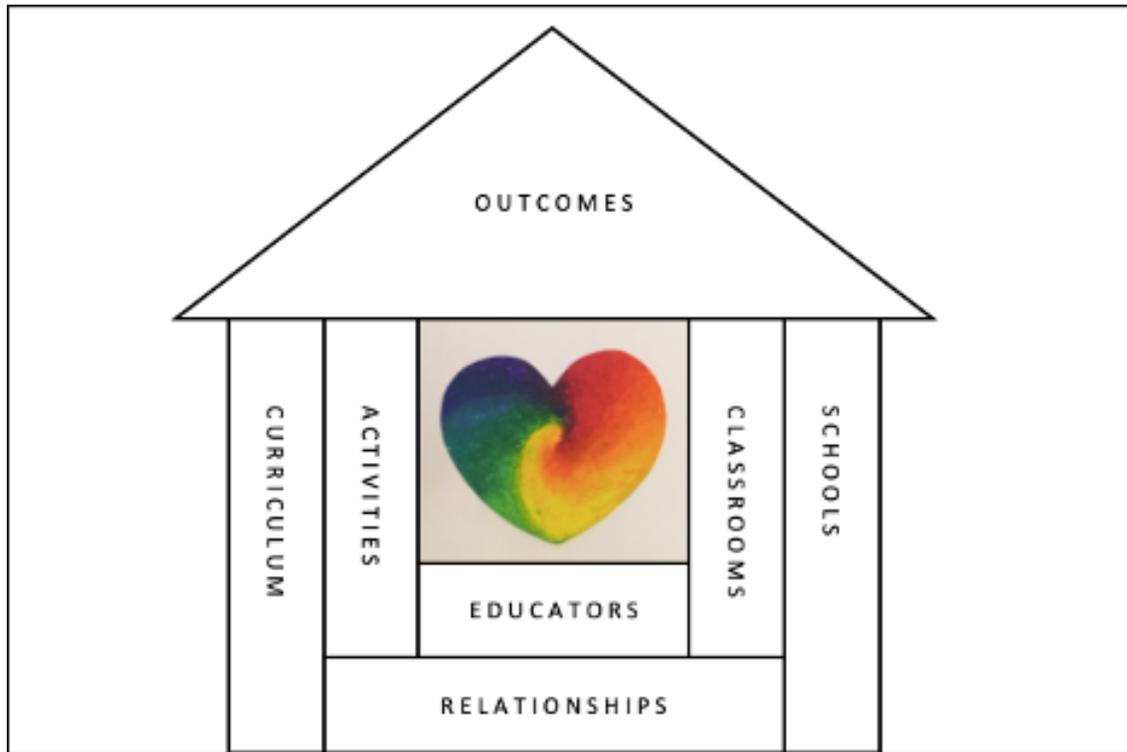
The purpose of the present study was to systematically review literature and highlight features of academic programs shown to help resettled students from refugee backgrounds to succeed. To approach this research question, a meta-synthesis of qualitative research was conducted. In the present discussion, themes are highlighted followed by a summary of key messages, generated from the synthesis the findings. Strengths and limitations of the present study are discussed, followed by a brief discussion on implications from this research for working with refugee students. The chapter concludes with suggestions for future research.

### 5.2 Discussion of Findings

#### **Highlights from Thematic Findings.**

*Overview.* The meta-synthesis resulting from this inquiry was generated from the thematic analysis of findings that followed the selection and appraisal of the articles meeting the study criteria. In reading through these reports and seeking to answer the research question, findings were selected to represent features of academic programs promoting success in the education of students from refugee backgrounds. These features were conceptually organized in such a way, so that findings from the outcomes theme highlight the remaining six features (i.e.: Educators, curriculum, classrooms, schools, relationships, and activities) and how they function to produce success for students from refugee backgrounds, as evidenced through the 16 program features identified through the four outcomes subthemes (see Figure 4.1). The way that these seven identified themes function to answer the research question, is conceptually represented below, in Figure 5.1.

**Figure 5. 1 Conceptual Representation of Academic Program Features**



**Individual Theme Considerations.** Following thematic analysis and peer negotiation of finding classifications, the principle researcher explored considered key details and messages shared across themes. In response to the research question “what are the features of academic programs that are helping refugee students to succeed academically?” seven themes, 26 sub-themes, and 90 program features were identified. The thematic features that are directly relevant to the research inquiry are discussed in this chapter.

**Educator Theme Considerations.** Throughout this research process the powerful role played by educators became increasingly apparent. From facilitating the learning of language and curricular content, to filling varied roles from school administrators, to mediators and mentors; educators hold an essential position in the educative process. The knowledge required to foster successful education spans further than core academic subject matter. In order for

educators to optimally support students, they themselves must have adequate knowledge and expertise about student language, culture, and experience. Additionally, in order for educators to provide support to students, they themselves need to feel and be supported in their own work, through leadership, training, co-workers, and community. When educators incorporate such knowledge into classroom tasks and practice, and deliver lessons with care and interest, they allow students to feel safe and connect on a personal level with learning material while engage in the act and process of learning. When educators demonstrate caring and creative practice, they help students to feel safe and welcome, which encourages students to take engage and take risks (Symons & Ponzio, 2019).

***Curriculum Theme Considerations.*** Findings organized to represent the curriculum theme identified several models and principals that place distinct focus on academic, socio-emotional, and identity centered objectives. Whole school, holistic and humanizing approaches were shown fostering student success within the reviewed programs. Curriculum is to an educator, as a medium is to the artist; bound to the knowledge, potential and constraints, of the independent agent and creator. How educators present curriculum and assess student performance varies across individuals and environments. Curriculum providing space for educators enact flexibility and creativity while incorporating knowledge of individual student need, experience, language, and culture into classroom tasks and activities, have been shown to support the successful experience of integration and acculturation for students. The provision of opportunities allowing students to practice and master skills, collaborate with peers, and through the addition of choice and flexibility to tasks and assignments were practices of notable success in educator's delivery of curricula.

***Classrooms Theme Considerations.*** Classrooms were shown to be of distinct importance in the education of students from of refugee backgrounds. From the physical space of the classroom, to the ways that educators organize these spaces, and the unique and creative ways educators use spaces to actively engage students in learning; classrooms were shown to be a dynamic space where educators successfully engaged students. The unique ways educators created active learning spaces that were welcoming and inclusive for students, involved setting up space for students and their classroom peers to engage in group and/or independent work through the implementation of academic curriculum. Unique classrooms groupings that accommodated student success included classrooms spaces that were either fully separated, or integrated. Separated classrooms grouped students together according to language and culture variables, with other classroom spaces operating under fully integrated models. Students appreciated the support and connection shared between their peers within the space of the separate classrooms. Strengths pertaining to linguistic development across these groupings, included exposure to English through classroom peers within integrated settings, and the ability of students to build confidence through the support of shared linguistic and cultural backgrounds as students approach the development and mastery of the language of the host culture. Classroom groupings that were inclusive, integrated, or separated, in addition to active learning spaces, demonstrated distinct benefits for student learning and wellbeing.

***Schools Theme Considerations.*** Like classrooms, the schools theme refers to the distinct characteristics of schools that interact to create a cultural milieu, unique to the people and practices within. Student success is often hindered when schools and educators do not recognize or meet student needs. Unique school features made possible through external partnerships, funding, and supports including counselling and wellness centers, the involvement of refugee

families and communities in school activities, and a focus that school personnel and educators place on creating, respectful, harmonious school cultures that focus on care and advocacy. Like a kitchen closes down and starts anew each and every day, entertaining new seasons and menu's, schools evolve to recognize and support student populations through flexible and adaptive practices.

***Relationships Theme Considerations.*** Relationships that exist and are formed between individuals, provide a contextual foundation for learning environments that inform the quality of school cultures. The relationships theme identified four key relationships types. More importantly, the features within this theme highlight the underlying characteristics, features, and qualities of relationships shown to benefit the academic experience of students from refugee backgrounds. The role that relationships fill in connecting members of the school community to the broader community, provide a valuable series of experiences to students from refugee backgrounds through which they experience social and cultural events, and begin to re-define their personal, and cultural narratives while imagining possible futures following resettlement. Peer relationships were instrumental in providing opportunities to communicate, support each other through academic pursuits, as well as fulfilling the valuable social roles of experiential connection, friendship, and play.

***Activities Theme Considerations.*** The activities featured within the synthesized studies were considered across time and the focus of content. Activities that embraced translanguaging in the classroom, allowed students to creatively and flexibly experiment with language learning inspired feelings of safety, confidence, and belonging. Collaborative, group-based activities were shown to optimize learning for students from refugee backgrounds through the provision of interactions with peers and the support provided through collaborative interaction. The

importance of relationships is critical in the success of students and in the implementation of curriculum. Activities provide a valuable window for interaction between both students and educators as well as among students and their peers. Human connection was found to be critical for refugee students, with shared language, culture, and experience bolstering such connections amongst peers in classrooms (Bartlett et al., 2017).

***Outcomes Theme Considerations.*** Throughout the independent appraisal process, findings of importance were extracted that spoke directly, to the features of academic program shown to help resettled students from refugee backgrounds, succeed. The outcomes theme was organized to highlight the successes of academic programs, through the numerous positive findings generated from the original research reports in response to the specific inquiry at hand. Findings from this theme, were organized to highlight how: student outcomes, language outcomes, parent and family involvement, and schools and educators; demonstrated success through their direct and indirect impact on student experience and success. The involvement of critical figures such as parents and families from refugee backgrounds, in the education of their children was optimized through the presence of interpreters and various cultural liaison type positions, who facilitated communication between parents, schools and educators and helped parents to understand what is typically expected of parents in these types of academic settings. The inclusion of linguistic and cultural liaison roles fostered parent teacher communication and encouraged parental involvement, while also encouraging parental feelings of belonging and confidence. Inclusive and whole school approaches that recognize student language and culture promote in addition to the representation of student language and culture, in classrooms and through the caring and creative practices of educators, prevailed across themes as a critical factor of success. Language provides the means for communication and understanding, and for students

from refugee backgrounds it's holds a transformative role directly relating to the feeling and experience of safety and belonging, academic successes.

