



Understanding Levers of Migrant Integration in Scotland, Finland and Sweden

Introduction to TEAMS findings wave 1
October 18th, 2021, online

AIMS

1.

To understand how teachers and schools facilitate (or not) **migrant integration**.

2.

To help teachers and policymakers improve conditions for migrant integration in schools.

Migrant integration

- academic learning
- socialisation
- sense of belonging

KEY CONCEPTS AND DESIGN

RELATIONAL AGENCY

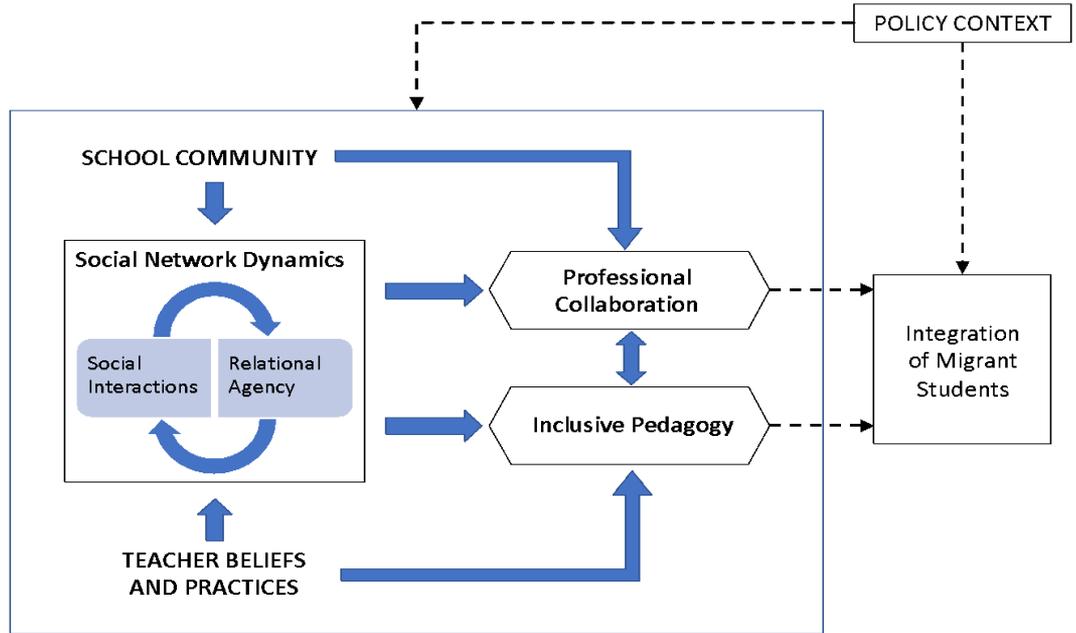
purposeful interactions
around migrant support

INCLUSIVE PEDAGOGY

working flexibly with others to
integrate migrants without labeling

SOCIAL NETWORKS

professional collaboration
around migrant support



RESEARCH QUESTIONS

How do teachers and school leaders exercise relational agency to build social networks that facilitate migrant integration?

How do school contexts including social networks shape teachers' practices that (or impede) migrant integration?

RESEARCH TOOLS

SNA

(online)

Social Network
survey for all
teachers

TRAC

(online)

Reflective log
for all teachers

SCQ

(online)

school
connectednes
survey for
students

Inteview

(online and in-
person)

with migrant
students and
relevant staff

Visits

to schools
(when
possible),
shadowing 3-
4 teachers in&
out classroom

ADAPTATIONS IN WAVE 1

PLAN A

Surveys for students and staff, online

Fieldwork in 6 schools, 2 in each country (added 3rd school in Scotland to manage drop out risk)

Adaptations



PLAN B

Meetings with key staff, surveys on-line, fieldwork online (interviews with staff only)

Visit each school when possible (only Sweden in wave 1)

ETHICS

Consent forms for
(head)teachers,
students, parents

Language and
other support for
migrant students

Confidentiality
and sensitivity,
skilled
researchers

Covid-19
adaptations, safety
first, flexible
participation

Data protection
safety and
security, personal
data separated
from responses

Anonymity
at source, non-
identifiable
reporting

TIMELINES WP3 Data Collection and Analysis

Completed

Wave 1 data collection ended in August 21

Analysis by Oct 21:

- Staff survey
- Log data
- Interviews

Ongoing

Analysis of

- Policy review data
- Student survey?
- Professional agency scales?
- Fieldwork data from visits (Sweden only)

Planned

2 more waves of fieldwork:

- autumn 2021
- spring 2022

Waves 2&3 data analysis (by Sept 22)

Feedback workshops in each school, autumn 2022

DATA SETS

- 1. Policy review** (5 docs in each country; analysed for structures that enable teacher agency, collaboration, migrant support)
- 2. Surveys and log** (Staff SNA survey 3 out of 7 schools reached 70%; Student Engagement; Log)
- 3. Fieldwork** (Interviews with teachers, leaders, support staff; school data – observations + shadowing 3-4 actors, reported in country findings)

Analytical frameworks

Social Networks & Relational Agency

Mapping school's collaboration networks to get at the social resources that are available to teachers as they support migrant students

Framework for Participation, Inclusive Pedagogy & Multicultural Incorporation:

Viewing diversity as a resource, extending what is available to everybody

Migrant integration:

- Academic learning
- Socialisation
- Sense of belonging

RQs and Data Collection Methods and Analysis

Research Question	Data Collection	Data Analysis
1. How do teachers and school leaders exercise relational agency to build social networks that make education more (or less) inclusive for migrant students?	<u>Relational agency</u> : teacher log, fieldwork	Content analysis with teacher agency and inclusive pedagogy codebook (see 3.3);
	<u>Inclusive for migrant students</u> : teacher log, fieldwork, student belonging survey	Mixed-methods Social Networks Analysis, incl. descriptive SNA & network diagrams
	<u>Social networks</u> : social network survey	
2. How do school contexts, including social networks, shape and are shaped by teachers' practices that facilitate (or impede) the integration of migrants?	<u>School contexts</u> : policy documents fieldwork; student belonging survey	Policy analysis; ethnographic analysis with Framework for Participation (see 3.3); School and teacher networks analysis; and
	<u>Social networks</u> : social network survey	Student belonging (survey & fieldwork)
	<u>Migrant integration</u> : student accounts	

Tools and coding schemes

	Analytic categories						
Data sources/tools	Structures	Agency			migrant integration		
		purpose	interactions	perceived structures	academic	socialisation	belonging
policy review	teacher status						
	collaboration						
	migrant support				support for learning, emotional support		
					access, mainstream/targeted approaches		
SNA survey	whole-school network	professional agency					
TRAC Log		relational agency (ego nets)					
		inclusive pedagogy	FfP				
		multicultural incorporation					
student survey					engagement, belonging		
Fieldwork	observed environments		observed interactions		multicultural incorporation		
student interviews					percieved teaching/school parctices		
teacher interviews		Rationale for actions, beliefs					

THANK YOU

Next?

- Country findings
- Discussion
- Lessons for future waves

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