Sultana Ali Norozi

Happy Start or Happy Ending? Exploring Educational Provisions in Norwegian Elementary Reception Classes

Doctoral thesis

Sultana Ali Norozi

NTNU
Norwegian University of Science and Technology
Thesis for the Degree of
Philosophiae Doctor
Faculty of Social and Educational Sciences
Department of Education and Lifelong Learning

NTNU
Norwegian University of
Science and Technology

NTNU
Norwegian University of
Science and Technology

NTNU

Sultana Ali Norozi

Happy Start or Happy Ending? Exploring Educational Provisions in Norwegian Elementary Reception Classes

Thesis for the Degree of Philosophiae Doctor

Trondheim, August 2020

Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Education and Lifelong Learning

NTNU
Norwegian University of
Science and Technology

Sultana Ali Norozi

Happy Start or Happy Ending? Exploring Educational Provisions in Norwegian Elementary Reception Classes

Thesis for the Degree of Philosophiae Doctor

Trondheim, August 2020

Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Education and Lifelong Learning

NTNU
Norwegian University of
Science and Technology

To
Anne and all reception teachers like Anne who put their best to empower and educate
NAMLPs who come to Norway knowing very little about the school system and the
society, yet strive hard, learn well, and look forward to the future.

Summary

This thesis explores educational provisions for newly arrived minority language pupils (NAMLPs) in Norwegian elementary reception classes at two levels: (a) systemic conditions (b) pedagogical conditions. This exploration is presented in four articles about educational provisions from different theoretical perspectives and on different analytical levels, ranging from the policy level measures for reception classes to municipal level organisations and to classroom practices in one reception class.

The thesis is based on two research questions. First, I examine systemic conditions/responses, forming the wider context, including school leadership and guiding documents at national, municipal and school levels. In order to explore systemic conditions for NAMLPs, the perceptions of and experiences of the professionals who work in or for reception classes were explored through interviews, conversations and documents. Two elementary reception schools, located in Oslo and Trondheim, participated. The second research question is focused on a reception classroom and involves considerations, concerns, ideologies, expectations, decisions and teachers' practices; in other words, teachers' pedagogical orientations. In this ethnographic part of the study, data was collected through video, interviews, documents and conversations.

The main finding, presented in article I, is that the national and municipal procedures and responses provide grounds for the structures/conditions that accommodate NAMLPs in the educational system. The review of procedures at three levels (national municipal and school) shows that when it comes to educational provisions for NAMLPs at systemic level, NAMLPs are subsumed within the wider

category of minority pupils without realizing their special diverse needs. The education policy emphasizes creating an inclusive 'school for all'. Yet, the policy briefly addresses NAMLPs only in terms of their linguistic needs. Indeed, pupils who are new in the country are named in official documents, including the policy, as newly arrived minority language pupils (nyankomne minoritetsspråklige elever), referring to their language deficiency only. At municipal and school levels, the reception coordinators appeared to know the educational procedures and practices for NAMLPs the best.

The second main theme of the study, presented in articles II, III and IV can be captured as *empowering and well-being pedagogy,* referring to the teacher's self-constructed pedagogies that empower NAMLPs by affirming their identities, experiences, culture, language and background and going beyond their language learning needs. These pedagogies are accompanied by uncertainty and calls for ongoing professional support for reception teachers. Based on the findings, there is a need to recognize NAMLPs with their diverse needs in a holistic way (as a distinct group) in all procedural levels.

This empirically driven project contributes to the knowledge around educational provisions for NAMLPs by its focus on systemic and pedagogical conditions in a context that has not been investigated before. The project fills a void in research by highlighting the gap in research about NAMLPs and provide a foundation for further research. Third, featuring classroom pedagogies that are based on NAMLPs' needs and backgrounds, other than language learning, is the critical part of this research project. Considering well-being pedagogy (both NAMLPs' and reception teachers' well-being) as an integral part of reception classes can bring positive energy to reception classes.

Sammendrag

Denne avhandlingen undersøker utdanningsbestemmelser/tilrettelegging for nyankomne minoritetsspråklige elever (NAMLPs) i norske grunnleggende mottaksklasser på to nivåer: (a) systemiske forhold (b) pedagogiske forhold. For å utforske systemiske forhold for NAMLPs, oppfatningene og erfaringene til fagfolkene som arbeider i eller for mottaksklasser, ble utforsket gjennom intervjuer, samtaler og dokumenter. To barneskoler i Oslo og Trondheim deltok i forskningsproskjetet. For å utforske pedagogiske forhold, den andre delen av studien som er fokusert på et mottaksklasserom og involverer betraktninger, bekymringer, ideologier, forventninger, beslutninger og lærerens praksis; med andre ord lærerens pedagogiske orienteringer. I denne etnografiske delen av studien ble data samlet inn via video, intervjuer, dokumenter og samtaler.

Hovedfunnet, presentert i artikkel I, er at de nasjonale og kommunale prosedyrene og ordningene gir grunnlag for strukturene/forholdene som ivaretar NAMLPs i norske skolesystemet. Gjennomgangen av prosedyrer på tre nivåer (nasjonal, kommunal og skole) viser at når det gjelder utdanningsbestemmelser for NAMLPs på systemnivå, blir NAMLPs underlagt i den bredere kategorien av minoritetselever, uten å innse deres spesielle mangfoldige behov. Det andre hovedtemaet i studien, presentert i artiklene II, III og IV, kan fanges opp som *empowering* og *well-being pedagogy*, med henvisning til lærerens selvkonstruerte pedagogikk som styrker NAMLPs ved å bekrefte identitet, erfaringer, kultur, språk og bakgrunn og går utover språkbehovene deres. Disse pedagogikkene er akkompagnert av usikkerhet og krever kontinuerlig profesjonell støtte til mottakslærere.

Det empirisk drevende prosjektet bidrar til kunnskap rundt utdanningstilbud til NAMLPs gjennom sitt fokus på systemiske og pedagogiske forhold i en sammenheng som ikke har blitt undersøkt før. Prosjektet fyller et tomrom i forskning ved å markere gapet i forskning på NAMLPs, og gi et grunnlag for videre forskning. Den kritiske delen av dette forskningsprosjektet rette seg inn mot pedagogikkene som er basert på NAMLPs behov og bakgrunn. I betraktning av well-being pedagogy (både NAMLPs og mottakslærernes trivsel) som en integrert del av mottaksklasser kan gi positiv energi til mottaksklasser.

wisdom, support, encouragement, and laughter that made my Ph.D. time most enriching and enjoyable.

I would like to thank the *Child and Youth Seminar* and *Discourse Seminar*, which I have been a part of. In these seminars, I particularly appreciate feedback from Liselott Aarsand and Pål Aarsand. I want to acknowledge another regular seminar *Pig group- University of Delaware (UD)*. In the Pig group-UD, I particularly appreciate discussions with Ana Magjanovic-Shane, Hye Jung Choi, Diane Codding, and Eugene Matusov. These seminars were platforms where I could regularly present and discussed my project in its different stages, for instance, data, transcripts, findings and analysis, article drafts on a regular basis. During the six months of a research stay at UD, I had an opportunity of attending classes, seminars, study group (Pig-UD), Pig research club, Pig teaching club, formal and informal educational trips arranged by UD. Thank you, Eugene for being my advisor during the research stay.

A special thanks to Joke Dewilde for careful reading of my work, fruitful comments and valuable discussions at the final seminar. I also thank my thesis committee for the generous time, knowledge and interest that they have invested in my work. My heartfelt gratitude goes to my mentor Marit Honerød Hoveid for her exceptional support and guidance at every step right from the day when I was searching for a Ph.D. position till today when I am writing these lines. I can't simply thank you, Marit. I look forward to your guidance in the future no matter wherever I will be. THANKS for being yourself.

I am grateful to the principals, coordinators, teachers, and pupils of the two schools. This study would not have been possible without your support and participation. Particularly, I would like to thank Anne not only for participating in the

Table of Contents

List of Figures

List of Tables

Chapter 1

Introduction

This thesis offers an exploration of educational provisions in Norwegian elementary reception classes from the professionals' point of view. In this chapter, I will first present a contextual and historical background of reception classes. As I walk through its history, I provide an overview of the Norwegian Education System, with reception classes being organized for newly arrived minority language pupils. This is important to note that there are several ways to accommodate newly arrived minority language pupils for example literacy groups (alfabetiseringsgrupper), Intensive language centres (intensive språksenteret-ISS) and reception classes (motakksklasser), but this thesis focuses on reception classes. Then, I present the concept of newly arrived minority language pupils (NAMLPs) and the reason for using this term in this study. I will present the aim of the study and present my research questions and introduction of the reception teacher whose participation makes most part of this thesis. An overview of the thesis will be presented in Table 1. This will be followed by a presentation of articles based on this research. I will discuss the significance of the thesis and end with a description of the structure of the thesis.

1.1 Reception Classes: A Contextual and Historical Background

Norway has a long history of minorities. However, nationalism was reinforced by the national education legislation of 1889 before Second World War (WWII). It was a shared understanding that indigenous people (Sami) and national minorities such as Kvens and Romani people were linguistically and culturally inferior, and efforts were made to "Norwegianise" them (Engen, 2010; Phil, 2002). Regarding minority language,

Øzerk (2013) mentions that Sami language was forbidden in schools. After WWII, nationalism was replaced with universal values (Telhaug et al., 2004). Mother tongue instruction was formally introduced in the School Act of 1959 and 1969 (Engen, 2010; Øzerk, 2013). This was the time when the idea of unified schooling was developed, where classrooms were supposed to be embracing pupils from different backgrounds. This phase of schooling, emphasising individual empowerment, reinforced ordinary schools to accommodate all pupils and this led to more diversity within classrooms. The notion of "adapted education" was seen as a solution to tackle this diversity (Nilsen, 2010). The school system till now had had to deal primarily with diversity in terms of special education needs and linguistic and cultural diversity of indigenous people and national minorities. But with the flux of immigration in early 70s, schools transformed into multicultural contexts with immigrant population. Increased immigrant populations in the educational system demanded the shift from needs, cultural and linguistic diversity of indigenous and national minorities to integration of immigrants.

Øzerk (2007) considers the national curriculum of 1987 (M87) to be the first curriculum in Norway that included culturally and linguistically diverse immigrant populations. The recognition that immigrant students have different cultures, mother tongues and needs was one of the most important features (Phil, 2010). The M87 characterized three strategies for minority pupils: mother tongue education, bilingual instruction in subject content teaching and teaching of Norwegian as a second language (Øzerk, 2007). However, the strategy of bilingualism proved to be less effective and functional (Phil, 2010; Engen, 2010). In the 90s, due to the shift in focus from national identity to development of skills and competences in the global knowledge economy, the rhetoric shifted from integration to inclusion. The rhetorical shift from integration to

inclusion happened after the Salamanca statement, adopted by representatives of 92 governments in June 1994 (Vislie, 2003).

Inclusive education was vividly featured in L79- the national curriculum of 1997 (Nilsen, 2010). Yet, the realization of minority pupils' collective needs remained unnoticed in this curriculum. By omitting the goal of functional bilingualism, mainstreaming model was suggested through calibration of the majority language and culture (Phil, 2002). The principle of inclusion, featured in the Education Act of 1998, is based on a deficit model where mother tongue instruction and bilingual education could be provided based on lack of majority language skills (Øzerk, 2007; Phil, 2002).

According to Øzerk (2007), the notion of reception classes is not entirely new. Initial reception classes were established in Oslo when Norway received an abundance of work immigrants in the 70s. This segregated set up was met with great controversy until it ended and was then re-established in the '80s. As an attempt to make reception classes successful, all possible organisational structures causing differentiation due to pupils with diverse cultural background were highlighted and discussed in different ways (Solbue, Helleve & Smith, 2017). From the 90s onward, an increased number of immigrants and refugees led to increased numbers of reception classes countrywide (Øzerk, 2007).

Along with The Program for International Student Assessment (PISA) orientation, international organisations such as the Organization for Economic Co-operation and Development (OECD) great influence was developed a shift along neo-liberal lines in the Scandinavian countries. According to statistics Norway (SSB, 2017), in recent years the immigrants made up to 16.8 % of the total population in Norway. On the one hand, there now is a huge diversity in cultural, lingual and religion of increased

immigrant population and on the other hand, globalisation resulted in dilution of building a shared national identity in the Norwegian curriculum "Knowledge promotion" reform (KL06) in 2006. Furthermore, the reform authorized local authorities such as municipalities to make academic decisions. In KL06 mainstreaming of minority pupils was sustained even though adapted education based on individual pupil's needs was documented (Engen, 2010). In this scenario, mother tongue instruction remained in place but not as a cultural and linguistic right. The unitary school system in the Norwegian School Law of 1998 implied that all pupils are taught in same school. However, the exception of segregated introductory or reception classes was accepted for NAMLPs. The law says:

> Pupils … with a different mother tongue than Norwegian or Sami have a right to special training in Norwegian until they have sufficient skills in Norwegian to pursue ordinary education. If necessary, these pupils have the right to mother tongue instruction, bilingual education, or both. (Lovdata, 1998, § 3.12 and § 2.8)

The law outlines NAMLPs' right to learn Norwegian until they can follow mainstream classes. These classes offer remedial education until NAMLPs have sufficient language skills in Norwegian to follow mainstream classes. However, bilingual education and mother tongue instruction for NAMLPs are optional or if needed.