**Cross Theme Considerations.** Throughout the process of study selection and synthesis, extensive reading facilitated an iterative and nuanced understanding of the research reports, in addition to the extracted findings that were edited and analyzed to represent seven themes, 26 subthemes, and 90 successful program features. Throughout the research process the critical role, that representation of student language and culture maintained in the successful education of students from refugee backgrounds, was present across all themes. Less obvious but none the less important, was the impact of external school supports, in bolstering the capacity of schools and educators to promote the success of students from refugee backgrounds.

***Representation of Student Language and Culture.*** Across all themes and research settings, the importance of schools and educators, in recognizing student language, culture and experience was evident. When language and culture were incorporated into curricular activities and classroom practices feelings of safety in students was enhanced, even more so when classroom peers shared similar language or cultural backgrounds. Curriculum that made space for language and culture, in addition to educators who taught language and content together, created caring and safe learning environments that helped students to feel respected by their teachers. As language skill and proficiency increased, so did the ease with which students were able to embrace communication with peers and educators, fostering friendships and academic successes.

***Educator Care and Creativity.*** Human connection, care, and creativity are at the core of successful educator practices. How educators incorporate the knowledge they acquire regarding individual student language, culture, and experience to tailor classroom practice was

demonstrated across a multitude of creative and projects, practices, and activities. Such efforts contributed to student feelings of success through demonstrations of interest, care, and when teachers invested time to build rapport with, and knowledge of individual student lives and experiences. Through modelling, scaffolding, and the provision of choice and flexibility, educators individualize their practices to creatively engage students while promoting an interpersonal framework of trust and safety within the learning environment.

***Additional School Supports.*** Additional factors including the support from school networks and partnerships with government and external funding agencies, enhance the capacity of schools and educators in their work with students from refugee backgrounds. In order for schools to best support students from refugee backgrounds, additional resources are beneficial to support refugee in reaching success academically, also in helping to foster the successful adaptation of students and families, as well as supporting educators through provision of training and classroom supports. The support offered to schools and educators, through the external support of district and school networks, partnerships with funding and government agencies; helped to provide additional resources, training, funding and support, necessary to equip educators with the knowledge to teach and support linguistically and culturally diverse students from refugee backgrounds.

### **5.3 Strengths and Limitations**

#### **Limitations of the Present Study.**

***Newness of Approach to Researcher.*** This approach was completely unknown to the principle researcher prior to the research process. The opportunity to conduct a research project through an entirely new lens, though challenging, was an invigorating experience. The framework outlined by Sandelowski & Barroso (2007), provided tools for the appraisal of

research studies while also provided a template to guide the documentation of research findings through a focused and systematic process in preparation for the thematic analysis and synthesis of findings. In lieu of training and experience in working with this approach, Sandelowski and Barroso's (2007) *Handbook for Synthesizing Qualitative Research* provided a strong methodological foundation. Negotiating understanding of a new methodology was challenging, which made discussions with my research supervisor throughout this process invaluable. The act and process of approaching an entirely new methodology throughout this research process, fostered a sense of confidence in approaching such a subjective decision-making process. Further, in establishing the confidence required to support and defend those decisions. Though this process may have encouraged feelings of confidence and accomplishment, that does not negate the reality of being a novice in working with this methodological approach is considered a limitation of the present study.

***Focus on Qualitative Studies.*** The choice to utilize qualitative meta-synthesis was decided due to the focus and capacity to systematically source and synthesize the findings qualitative research, generating meaning across various accounts. An immediate limitation to this decision to focus exclusively on qualitative approaches; is that findings generated through such means, do not hold the same inherent strength associated with the findings of quantitative methods. Literature investigating students from refugee backgrounds, will indeed be advanced in scope, power, and generalizability through application of such measures.

### **Study Strengths.**

***Methodology.*** The choice to use meta-synthesis with rigor was a strength for this study. Initially seeking to systematically understand the literature identifying experiences of students from refugee backgrounds through non-quantitative approaches; meta-synthesis was discovered

as a methodology designed to systematically source and evaluate findings from qualitative research. The approach outlined by Sandelowski and Barroso (2007) provided a step by step framework, including qualitative tools that were designed to systematically document findings relevant to the inquiry at hand. Such tools included the Independent Report Appraisal and Cross-Study Appraisal (see Appendix B; Table 3.4) for selected research studies. These tools provided consistency throughout the process of documentation while also providing a structure through which to organize findings. The individual and cross case appraisals provide a wonderful reference for future replication. This inquiry sought to examine features of academic programs that were successful in the education of refugee students, which benefitted from an in-depth examination of contexts and settings, details neglected through inquiries rooted in quantitative measures. When focusing research efforts on students from refugee backgrounds, quantitative studies fall short given that they have not been tested on or with refugee populations and accordingly, hold “limited or untested reliability or validity with refugee populations” (Khawaja, 2008, p. 493).

*Secondary Analysis of Qualitative Research.* A second strength to the present study was the use of a secondary analysis of qualitative research. Though primary data was not collected from human participants in the present study, the qualitative reports that were selected for synthesis, were derived from various populations, locations, and qualitative approaches, which in turn were able to provide a broad array of information and perspective surrounding the programs and contexts of interest to the research. This in-depth examination of the academic programs and settings outlined throughout the reviewed qualitative reports, was supported through the use of supporting evidence, original quotations, and observational data provided through these original research reports.

**Peer Negotiation.** Qualitative research synthesis is a highly subjective methodology. The quality of research outcomes are a function of the methods, approaches, and practices utilized. In order to establish consensus and agreement regarding the thematic classification of research findings, a process of peer negotiation was built into the research design. The peer reviewer was a research associate, and part time faculty member in the department of psychology at Saint Mary's University in Nova Scotia. Peer-negotiation took place in three phases (see Appendix C) and negotiated classification for just under 75 percent of 669 units of findings (see Table 3.5 in Chapter 3). The process of peer negotiation and the contribution of the knowledge, expertise, and perspective of the peer reviewer was an incredible benefit to this research project, an invaluable learning experience, and is to be considered a strength of this research process.

**Selection Criteria.** Inclusion and exclusion criteria were applied throughout the search process so as to focus the scope of viable research studies, and in seeking to define an absolute, objective search limit. In the present study these limits are not considered a deficit, rather a delimitation that has been intentionally factored into the search process so as to enhance the rigor and replicability of the study, while constraining the number of viable research reports for consideration.

**Background Experience.** Having spent 12 years working as a chef and baker and pending the completion of a Bachelor of Science degree; these experiences have provided me with decades of experience working with rigorous and standardized practice across vast and varied contexts. From the 16-hour workdays of professional kitchens; to my undergraduate coursework in mathematics, statistics, genetics, cognitive neuropsychology, to my undergraduate thesis research. The practices and perspectives that I have developed across these experiences have provided me with a flexible, adaptive, and creative lens through which I have been able to

flexibly approach, organize, and adapt throughout this research process and this was an asset to me in this research study.

#### **5.4 Implications for Working with Refugee Students in Schools**

Examining the dynamic and critical role that multilingual and multicultural learning spaces play in creating safe and welcoming educational experiences for students from refugee backgrounds following resettlement was a valuable learning experience. Welcoming learning environments and educators' practices that celebrate student language and culture set the stage for open and respectful cultural and linguistic discourse through the provision of space and opportunity for students to interact with peers and develop linguistic skills and knowledge. Creative and flexible classroom activities allow students to embrace translanguaging through practice and exposure to curriculum as well as the implicit and explicit nuances of their new languages and cultures, that provide rich experiences for students learning new languages and cultures. In order for teachers to be able to entertain multilingual and multicultural classrooms, specific training and expertise would be required of educators to successfully facilitate such environments.

School boards, networks, and school districts play a critical role in establishing an infrastructure through which schools support refugee student learning and adaptation. Recognition of the unique needs of refugee students by school boards and districts, provides space for the allotment of funding for services such as additional language supports, social and emotional supports, and other resources to support refugee student families. Although the impact may be less direct, connections forged between schools, governments, and agencies to lay the groundwork of understanding required in order to increase the capacity of agencies and members within these networks to support and encourage student learning and adaptation.

## **5.5 Future Directions**

Examining ways that schools and learning environments can draw from linguistic and cultural funds of knowledge held by family and community members, and through welcoming “cultural brokers” (Yohani, 2011, p. 62) into learning environments would be a valuable approach for schools to consider when welcoming students from refugee backgrounds into their school communities. Deeper probing into the nuanced details and interactions surrounding translanguaging in classrooms during both peer, and student-teacher interactions would be a powerful focus for future research. The studies considered within this synthesis were qualitative in nature, accordingly, results from the thematic analysis and synthesis of findings did not embrace a methodology capable of producing generalizable results. Several findings did expose the importance of various program features warranting further investigation. For example, the addition of pre and post standardized test measures to assess refugee student learning and development would be highly beneficial. Observational research conducted during successful activities such the “transpoemations” or “movie maker” projects and activities would provide valuable insight into the process and experience of learning for students from refugee backgrounds.

## **5.6 Chapter Summary**

The results of the thematic analysis and meta-synthesis of qualitative findings that were the focus of the present thesis and that sought to uncover features of academic programs contributing to the academic success of refugee students; revealed the following factors as powerful environmental factors, impacting student success and in enhancing the capacity of schools and educators to foster the success of students from refugee backgrounds: outcomes, educators, curriculum, classrooms, schools, activities, relationships. Of the seven themes, 26

subthemes, and 90 characteristics, features, and details of programs that were shown to contribute to the success of students through various demonstrations of success, three prevailing messages were elicited through the process of research. The importance of recognizing and welcoming student culture into schools and classrooms, helps foster integration, and success for students from refugee backgrounds. Educator care and creativity was a critical facet in the education and success of students from refugee backgrounds. The provision of funding and support for schools and educators through external agencies and financial supports and the residual capacity to support schools and educators in their practices, were all critical details working to foster not only the academic success of student from refugee backgrounds.