At present, the Norwegian welfare state offers free and compulsory education for children from six to 16 years of age. Children start school at the age of six and compulsory schooling takes 10 years, which is called *grunnskolen*. And this compulsory schooling is comprised of two levels: elementary/primary school (Grades 1-7) and lower secondary school (Grades 8-10). Municipalities are responsible for the

management of elementary and lower secondary schools. Public education is taught in Norwegian with the exception of foreign language classes. Schools are mainly public and regulated by the principles of a unitary and community organisational model. The unitary model entails inclusion of all pupils in the same school, despite their different backgrounds and abilities (Nilsen, 2010).

Transitional classes may have different names nationally and internationally such as introductory classes (Hilt, 2015, 2016a, 2016b, 2017), reception classes (Burner & Carlsen, 2019; Norozi, 2019), welcoming classes (Nilsson & Bunar, 2016) or preparatory classes (Panagiotopoulou & Rosen, 2018). In reception classes, NAMLPs receive separate teaching that can last from six months to two years before transferring to mainstream classes (Ministry of Education and Training, 2017/2018). The decision for enrolment in reception classes may only be made for one year at a time and must be based on the needs of the pupil. Such a decision also requires the consent of the pupil or her or his parents or guardians (Skrefsrud, 2018). Since municipalities are responsible for elementary schools, they have the power to decide on the organisation of reception classes for NAMLPs. This had led to plethora of local variations in organisational models. It is important to note that not all municipalities choose to have reception classes for NAMLPs. There are municipalities where NAMLPs directly start in mainstream classes, but they may get special Norwegian language classes, mother tongue teaching and bilingual subject teaching. Skrefsrud (2018) calls this model "direct integration" of newcomers into the mainstream classes. This model can also be called a partially integrated model (Burner and Carlsen, 2019) as NAMLPs are placed in a mainstream class yet receive part of their teaching in separate groups.

Other models of reception classes include special reception classes and combined reception classes (Pastoor, 2013; Skrefsrud, 2018). In special reception classes, NAMLPs are provided education in separate classes in selected local schools. This is the most common way of organising education for NAMLPs (Rambøll, 2016; Skrefsrud, 2018). When NAMLPs master Norwegian "sufficiently" (a relatively vague term), both orally and in writing, they are transferred to mainstream classes. In combined reception classes, mainstream classes are combined with reception classes. NAMLPs are included in a regular class from day one but they also participate in a parallel reception class. In addition to these models, there is another model of special classes in which NAMLPs first follow an adapted training program at a special class that is not necessarily the local school. Skrefsrud discusses the strengths and weaknesses of two different organisational models (direct inclusion in mainstream classes and separate reception classes) in two elementary reception schools. He states that both models may be effective as long as they are used with flexibility.

Reception classes are open for all newly arrived minority language pupils who cannot speak Norwegian. According to Norwegian Ministry of Education and Research (2010) reception classes at selected local schools are the preferred national model because they provide better opportunities for the language and subject content simultaneously. In 2012, for the first time, the Norwegian Directorate of Education published national guidelines for reception classes. In the school year 2017-2018, a total of 5472 NAMLPs received all or most of their teaching in reception classes (Ministry of Education and Training, 2017/2018). In this research project, I included only separate reception classes.

1.2 Who are Newly Arrived Minority Language Pupils (NAMLPs)

Pupils with a different mother tongue than Norwegian or Sami are minority language pupils. Minority language pupils include all visa and residence status for example refugees, asylum seekers and immigrant children. There are two categories of minority language pupils. The first category contains those minority pupils who have been in Norway for a long period of time and can speak and understand Norwegian language. This category also includes those who are born in Norway. They go to mainstream schools as they can follow teachings in Norwegian language. The second category includes those who have recently arrived in the country and who do not possess basic Norwegian language skills. Rosnes and Rossland (2018) mention that the main reasons for migration to Norway include family (39 %), refuge (23 %), work (32 %), and education (5 %). However, the group of refugees has significantly increased the last few years. And between 2011 and 2016, 21,625 asylum seeking children (under the age of 13) came to Norway (Nordic Welfare Centre, 2018).

Newly arrived minority pupils are internationally called 'newly arrived' (Nilsson & Bunar, 2016; Hilt, 2015, 2016a, 2016b, 2017; Skrefsrud, 2018), 'newcomers' (Short, 2002; Adams & Kirova, 2006; Bajaj, Argenal & Canlas, 2017), 'newly arrived migrant student' (Terhart & Dewitz, 2018; Wilkinson & Kaukko, 2018; Avery, 2016). Bajaj, Argenal and Canlas term "newcomers" as those who lead lives marked by transnationalism through their own experiences as immigrants, often to more than one country, and who remain connected to two or more societies in a variety of ways.

Dewilde and Kulbrandstad (2016) define NAMLPs as children and young people who are new in Norway, and who for this reason require special educational provision. However, NAMLPs' special educational needs should not be confused with

special education right mentioned § 5-1 in the Norwegian education act. The acronym NAMLPs is derived from the translation of 'nyankomne minoritetsspråklige elever' used in official documents for those pupils who are new in the country. I use the acronym "NAMLPs" throughout the thesis including the articles. However, I want to explain that though I use NAMLPs for this particular group of pupils, I present concerns beyond language. In addition, I used the word 'pupil' (British English) instead of 'student' (American English) as they are elementary school children.

NAMLPs represent a huge diversity not only in terms of language but also age, country of origin, culture, religion, schooling background, length of time in the new country, migration reasons and residence status. In general, the term newly arrived is for all pupils who do not master Norwegian. It can be different from 'minority language pupils' as the term 'newly arrived' refers to recent or new arrival. A Norwegian citizen who has lived abroad and cannot speak Norwegian is still newly arrived if back to Norwegian school system but not a newly arrived minority language pupil. I have chosen to use the term NAMLPs to refer to minority language pupils who are new to or have recently arrived in Norway.

According to section § 2-1 in the Education Act, all children who have been in Norway more than three months should attend obligatory elementary school regardless where they live, their social and cultural background or any special needs. NAMLPs have migrated for many reasons (for example, as a refugee, asylum seeker, for family reunion, or labour immigration of parents) to Norway. Despite the widely used term "newly arrived" there is no consensus or defined timeline for a pupil to be considered newly arrived. However, the general understanding is that pupils are newly arrived till they are entitled to have certain resources and facilities from municipalities or the state.

According to Dewilde and Kulbrandstad (2016) there are no official statistics of newly arrived, however most of them come from Afghanistan, Eritrea, Poland, Syria and Somalia. Most of these children migrate with their parent/s.

Depending on their arrival in Norway, NAMLPs join reception classes throughout the academic year instead of starting the class together at the beginning of an academic year. This generates a lot of mobility in terms of NAMLPs joining and leaving reception classes at different period of time. However, NAMLPs, in general, attend a reception class for an academic year from the time s/he has joined. As mentioned earlier, special classed for NAMLPs are called 'mottaksklasser' in Norwegian and this is translated either as 'introductory classes' or 'reception classes' in English. In this study, I use the phrase reception class for such classes.

Hamilton and Moore (2004) mention three main phases in the trajectory of migration; pre-migration, trans-migration and post-migration. Pre- migration for immigrant children is comprised of the phase prior to immigration and leaving their own countries. It is more about children's own cultures, background, languages and socialization, including schooling in their own homelands. According to Hamilton and Moore, trans-migration is the transition all the way from homeland to arrival in the new country. Thirdly, post-migration contains the experiences of immigrant children in the new country. There is a huge diversity among NAMLPs in all three phases of migration trajectory.

NAMLPs are heterogeneous not only in terms of social, cultural, religious, linguistic and educational status (pre-migration phase), there are also different subgroups of NAMLPs depending on their varying residence statuses in Norway. The different subgroups of NAMLPs are, for example, undocumented children (who may

have crossed border illegally, overstayed a temporary visa, continue living after the rejection of an application for asylum), unaccompanied minors (travelled without family members), NAMLPs with granted refugee status and children of immigrant workers. Despite varying residence status there is one thing in common for all NAMLPs: They must attend obligatory elementary schools. Noting the diversity among NAMLPs is important in order to understand existing structures (conditions) and practices in reception classes through the professionals' (i.e., those who work with NAMLPs in reception classes) perceptions and experiences. Having said that, this thesis focuses on the professionals' perceptions and experiences about structural prerequisites, for example how NAMLPs are considered in education policies and how the education system caters to their educational needs, placing an emphasis on one particular teacher' pedagogical practices in a reception class.

1.3   The Aim of the Study and the Research Questions

Much has been written about minority language pupils in Norwegian mainstream classes. However, little is focused on reception classes for NAMLPs. Regarding the lack of research in this area (Hilt, 2017; Dewilde & Kulbrandstad, 2016), Dewilde and Kulbrandstad present an account of NAMLPs both from elementary and upper secondary schools in regard to education policies, decisions (national and municipal) surveys and situational reports. In addition, Dewilde's (2016) work is focused on language learning (translingualism) and transculturalism of elementary and secondary newly arrived students. Hilt's (2015, 216a, 2016b, 2017) research is directed towards upper secondary reception classes yet mainly focused on constellations of exclusion and inclusion of NAMLPs, particularly in policy measures and educational expectations.

Another study into newly arrived students in upper secondary schools was carried out by Chinga-Ramirez (2015, 2017). This study points at a major challenge for Norwegian education system: minority language pupils experience social exclusion and are seen as inferior to Norwegian majority pupils. All aforementioned studies and more will be discussed in detail in Chapter 2.

Educational provisions of NAMLPs are important at all levels from school to policy. Schools and policies look to researchers for advice in terms of organizational models and pedagogical practices. The education of newly arrived pupils is relatively under-researched nationally and internationally (Short, 2012; Pinson & Arnot, 2007; Devine, 2013; Hilt, 2015, 2017; Dewilde, 2016; Nilsson & Bunar, 2016). As Rosnes and Rossland (2018) state "In Norway, the issue of diversity in education often focuses on second language learning and mother tongue teaching" (p. 274). There appears to be no research on educational provisions (at both levels of systemic conditions and pedagogical conditions particularly beyond language pedagogies) for NAMLPs in elementary reception classes. This is the departure point for my study.

For NAMLPs, reception classes are the first contact with the host culture, school system and socialization. Dewilde and Skrefsrud (2016) called these transition classes 'contact zones' for NAMLPs. Thus, reception classes can be an ideal setting to understand NAMLPs' needs and to construct pedagogies based on such understanding. Familiarizing NAMLPs to their new environment may need to include understanding how to meet their needs. Studying the normative context, perceptions and practices of those who work with NAMLPs (particularly reception teachers) will enable researchers to obtain a comprehensive account of existing situations. This can lead to better support for NAMLPs' academic achievements, socialization and as well integration.

The aim of the study is *to explore educational provisions for NAMLPs in Norwegian elementary reception classes from the professionals' point of views and experiences.* This exploration led to two sets of categories. The first are the systemic structures forming the wider context. Secondly teachers' pedagogical orientation for NAMLPs. The wider social context includes school leadership, guidelines, politics and considerations of authorities such as municipalities and the state. It is important to note that the organization and social context of reception classes are different from mainstream classes. The second category involves considerations, concerns, ideologies, expectations, decisions and the teacher's practices in the classroom or in other words the teacher's pedagogical orientation. More focus in this thesis is given to the second category. In this thesis, the reception teacher's work, pedagogies and approaches are used synonymously. In order to gain insight into the teacher's pedagogical orientation in a reception class, understanding of the wider social context is important.

These two perspectives may complement each other and help to understand all aspects of a reception class. To grasp the complexity of a reception class, I developed two research questions;

1. How are the reception classes organized and how do they function according to the professionals' perceptions and experiences?

2. How does a reception teacher work with NAMLPs in a Norwegian elementary reception class? How does this reception teacher make sense of his/her own practices, when reflecting on them?

The two qualitative research questions led to two units[1] of study. In order to investigate the first question (first unit of the study), semi-structured interviews and conversations with the professionals and documents were used. For the second question, (second unit of the study) the data was collected mainly by video filming, interviews, documents and formal and informal conversations. For the first unit of the study, the data was collected in two elementary schools in Oslo and Trondheim. The aim of the second unit was to explore how a reception teacher works with NAMLPs. The focus in the second part was exploring and in-depth understanding reception teachers' practices and perceptions of those practices. For this part only one teacher from the Trondheim municipality school was the source of data.

1.4   Anne: The Reception Teacher

Anne (pseudonym) is a native Norwegian speaker who was born and raised in Trondheim, Norway. She speaks Norwegian and English. In the initial negotiation, Anne was open to sharing her plan for the whole school year as the study aimed to work closely with her for this stretch of time. Anne has been working for five years with NAMLPs and she teaches Grades 2-4 reception class pupils. She welcomed audio and video recordings of her teaching. Despite her busy schedule, Anne happily agreed to watch videos with me and reflect on her practices. Anne appeared to understand the importance of this research and how it may contribute to NAMLPs' education.

1.5   An Overview of the Thesis

The following table presents an overview of the thesis.

---

[1] It is important to note that I use the word 'unit' in common language meaning 'part' 'section' and 'component'. So I use the two units referring the two parts of the study connected to two research questions.

Table 1

An Overview of the Thesis: Title, Aim, Main Research Questions, the Two Units (parts), Articles, Participants, Data collection, Theoretical

and Analytical Procedures and Main Findings

Happy start or happy ending?: Exploring educational provisions in Norwegian elementary reception classes						
Aim: To explore educational provisions in Norwegian elementary reception classes from the professionals' point of views and experiences						
UNIT 1						
The two Research Questions	**Article (title)**	**Participants**	**Methods**	**Main theory/suppor ting concepts**	**Analytical procedure**	**Findings**
1. How are the reception classes organized and function according to the professionals' perceptions and experiences?	How do Norwegian reception schools cater to the academic and integrational needs of newly arrived minority language pupils;	The professionals: head teachers, reception coordinators, reception teachers from two elementary reception	Semi-structured interviews and field conversations with the professionals; documents	Activity theory (AT); the third generation version	Open coding and categorization of repeated elements-emerging themes	The three levels of systemic conditions: 1. National level (only linguistic needs, subsumption of NAMLPs with minority pupils).

Research question	Focus	Sample	Data collection	Theoretical concepts	Analysis	Findings
	cases from two municipalities.	schools, one from each municipality (Oslo and Trondheim)				2. Municipal level (authorized municipalities, less/no networking). 3. School level (minimal involvement of the head teachers, knowledgeable coordinators, lack of resources and challenging scenario for the teachers).
UNIT 2						
2. How does a reception teacher work with NAMLPs in a Norwegian elementary reception class? How does this reception teacher make sense of his/her own practices, when	The teacher's approach to interact with newly arrived migrant pupils in the Norwegian elementary reception class; a sociocultural perspective	One reception teacher from a	Video observations, conversations (VSR), interviews	The zone of proximal development (ZPD), Scaffolding, from intrapsychological to interpsychological development	Open coding and categorization of repeated elements-emerging themes	The teacher self-constructed pedagogy (*empowering pedagogy*). The article presents the concept of 'empowering time'.

reflecting on them?	Going beyond academic support; mental well-being of newly arrived migrant pupils in the Norwegian elementary reception class	school in Trondheim	and documents.	The notion of 'care' and the two continua model of well-being	The teacher self-constructed *well-being pedagogy* focusing on NAMLPs' well-being
	First thing first: the teacher well-being before reaching out to newly arrived migrant pupils			The notion of 'care' and positively laden teacher well-being	The teacher's perceptions of NAMLPs and notion of well-being of a teacher interlinked with NAMLPs' well-being. The article posits the concept of '*diversity related well-being pedagogy*' as an integral part of well-being pedagogy.

The focus of the first article is connected to the first unit of the study and is to explore the organization of elementary reception classes in two municipalities, namely Oslo and Trondheim, with no comparative measures. The organization and functionalities of reception classes are explored through the perceptions of the professionals who work in reception classes. And they are the head teachers, the reception coordinators and the reception teachers. How they organize the reception classes, their networking, challenges and strategies to overcome those challenges are discussed in this article.

The first article is published as:

Norozi, S. A. (2019). How do Norwegian reception schools cater to the academic and integrational needs of newly arrived minority language pupils; cases from two municipalities. *European Education: Issues and studies, 51*(3), 231-251.

Articles II, III and IV are connected to the second unit of the study and address the second research question. Articles II, III and IV have different thematic foci.

Article II deals with the reception teacher's work with NAMLPs, focusing on the interaction with a NAMLP who recently joined the reception class. This is examined in two phases (waves). The first wave occurred when the NAMLP just joined the reception class. The second wave (18 weeks later) was conducted when the NAMLP was able to speak Norwegian and participate in classroom activities. What were the reception teacher's practices and perceptions to work with such pupils who cannot speak the language? The trajectory of the teacher's instructional approach emerged as four steps that led to the development of the concept of 'empowering time'.

The article is accepted as:

Norozi, S. A. (in press). The teacher's approach to interact with newly arrived migrant

   pupils in the Norwegian elementary reception class: A sociocultural perspective.

   Intercultural Education.

   The third article is written based on one of the themes found in the exploration

of the teacher's practices i.e. well-being pedagogy in the reception class. The article

explores the teacher's self-constructed pedagogy and, according to her understanding,

how it works for NAMLPs. Mental well-being is presented as a prerequisite for

integration, academic and social development of NAMLPs in a three interconnected

circle model.

   The third article was published as:

Norozi, S. A. (2019). Going beyond academic support; Mental well-being of newly

   arrived migrant pupils in the Norwegian elementary reception class. *Pastoral*

   Care in Education; An International Journal of Personal, Social and Emotional

   Development, 37(2), 108-125.

   The fourth article also draws on well-being pedagogy and is focused on the

teacher's perceptions that well-being of a teacher is interlinked with well-being of

pupils. In this article, a link is developed (through diversity-related teacher well-being

model) between the reception teacher's well-being and NAMLPs' well-being. This

article is titled:

Norozi, S. A. (submitted). First thing first: The teacher's well-being before reaching out

   to newly arrived migrant pupils.

1.6   Significance of the Thesis

This study is significant for four reasons. The first three reasons are the study's potential contribution to policy and practices at local, national and international level while the fourth is personal. First, research about education provision of NAMLPs in reception classes is an internationally emerging theme in educational research. I study a context that has been overlooked in research in Norway. Yet the relevancy of this research project is beyond the Norwegian context. At a national level, in the scarce research context about educational provisions for NAMLPs and particularly beyond language pedagogies in reception classes, this study draws attention to the important, yet unnoticed research aspect in reception classes. I hope the study will contribute to the development of new knowledge about reception classes nationally and internationally.

Second, the study has placed the participants' voices and actions in a broader educational and social context to better comprehend their specific experiences. Particularly, the pedagogies in a reception class from the reception teacher's point of view are emphasized. The two pedagogies (empowering pedagogy and well-being pedagogy) introduced through this study, can be "thinking tools" (Gudmundsdottir, 2001; Moen, 2004) for other teachers. Such pedagogies can be adapted in other reception as well as mainstream classes at elementary and secondary levels. This thesis highlights the reception teacher's work and infers that teachers can bring lots of improvement to reception classes if they are motivated. In addition, this study likely benefitted participants by giving them an opportunity to reflect upon their perceptions and experiences. Participating in this study gave Anne the space to reflect on and consider her perceptions and practices with NAMLPs. Furthermore, the findings from

this study may also create awareness among teacher educators, researchers and policy makers.

Third, I study elementary reception classes and particularly the reception teacher's work using different theoretical perspectives that in itself contribute to new insights. These perspectives complement each other and help to understand the wholeness of reception classes. Fourth, at a personal level, this study of educational provisions in reception classes has greatly enhanced my knowledge base. It will contribute greatly to my research and future work.

1.7 Disposition of the Thesis

In this chapter, an overview of contextual and historical background of reception classes, aim of the study, the research questions, an overview of thesis (table 1), and significance of the study has been presented. Review of earlier research on educational provisions for NAMLPs in reception classes will follow. Earlier research provides a basis for the strands of theoretical framework that have been influential in the conceptualization of reception classes' functionalities particularly in regard with a reception teacher' work with NAMLPs. Theoretical concepts are discussed in the third chapter of this thesis, including a critical discussion of key concepts and their internal compatibility. In Chapter 4, I describe and discuss the methods used to generate data and analysis of data. In Chapter 5, I present summaries of articles followed by Chapter 6, which is comprised of a concluding discussion and an outline of the main contributions of the thesis.

Chapter 2

Review of Relevant Research

In this chapter, I review relevant literature. First, I describe the literature review processes then I offer an illustrative overview of the relevant literature. Next, I review relevant research on systemic and pedagogical conditions respectively. Research on pedagogical conditions is presented together with language pedagogies and research on beyond language pedagogies. I also discuss culturally responsive pedagogy and parent teacher collaboration, as a form of beyond language pedagogies, I discuss the findings from the previous research. The chapter ends with a summary and discussion of the relevancy of review for my study.

2.1   Literature Review Processes

Altogether 53 peer-reviewed journal articles and five doctoral dissertations in the timespan stretching from 2000-2019 were reviewed using interpretive review approach (Eisenhart, 1998; Schwandt, 1998), which took me beyond combing multiple studies for the purpose of demonstrating their collective relevance and evaluating their findings in light of established theories and methods. The interpretive review situated me as a researcher to see how these studies disrupt conventional assumptions and reconfigure new, more inclusive and more promising perspectives in education

In reviewing relevant research, though I strive to include research mainly about NAMLPs, I considered some studies concerning other groups of minority pupils. The reason for this is the limited studies that focus solely on NAMLPs. I also included research about NAMLPs who are in secondary schools though the focus of this study is elementary reception classes. In addition, the studies focusing on life experiences of

NAMLPs may appear at some points in the discussion, knowing that this thesis focuses only on the conditions/structures surrounding NAMLPs' experiences in Norway. To have wider international perspectives, the research review is not restricted to any geographical limits, yet it is limited to English and Norwegian languages only. In addition, I present studies selectively through 'best practices' for NAMLPs instead of considering their overall disposition or theoretical advancement. This review of earlier research helped me identify what is missing in current research and how this study is positioned within former research.

2.2 An Illustrative Overview of Literature Review

From my reading of educational provisions for NAMLPs in reception classes, two prominent themes emerged. The first theme is systemic conditions. This theme focuses on how NAMLPs are perceived in education policy and procedures at national, municipal and school levels. The second main theme emerged from reading a number of studies that focus on classroom contexts with a particular emphasis on teachers' pedagogies for NAMLPs. This theme is divided into two subthemes: language pedagogy and beyond language pedagogy. Beyond language pedagogy has furthered into two topics; culturally responsive pedagogy and parent teacher collaboration. To give the reader an overview, I present this in following figure.