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## Appendices

### Appendix A References for the Final Report Selection for the Meta-Synthesis

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## Appendix B Independent Report Appraisal Template

### A Qualitative Meta-Synthesis: Features of Academic Programs Helping Refugee Students to Succeed Academically. Individual Report Appraisal Guide. © Julie Anne White, 2019

Research Report: (XX)  
Report ID: QMS RR (XX) IRA

#### Demographic Features

*Complete citation:*  
*Author affiliations, including discipline and institution:*  
*Funding source:*  
*Acknowledgements:*  
*Period of data collection:*  
*Geographic location of study:*  
*Dates of submission and acceptance of work:*  
*Publication type:*  
*Mode of retrieval:*  
*Key words:*  
*Abstract:*  
*Related reports:*

#### Reading Context

*Date of reading:*  
*Reader:*  
*Purpose of reading:*  
*Reader affiliations:*  
*Authored by reviewer (Y/N)?*

#### 1. Research Problem

Extract or paraphrase all statements concerning:

- a. What the writer thinks is wrong, missing, &/or requires changing.
- b. Problems either explicitly stated or implied in research purpose &/or literature review.

*Extracted Statements:*

-

| Appraisal parameters  | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|---|-------------------|--------------------|----------------------|
| 1. Discernable problem that led to research.<br>2. Problem is accurately depicted.<br>3. Problem is comprehensively depicted.<br>4. Problem is related to purpose &/or literature review.<br>5. Description of problem establishes purpose.<br>6. Claim = accurate: "No one studied this before". |                   |                    |                      |

## 2. Research Purpose & Question(s)

Extract or paraphrase all statements concerning:

- a. The immediate and long-term goals, objectives, &/or aims of the study.
- b. The explicit research question(s) that the study seeks to answer.

*Extracted Statements:*

- 

| Appraisal parameters  | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|---|-------------------|--------------------|----------------------|
| 1. Discernable research question(s).<br>2. Research purpose & question linked to research problem &/or literature review.<br>3. Research purpose & question amenable to qualitative research methods.<br>4. Researchers clarify if research purpose or question changed to accommodate data analysis. |                   |                    |                      |

## 3. Literature Review

Extract or paraphrase the researchers' discussion of:

- a. What is known, believed, or not known about the research problem.
- b. How it has been studied.

Reviews of literature may present in one or more of the following logics:

- i. A deficit/gap logic: writers emphasize **what is not known** about research problem, pointing to a research purpose that will offset knowledge deficit.
- ii. An error logic: writers emphasize **mistaken knowledge** in known literature, pointing research purpose to correct this error in knowledge.
- iii. A contradiction logic: writers emphasize **inconsistencies in knowledge** and point research purpose to resolve contradictions.

- iv. A linking logic: writers emphasize common areas in two or more disparate bodies of literature related to the research problem, pointing to a research purpose that will address this overlap.

**Extracted Statements:**

•

| Appraisal parameters  | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|---|-------------------|--------------------|----------------------|
| 1. Studies & literature addressing key issues included.<br>2. Literature review addresses research problem.<br>3. Review clarifies whether it reflects what researchers knew or believed about the subject, before collecting data.<br>4. Review demonstrates critical attitude towards knowledge development of research problem & methodological approaches.<br>5. Review shows discernable logic that points towards research purpose. |                   |                    |                      |

**4. Orientation Towards Phenomenon**

Extract or paraphrase all statements indicating:

- a. Any and all frames of reference\*, orientations that may be guiding or influencing researchers with regard to the target phenomenon.

\* Frames of reference include perspectives, assumptions, conceptual frameworks, theoretical frameworks, philosophies, mindsets, or theoretical sensitivities.

**Extracted Statements:**

•

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Explicitly stated frame of reference.<br>2. If explicitly stated, frame of reference is accurate.<br>3. Frame of reference (explicit or implied) fits target phenomenon.<br>4. If explicitly stated: frame of reference played a discernable role in how study was conducted & findings were treated. |                   |                    |                      |

---

5. Presentation of study orientation clarifies whether it influenced researchers going into the field & before data collection, or after data analysis.

6. Researchers demonstrate awareness of their orientations in the review & discussion of findings.

---

### 5. Orientation Towards Inquiry

Extract or paraphrase all statements indicating:

- a. All perspectives, assumptions, philosophies, methods, or frames of reference guiding and influencing how researchers conduct the study.

\*May be distinguishable from or overlap with *orientation towards the target phenomenon of inquiry*.

#### ***Extracted Statements:***

- 

---

| Appraisal parameters  | Presence (+/-) | Relevance (+/-) | Reviewer Comments |
|---|----------------|-----------------|-------------------|
| 1. Method is stated or implied.   |                |                 |                   |
| 2. method fits research purpose.  |                |                 |                   |
| 3. Method is accurately rendered.   |                |                 |                   |
| 4. Method is appropriately used.  |                |                 |                   |
| 5. Uses of method-linked techniques explained when used for non-method-linked purposes. |                |                 |                   |
| 6. Researchers demonstrate awareness of method choices and their impact on findings.    |                |                 |                   |
| 7. Study is methodologically qualitative.   |                |                 |                   |

---

### 6. Sampling Strategy & Techniques

Extract or paraphrase all information about:

- a. Researchers' sampling interventions going into a study.
- b. The sampling intentions and decisions that evolved across the study.
- c. Rationale for recruitment sites.

#### ***Extracted Statements:***

- 

---

| Appraisal parameters                                | Presence (+/-) | Relevance (+/-) | Reviewer Comments |
|---|----------------|-----------------|-------------------|
| 1. Sampling plan fits research purpose and methods. |                |                 |                   |

---

- 
2. Sampling plan is purposeful with types of purposive sampling specified.
  3. Sampling plan described is accurately rendered.
  4. Sampling intentions going into the study vary from the sampling intentions that evolve across a study.
  5. Recruitment sites fit research purpose and sampling strategy.
- 

## 7. Sample Size & Composition

Extract or paraphrase all information concerning:

- a. People, places, events documents, or artifacts comprising the actual sources of information for the study and the actual sites from which people were recruited.
- b. Include all descriptions of the sample.

### *Extracted Statements:*

- 

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Sample size & configuration fit research purpose and sampling strategy.                                 |                   |                    |                      |
| 2. Sample size & configuration can support claims to the intensive and comprehensive study of particulars. |                   |                    |                      |
| 3. Sample size & configuration support findings.   |                   |                    |                      |
| 4. Sample composition is accurately displayed.   |                   |                    |                      |
| 5. Numbers are used appropriately to describe participants.  |                   |                    |                      |
| 6. Sample features critical for & to understanding of findings are described.                              |                   |                    |                      |
| 7. Rates & reasons for participant attrition described.  |                   |                    |                      |
| 8. Recruitment sites* fit evolving sampling need.  |                   |                    |                      |
| *Sites being a component of some samples in ethnographic studies for example.                              |                   |                    |                      |

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## 8. Data Collection/Generation Techniques & Sources

Extract or paraphrase all information that concerns:

- a. Sources of data.
- b. Techniques or procedures used to obtain & generate data for the study in any of the following categories: interviews (incl. focus groups), observations, documents, artifacts.

Extract or paraphrase descriptions of:

- c. Content, timing, sequencing of data collection or generation.
- d. Extract or paraphrase information about alterations in technique & procedure made throughout the course of research.

**Extracted Statements:**

- 

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Sources of data and techniques for data collection/generation fit studies evolving needs.           |                   |                    |                      |
| 2. Content, sequence, timing of data collection/generation fit purpose & orientation of study.         |                   |                    |                      |
| 3. Specific data collection/generation techniques tailored to study, not just taken from a text/study. |                   |                    |                      |
| 4. Data collection/generation techniques are accurately rendered.                                      |                   |                    |                      |
| 5. Sources of data presented on the basis of findings.   |                   |                    |                      |
| 6. Data collection techniques are appropriately used.  |                   |                    |                      |
| 7. Sites are conducive to data collection/generation.  |                   |                    |                      |
| 8. Time period for data collection/generation is explicitly stated.                                    |                   |                    |                      |
| 9. Timing of data collection in relation to phenomenon are explicitly stated.                          |                   |                    |                      |
| 10. The timing, use, and sequence of data collection/generation techniques is explicitly stated.       |                   |                    |                      |

**9. Data Management & Analysis**

Extract or paraphrase descriptions of techniques or procedures used to:

- a. Create an audit trail of data.
- b. Break up, display, or reconfigure data.
- c. Include:
  - i. How transcripts were prepared.
  - ii. Text management systems.
  - iii. Analytic approaches.
  - iv. Any other coding or visual displays used.

**Extracted Statements:**

- 

| Appraisal parameters | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|----------------------|-------------------|--------------------|----------------------|
|----------------------|-------------------|--------------------|----------------------|

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1. Data management & analysis techniques fit the research purposes and data.
  2. Specific data management and analysis techniques were tailored to the reported study.
  3. Data management & analysis techniques are accurately rendered.
  4. Data management & analysis techniques are correctly used.
  5. Analysis of data fits the data.
  6. There is a clear description of how different data sets were analytically linked.
- 

### 10. Techniques for Maximizing Validity

Extract or paraphrase all information indicating:

- a. Techniques, or procedures that used to optimize scientific or ethnographic validity.
- b. Include information regarding:
  - i. Strengths and limitations of the study.
  - ii. Discussion of reflexivity, auditability, reliability, rigor, credibility, and plausibility.

#### *Extracted Statements:*

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| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Researchers show awareness of their influence on the study & it's participants. |                   |                    |                      |
| 2. Distinctive limitations appropriately summarized.                               |                   |                    |                      |
| 3. Validation techniques fit purpose, methods, sample, data & findings.            |                   |                    |                      |
| 4. Techniques are tailored to the reported study.                                  |                   |                    |                      |
| 5. Techniques for validation are accurately rendered.                              |                   |                    |                      |
| 6. Techniques for validity are correctly used.                                     |                   |                    |                      |

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### 11. Findings

Extract or paraphrase statements of what researchers “found” through data collection or resulting from their interpretations of data.

- a. Findings are generally distinguishable from:
  - i. Data, case descriptions, field notes, quotations, or other empirical material offered in support of interpretations.

- ii. Analysis, data management, coding or other techniques researchers used to create interpretations.
  - iii. Efforts to signify & translate findings for future research, practice, & policy.
- b. Instead of extracting or paraphrasing the informational content of reports, here you will concentrate on the findings. \*Classify Qualitative Findings As:
- i. No finding: exclude from integration
  - ii. Surveys: (a) Topical; (b) Thematic.
  - iii. Syntheses: (a) Conceptual/thematic descriptions; (b) Interpretive explanations.