Review of relevant research on educational provisions in the reception classes (2000 - 2019)

Systemic conditions
Wider social Context

Pedagogical conditions
Classroom context

Language pedagogies

Beyond language pedagogies

Culturally responsive pedagogy (CRP)

Parent teacher collaboration
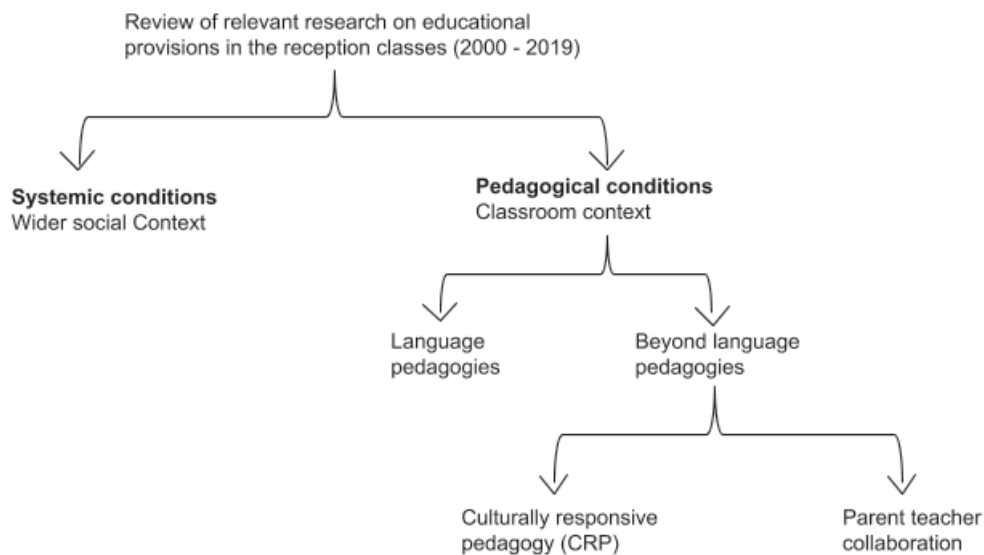
Figure 1. Review of relevant research on educational provisions of NAMLPs (2000-2019)

2.3 Research on Systemic Conditions

The structures/conditions that function to accommodate NAMLPs in the educational system are extracted as a focus from different studies (e.g., Cummins, 2014; Dewilde & Skrefsrud, 2016; Short, 2002; Phil, 2002; Øzerk, 2013; Hilt, 2015, 2016a, 2016b, 2017; Nilsson & Bunar, 2016; Avery, 2017). Research about NAMLPs emerged in the early 90s, primarily in the United Kingdom and Australia. Before that, NAMLPs were considered and discussed in research as minority pupils or second language learners (Nilsson & Bunar, 2016). NAMLPs' placement and positioning in the educational system and procedure is mainly dependent on how authorities of host countries perceive their needs and strengths. As Pinson and Arnot (2007) explain, educational responses to refugee and asylum-seeking children in any educational system says more about the

education system than about these children. It shows the inclusiveness and cohesion of that system and how minority language children are perceived. It is a test of social inclusion of any system how minority language children are positioned and considered in procedures, provisions and responses. The research about education for minority language children has one thing in common and that is tension between inclusion and exclusion (Pinson & Arnot, 2010).

Like other researchers in the field, Bajaj and Suresh (2018) suggest 'best practices' based on how a newcomer school in California embraces newcomers and their families through a holistic approach. This holistic approach, adapted by the school, was not limited to the classroom but included family engagement strategies, trauma-informed approaches, socio-emotional well-being, responsive curricula and most importantly responsive teachers and staff members. "When school becomes a place of support, and healing- especially in moments of increasingly hostile immigration polices- students' [NAMLPs] trajectories can be significantly altered and improved" (Bajaj & Suresh, 2018, p. 96).

Schools ideally are sources of resilience, being safe, pleasant, and accepting (Scoffham & Barnes, 2011; Spratt, 2016). Some factors turn schools into such sites for NAMLPs, including leadership, policy and guiding documents, teachers' pedagogies, and the creation of safe and secure learning environments. In this chapter, education policy and guiding documents are deliberated as systemic structure/provisions while teachers' pedagogies are discussed as pedagogical conditions. In systemic structure/provisions, I focus on wider social processes that align with educational policy procedures interpreted in the context of international measures.

With rapid global changes, countries aim to base education policies on international trends that are promoted by multilateral organisations such as the Organisation for Economic Corporation and Development (OECD) and universal rights (Hilt, 2015; Nilsson, 2017). The wider policy context, both globally and nationally, provides the basic conditioning for minority language children's educational provision and this ultimately influences their achievements (Devine, 2013). So before deliberating how NAMLPs are accommodated in national education procedures and system, let us have a brief look at how NAMLPs are treated, in different context, as bearers of universal rights (Nilsson, 2017) and in multilateral organisations such OECD (Hilt, 2016a). The notion of the self-managing learner, as Hilt invokes, is promoted by the OECD and this constitutes a risk of exclusion for NAMLPs. Hilt's ethnographic study from two upper secondary reception schools in Norway displays similarities between expectations in the Norwegian schools and expectations outlined in the so-called skills policies for the 21st century by providing context from the OECD document *Better skills, Better jobs, Better lives* (2012). She finds that schools' and teachers' expectations as based on the 'ideal' student who has been socialized as a self-managing learner while NAMLPs are socialized into 'other', 'traditional' or 'old' student role. "Newly arrived students, also referred to as immigrant youths by the OECD, are categorized on the exclusion side of these semantic distinctions: as the deviant student, associated with traditional, old or local expectations" (Hilt, 2016a, p. 667). Based on her findings, Hilt argues that Norwegian policy is aligned with OECD, excludes NAMLPs and constitutes a risk for their future education careers.

Invoking 'logic of law', Nilsson (2017) explains it as conceptualization of NAMLPs as bearer of universal rights. Hence the shift of focus to an analysis of the

degree to which these universal rights are fulfilled in school or society at large. Nilsson refers to Candappa (2000), using the United Nations' Convention on the Rights of the Child (UNCRC) as a yardstick in the analysis of UK schools regarding the rights of refugee children. Nilsson highlights Candappa's findings of disparity between the convention and national legislation that makes children vulnerable without any pastoral support.

In sociological research, Pinson and Arnot (2010) offer insights into the ways in which the presence and the needs of asylum-seeking and refugee pupils are conceptualized by 58 English local authorities and schools. The *compassionate model* of social inclusion, based on holistic approach, was found to be 'best practice'. Pinson and Arnot focus on studying teachers' and schools' 'good example'. In an Australian context, Christie and Sidhu (2006) highlight the tension between asylum-seeking children as bearers of human rights and increasingly strict immigration policy including the mandatory detention of everyone who arrives by boat (including children). All these researchers call for ethos of respect and ethos of human rights as a starting point for change. The change that results includes great engagement and motivation of newcomers, socio-emotional and academic achievement of newcomers, and mutual learning and community engagement, (Bajaj, Argenal & Melissa, 2017).

Sidhu and Taylor (2007) raise the issue of refugee children's education in broader education policies as this group of children is part of the larger English as a second language group. Their sociocultural adjustment and needs are not recognized in the mainstream system. More or less same conclusion is drawn in the Norwegian context (Hilt, 2017; Dewilde & Skrefsrud, 2016; Norozi, 2019a) where NAMLPs are mentioned solely as second language learners in education policy. Sidhu and Taylor

explain that though education department does not mention refugee students' 'special needs' in policy discourse, avoiding 'deficit' approaches and 'othering', it still results in significantly disadvantaging and marginalizing them. They further identify the needs of refugee students at three levels: learning, emotional and social. Pinson and Arnot (2010) also emphasize that lack of specific policy that recognizes the diverse needs of refugee students is one of the factors for the underlying problem of educational provision.

In their study of policies directed at unaccompanied refugee children in the Belgian context, Derluyn and Broekaert (2008) highlight contradictory legal perspectives. They mention that the Belgian legal perspectives do not recognize NAMLPs as a separate category with multiple psychological needs. It is surprising that NAMLPs and other minority language pupils are commonly only recognized for their second language learning needs (Pinson & Arnot, 2010). In their study with asylum-seeking children in Sweden, where the foundation of educational system is that children are equal, Svensson and Eastmond (2013) accentuate NAMLPs the same as other minority language pupils. Through interviews and observations, Svensson and Eastmond found a huge gap between structural realities of educational provision and educational principles. While featuring successful reception schools in Brisbane, Taylor (2008) reinforces the idea of integrating newly arrived students into mainstream classes as soon as possible.

Devine (2013) emphasizes that minority language children are not a homogenous group. They come with diverse educational needs and strengths including varying ethnic, social, language, cultural background and pre-migration experiences. This may lead to pedagogic tensions that arise catering to the needs of NAMLPs in a holistic manner. While emphasizing the need for reconceptualising newly arrived

27

refugee education in Norwegian context, Pastoor (2017) suggests inclusive and diverse learning contexts in and outside of school. She mentions a need for enhanced collaboration between schools, local community organisations and wider society as a holistic approach for newly arrived unaccompanied young refugees. Through this research review, I reinforce, in the Norwegian context, that it is critical to notice the two levels of negligence: first subsuming NAMLPs in the wider category of second language learners or minority pupils, second the failure to recognize that NAMLPs have diverse needs, experiences and strengths.

2.4 Research on Pedagogical Conditions

In Norway, most of the research about NAMLPs focuses on inclusion and exclusion based on linguistic concerns (e.g., Hilt, 2015, 2016a, 2016b, 2017; Chinga-Ramirez, 2015, 2017; Dewilde, 2013; Dewilde & Skrefsrud, 2016; Phil 2002, Øzerk 2007; Burner & Carlsen, 2019; Beiler, 2019; Krulatz & Iverson, 2019). Yet there is a need for provisions for NAMLPs other than linguistic dimensions as well as a need for more research to highlight social and educational factors in addition to linguistic dimension in reception classes.

In her PhD study, Nilsson's (2017) concern was the formal and lived conditions for social inclusion and learning for NAMLPs in the Swedish school system. While discussing second language learning, she mentions that the researchers use holistic and inclusive approaches to education of minority language pupils in classrooms. However, what those holistic and inclusive approaches to teaching NAMLPs are is not always defined clearly. On the other hand, Pinson and Arnot (2010) found that holistic schools consider the diverse needs of immigrant pupils and provide support accordingly. Yet

they, like many other researchers, do not specify these needs and what kind of supports, which may be due to the fact that there is such huge diversity in their needs. Reinforcing Pinson and Arnot, Taylor and Sidhu (2012) add that it is important to provide support for the special needs of immigrant pupils without 'othering' them. In holistic schools, efforts are made at all levels and all who directly or indirectly work with NAMLPs are involved in these efforts. Some researchers point out that networking and collaboration with other professionals is crucial in this approach (Pinson & Arnot, 2010; Taylor, 2008). Moreover, Pinson and Arnot emphasize the promotion of a positive image of immigrant pupils by focusing on their strengths instead of adapting a deficit model.

The bottom line is that the foundation of such approaches in holistic schools is an ethos of inclusion, diversity as strength, ethos of compassion, care and commitment to social justice (Pinson & Arnot, 2010; Taylor & Sidhu, 2012). Ethos of respect and ethos of human rights are the starting points for any holistic model. Inclusion of such ethos paves way to change. Holistic approaches are not restricted to classrooms, but teachers play the most import part in this whole. Understanding the sociocultural context, we now move towards classroom approaches to NMLPs.

2.4.1 Research on language pedagogies

A huge body of research nationally and internationally focuses on language teaching and learning for minority language pupils (e.g., Hilt, 2015, 2016a, 2016b, 2017; Chinga-Ramirez, 2015, 2017; Dewilde, 2013; Dewilde & Skrefsrud, 2016; Phil 2002, Øzerk 2013; Burner & Carlsen, 2019; Beiler, 2019; Krulatz & Iverson, 2019; Nilsson & Axelsson, 2013; Nilsson, 2017; Nilsson & Bunar, 2016; Cummins, 2014). There is consensus that NAMLPs should learn the language of host country. In two different

studies, one from Norway (Dewilde, 2016) and one from Sweden (Nilsson, 2017), it was shown that NAMLPs themselves are concerned with and motivated for learning the new language in order to build social relationships and excel in academic subjects.

While presenting a contextual and historical background for this thesis in the previous chapter, we looked at the history of Norway regarding inclusion of minority language pupils in educational policy and school systems. We also briefly looked at strategies such as mother tongue instruction and bilingual teaching. Mother tongue instruction as an option was formally introduced in the School Act of 1959 and 1969 (Engen, 2010; Øzerk, 2013). This was the time when the idea of unified schooling was developed and where classrooms were supposed to be embracing pupils from different backgrounds. In this regard, plethora of research highlighted minority pupils' failure as a language deficiency only. The assumption is that pupils cannot learn in a language they do not understand. This plausible assumption provides basis for all level initiatives and attempts and is even reflected in the educational policy as a provision of bilingual or mother tongue teaching (Øzerk, 2013). Initiatives such as bilingual teaching and mother tongue teaching received appreciation on one hand and on the other hand vehement opposition. The two points remain a source of debate in research. First, favouring bilingual and mother tongue teaching, many argue that children cannot learn in a language they do not understand. The counterargument considers bilingual and mother tongue teaching as paradoxical in that less Norwegian teaching will lead to more Norwegian language achievement.

Teaching second language as Cummins (2014) describes, teaching academic language explicitly across the curriculum by integrating language and content. Thereby, to support minority pupils to learn a new language, language use is consciously

integrated in all activities and content rather than taught as isolated subjects. Thus, classroom activities and tasks become a source of intrinsic motivation for learning a new language in safe environment where minority pupils are empowered. As Cummins describes, by empowering minority pupils these pedagogical approaches are realized, and positive pupil-teacher relationship developed. While presenting the literacy engagement framework for immigrant groups, Cummins underlines the importance of teaching language explicitly across the curriculum, scaffolding, connecting instructions to pupils' lives and affirming pupils' identities, experiences and backgrounds.

2.4.2   Research beyond language pedagogies.

In schools, NAMLPs often have their initial encounters with the host country culture and language (Bajaj & Suresh, 2018). According to Bajaj and Suresh, NAMLPs' school experiences play a vital role in their relationship with the new culture and in shaping their identities. In schools, teachers work directly and closely with these children. In reception classes, teachers have to work with a pupil (NAMLP) who has a different lingual, social and cultural background. This demands going beyond language pedagogies and adapt or construct pedagogies that align with the needs and strengths of NAMLPs.

In this section I will first present reception teachers' perceptions of NAMLPs (Dubbled et al., 2017; Horenczyk & Tatar, 2002; Tatar & Horenczyk, 2003). It is important to consider reception teachers' perceptions of NAMLPs as these perceptions guide their pedagogies (Tatar & Horenczyk, 2003). Beyond language pedagogies inclusion and involvement and collaboration with NAMLPs' parents and culturally responsive pedagogy.

Researchers like Sidhu and Taylor (2007) and Pastoor (2017) found that many minority language children have experienced very little or no schooling, and little in known about how teachers deal with this. Suggesting a solution for such a situation, Sidhu and Taylor emphasize a safe environment that enables young people to absorb and adjust to new experiences. Additionally, having a pedagogy in the classroom that incorporates minority language pupils' language and culture helps motivate minority language pupils to use new language and generate their own knowledge.

Cummins (2014) argues that widespread school failure does not occur if minority pupils are positively oriented towards both their own and the dominant culture. Teachers play vital role in this. According to Cummins, teachers do not need to teach minority languages in their classes but they must value minority pupils' needs, culture and language in their teaching.

Pedagogical orientation includes not only teaching approaches but also teachers' role perception, attitude and how they think of minority pupils (Tatar & Horenczyk, 2003). Do they understand their pupils' "needs" as a problem? An exclusionary orientation of teachers towards minorities inhibits minority pupils from active participation. In order to make all state and municipal level initiatives and attempts successful, teachers' perceptions of minority pupils and pedagogical orientation are crucial (Horenczyk & Tatar, 2002; Tatar & Horenczyk, 2003). Otherwise, these programs and policies will become another veneer to existing structures and conditions for NAMLPs. Teachers' perceptions of cultural diversity are linked with their attitudes and pedagogies. Often teachers are unaware of their ideological assumptions, societal beliefs regarding newcomers, beliefs about diversity and inclusivity to an extend that they are considered as part of the 'common sense' (Dubbled et al., 2019). Teacher

perceptions and attitudes regarding diversity and minority language pupils not only facilitate inclusion of NAMLPs but are also a source for positive teacher- student relationship. And positive teacher-student relationship is positively related to motivation to work with and teach ethnically and culturally diverse pupils (Spilt, Koomen & Thijs, 2011).

Teachers' understandings guide their pedagogies (Vollmer, 2000). Teachers should be aware of their philosophical positions (Tatar & Horenczyk, 2003). The two major positions are presented as assimilationist ideology and cultural pluralistic ideology. These two ideologies may occur in a variety of combinations within a particular society, organisation or group. As elucidated by Horenczyk and Tatar (2002), pluralistic ideology is generally explained by metaphors such as "mosaic", "quilt" and "salad bowl", which emphasize the distinctiveness of each group. To keep its cultural heritage, immigrant culture should be accepted and continue to be practiced in the host society. Teaching pedagogies should be adapted to the needs and strengths of NAMLPs. In pluralistic ideology, NAMLPs are seen as asset and diversity is accepted in classrooms. "The pluralist ideology is useful because it informs us about the importance of culture and ethnicity within society" (Dubbeld et al. 2019, p. 4).

On the other hand, "when in Rome, do as Romans do" is generally used to explain assimilationist ideology. Newcomers are expected to leave behind much of their cultural heritage and adopt the host culture. The assimilationist ideologist argues that the school should socialize youth, so they will be effective participants within the common culture. The school is a central agent in this. NAMLPs, by hook and crook, should learn host language as fast as possible. No major structural and pedagogical

changes are considered necessary to facilitate minority language pupils and the task of integrating newcomers is usually seen as marginal.

Many researchers from the field (e.g., Horenczyk & Tatar, 2002; Tatar & Horenczyk, 2003; Dubbeld et al. 2019) found that the perception of teachers' (who work with newcomers) is one of the most important predictors of teachers' pedagogies and attitudes. Like many other researchers, these researchers mention that teachers' perceptions are part of and greatly influenced by shared perception of school climate, or, 'the way things are around here'. Among other factors, organisational policies and procedures (both formal and informal) create school climate. Teachers make sense of unclear or emerging issues through these shared perceptions of policies, practices and procedures of schools (Dubbled et al., 2019). On the other hand, "teachers who work with immigrant students, their ideological assumptions include societal beliefs regarding newcomers' acculturation" (Dubbled et al., 2019, p. 3).

2.4.2.1 *Culturally responsive pedagogy (CRP).*

Some researchers (Gay, 2002; Irizarry, 2007; Choi, 2013; Bajaj, Argenal & Canlas, 2017) from the field of multicultural education point to culturally responsive pedagogy (CRP) (originally put forward by Geneva Gay in 2000), using cultural characteristics, experiences and perspectives of ethnically diverse pupils as conduits for effective teaching. CRP suggests that teaching and learning become meaningful and relevant to minority pupils when academic knowledge and skills are situated within their sociocultural experiences. Geneva (2002) describes teachers as "culturally deprived" rather than minority pupils. She considers teachers to be limited because they do not

understand and value the minority pupils' culture. She considers this to be the reason why many minority pupils fail in US schools.

According to OECD, working with multicultural and multilingual students is one of the areas that teachers feel the least prepared for (Public policy and Management Institute, 2017). Working with NAMLPs demands teachers to be able to meet the diverse needs of NAMLPs and have an understanding their cultural knowledge. Pastoor (2015) found that NAMLPs' successful participation in classroom not only requires linguistic and cognitive competence, but also demands cultural knowledge, which often is taken for granted by teachers. In her research carried out in a multi-ethnic third grade in Norway, Pastoor found a discrepancy between teachers' implicit assumptions of what is "common knowledge" and minority pupils' lack of background knowledge, which might impede joint meaning construction. In their study of intercultural competent teachers in the diverse Norwegian educational setting, Rosnes and Rossland (2018) found that there is less focus on intercultural competence, including cultural awareness without stereotyping. They emphasize that intercultural competence involves understanding both the pupils' and the teachers' culture with positive attitude, openness, and empathy.

Power relations of majority and minority are inevitable (Hilt 2017, Chinga-Ramirez, 2017; Dewilde & Skrefsrud, 2016; Phil 2002, Øzerk 2007), and these can be reinforced or reduced by teachers' pedagogical orientation. If we are genuinely concerned about alleviating the educational difficulties of minority pupils, then teachers' pedagogical orientations cannot be over emphasized. Considering reception teachers' perceptions about NAMLPs, redefinition of role and pedagogical orientation

will affect interaction and relationship between reception teachers and NAMLPs and it will lead to empowered NAMLPs.

Building on the concept of culturally relevant pedagogy, researchers found that tailored/adapted pedagogies and curriculum offers frameworks for schools and teachers to view pupils holistically and prepare them for active and engaged global roles (Choi, 2013; Bajaj, Argenal & Canlas, 2017; Bajaj & Bartlett, 2017). By exploring newcomers' understanding of their experiences, self-conception and positioning in the global economy, Bajaj et al. (2017) found three tenets of socio-politically relevant pedagogy (both within and outside the classroom) for newcomer high school youths who lead transnational lives in the US. These key tenets are: (1) the cultivation of critical consciousness around global inequalities and transnational migration; (2) the creation of formal and informal avenues for reciprocal learning between families and schools: and (3) support and care for the material conditions of students' and families' lives. These are examples of beyond language pedagogies, both within and outside the classroom. Yet, it should be noted that classroom pedagogies and approaches depend on teachers who can tailor such pedagogies according to the needs of NAMLPs in reception classes.

2.4.2.2   *Parent teacher collaboration.*

As an example of a successful beyond language pedagogy, Bajaj and Suresh (2018) and Bajaj, Argenal and Canlas (2017) suggest involvement of immigrant parents as a resource in NAMLPs' education. Parent teacher collaboration can bring about dramatic changes in minority pupils' academic progress (Bajaj & Suresh, 2018). According to Bajaj and Suresh, it is well known that many NAMLPs' parents do not speak the

language. Realizing that parents might not understand all conversations but at least teachers involve them by being open up and to try to understand what they think and experience about their children in new context. What are their needs and strengths? Listening and caring becomes very critical in such pedagogical orientation. All parents can be invited in their children's educational and social activities such as listening to their children read, even when parents are nonliterate and can't speak the language. Bajaj et al. (2017) found 'community walks' to be a successful school, family and community engagement strategy for NAMLPs in the US. In this community walk, NAMLPs and their family members have an opportunity to serve as leaders with inverting roles that teachers become the students and NAMLPs become and families become the teachers. Involving family and honouring and respecting NAMLPs' culture can make a profound impact on minority pupils' success in school.

2.5   Summary and Relevancy for My Study

This chapter is structured according to the overall aim of the thesis. Two categories emerged by reviewing relevant research about educational provisions in reception classes. First, systemic structure forming the wider context, which includes school leadership, guidelines, politics and considerations of larger authorities such as municipalities and the state. Secondly, teachers' pedagogical orientation forming the classroom context, involving considerations, concerns, ideologies, expectations, decisions and teachers' practices inside classrooms or in other words teachers' pedagogical orientation. Understanding of the wider social context is important in order to obtain insight into teachers' pedagogical orientation in reception classes. These two

perspectives may complement each other and help to understand the complexity of reception classes

In the analysis of relevant research, I found that challenges or failures of programs and policies aiming to support minority pupils emerge as common ground (Solbue, Helleve, & Smith, 2017; Cummins, 2014; Short, 2002; Øzerk, 2007, Hilt, 2015, Tarhart & Dewitz, 2016; Nilsson, 2017; Dewilde & Kulbrandstad, 2016). This study highlights the gap that is found at two levels. First little or almost no research focused on educational provisions (both wider social context and particularly beyond language pedagogical orientations in classroom context) for NAMLPs. The research on NAMLPs is a relatively new and growing field. This review also reveals some areas that provide interesting avenues for future research.

Secondly, woven throughout the research review, some ambiguities in the field are illuminated. For example, the central tenet of this limited research body is mainly built in deficit models or critical grounds without considering strengths or positive constructions regarding reception classes. In order to improve, it is equally important to consider what is working along with challenges and failures in the system. Adapting a holistic approach is required to reverse the pattern of minority pupils', particularly NAMLPs', educational failures.

Chapter 3

Theoretical Orientations

In this chapter, I present my theoretical foundations for this thesis. First I outline my understanding of 'theories in research' and how I went about it. Then I introduce relevant concepts from Vygotsky's (1978) theory and how these are extended by different sociocultural researchers. Next I discuss activity theory, which is also rooted in one of Vygotsky' theories. The next part focuses on two supplemental concepts; the notion of care in education and two continua models of well-being. The chapter ends with a summary and a discussion of the relevancy of these concepts to my study.

3.1   My Theoretical Orientations

Theories help researchers understand the meaning of actions and thus 'making the familiar strange' by presenting internal and emic perspective (Erickson, 1986). However, as the researcher begins to understand meaning, theories are kept aside for a while. New theories emerge from the data. Glesne and Peshkin (2006) describe the role of theory as important throughout the research process. They mention that pre-existing theory can extend the range of a researcher's thinking and structure research questions. Preliminary stages of analysis can lead to a researcher's own theories about the social phenomenon under consideration for research. However, after data collection and analysis, the researcher may return to the literature to juxtapose findings and substantive theories with grand theory and discuss the contribution the study provides. I did not have any focused theory when I started the study. However, after data collection and analysis, I needed theoretical concepts to provide nuanced accounts of the existence of

elementary reception classes and the contingency of reception teachers' work with NAMLPs.

3.2   The Basic Concepts from Vygotsky's Theory

The core underlying assumption in this thesis is based on Russian scholar L. S. Vygotsky's (1978) theories and work. Vygotsky's theories are valuable when trying to explain and understand social processes as well as individual learning and development in education. For Vygotsky, human learning and development occur in socially, historically and culturally shaped contexts. The four main approaches that developed within Vygotsky's theories are sociocultural theory, cultural-historical activity theory (CHAT), situated learning and distributed cognition (Daniels, 2001; Moen, 2004).