***Extracted Statements:***

•

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Report contains findings as opposed to no findings.   |                   |                    |                      |
| 2. Findings are distinguishable from other elements of research report.  |                   |                    |                      |
| 3. Interpretations are plausible & substantiated by data collected & generated in study.   |                   |                    |                      |
| 5. Findings address the ultimate purpose of the study reported.  |                   |                    |                      |
| 6. Variations in findings by relevant sample characteristics are addressed.  |                   |                    |                      |
| 7. Variations in findings by time are addressed.   |                   |                    |                      |
| 8. Analysis largely case oriented or focused on the study of particulars opposed to variable-oriented & quantitative interpretation. |                   |                    |                      |
| 9. Quantitative transformations of data presented in the service of qualitative interpretation.                                      |                   |                    |                      |
| 10. Ideas are precise, well developed & connected.   |                   |                    |                      |
| 11. Results offer new information, insight, or reformulation of the target phenomenon.   |                   |                    |                      |

**12. Discussion & Implications**

Extract or paraphrase all statements that:

- a. Summarize or draw conclusions about the findings of the study.
- b. Indicate their transferability and clinical, theoretical, policy, disciplinary significance.

***Extracted Statements:***

•

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Discussion of findings based on findings presented.<br>2. Findings linked to other studies, relevant literature.<br>3. Clinical, policy, theory, & disciplinary significance of findings is thoughtfully considered.<br>4. Location and extent to which findings are transferable is clarified. |                   |                    |                      |

### 13. Protection of Human Subjects

Extract or paraphrase all descriptions of issues and practices:

- a. Relating to the recruitment, retention, and wellbeing of human participants in the study.
- b. Include information on how participants were approached & came to be enrolled in the study, informed consent procedures, risk & benefits, inducement & protections offered and participant response to participation in the study.

#### *Extracted Statements:*

- 

| Appraisal parameters   | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|--|-------------------|--------------------|----------------------|
| 1. Risks & benefits are reported & addressed.<br>2. Recruitment & consent techniques are tailored to fit the sensitivity of subject matter &/or vulnerability of participants.<br>3. Data collection & management techniques were tailored to fit the sensitivity of the subject matter &/or vulnerability of participants.<br>4. Examples provided to support findings have analytical value and present participants fairly. |                   |                    |                      |

### 14. Logic & Form of Findings

Instead of extracting or paraphrasing the informational content of reports, here you will concentrate on the presentational logic and form of the findings.

#### **Classify Presentation Logics As:**

- i. *Quantitative and thematically*: Present themes from most to least prevalent.
- ii. *Temporally and thematically*: Clock time of participants is the first organizing principal, themes are second.
- iii. *Thematically and temporally*: Themes are the primary organizing principal, with clock time of participants second

- iv. *Narratively*: As a day/week/month/year of participants lives.
- v. *Narratively*: As an unfolding tragedy, comedy, or melodrama in participant lives.
- vi. *Perspectivally*: Manifestly juxtaposing different points of view of participants &/or researchers.
- vii. *Polyvocally*: Manifestly juxtaposing different voices of participants &/or researchers.
- viii. *Conceptually*: by using sensitizing concepts from extant theory.
- ix. *Conceptually*: By using grounded theory template for analysis.
- x. *Episodically*: Emphasizing key moments of an experience.
- xi. *Archeologically*: With the clock time of researchers as the primary organizing principal to show how the understanding of an event unfolded for them.
- xii. *Experimental Style*: In the style and form of a scientific research paper.
- xiii. Via representative, exemplary, and/or composite cases or vignettes.

**Classify Qualitative Findings As:**

- 1. No finding: exclude from integration
- 2. Surveys: (a) Topical; (b) Thematic.
- 3. Syntheses: (a) Conceptual/thematic descriptions; (b) Interpretive explanations.

**Logic:** Conceptually, using grounded theory as a template for analysis.

**Type of Findings:** Conceptual & thematic descriptions.

| Appraisal parameters  | Presence<br>(+/-) | Relevance<br>(+/-) | Reviewer<br>Comments |
|---|-------------------|--------------------|----------------------|
| 1. Presentation of study fits purpose/method/findings.  |                   |                    |                      |
| 2. Report elements are thoughtfully placed.   |                   |                    |                      |
| 3. Data are transformed into findings.  |                   |                    |                      |
| 4. Coherent logic to the presentation of findings.  |                   |                    |                      |
| 5. Findings organized in ways that do analysis justice.   |                   |                    |                      |
| 6. Visual displays, quotations, cases, and numbers clarify summarize, substantiate, or illuminate findings. |                   |                    |                      |
| 7. Language (numerical, interpretive) is clear.   |                   |                    |                      |
| 10. Quotations are appropriately staged.  |                   |                    |                      |
| 11. Titles & section headers reflect contents.  |                   |                    |                      |
| 12. The overall presentation for the study is audience appropriate.   |                   |                    |                      |

**15. Reviewers Abstract & Summary Appraisal**

- a. Annotate key features of the report as you see them.
- b. Here you document logic in use, not the reconstructed logic of the study.
- c. Methods & language are essential in decoding what was actually done in a study.
- d. If no information is explicitly offered, write: “not specified”.
- e. Provide your best guess at a characterization for that category.

- f. Give key, sample characteristics most relevant to understanding findings.
- g. Extract key findings; edit them to stay as close to what was presented in the report.
- h. Use appraisal guide consistently to determine if study is acceptable or questionable.

**Research purpose:**

**Theoretical framework:**

**Method:**

**Sample size & key characteristics:**

**Data collection techniques:**

**Data analysis techniques:**

**Primary topic of findings:**

**Secondary topics of findings:**

**Type of findings:**

**Extracted & edited findings:**

**Evaluation: Acceptable / Exclude**

## **Appendix C Peer Review Inter-rater Reliability Documents**

Presented here, are documents from Phase One from the peer review interrater reliability phase of the research process. Documents for Phases Two and Three are available upon request.

### **Peer Review Inter-rater Reliability: Phase One**

**White, J. A. (2020).**

#### **Peer Review Instructions for Thematic Classification Phase One**

1. The purpose of the following task, is to establish consensus surrounding the thematic analysis of qualitative data, conducted by the primary researcher for the present study.
2. Provided to the peer reviewer for phase one of this process, will be the following:
  - a. Instructions.
  - b. The list of themes identified by researcher.
  - c. 25% of the units from each theme in a summary table.
  - d. List of acronyms.
3. The peer reviewer will match each unit of data to one theme. If a unit does not fit a theme, make a note for later discussion.
4. Following completion of the peer reviewer matching each unit to a theme, the peer reviewer will provide the list to the researcher who will add the initial theme classification to the list in order to calculate the percentage of agreement between researcher and peer reviewer classifications.
5. The primary research and peer reviewer will meet to discuss any and all findings and to negotiate disagreement.

## Thematic Definitions

**Outcomes.** This category highlights the ways that programs contribute to the success of students from refugee backgrounds.

**Educators.** This category highlights what educators do, to facilitate student learning.

**Curriculum.** This category refers to the methods and approaches used by educators when working with students of refugee backgrounds.

**Classrooms.** The academic learning spaces contained within school structures where students are educated.

**Relationships.** In this category relationships that play a role in the success of students of refugee backgrounds are outlined. For example, relationships between schools, family, and community members.

**Schools.** The buildings in which classrooms are located, where school personnel work, and where school cultures and climates are expressed.

**Activities.** This category outlines the specific tasks used when implementing curriculum.

### Peer Review Inter-rater Reliability: Phase One – Thematic Pairing Task

| ITEMIZED UNITS OF DATA  | Peer Reviewer:<br>Match 1 Theme<br>category to each<br>unit of data. | Primary<br>Researcher<br>Themes: | Negotiated<br>Changes to<br>Classification: |
|---|--|----------------------------------|---|
| Young leaders played crucial roles facilitating group dynamics, asking questions, making suggestions to deepen group thinking         |  |                                  |   |
| Young leaders played crucial roles facilitating group dynamics, asking questions, making suggestions to deepen group thinking         |  |                                  |   |
| Work was incremental  |  |                                  |   |
| Without adequate interpreting support, it's difficult to make the connection between home and school for refugee families             |  |                                  |   |
| Within such space's students can develop particular skills and competencies, explore creative capacities, form friendships, construct |  |                                  |   |

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| identities, develop a sense of comfort and belonging   |  |  |  |
| Wider social contexts and ideologies around Swedish language and literacy appeared to influence teacher perspectives on student literacy practices   |  |  |  |
| Wanting to play correctly for the percussion ensemble motivated students   |  |  |  |
| Video production provides an artful new literacy supertool that can help students move out of passivity, powerlessness, and alienation   |  |  |  |
| Tutors receive online resources and ongoing support  |  |  |  |
| Transitional nature of the program is a key feature and is forefront in teachers' minds  |  |  |  |
| To connect the practice of oral storytelling and testimonios, [Teacher] chose children's literature that addressed experiences of border crossing and storytelling   |  |  |  |
| Through reading student writing, [Teacher] became aware of student socioemotional needs and targeted her responses to their behaviours   |  |  |  |
| [Teachers] encouraged students to take risks and ask questions   |  |  |  |
| The showcase functioned as an authentic summative assessment for students  |  |  |  |
| The sheltered environment of the newcomer classroom was separated from students in mainstream classrooms   |  |  |  |
| The school leadership is recognized as being supportive, approachable and focused on attending to student need.  |  |  |  |
| The school encouraged 'flourishing of the human spirit and a sense of community'   |  |  |  |
| The personal qualities of the teacher were critical in creating a caring learning space  |  |  |  |
| The integration of [NAP] & [MS] classes shifted views of refugees in the wider community   |  |  |  |
| The [NAP] at [UPS] consists of ten teaching, learning & assessment programs that teachers are to use   |  |  |  |
| The refugee camp experience became part of the curriculum in numerous TLC classrooms   |  |  |  |
| Teens collaboratively did homework, translanguaged while discussing assignments, used multimodal tools, collaboratively solved homework problems, attended the program to enjoy benefits of collaborative learning |  |  |  |
| Teams met at least once a week, often with a school counselor to discuss needs of specific   |  |  |  |

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| students, especially students with significant socio-emotional needs  |  |  |  |
| Teaching tactics included interactions with language embedded in rich and varied contexts   |  |  |  |
| Teachers spoke of creating a family within members of the classroom   |  |  |  |
| Teachers intentionally promoted bilingualism and biliteracy based on the belief it would facilitate positive multilingual identities within and increasingly multilingual community |  |  |  |
| Teachers differentiate curricula so there can be multiple entry points to engage all learners, and meet the needs of students at all levels   |  |  |  |
| Teachers develop rapport with students  |  |  |  |
| Teachers are encouraged to design curriculum with multiple opportunities to read, write, speak, and listen in their native languages  |  |  |  |
| Teacher support is vital to student academic success regarding subject knowledge and language assistance  |  |  |  |
| Support students as they acclimate to American school system & life during first 5 years  |  |  |  |
| Success of the after-school program was based on the needs of refugee students; structure of the program; family and community involvement and resources                            |  |  |  |
| Students were afforded powerful multimodal & multilingual, language and literacy practices  |  |  |  |
| Students were afforded powerful multimodal & multilingual, language and literacy practices  |  |  |  |
| Students were able to complete 9 books  |  |  |  |
| Students tended to grasp ideas but needed individualized attention from teachers in order to work on more than a few words at a time in their poems                                 |  |  |  |
| Students synthesized literacy skills, vocabulary development, comprehension of English texts, analysis of literary features, and composing processes                                |  |  |  |
| Students read and wrote for 2 hours each morning  |  |  |  |
| Students main suggestion for how to help newcomer refugees: Don't ignore them   |  |  |  |
| Students illustrated their depth of understanding of the project, and their growing self-confidence as learners   |  |  |  |
| Students illustrated their capacity to collaborate  |  |  |  |

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| Students were getting a good amount of exposure to English through peers   |  |  |  |
| Students found intergroup solidarity and could interact with other students and text in newcomer classrooms  |  |  |  |
| Students expressed a sense of accomplishment with their improvements when interviewing each other on camera  |  |  |  |
| Students explicitly and repeatedly identified feeling supported by and sensing a close connection with educators   |  |  |  |
| Students can step out of class at any time to attend the wellness center   |  |  |  |
| Students benefitted from the subject-specific and language support they received   |  |  |  |
| Students asserted multilingual identities through the help of peers, language aides, and [Teachers] who encouraged first language use and development              |  |  |  |
| Students are heterogeneously mixed in all content area classes   |  |  |  |
| Students appreciate teachers who challenge them to try new things and serve as role models   |  |  |  |
| Student friendship networks were vital for negotiating the processes of settling into school & sharing experiences   |  |  |  |
| [Student] felt confident when teacher encouraged [them] to use [their] multiple languages  |  |  |  |
| SSP funded by [DEECD]  |  |  |  |
| Spatial integration was a success based on the number of successful student transitions with only literacy remaining as a continuing issue                         |  |  |  |
| Singing is a focus on the programme because of its value in learning language and (to a degree) comprehension  |  |  |  |
| Several students described teachers who spent extra time helping them well beyond the normal school day  |  |  |  |
| Schools that have developed good practices in refugee education all have a leadership team that advocates for refugees and promotes positive images and discourses |  |  |  |
| School staff, teachers, interns; learn about students' lives   |  |  |  |
| School board funding increased refugee student access to brokers services  |  |  |  |
| Researcher chose books used for critical literacy, in response to the RS age and level of proficiency  |  |  |  |
| Relationship with music teacher was good because the class was different   |  |  |  |

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| Relational norms [HRC] developed for [GLOBE] so that student identities could be affirmed: (I) all about you; (ii) call to prayer   |  |  |  |
| Refugee students were admired by their peers  |  |  |  |
| Projects were translated from home languages into English   |  |  |  |
| Program philosophy: provide specific assistance through learning support teachers & [RAS tutors]; require students to attend at least once a week for the year to build a strong academic foundation; address social acculturation and learning needs |  |  |  |
| Power relations are inherent within language and literacy practices   |  |  |  |
| Portfolios included written pieces and presentations and strove to measure language acquisition across four modalities (listening, speaking, reading, writing)  |  |  |  |
| Poetry writing sparked a flurry of positive experiences   |  |  |  |
| Participation to students literally means learning new skills (e.g. singing, drumming)  |  |  |  |
| Opportunities to interview each other and use flip cameras were incorporated into lessons.  |  |  |  |
| Of all in class activities, students appreciated opportunities to work collaboratively or individually, practicing new skills   |  |  |  |
| North Korean students were eager to participate when curriculum was more favourable to them   |  |  |  |
| New understandings of the impact of trauma & disrupted education led schools to prioritize improvements in these areas  |  |  |  |
| Music class played a critical role in consolidating friendships and providing students with a sense of belonging within the school community  |  |  |  |
| Music class helped with “self-expression”   |  |  |  |
| Multilingual identities allowed students to navigate new learning, organize social relationships, and build linguistic capital  |  |  |  |
| Multilingual identities allowed students to navigate new learning, organize social relationships, and build linguistic capital  |  |  |  |
| Multicultural aides are involved in the classes, always more than one teacher available   |  |  |  |
| Literacy training utilized scaffolded literacy; situated practice strategies; and [ESL] scales to guide students  |  |  |  |

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| Learners enthusiastically prepared writings and read to each other during free reading and classroom exercises  |  |  |  |
| Language helped in the classroom and outside, in helping parents and the community feel connected to the school   |  |  |  |
| Intimate link between language and socio-emotional wellbeing as well as belonging   |  |  |  |
| Interest in literacy was an outcome of the camp   |  |  |  |
| Inter-faculty collaboration: a high focus on student learning; reflective dialogue between teachers, management, staff, tutors and students   |  |  |  |
| Instructors explicitly demonstrated an awareness & appreciation for students' cultures within curriculum design and instruction   |  |  |  |
| Information sessions were held at [OIHS] for students and families about legal and immigration issues, law, policy or housing information   |  |  |  |
| Inclusive schools are a critical step in helping to change discriminatory attitudes, in creating welcoming communities, and for developing and inclusive society                            |  |  |  |
| In combination with [write alouds], [dialogue journals] can be used to support multilingual, newcomer, and EL student's language and literacy development                                   |  |  |  |
| Holistic model recognizes the complexity of the needs of refugee students, seeking to support them academically, emotionally, socially  |  |  |  |
| Hold students to high expectations  |  |  |  |
| Heterogeneity and collaboration   |  |  |  |
| Having counselling services available in the school & as part of the school day helped to mitigate stigma   |  |  |  |
| Group work was best   |  |  |  |
| Fostering an environment of inclusiveness and acceptance and providing appropriate support for all students removes barriers to participation & achievement; promotes wellbeing and success |  |  |  |
| Field trips were integral to GLOBE curriculum   |  |  |  |
| Families shared enduring practices that maintained and revitalized their unique histories   |  |  |  |
| Experiential learning   |  |  |  |

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| Enhanced participation in class was an effective way to learn English;   |  |  |  |
| Engaging with Hmong adults on academic topics scaffolded the learning of academic English  |  |  |  |
| Embedding the school within the community, is an important part of refugee children's education  |  |  |  |
| Electives include sports, home economics, textiles, graphic arts, music  |  |  |  |
| Educators must be mindful to not reduce students' "culture" to stereotypes   |  |  |  |
| Dialogical and reciprocal learning transpired, and was led by students and their families  |  |  |  |
| Depending on [Teacher]'s observations, class would move forward to new teaching points or return & review points to bolster learning                     |  |  |  |
| Curriculum at TLC was "permeable" (Dyson, 1993)  |  |  |  |
| Curricular content of newcomer classroom emphasized reading comprehension, grammar, spelling, punctuation, vocabulary building                           |  |  |  |
| Cultivation of critical consciousness around local and global issues   |  |  |  |
| Counselling appointments became a normalized part of the school culture  |  |  |  |
| Conversations among students led to greater understanding and solidarity   |  |  |  |
| Computers were used frequently at [BIHS]   |  |  |  |
| Collaborative learning is helpful  |  |  |  |
| Collaboration between professionals from varying ranges of expertise results in better learning environments (e.g. ESL & grade level teachers co-taught) |  |  |  |
| Classroom was centered on caring for each other  |  |  |  |
| Classroom decorations (international flags) demonstrate a commitment to acknowledging diverse student backgrounds  |  |  |  |
| Class groups were formed in a purposive manor, including peers and siblings who could support each other's language development                          |  |  |  |
| Children's' cognitive development is enhanced through the use of two languages due to the presence of bilingual teachers                                 |  |  |  |
| Children's successful school adaptation is because of after school support   |  |  |  |

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| Children of all ethnic backgrounds played together in the playground  |  |  |  |
| Bilingual teachers allowed for customized, age appropriate academic content while students learned English.   |  |  |  |
| Bilingual staff played a crucial role closely monitoring the adjustment and learning of individual children   |  |  |  |
| Bilingual classrooms welcomed a range of cultural and social practices  |  |  |  |
| Benefits were realized by students of non-refugee backgrounds   |  |  |  |
| Awareness motivated and facilitated change to school practice   |  |  |  |
| Allowing students to engage in multilingual, multi-modal writing that draws on their own experiences [Teacher] helped students develop foundational literacy skills & knowledge |  |  |  |
| All students worked on reading and writing  |  |  |  |
| All students had a red notebook for vocabulary words & their Arabic/Somali translation  |  |  |  |
| All students at [UPS] were advantaged as a result of extra resources and expertise available in the school  |  |  |  |
| Adult members of the community were models of possible futures  |  |  |  |
| Active participation was the most distinctive change students showed in the [PEC]   |  |  |  |
| 10 students average per class, varied in terms of grade   |  |  |  |
| [Writing for publication] Correction of spelling, grammar, and style-on-the-way used to make a community book   |  |  |  |
| [UPS] employs substantial classroom support   |  |  |  |
| [UPS] developed 'family zone' designed to support local families including those with refugee experience  |  |  |  |
| [Tutors] strive to create opportunities for students to build on linguistic ability   |  |  |  |
| [TLCs] drew from the large number of Hmong teachers and educational assistants [EAs] already employed in the area   |  |  |  |
| [TLC] placement was temporary, leading to another appropriate program with services for English language learning   |  |  |  |
| [TLC] bilingual staff used both languages throughout the day decreasing throughout the school year  |  |  |  |
| [TLC] bilingual environments seemed poised to offer humanizing pedagogy, valuing  |  |  |  |