In this thesis, I primarily refer to Vygotsky's work however I will consider some neo-Vygotskian researchers who have expanded on Vygotsky's ideas and work. Vygotsky's work and theories have inspired researchers from all over the world; particularly his sociocultural framework has evolved through range of researchers (e.g., Lave and Wenger 1991; Matusov 2015; Rogoff 2003, 1991; Wertch 1998; Wood, Bruner and Ross 1976). Thus, some of these neo-Vygotskians' work will be considered. The selective and relevant concepts for this thesis are (a) from interpsychological to intrapsychological development, (b) the zone of proximal development (ZPD) and (c) scaffolding. These concepts are interlinked and hard to separate, however, I present them separately for clarification.

3.2.1   From interpsychological to intrapsychological development.

Vygotsky (1978) focused especially on what he called the *higher mental function,* a term that is used to refer to such mental functions as memory, attention,

conceptualization, reading and writing. How these processes affect development is essential in Vygotsky's work and he found that these functions are affected by social, cultural and historical contexts. In order to understand *higher mental function*, it is essential to understand the Vygotskian view on the concept of internalization. Though Vygotsky used the term internalization widely in his discourses, he did not coin this term. As Moen (2004) explains, debates on internalization can be problematic because various approaches have quite different phenomena in mind when they use the term. In this thesis, I will use the term internalization in light of a Vygotskian perspective.

According to Vygotsky (1978), internalization is simply a process whereby externally executed aspects of activity become part of an internal plane. From this explanation, it appears that both social and psychological processes happen simultaneously. However, for Vygotsky internalization is not the simple copying of external or inter-mental processes. In fact, this apparently simultaneous social and individual process is transformation. And the notion of transformation rejects the assumption that external and internal structures are identical. The transformation of social phenomena into psychological phenomena is, thus, internalization. The development of higher mental processes cannot be understood without first understanding the social and cultural contexts that the individual is a part of. The interpsychological function refers to social interaction, while intrapsychological functions refers to the process whereby the child internalizes experiences. What the child experiences on an interpsychological level will become part of that child's intrapsychological functioning through internalization processes. The internalization process is the main process involved in the development of higher psychological functioning.

Another sociocultural researcher, Rogoff (1991), brings up the notion of guided participation, which draws attention to how bridges can be built from a child's new understanding through communication with a more-skilled companion. In her reasoning, Rogoff (1995) suggests appropriation instead of internalization for three reasons. First, appropriation is simply the same as internalization in which something external is imported. Second, appropriation is still a form of internalization, but it includes the transformation of externally imported to fit the purpose of the individual. The third one is participatory appropriation, which distinguishes between the individual and the social context in a way that the individual becomes the part of the activity, not separate from it. This is because the concept of appropriation refers to a process, in which the individual actively transmits something external. Thus, guided participation draws attention to interactions between young people and their more-skilled companions (Rogoff 2003, 283-284). This includes, for example, how participants encourage and restrict the apprentice's behaviour for example by direct instructions that will benefit the apprentice (Rogoff 1991). The apprentice, in turn, contributes to the activity, both by observing the more-skilled companion and adjusting his or her own participation in accordance.

Within the framework of sociocultural theory, Wertsch (1998) also argues that the concept can be characterized as appropriation. He elucidates that at the very first step, the child acquires knowledge through contacts and interactions with people. In the second step, the child assimilates and internalizes this knowledge adding her/his personal value to it. The first step is called 'interpsychological' as it is happening between a child and others. According to Vygotsky, a more knowledgeable other can be an adult or a more capable peer. The second step is 'intrapsychological' when the higher

mental function happens within the child. This is a transition from social to personal property and according to Vygotsky "every function in a child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)" (Vygotsky 1978, p. 57). In short: More knowledgeable other + child = Learning

3.2.2 The zone of proximal development (ZPD).

The ZPD explains the dynamic region of sensitivity in which the transition takes place from interpsychological to intrapsychological development. In terms of learning and development of a child, Vygotsky introduced the ZPD by focusing on what a child can manage to accomplish alone and what s/he can achieve with support from a more competent other, such as a teacher. While referring to the level of potential development, Vygotsky adds: "what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone" (p. 85). The level of potential development led to the concept of the ZPD.

Sociocultural theory sees learning as a social process where participation in socially mediated activities is essential. Considering that biological factors constitute the necessary pre-requisite, sociocultural factors are indispensable for an internal course of development (Vygotsky 1978). The uniqueness of the sociocultural setting and milieu remain determining factors in the development of higher psychological function. According to sociocultural scholars, one of the reasons to introduce the concept of the ZPD was Vygotsky's dissatisfaction with the established techniques of testing that determine only the actual level of development and fail to predict the potential ability of a child (Wertsch, 1998). It means that educational psychology should be able predict a

child's future growth. Predicting a child's future capabilities manifests in the concept of the ZPD. Vygotsky defines it as "the distance between a child's actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

Elaborating the ZPD, Lave and Wenger (1991) view learning as increased participation in the community of practice. The learner is often seen as an *apprentice*, who learns through participating in activities that are important to the community, first through easy tasks—in the periphery, but still legitimate – before moving to central aspects of participation. The ZPD defines those functions that have not yet matured but are in the process of maturation. Vygotsky termed these functions 'buds' or 'flowers' of development rather than 'fruits' of development. He further explains that the actual developmental level characterizes mental development retrospectively, while the ZPD characterizes mental development prospectively. The ZPD is the distance between a child's actual developments by independent problem solving (independent participation) and her or his potential development. So, it can be inferred that the ZPD of a child depends on the teacher's support and the context in which the child experiences it. This underlines the functionality of both school and the teacher. About the relation of actual development level and potential development level of a child, Vygotsky (1978) claimed: "what a child can do with assistance today she will be able to do by herself tomorrow" (p. 87). This tells us that with support and guidance from a more capable other, the child's potential development level would become the actual development level.

3.2.3   Scaffolding.

The teacher's role and interactions with pupils are crucial within the framework of sociocultural theory. The ZPD is one of the Vygotskian concepts that has been discussed enormously in education. Yet the term scaffolding (Wood, Bruner and Ross 1976) has clear parallels to ZPD. Scaffolding is a concept that derives from cognitive psychology. In its simplest form it can be explained an adult or "expert" helping/supporting somebody less experienced or less "expert". It is important to note that scaffolding is not Vygotsky's term rather it is introduced by Wood, Bruner and Ross. Scaffolding emphasizes the teacher's role and responsibility to provide the child timely support so that the child can reach her or his potential development level. Scaffolding doesn't aim to simplify the task but rather to support the child so that he or she can experience mastery. As Wood et al describe scaffolding:

> It involves a kind of "scaffolding" process that enables a child or novice to
> solve a problem, carry out a task or achieve a goal which would be beyond his
> unassisted efforts. This scaffolding consists essentially of the adult "controlling"
> those elements of the task that are initially beyond the learner's capacity (p. 90)

The main objective of scaffolding is to support the child in a way that she or he can achieve goals beyond his or her efforts alone. Scaffolding enables the child to manage the task or a similar task without a teacher's support at some later point. To provide the needed support, the teacher must know the child and his or her needs in terms of learning and development. This knowledge and understanding helps the teacher to decide when to provide support and when to withdraw the support and leave the child independently on the task. Well (1999) claims that dialogue is a focal point in the process of support and scaffolding. It is important that the teacher listens and considers

the child's voice as he asserts "the ZPD is not a context-independent attribute of an individual; rather it is constructed in the interaction between participants in the course of their joint engagement in a particular activity" (p. 333). Learning and development will be successful if based on interaction characterized by mutual respect, trust and concern.

In a social context, a knowledgeable participant helps a less knowledgeable (apprentice) participant in a way that the apprentice can extend current skills and knowledge to a higher level of competence. In a classroom, the reception teacher's (as more-skilled companion) instructional approach models the desired learning strategy or task then gradually shifts responsibility to the apprentice to participate in classroom activities.

3.3   Activity Theory (AT)

Activity theory (AT) is rooted in one of Vygotsky's (1978) famous theories, namely Cultural Historical Activity Theory (CHAT). Engeström (2000) mentions that AT has evolved through three generations of research. The first-generation centred on Vygotsky whose famous idea of mediation, stimulus and response provides basis for modern AT. The second-generation centred on Leont'ev who explicated the crucial difference between an individual action and a collective activity. The third generation centred on researchers in the west, particularly Engeström who introduced new domains of AT, including work, for concrete research. With this, a tremendous diversity of applications of AT began to emerge. I refer to AT as a later process that begins with actions of questioning the existing standard practices (Engeström, 2000).

The concept of activity focuses on the relationship between the individual and her or his surroundings. The notion of activity helps to understand individuals by examining their day-to-day activities as they appear in given historical, social and cultural contexts. So, activity, needless to say, remains the key concept to understanding individuals. An individual changes and develops through practical activities and day-to-day experiences.

The elements of AT include subject, rules, community, division of labour, object leading to an outcome, and mediating artefacts (instruments), which can be material tools as well as signs and symbols.
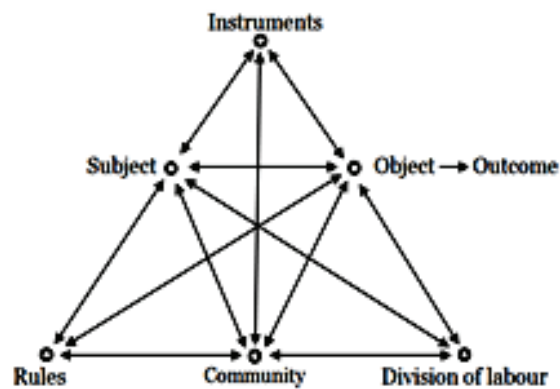
Figure 2. The basic mediational triangle to include other people (community), social rules (rules), and the division of labour between the subject and others (Cole & Engeström, 1993)

Mediating instruments/artefacts function as intermediary aids that the subject chooses to use when trying to attain the goals for the action in question. The mediating instruments function as the bond between the subject and the activity's object. The well-known difference between man and animal is that man can make and use artefacts.

There are natural (unmediated) and cultural (mediated) functions. Mediated functions are cultural since tools can't be developed in isolation; they must be established in culture. Mediating instruments are connections of individuals to their surroundings (culture) in the activity. The subject and members of the community draw on instruments, and, while drawing on artefacts, the subject and community members alter them to achieve the goal-oriented outcome of the activity. The instruments interact with the subject and community members in such a way that the artefacts have an impact on them, and community members transform artefacts to the way community members want to have them in the activity (Postholm, 2003; Lynch, 2010).

According to Cole and Engeström (1993) the present cultural environment contains the accumulated knowledge and accomplishments of prior generations. Culture, in this sense, becomes history. Once activities gain the status of cultural practices, one can benefit not only from one's own experience, but from that of their ancestors. This is the basic conception of the cultural-historical aspect of AT. Cultural-historical human activity exists in relation to a context that is pictured by the three triangles at the bottom of the model. The three factors at the bottom of the AT model, namely "rules", "community" and "division of labour", paint the context in relation to the subject, on one hand. On the other hand, they restrict the subject's goal-directed actions within a particular cultural setting. Rules include norms and conventions that either constrain or regulate actions by necessitating their existence in the context. Community refers to all humans sharing the same goals. Division of labour is carried out when goal-directed actions are allotted to all people in the community, whereas division of labour can be alluded to in both collective and individual actions. When actions are distributed among members of a community, whose needs are fulfilled by

the outcome of the collective activity (Lynch, 2010). As such, all components are in mutual relation in AT. They do not exist in isolation, rather, they are continually being constructed, renewed, and transformed (Cole, 1996).

Engeström (2000) summaries AT with the help of five principles. The first principle is a collective, artefact-mediated and object-oriented activity system, which is seen in its network relations to other activity systems. Engeström considers the multi-voicedness of activity system the second principle. An activity system is comprised of a community with multiple points of view, traditions and interests. The division of labour assigns different positions to participants who carry diverse experiences and perspectives. Though multi-voicedness is a source of disturbance/tension, it is also a source of innovation that demands actions with negotiation. The third principle, according to Engeström, is historicity. The mobility of activity, over periods of time, transforms it. The problems and potentials can only be understood through its history. Historicity manifests in the present to the senses and prior generations.

The fourth principle (contradictions) like the second one is also a source of innovation, change and development. Contradictions are historically accumulating structural tensions within and between activity systems. Activities are open systems so with time they adopt new elements from the outside to achieve the objects. However, the adoption of new elements often leads to an aggravated secondary contradiction where the new elements get adjusted with the old ones. As the adaption of new elements (contradiction) of an activity system causes disturbances for old elements (participants), this disturbance/tension can lead to the possibility of expensive transformation in the activity. It can escalate into collaborative envisioning and a deliberate collective change effort. A transformation needs to reconceptualise the object and motive of the activity to

embrace a radically wider horizon of possibilities. A collective journey through zone of proximal development of the activity accomplishes transformation.