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| students backgrounds, knowledge, culture, and life experience  |  |  |  |
| [TLC teachers] used native languages to instruct, explain, and clarify; pushing towards English comprehension and use.   |  |  |  |
| [Teachers] promote students' acquisition of academic English in and through academic subjects  |  |  |  |
| [Teacher] supported students' English development through multiple modes (Speaking, reading, writing, listening)   |  |  |  |
| [Teacher] prompts allowed her to scaffold their understanding of new ideas and content specific vocabulary   |  |  |  |
| [Teacher] "When you have a better understanding of the children and what they've been through, clearly you can design programmes to better meet the needs emotionally, socially, educationally"  |  |  |  |
| [Students]: (Explaining a helpful teacher) "if there's something we don't understand, she comedown, if you ask her, she will read it to us, and explain it to us, more than one time, in a different way, I think it's really helpful" |  |  |  |
| [SSP] is delivered through a network strategy involving a group of schools and relevant local agencies   |  |  |  |
| [SPRP] supports transnational civic engagement as diasporic global communities   |  |  |  |
| [SPRP] focus on critical consciousness included the need to humanize students  |  |  |  |
| [SPRP] focus on critical consciousness included the need for development of strong English language skills for students with transnational lives   |  |  |  |
| [OIHS] staff accompanied students to hearings  |  |  |  |
| [LA classroom] requested all Hmong children be together and resulted in those 3 children quickly forming a supportive bond   |  |  |  |
| [INPS] employ a collaborative pedagogy that embraces linguistic heterogeneity  |  |  |  |
| [Human Rights Club] was run by researchers to build rapport; form of reciprocity; component of action ethnography; garner research participants.   |  |  |  |
| [Green club] students examined their role in environmental issues  |  |  |  |
| [Field trips] provide opportunities for students to participate as members of the community and as speakers of English in new learning contexts  |  |  |  |

|  |  |  |  |
|--|--|--|--|
| [Family zone] offered activities such as playgroups; English classes; women’s groups; and cooking classes  |  |  |  |
| [ECBs] are (1) community representatives present in the school system who provide a welcoming environment for newcomer children & families; (2) brokers assist schools & newcomer children and families to adapt through micro & macro level supports; (3) brokers use their personal and professional lives and experiences to assist refugee children and families |  |  |  |
| [ECBs] are (1) community representatives present in the school system who provide a welcoming environment for newcomer children & families; (2) brokers assist schools & newcomer children and families to adapt through micro & macro level supports; (3) brokers use their personal and professional lives and experiences to assist refugee children and families |  |  |  |
| [Dialogue journals] provided rich and meaningful material to work with and acted as a natural motivator  |  |  |  |
| [Dialogue journals] became a place where she could learn about student socioemotional and educational needs.   |  |  |  |
| [Dialogue journaling] served as a way to bring students’ lives into the classroom  |  |  |  |
| [ECBs] found children & families were more inclined to talk to them because of the trusting relationship developed through engagement in various activities  |  |  |  |
| [Collaborative write alouds] activity that prepared students for dialogue journaling   |  |  |  |
| [Book club] independent reading, shared reading, language experience, used authentic texts chosen for interest, relevance and learner proficiency level  |  |  |  |
| [BIHS] has a mentoring program for grade 12 students where teachers serve as mentors & meet with students once a week to help with portfolio & post-secondary prep & planning  |  |  |  |
| [BIHS] created a kinder environment for students transitioning to a new language   |  |  |  |
| “The most important thing about music is that students are sitting next to each other and work together on what the teacher says”  |  |  |  |
| ‘Watch first, then practice’ model   |  |  |  |

## **List of Acronyms**

(BIHS) Brooklyn International High School.

(BSSO) Bilingual School Support Officers.

(CB) Cultural Broker.

(CBP) Cultural Brokers Program.

(CLO) Community Liaison Officer.

(DECS) Department of Education and Children's Services.

(DEECD) The Victorian Department of Education and Early Childhood Development.

(TLC) Transitional Language Center.

(EA) Educational assistant.

(EAL) English as an Additional Language.

(ECB) Educational Cultural Broker.

(ELD) English Language Development.

(ELA) English Language Arts.

(ELL) English Language Learner.

(ELS/ELC) English Language Schools/Centers.

(ESL) English as a Second Language.

(GLOBE) Gaining Learning Opportunities through Better English Program.

(HRC) Hope Resource Center.

(IEC) Intensive English Centers.

(INPS) Internationals Network of Public Schools.

(LA) Language Academy.

(MS) Mainstream.

- (MSS) Mainstream Secondary Schools.
- (NAP) New Arrivals Program.
- (NESB) Non-English-Speaking Background.
- (OIHS) Oakland International High School.
- (PEC) Participatory English Curriculum.
- (RAS) Refugee Action Support Program.
- (SPRP) Socio-Politically Relevant Pedagogy.
- (SSO) School Support Officer.
- (PD) Professional Development.
- (SSP) School Support Program.
- (UPS) United Primary School.

### Peer Review Inter-rater Reliability: Phase One – Thematic Pairing Task

#### Master Inventory and Answer Key

| ITEMIZED UNITS OF DATA  | THEME   | SUB-THEME           | AUTHOR                         |
|---|---------|---------------------|--------------------------------|
| Information sessions were held at [OIHS] for students and families about legal and immigration issues, law, policy or housing information                                     | Schools | Services at schools | (1) Bajaj et al. (2017).       |
| Having counselling services available in the school & as part of the school day helped to mitigate stigma   | Schools | Services at schools | (1) Bajaj et al. (2017).       |
| [UPS] developed ‘family zone’ designed to support local families including those with refugee experience  | Schools | Services at schools | (13) Pugh (2012).              |
| [BIHS] has a mentoring program for grade 12 students where teachers serve as mentors & meet with students once a week to help with portfolio & post-secondary prep & planning | Schools | Services at schools | (11) Mendenhall et al. (2017). |
| The school encouraged ‘flourishing of the human spirit and a sense of community’  | Schools | School climate      | (13) Pugh (2012).              |

|  |               |                                |                                |
|--|---------------|--------------------------------|--------------------------------|
| [TLCs] drew from the large number of Hmong teachers and educational assistants [EAs] already employed in the area  | Schools       | Partnerships                   | (2) Bigelow et al. (2008).     |
| [SSP] is delivered through a network strategy involving a group of schools and relevant local agencies   | Schools       | Partnerships                   | (3) Block et al. (2014).       |
| Schools that have developed good practices in refugee education all have a leadership team that advocates for refugees and promotes positive images and discourses | Schools       | Inclusive learning spaces      | (13) Pugh (2012).              |
| [INPS] employ a collaborative pedagogy that embraces linguistic heterogeneity  | Schools       | Inclusive learning spaces      | (11) Mendenhall et al. (2017). |
| SSP funded by [DEECD]  | Schools       | Funding and resources          | (3) Block et al. (2014).       |
| School board funding increased refugee student access to brokers services  | Outcomes      | School and educator outcomes.  | (16) Yohani (2011).            |
| [UPS] employs substantial classroom support  | Schools       | Funding and resources          | (13) Pugh (2012).              |
| Relationship with music teacher was good because the class was different   | Relationships | Student - Teacher              | (4) Crawford (2017).           |
| Conversations among students led to greater understanding and solidarity   | Relationships | Student – Peer                 | (1) Bajaj et al. (2017).       |
| Children of all ethnic backgrounds played together in the playground   | Relationships | Student - Peer                 | (13) Pugh (2012).              |
| [LA classroom] requested all Hmong children be together and resulted in those 3 children quickly forming a supportive bond   | Relationships | Student - Peer                 | (2) Bigelow et al. (2008).     |
| Teams met at least once a week, often with a school counselor to discuss needs of specific students, especially students with significant socio-emotional needs    | Relationships | School personnel relationships | (11) Mendenhall et al. (2017). |
| Inter-faculty collaboration: a high focus on student learning; reflective dialogue between teachers, management, staff, tutors and students                        | Relationships | School personnel relationships | (12) Naidoo (2011).            |
| Collaboration between professionals from varying ranges of expertise results in better learning environments (e.g. ESL & grade level teachers co-taught)           | Relationships | School personnel relationships | (2) Bigelow et al. (2008).     |
| Adult members of the community were models of possible futures   | Relationships | Community member relationships | (15) Symons (2019).            |
| [CPB] found children & families were more inclined to talk to them because of the trusting relationship developed through engagement in various activities         | Relationships | Community member relationships | (16) Yohani (2011).            |
| Youth felt greater agency externalizing their use of multiple languages & linguistic repertoires w/ peers in the after-school space                                | Outcomes      | Student outcomes               | (5) Daniel et al. (2018).      |
| Wanting to play correctly for the percussion ensemble motivated students   | Outcomes      | Student outcomes               | (4) Crawford (2017).           |
| Teens collaboratively did homework, translanguaged while discussing assignments, used multimodal tools, collaboratively solved                                     | Outcomes      | Student outcomes               | (5) Daniel et al. (2018).      |