3.4   Supporting Concepts

In addition to above concepts, two more supporting concepts are used to make sense of the reception teacher's work with NAMLPs. They are (a) the notion of 'care' in education and (b) the two continua model of well-being

3.4.1   The notion of 'care' in education.

In the above discussion of sociocultural concept, it was revealed that relation and interaction between individuals are fundamental to development (Vygotsky, 1978). The notion of care (Noddings; 1986, 2001, 2005, 2012, 2015) may be connected to sociocultural theory since it is a relational concept that involves understanding between the caregiver and the receiver of care. Noddings's (1986, 2001, 2012, 2015) notion of care relations is the foundation for pedagogical activity emphasises considering pupils' 'voiced and unvoiced needs' beyond subject content teaching, and then responding with relation of care and trust after 'receptive listening' and 'thinking'.

Noddings (2005) identifies two types of teachers' care. The ones who are cruel and uncaring are not included in any of these two types. She mentions that most teachers who do care do so in the virtue sense, without adopting a relational sense of caring. These teachers care in the sense that they conscientiously pursue certain goals for their pupils. They often work hard at coercing pupils to achieve those goals. These teachers must be credited with caring in the virtue sense. However, these teachers may be unable to establish relations of care and trust. Noddings further explains relational caring in education as having three components as essentials i.e. *engrossment,*

displacement and *reciprocity.* Before briefly explaining the three components, it is important to know that there are two parties in the activity of caring (Noddings, 2010); the carer and the cared-for. In this case, the reception teacher is the carer and NAMLPs are cared-for.

According to Noddings (2015), the first component (engrossment) in relational care is attention. The carer is first of all attentive to the cared-for's needs and feelings. Furthermore, how the carer feels about the cared-for and receives the cared-for. "Its (attentiveness) objective is to understand what the cared-for is experiencing" (Noddings 2012, p. 772). This attention also means that the carer is interested in 'voiced and unvoiced needs' of the cared-for. These needs may be different from the needs assumed by the schools and curriculum. This attention is referred as engrossment in relational care in education.

The attentiveness towards the needs and feelings of cared-for leads the carer to motivational displacement, which is the second component. Motivational displacement characterises the teacher role in the caring relationship as stepping out of one's own personal frame of reference into that of the pupils. In other words, Noddings (2015) elucidates the flow of carer's motive energy toward the needs and wants of the cared-for. This is not necessarily approval of others' wants all the time, but it considers the feelings and desires that are actually there and respond as positively as carer's values and capacities allow.

> After listening and reflecting, the carer must respond. If she can, she responds positively to the pupils expressed needs. But, if there is a reason why she cannot respond positively to that need, she must still respond in a way that maintains the caring relation. (Noddings 2012, p. 772)

The third component is reciprocity, which deals with the response, in a detectable manner, of the cared-for (Noddings, 2015). It can also be called duality in the relationship of care. In other words, a pupil's response to the teacher's caring encounter is an act of reciprocity. However, as Noddings clarifies, this act of reciprocity of the cared-for is not the contractual reciprocity as perceived in traditional Western philosophy. The response can be as simple as to be motivated towards tasks or classroom activities. This response completes the relational caring between the teacher and pupils.

As Noddings (1986) states, in teaching "from the perspective of an ethic of caring, however, development of the whole person is necessarily our concern" (p. 498). A caring teacher uses meaningful and need based activities making use of various pedagogical strategies to provide engagement and meet pupils' needs beyond curriculum and academics.

3.4.2   The two continua model of well-being.

Recently, a renewed focus on the need to develop and adopt initiatives that promote mental well-being was realized (Askell-Williams & Cefai, 2014). Mental well-being is emerging as a relatively new domain of school and teacher responsibility. Mental well-being has been interpreted in many ways in the literature. Mental well-being is intimately connected with overall well-being; the World Health Organisation (WHO) defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 2013). This definition distinguishes illness from positive notions of well-being.

The initial discussion was permeated by discourses of children's mental health in terms of 'risk' and 'harm' shifted to the more recent strengths-based discourse of "health promotion," opening up possibilities for re-framing approaches to children's mental and social well-being (Graham et al., 2011, p. 480). Based on such notion of health the two continua model (Westerhof & Keyes 2010) holds that mental illness and mental health are related but distinct. The model also describes mental well-being as more than the absence of mental illness. One continuum demonstrates the presence or absence of mental illness and other represents the degrees of mental well-being. Indeed, mental health is not merely absence of mental illness but presence of mental well-being, which includes emotional, psychological and social well-being. All these aspects are equally consequential for pupils' learning and development. According to this model, mental health[2] is perceived as a positive state of mental well-being rather than presence or absence of mental illness.

According to Cafai and Cavioni (2015) the mental well-being of pupils is ideally attended to in everyday classroom practices rather than done or seen as an extra task. This is consistent with the notion that knowing every pupil's needs and having a positive relationship with her or him provides the very basis for pupils' mental well-being (Askell & Cafai 2014; Cafai & Cavioni 2015; Drugli 2013). Spratt (2016) calls it 'pedagogic relationships' through which teachers understand their pupils' needs and help them in their learning. The formation of such relationship creates a basis for a safe and supportive environment for pupils (Scoffham & Barnes, 2011). Knowing pupils is

---

[2] Mental well-being and mental health are used as synonyms in this thesis.

an integral part and prerequisite in ZPD. Knowing about pupils, what they know and what they need to know can be done by developing good relationship with them.

3.5   Summary and Relevancy for My Study

The current study was aimed at exploring what educational provisions are offered to NAMLPs in Norwegian elementary reception classes according to the professionals' perceptions and practices. Further, it hones in on how one particular reception teacher works with NAMLPs. As mentioned in the first chapter, this project is divided into two main units. The first unit is about overall organization of reception classes according to the professionals' perceptions. These professionals are the ones who are directly involved in reception classes: head teachers, reception coordinators and reception teachers. Since the focus was on the organization of reception classes, Engeström's version (Cole & Engeström, 1993) of AT was appropriate for framing the functionalities and organization of reception classes. The reason for choosing AT is that it is particularly useful when analysing the empirical data on different interconnected elements that constitutes the context with its social and historical aspects.

The second unit of the study is focused on the teacher's work with NAMLPs in a reception class. More precisely, how working with NAMLPs in a daily routine is perceived by the reception teacher. The teacher's strategies to interact with NAMLPs and consideration of NAMLPs' well-being emerged as of particular significance for the reception teacher's work with NAMLPs. The selective and relevant aspects of Vygotsky's (1978) theories are applied to make sense of the teacher's work with the NAMLPs. The teacher is considered to be the more skilled companion who scaffolds the apprentice (in this case the NAMLP) to participate in classroom activities. The

relevant part of Vygotsky's theories (the zone of proximal development, scaffolding, from interpsychological to intrapsychological development and activity theory) combined with two supporting concepts, (the notion of 'care' and the two continua model) are applied to build and border the findings about the teacher's pedagogies in the reception class. These well-established theories helped me to understand the reception teacher's pedagogy and understanding of this pedagogy by the teacher. In Chapter 6, I will present and discuss the findings in the light of aforementioned theories.

Chapter 4

Description of Methods, Settings and Data

In this chapter, I first present an illustrative overview of methods, setting and data. Then, I present the considerations that provide the foundation for the study. Even though the research processes are woven throughout the description of methodology and analysis, I describe ethnographic research. This is followed by a description of gaining entry and access to the field and a brief account of the research setting. Then, I present the research process and analysis for the first unit of the study followed by research process and analysis for the second unit. I present the ethical considerations and my role as a researcher. Quality of the research is intertwined throughout the chapter but the explicit presentation of it makes the last part of the chapter.

4.1 An Overview of Methods, Setting and Data

The main objective of the study is to gain insights into and construct knowledge about educational provisions for NAMLPs in elementary reception classes. Anne's work with NAMLPs makes up the biggest part of the research project. Anne's actions, thoughts and reflections cannot be understood in isolation. As Vygotsky (1978) states, if we are to understand human beings, their thoughts and actions, we have to understand them in regard with their contexts where they live, grow and develop. In other words, we cannot understand an individual in isolation without considering the context s/he lives in. This thesis is based on two research questions, forming two units of the study, where the first unit focuses on the wider social context and the second unit on the teacher's classroom practices and understanding of those practices. The first unit was based on data collected from semi- structured interviews and documents. Using video stimulated

recalls (VSR), the second unit is inspired by ethnographic field work and the data was collected through video filming, interviews, documents and formal and informal conversations. The following figure gives an overview of research processes.
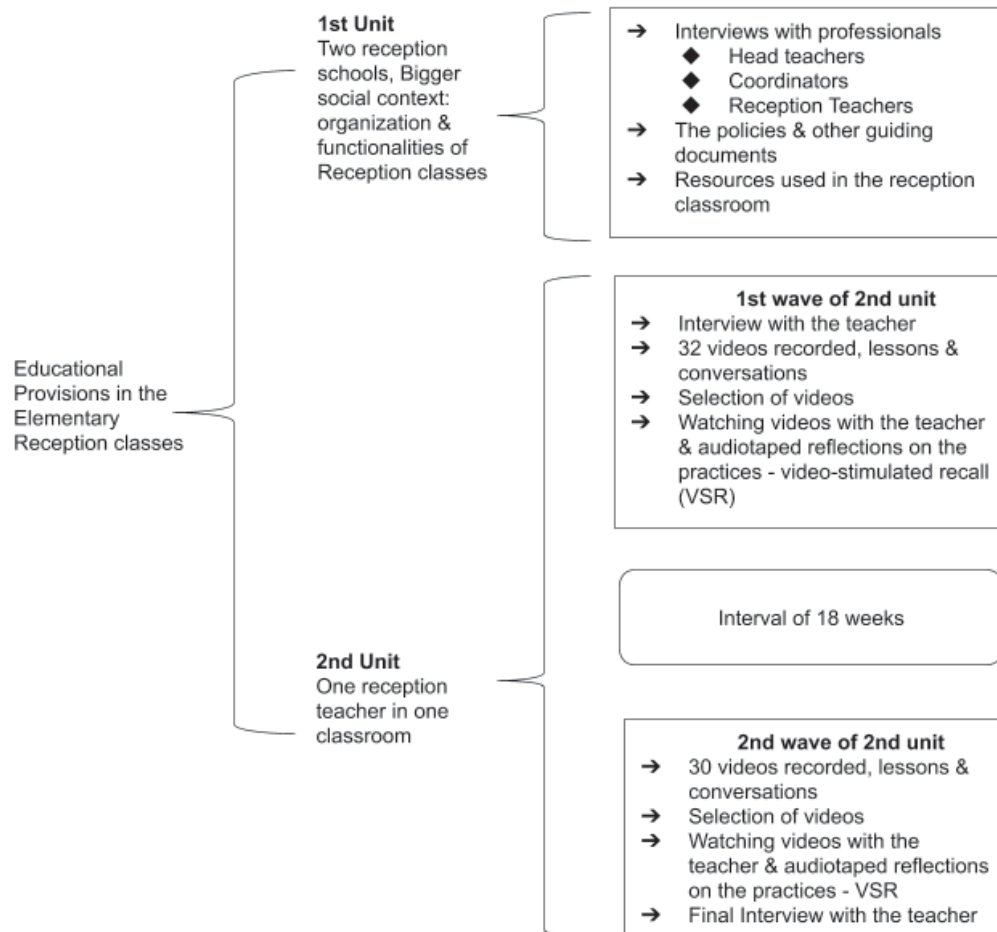
Figure 3. Research processes first and second unit of the study

4.2 Qualitative Research Considerations

In order to explore the educational provisions offered to NAMLPs in reception classes, as a qualitative researcher, my aim was to understand how professionals make sense of their experiences and working with and for NAMLPs in reception classes. This is referred to as the emic or insider's perspective (Erickson, 1986). Qualitative research has certain assumptions/considerations. In this paradigm, researchers approach their studies with a set of beliefs or assumptions, and these guide the inquiry. The three underlying assumptions, according to Creswell (1998), are ontological, epistemological and methodological assumptions.

Ontology addresses the nature of reality. It is difficult to know what the nature of reality is, as reality is complex and ever-changing (Glesne & Peshkin, 2006). Acknowledging that there are multiple realities, a qualitative researcher distinguishes between her or his reality and participants' realities. As part of my reality in this study, I acknowledge the perceptions, experiences and interests that I brought to this study and I also believe that these have led to the multiple perspectives that have emerged from this research to explore the educational provisions in the reception classes (Creswell, 1998). However, in qualitative research, participants' realities are included by relying on participants' voices and interpretations. In this study, I have assumed that I investigated human beings who have their own thoughts, interpretations and meanings. I tried to examine the situation with the participants' views and perceptions. I have used methods and techniques, including interviews, conversations and reflections, to capture insider's perspectives, feelings, opinions, thoughts and practices and making sense of those practices.