|   |          |                  |                                |
|---|----------|------------------|--------------------------------|
| homework problems, attended the program to enjoy benefits of collaborative learning   |          |                  |                                |
| Students were getting a good amount of exposure to English through peers  | Outcomes | Student outcomes | (2) Bigelow et al. (2008).     |
| Students were afforded powerful multimodal & multilingual, language and literacy practices  | Outcomes | Student outcomes | (6) Davila (2017).             |
| Students were able to complete 9 books  | Outcomes | Student outcomes | (9) Lee (2014).                |
| Students tended to grasp ideas but needed individualized attention from teachers in order to work on more than a few words at a time in their poems     | Outcomes | Student outcomes | (8) Emert (2013).              |
| Students illustrated their depth of understanding of the project, and their growing self-confidence as learners   | Outcomes | Student outcomes | (8) Emert (2013).              |
| Students illustrated their capacity to collaborate  | Outcomes | Student outcomes | (8) Emert (2013).              |
| Students expressed a sense of accomplishment with their improvements when interviewing each other on camera   | Outcomes | Student outcomes | (8) Emert (2013).              |
| Students explicitly and repeatedly identified feeling supported by and sensing a close connection with educators  | Outcomes | Student outcomes | (11) Mendenhall et al. (2017). |
| Students benefitted from the subject-specific and language support they received  | Outcomes | Student outcomes | (11) Mendenhall et al. (2017). |
| Students asserted multilingual identities through the help of peers, language aides, and Lena & Malin who encouraged first language use and development | Outcomes | Student outcomes | (6) Davila (2017).             |
| Students appreciate teachers who challenge them to try new things and serve as role models  | Outcomes | Student outcomes | (11) Mendenhall et al. (2017). |
| Student felt confident when teacher encouraged [them] to use [their] multiple languages   | Outcomes | Student outcomes | (5) Daniel et al. (2018).      |
| Spatial integration was a success based on the number of successful student transitions with only literacy remaining as a continuing issue              | Outcomes | Student outcomes | (13) Pugh (2012).              |
| Several students described teachers who spent extra time helping them well beyond the normal school day   | Outcomes | Student outcomes | (11) Mendenhall et al. (2017). |
| Refugee students were admired by their peers  | Outcomes | Student outcomes | (12) Naidoo (2011).            |
| Poetry writing sparked a flurry of positive experiences   | Outcomes | Student outcomes | (7) Dwyer et al. (2013).       |
| Participation to students literally means learning new skills (e.g. singing, drumming)  | Outcomes | Student outcomes | (4) Crawford (2017).           |
| Of all in class activities, students appreciated opportunities to work collaboratively or individually, practicing new skills                           | Outcomes | Student outcomes | (5) Daniel et al. (2018).      |
| North Korean students were eager to participate when curriculum was more favourable to them   | Outcomes | Student outcomes | (9) Lee (2014).                |
| Music class played a critical role in consolidating friendships and providing students with a sense of belonging within the school community            | Outcomes | Student outcomes | (4) Crawford (2017).           |
| Music class helped with “self-expression”   | Outcomes | Student outcomes | (4) Crawford (2017).           |

|   |            |                              |                                |
|---|------------|------------------------------|--------------------------------|
| Multilingual identities allowed students to navigate new learning, organize social relationships, and build linguistic capital  | Outcomes   | Student outcomes             | (6) Davila (2017).             |
| Learners enthusiastically prepared writings and read to each other during free reading and classroom exercises  | Outcomes   | Student outcomes             | (7) Dwyer et al. (2013).       |
| Interest in literacy was an outcome of the camp   | Outcomes   | Student outcomes             | (7) Dwyer et al. (2013).       |
| Group work was best   | Outcomes   | Student outcomes             | (5) Daniel et al. (2018).      |
| Fostering an environment of inclusiveness and acceptance and providing appropriate support for all students removes barriers to participation & achievement; promotes wellbeing and success | Outcomes   | Student outcomes             | (3) Block et al. (2014).       |
| Engaging with Hmong adults on academic topics scaffolded the learning of academic English   | Outcomes   | Student outcomes             | (2) Bigelow et al. (2008).     |
| Embedding the school within the community, is an important part of refugee children's education   | Outcomes   | Student outcomes             | (13) Pugh (2012).              |
| Collaborative learning is helpful   | Outcomes   | Student outcomes             | (5) Daniel et al. (2018).      |
| Children's cognitive development is enhanced through the use of two languages due to the presence of bilingual teachers   | Outcomes   | Student outcomes             | (2) Bigelow et al. (2008).     |
| Benefits were realized by students of non-refugee backgrounds   | Outcomes   | Student outcomes             | (3) Block et al. (2014).       |
| All students at [UPS] were advantaged as a result of extra resources and expertise available in the school  | Outcomes   | Student outcomes             | (13) Pugh (2012).              |
| Active participation was the most distinctive change students showed in the [PEC]   | Outcomes   | Student outcomes             | (9) Lee (2014).                |
| [Dialogue journals] provided rich and meaningful material to work with and acted as a natural motivator   | Outcomes   | Student outcomes             | (10) Linares (2018).           |
| [Dialogue journaling] served as a way to bring students' lives into the classroom   | Outcomes   | Student outcomes             | (10) Linares (2018).           |
| [BIHS] created a kinder environment for students transitioning to a new language  | Outcomes   | Student outcomes             | (11) Mendenhall et al. (2017). |
| Wider social contexts and ideologies around Swedish language and literacy appeared to influence teacher perspectives on student literacy practices  | Outcomes   | School and educator outcomes | (6) Davila (2017).             |
| Success of the after-school program was based on the needs of refugee students; structure of the program; family and community involvement and resources                                    | Outcomes   | School and educator outcomes | (12) Naidoo (2011).            |
| Researcher chose books used for critical literacy, in response to the RS age and level of proficiency   | Curriculum | Flexible and responsive      | (9) Lee (2014).                |
| Inclusive schools are a critical step in helping to change discriminatory attitudes, in creating welcoming communities, and for developing and inclusive society                            | Outcomes   | School and educator outcomes | (3) Block et al. (2014).       |

|  |           |                              |                                |
|--|-----------|------------------------------|--------------------------------|
| Field trips were integral to GLOBE curriculum  | Outcomes  | School and educator outcomes | (15) Symons (2019).            |
| Children's successful school adaptation is because of after school support   | Outcomes  | School and educator outcomes | (16) Yohani (2011).            |
| Brokers reported greater independence in their ability to advocate for families  | Outcomes  | School and educator outcomes | (16) Yohani (2011).            |
| Awareness motivated and facilitated change to school practice  | Outcomes  | School and educator outcomes | (3) Block et al. (2014).       |
| Without adequate interpreting support, it's difficult to make the connection between home and school for refugee families                      | Outcomes  | Parent and family outcomes   | (13) Pugh (2012).              |
| Language helped in the classroom and outside, in helping parents and the community feel connected to the school                                | Outcomes  | Parent and family outcomes   | (11) Mendenhall et al. (2017). |
| Families shared enduring practices that maintained and revitalized their unique histories  | Outcomes  | Parent and family outcomes   | (14) Roy (2015).               |
| Dialogical and reciprocal learning transpired, and was led by students and their families  | Outcomes  | Parent and family outcomes   | (1) Bajaj et al. (2017).       |
| Video production provides an artful new literacy supertool that can help students move out of passivity, powerlessness, and alienation         | Outcomes  | Discoveries and suggestions  | (8) Emert (2013).              |
| The integration of [NAP] & [MS] classes shifted views of refugees in the wider community   | Outcomes  | Discoveries and suggestions  | (13) Pugh (2012).              |
| Students main suggestion for how to help newcomer refugees: Don't ignore them  | Outcomes  | Discoveries and suggestions  | (5) Daniel et al. (2018).      |
| Student friendship networks were vital for negotiating the processes of settling into school & sharing experiences                             | Outcomes  | Discoveries and suggestions  | (4) Crawford (2017).           |
| Power relations are inherent within language and literacy practices  | Outcomes  | Discoveries and suggestions  | (6) Davila (2017).             |
| New understandings of the impact of trauma & disrupted education led schools to prioritize improvements in these areas                         | Outcomes  | Discoveries and suggestions  | (3) Block et al. (2014).       |
| Teachers words underscore the intimate link between language and socio- emotional wellbeing as well as belonging                               | Outcomes  | Discoveries and suggestions  | (11) Mendenhall et al. (2017). |
| Enhanced participation in class was an effective way to learn English;   | Outcomes  | Discoveries and suggestions  | (9) Lee (2014).                |
| Educators must be mindful to not reduce students' "culture" to stereotypes   | Outcomes  | Discoveries and suggestions  | (2) Bigelow et al. (2008).     |
| [TLC] bilingual environments seemed poised to offer humanizing pedagogy, valuing students backgrounds, knowledge, culture, and life experience | Outcomes  | Discoveries and suggestions  | (2) Bigelow et al. (2008).     |
| Tutors receive online resources and ongoing support  | Educators | Strategies and practices     | (12) Naidoo (2011).            |
| Through reading student writing, [Teacher] became aware of student socioemotional needs and targeted her responses to their behaviours         | Educators | Strategies and practices     | (10) Linares (2018).           |
| Teaching tactics included interactions with language embedded in rich and varied contexts  | Educators | Strategies and practices     | (8) Emert (2013).              |

|  |           |                                 |                                |
|--|-----------|---------------------------------|--------------------------------|
| Teachers spoke of creating a family within members of the classroom  | Educators | Strategies and practices        | (2) Bigelow et al. (2008).     |
| Teachers differentiate curricula so there can be multiple entry points to engage all learners, and meet the needs of students at all levels  | Educators | Strategies and practices        | (11) Mendenhall et al. (2017). |
| Teacher support is vital to student academic success regarding subject knowledge and language assistance   | Educators | Strategies and practices        | (11) Mendenhall et al. (2017). |
| School staff, teachers, interns; learn about students' lives   | Educators | Strategies and practices        | (1) Bajaj et al. (2017).       |
| Multicultural aides are involved in the classes, always more than one teacher available  | Educators | Strategies and practices        | (4) Crawford (2017).           |
| [Teachers] encouraged students to take risks and ask questions   | Educators | Strategies and practices        | (15) Symons (2019).            |
| [Teacher] "When you have a better understanding of the children and what they've been through, clearly you can design programmes to better meet the needs emotionally, socially, educationally"  | Educators | Strategies and practices        | (3) Block et al. (2014).       |
| Young leaders played crucial roles facilitating group dynamics, asking questions, making suggestions to deepen group thinking  | Educators | Roles                           | (15) Symons (2019).            |
| Bilingual staff played a crucial role closely monitoring the adjustment and learning of individual children  | Educators | Roles                           | (2) Bigelow et al. (2008).     |
| [OIHS] staff accompanied students to hearings  | Educators | Roles                           | (1) Bajaj et al. (2017).       |
| [ECBs] are (1) community representatives present in the school system who provide a welcoming environment for newcomer children & families; (2) brokers assist schools & newcomer children and families to adapt through micro & macro level supports; (3) brokers use their personal and professional lives and experiences to assist refugee children and families | Educators | Roles                           | (16) Yohani (2011).            |
| [Teacher] chose children's literature that addressed experiences of border crossing and storytelling   | Educators | Language and literacy practices | (14) Roy (2015).               |
| Teachers intentionally promoted bilingualism and biliteracy based on the belief it would facilitate positive multilingual identities within and increasingly multilingual community  | Educators | Language and literacy practices | (6) Davila (2017).             |
| [Teacher] helped students develop foundational literacy skills & knowledge by allowing students to engage in multilingual, multi-modal writing that draws on their own experiences   | Educators | Language and literacy practices | (10) Linares (2018).           |
| [Tutors] strive to create opportunities for students to build on linguistic ability  | Educators | Language and literacy practices | (11) Mendenhall et al. (2017). |
| [TLC] bilingual staff used both languages throughout the day decreasing throughout the school year   | Educators | Language and literacy practices | (2) Bigelow et al. (2008).     |

|  |            |                                 |                                |
|--|------------|---------------------------------|--------------------------------|
| [TLC teachers] used native languages to instruct, explain, and clarify; pushing towards English comprehension and use.   | Educators  | Language and literacy practices | (2) Bigelow et al. (2008).     |
| [Teacher] prompts allowed [Teacher] to scaffold their understanding of new ideas and content specific vocabulary   | Educators  | Language and literacy practices | (10) Linares (2018).           |
| Bilingual teachers allowed for customized, age appropriate academic content while students learned English.  | Educators  | Language and literacy practice  | (2) Bigelow et al. (2008).     |
| The school leadership is recognized as being supportive, approachable and focused on attending to student need.  | Educators  | Care and concern                | (12) Naidoo (2011).            |
| The personal qualities of the teacher were critical in creating a caring learning space  | Educators  | Care and concern                | (4) Crawford (2017).           |
| Instructors explicitly demonstrated an awareness & appreciation for students' cultures within curriculum design and instruction  | Educators  | Care and concern                | (15) Symons (2019).            |
| [Students]: (Explaining a helpful teacher) "if there's something we don't understand, she comedown, if you ask her, she will read it to us, and explain it to us, more than one time, in a different way, I think it's really helpful" | Educator   | Strategies and practices        | (5) Daniel et al. (2018).      |
| Transitional nature of the program is a key feature  | Curriculum | Models and principals           | (2) Bigelow et al. (2008).     |
| Singing is a focus on the programme because of its value in learning language and (to a degree) comprehension  | Curriculum | Models and principals           | (4) Crawford (2017).           |
| Holistic model recognizes the complexity of the needs of refugee students, seeking to support them academically, emotionally, socially   | Curriculum | Models and principals           | (13) Pugh (2012).              |
| [TLC] placement was temporary, leading to another appropriate program with services for English language learning  | Curriculum | Models and principals           | (2) Bigelow et al. (2008).     |
| [SPRPs] focus on critical consciousness included the need to humanize students   | Curriculum | Models and principals           | (1) Bajaj et al. (2017).       |
| [Program principal] Work was incremental   | Curriculum | Models and principals           | (8) Emert (2013).              |
| [Program principal] Teachers develop rapport with students   | Curriculum | Models and principals           | (5) Daniel et al. (2018).      |
| [Program principal] Support students as they acclimate to American school system & life during first 5 years   | Curriculum | Models and principals           | (5) Daniel et al. (2018).      |
| [Program principal] Relational norms [HRC] developed for affirmation of student identities: (i) all about you; (ii) call to prayer   | Curriculum | Models and principals           | (15) Symons (2019).            |
| [Program principal] Hold students to high expectations   | Curriculum | Models and principals           | (5) Daniel et al. (2018).      |
| [Program principal] Heterogeneity and collaboration  | Curriculum | Models and principals           | (11) Mendenhall et al. (2017). |
| [Program principal] Experiential learning  | Curriculum | Models and principals           | (11) Mendenhall et al. (2017). |

|   |            |                               |                                |
|---|------------|-------------------------------|--------------------------------|
| [Program principal] Cultivation of critical consciousness around local and global issues  | Curriculum | Models and principals         | (1) Bajaj et al. (2017).       |
| 'watch first, then practice' model  | Curriculum | Models and principals         | (8) Emert (2013).              |
| The [NAP] at [UPS] consists of ten teaching, learning & assessment programs that teachers are to use  | Curriculum | Learning and literacy         | (13) Pugh (2012).              |
| Teachers are encouraged to design curriculum with multiple opportunities to read, write, speak, and listen in their native languages                      | Curriculum | Learning and literacy         | (11) Mendenhall et al. (2017). |
| Students synthesized literacy skills, vocabulary development, comprehension of English texts, analysis of literary features, and composing processes      | Curriculum | Learning and literacy         | (8) Emert (2013).              |
| Students read and wrote for 2 hours each morning  | Curriculum | Learning and literacy         | (8) Emert (2013).              |
| Literacy training utilized scaffolded literacy; situated practice strategies; and [ESL] scales to guide students  | Curriculum | Learning and literacy         | (12) Naidoo (2011).            |
| In combination with [write alouds], [dialogue journals] can be used to support multilingual, newcomer, and EL student's language and literacy development | Curriculum | Learning and literacy         | (10) Linares (2018).           |
| Curricular content of newcomer classroom emphasized reading comprehension, grammar, spelling, punctuation, vocabulary building                            | Curriculum | Learning and literacy         | (6) Davila (2017).             |
| All students worked on reading and writing  | Curriculum | Learning and literacy         | (6) Davila (2017).             |
| All students had a red notebook for vocabulary words & their Arabic/Somali translation  | Curriculum | Learning and literacy         | (6) Davila (2017).             |
| [Teachers] promote students' acquisition of academic English in and through academic subjects   | Curriculum | Learning and literacy         | (11) Mendenhall et al. (2017). |
| The refugee camp experience became part of the curriculum in numerous TLC classrooms  | Curriculum | Flexible and responsive       | (2) Bigelow et al. (2008).     |
| Students can step out of class at any time to attend the wellness center  | Curriculum | Flexible and responsive       | (1) Bajaj et al. (2017).       |
| Opportunities to interview each other and use flip cameras were incorporated into lessons.  | Curriculum | Flexible and responsive       | (8) Emert (2013).              |
| Depending on [Teachers] observations, class would move forward to new teaching points or return & review points to bolster learning                       | Curriculum | Flexible and responsive       | (10) Linares (2018).           |
| Curriculum at TLC was "permeable" (Dyson, 1993)   | Curriculum | Flexible and responsive       | (2) Bigelow et al. (2008).     |
| [SPRP] supports transnational civic engagement as diasporic global communities  | Curriculum | Flexible and responsive       | (1) Bajaj et al. (2017).       |
| Electives include sports, home economics, textiles, graphic arts, music   | Curriculum | Computers and other electives | (4) Crawford (2017).           |
| Computers were used frequently at [BIHS]  | Curriculum | Computers and other electives | (11) Mendenhall et al. (2017). |
| The showcase functioned as an authentic summative assessment for students   | Curriculum | Assessments                   | (8) Emert (2013).              |

|  |            |                                       |                                |
|--|------------|---------------------------------------|--------------------------------|
| Portfolio assessments included written pieces and presentations and strove to measure language acquisition across four modalities (listening, speaking, reading, writing)                  | Curriculum | Assessments                           | (11) Mendenhall et al. (2017). |
| The sheltered environment of the newcomer classroom was separated from students in mainstream classrooms   | Classrooms | Language and culture                  | (6) Davila (2017).             |
| Students found intergroup solidarity and could interact with other students and text in newcomer classrooms  | Classrooms | Language and culture                  | (6) Davila (2017).             |
| Classroom decorations (international flags) demonstrate a commitment to acknowledging diverse student backgrounds  | Classrooms | Language and culture                  | (13) Pugh (2012).              |
| Students are heterogeneously mixed in all content area classes   | Classrooms | Integrated classrooms                 | (11) Mendenhall et al. (2017). |
| Classroom was centered on caring for each other  | Classrooms | Integrated classrooms                 | (2) Bigelow et al. (2008).     |
| Class groups were formed in a purposive manor, including peers and siblings who could support each other's language development  | Classrooms | Integrated classrooms                 | (15) Symons (2019).            |
| Bilingual classrooms welcomed a range of cultural and social practices   | Classrooms | Integrated classrooms                 | (2) Bigelow et al. (2008).     |
| Within such space's students can develop particular skills and competencies, explore creative capacities, form friendships, construct identities, develop a sense of comfort and belonging | Classrooms | Active learning spaces                | (4) Crawford (2017).           |
| Classrooms had language and content goals posted on walls  | Classrooms | Active learning spaces                | (1) Bajaj et al. (2017).       |
| "the most important thing about music is that students are sitting next to each other and work together on what the teacher says"  | Classrooms | Active learning spaces                | (4) Crawford (2017).           |
| [Green club] students examined their role in environmental issues  | Activities | Non-academic school-based activities  | (7) Dwyer et al. (2013).       |
| [Family zone] offered activities such as playgroups; English classes; women's groups; and cooking classes  | Activities | Non-academic school-based activities  | (13) Pugh (2012).              |
| [Human Rights Club] was run by researchers to build rapport; form of reciprocity; component of action ethnography; garner research participants.   | Activities | After-school and community activities | (1) Bajaj et al. (2017).       |
| [Field trips] provide opportunities for students to participate as members of the community and as speakers of English in new learning contexts  | Activities | After-school and community activities | (15) Symons (2019).            |
| [Writing for publication] Correction of spelling, grammar, and style-on-the-way used to make a community book  | Activities | Academic activities                   | (7) Dwyer et al. (2013).       |
| [Collaborative write alouds] activity that prepared students for dialogue journaling   | Activities | Academic activities                   | (10) Linares (2018).           |
| [Book club] independent reading, shared reading, language experience, used authentic   | Activities | Academic activities                   | (7) Dwyer et al. (2013).       |

|  |            |                     |                   |
|--|------------|---------------------|-------------------|
| texts chosen for interest, relevance and learner proficiency level   |            |                     |                   |
| Transpoemations [Activity] are a strategy where learners interact with a poem, ultimately creating a digital animation | Activities | Academic activities | (8) Emert (2013). |