Epistemology deals with the relationship of the researcher and participants. In qualitative research, the researcher interacts with participants, whether interaction takes place in intensive fieldwork, as in my case, or just as interviews. The purpose of this interaction is to minimize the 'distance' or 'objective separation' between the researcher and participants to reach to participants' realities (Guba & Lincoln 1988). In other words, epistemology is a concerned with explaining how we know what we know (Crotty, 2003). The epistemological stance used in this study is constructionism. Constructionism is based on the view of that all knowledge (all realities) is contingent upon human practices. According to Crotty, this knowledge is constructed through interaction between human beings and their world and developed and transmitted within an essentially social context. Thus, meaning is not discovered but constructed.

The reason for having constructionism as the epistemological stance for the study is first that I try to understand and explore the organization and functionality of Norwegian elementary reception classes based on the professionals' experiences, their perceptions and understandings. Second, the construction of meaning is transmitted within a social context through interviews, conversations and discussions. Finally, knowing my subjectivity and the fact that I brought my perceptions and prejudices to the study, I assume that the data would have been interpreted differently if done by another researcher. There are multiple interpretations of, and perspective on, same event and situation (Moen, 2006). There is no valid interpretation of the data. Experiences as well as choice of methods and theoretical framework in trying to understand and construct the meaning out of the data are subjective. This is presented in the articles and in the conclusion as I suggest new directions for reception

classes and reception teachers' work. These suggestions are not the 'Truth', rather they are an invitation to reinterpretation.

Methodological assumptions emerge from the above assumptions. Ontological and epistemological assumptions set the methodology as inductive pattern. I developed categories/themes from participants' views and perceptions and describe the setting or context before mentioning any themes. Then I 'layer the analysis' by presenting several themes that emerged from the data (Creswell, 1998). The spoken and written data for this study were analysed to uncover the tacit ideologies at work in participants' talk. The study began more generally and has been refined as the study proceeded.

4.3   Ethnography

The systemic study of people and their cultures in naturally occurring settings is one of the main features of ethnography (Hammersley & Atkinson, 2007). Hammersley and Atkinson mention that between ethnography and 'qualitative inquiry', 'field work', 'interpretive method', and 'case study' there are fuzzy sematic boundaries. Knoblauch (2005) coined conventional ethnography (as explained by Hammersley and Atkinson) as 'classical ethnography' or 'real ethnography'.

Knoblauch (2005) presents that there are different types of ethnography depending on the nature of research. For example, 'sociological ethnography' conducted within the contexts of one's own society is different from 'anthropological ethnography' which is posed in a strange context. The problem of ethnocentricity related to strangeness is less pertinent in sociological ethnography due to the familiarity with context and people. Knoblauch refers to Amann and Hirschauer (1997) who considers 'bestrangement' as the defining feature of any

ethnographical work so that the principal methodological task of the 'ethnography at home' would be the 'bestrangement' to familiar.

Here I adopt ethnography in its conventional meaning as explained by Hammersley and Atkinson (2007). These authors elucidate that it is challenging to have a standard well-defined meaning of ethnography because ethnography has been reinterpreted and decontextualized in a variety of ways in various disciplines. Hammersley and Atkinson focus, initially, at a practical level on what ethnographers do; the kind of data they collect in the field and what kind of analysis they deploy to interpret those data. However, I draw my fieldwork on the four features mentioned by Hammersley and Atkinson. The first distinct characteristic of ethnographic work is to study people's actions and accounts in everyday contexts. In other words, collecting data in natural settings that have not been set up for research purposes. Second, data are gathered from a range of sources, for instance documents, observation of participants and conversations are usually the main ones. Audio- and video recordings are also used for data collection in ethnographic fieldwork. Considering the nature of these data, a considerable amount of time and effort is needed to go into processing and analysing them.

Third, relatively 'unstructured' data collection makes up most of the data, meaning data collection does not follow through a fixed design specified at the start. Second, the categories and patterns are generated out of the process of data analysis instead of having them built into the data collection process. In addition, ethnography usually focuses on fairly small, even single settings. The fourth feature of ethnography, mentioned by Hammersley and Atkinson (2007), is that it investigates some aspect of the lives of the people who are

being studied. "This includes finding out how these people view the situations they face, how they regard one another, and also how they see themselves" (p. 3).

The use of technology in ethnographic approaches varies, but is, according to Knoblauch (2005) increasing.

4.4   Video Stimulated Recalls (VSR)

Dempsey (2010) and Wieser (2015) suggest that stimulated recalls in ethnography involves interviewing individuals by playing either audio or video recordings of their practices and behaviour in social situations and discussing different aspects of those recorded moments. This technique is useful to gain further understanding of the motivations and motives underlying practices. As Wieser mentions, technology has transformed educational research, particularly videography in ethnographic fieldwork. He further explains that re-viewing classroom practices allows teachers to share their thoughts about their relationship with that practices and their thoughts in that particular event.

As Nguyen et al. (2013) mention, the discussion about stimulated recall technique in educational research is limited. Some researchers call it stimulated recall interviews (Dempsey, 2010), some stimulated recalls (Lyle, 2003) and others video stimulated recall (Gazdag, Nagy & Szivak, 2019; Wieser, 2015), or video stimulated recall interviews (Nguyen, Mc Fadden, Tangen & Beutel, 2013). Some researchers name it guided reflection (Husu, Toom & Patrickson, 2008; Leijen et al., 2014). Despite the different names, the basic process is same with variation of audio visual aids. Basically, this a research technique in which participants view videos or listen to audio sequences of their practices and then reflect on their decisions, thoughts, and feelings during the recorded event.

Tracing back the theoretical and historical background of VSR, Grazdag et al. (2019) mention that Dewy's (1933) concept of reflection that afterwards appeared in educational science as a form of pedagogical thinking, provides basis for VSR. In their systematic literature review about VSR, they mention that VSR was first used and studied in the US by Benjamin Bloom, who 1953 called it stimulated recalls. As the purpose of this technique is to study classroom practices, VSR can be defined both as pedagogical research tool and teacher training method in teachers' professional development. However, this technique is mainly used for teacher (particularly novice) training (Gazdag, Nagy, & Szivak, 2016; Gazdag, Nagy, & Szivak, 2019; Leijen et al., 2014; Husu, Toom & Patrickson, 2008). The aim of my research is to explore the educational provisions (systemic and pedagogical) for NAMLPs, and I used this technique with the objective to explore and understand the teacher's pedagogy; not any professional development. Yet, in her last interview the teacher mentioned that participating in this research helped her to reflect and learn from her own practices and to further develop her perceptions. She highlighted that this process brought clarity and learning for her.

4.5 The Research Processes

4.5.1 Gaining entry and access to the field.

Initially, three reception schools each from three largest municipalities (Oslo, Bergen and Trondheim) of Norway were meant to be included for the first unit of the research project in the research proposal. However, this was changed to two municipalities (Oslo and Trondheim) because of the huge data expected during the data collection. The purpose was to explore how elementary reception schools function in different municipalities, keeping no comparative measures in mind. Head teachers from two

schools were contacted through email in the initial step where I introduced myself through the university affiliation and my research project. Both head teachers, with initial conditional acceptance, forwarded my email to the reception coordinators for further communication and negotiation. Then I wrote detailed emails to both reception coordinators presenting my research project and expected participation of schools. After confirmation from coordinators, I visited the schools just to further the process and schedule the interviews with head teachers and coordinators and meet the reception teachers. The first meeting in both schools were important knowing that I would make my first impression in the field and in deciding what kind of data I will be able to access.

Before the field work started, I already obtained approval from the Norwegian Centre for Research Data (NSD). Appendix 1 is the original application to NSD and reply from NSD. During these initial meetings, I not only obtained consent for school participation (Appendix 2) head teachers (Appendix 3), coordinators (Appendix 4) and teachers (Appendix 5) but also had an opportunity to meet the reception teacher for classroom research that constructed the second and the main unit of the study. The two criteria that were set for selection of this teacher will be presented in the second unit of the study. I presented, in personal, the second unit of the study to the teacher who readily agreed and consented. It was important to gain access to the field and trust of the participants. My next concern was negotiating with the teacher and know about parents' consent for fieldwork for the second unit of the study. The reception teacher who fulfilled the initial criteria of having at least three years of experience working with NAMLPs and teaching second to fifth grade, also agreed for video filming for the second unit of the study.

Taking this opportunity, I explained the amount of time required for interviews, conversations and watching videos together and I obtained the teacher's consent (Appendix 6). The teacher had two requests; first I should meet parents in personal and present the research project to get their consent for video filming their children. This was arranged at curriculum evening at the Trondheim school. The curriculum evening is a yearly event where parents are to attend two sessions given by the head teacher and class teachers. In the first session the head teacher presented school organisations, priorities and plans for the whole academic year. After this session all parents went to their children's classes and there the respective class teacher presented the plan and activities of that particular class for the whole school year.

I attended the both curriculum evening sessions. However, I presented my study at the second session in the reception class in presence of the reception teacher and coordinator. I made a power point presentation about the aim of the study, the data collection and ethical considerations. The presentation was done together with the reception teacher where the coordinator also supported throughout the presentation. The parents were accompanied by interpreters of their own languages. Most of the parents of NAMLPs are also new in the country and cannot not speak Norwegian. The reception teacher and coordinator showed their commitment to participating in the study. They reinforced some of my points that research like this is very much needed to strengthen knowledge in the field and they felt that it is important to take part in such a project. Both the reception teacher and coordinator emphasised that videos would be focused only on the teacher's work with NAMLPs. This feedback was valuable for me and encouraging for the parents to grant their consents for filming the teacher and their children. Fourteen out of 16 parents gave written consent right away (Appendix 7).

Later I obtained consent from two parents who had not been present in the meeting. And this was done through the mother tongue teachers and the reception teacher. The second request of the reception teacher was that she would decide the schedule for interviews and watching videos due to her tight schedule.

The consent forms contained all the important information about the study including how data would be collected, stored and handled. What measures would be taken to ensure participants anonymity and confidentiality of data collected. It was made clear that participation in the study was completely voluntary and that the participants could withdraw at any point without giving any reasons. Ethical considerations will be discussed further at the end of this chapter.

4.5.2   First unit of the study.

Perceptions and experiences of NAMLPs and their families are important, however it is equally important to consider the perceptions and experiences of those who work with this group. Considering both entities will help understanding of normative context and institutional organisation of reception schools in a holistic way, I choose to focus only to explore the perceptions and experiences of those professionals who work with NAMLPs in reception classes. In order to ensure anonymity, I named the schools Oslo school and Trondheim school. There are several elementary reception schools in both municipalities.

The Oslo school is a cosmopolitan school in the centre of Oslo city with 250 pupils (at the time of data collection) from first to seventh grades. 70 % of pupils are with minority background having language and culture other than Norwegian and Sami. Including the school's employees, 35 different languages are represented at the school

forming a highly multicultural environment. Since 2014-15 school year, the school has three receptions classes and one literacy group (*alfabetiseringsgruppe*). The school does not offer mother tongue teaching or bilingual teaching for minority pupils.

The Trondheim school is an elementary school with 460 (at the time of data collection) pupils from first to seventh grades. The school became a reception school in 2000 with segregated classes for NAMLPs. During the time of data collection (2016-17) the school had four reception classes. Mother tongue teaching is a part of school life for all minority language pupils including those who are in reception classes.

4.5.2.1 *Data collection for the first unit of the study.*

The first unit of the study aims to explore and understand the organization and functionalities of reception classes according to the professionals' perceptions and experiences. And the professionals were head teachers, reception coordinators and reception teachers from the two schools. The reason for having these professionals is have the biggest influence on NAMLPs' educational provisions in reception classes. According to the Norwegian Ministry of Education and Research (2010) the head teacher, in a Norwegian school context, has the authority to implement the Norwegian Education Act's (Lovdata, 2017) Section 10-8 (competence enhancement). After head teachers, reception coordinators are responsible for decision making for reception classes. They work closely with reception teachers and play an important role in bridging the school leadership (head teachers) and reception teachers. The coordinators are the first contact for NAMLPs' parents at schools and key element in networking with other reception schools in and across municipalities. The most influential professionals are reception teachers who work closely with NAMLPs and implement all decisions from

national, municipality and school levels. This is why, in addition to the participation in the first unit of the study, one reception teacher was as a research participant for the second unit of the study.

Table 2

Overview of the Fieldwork from First Unit of the Study

	The Oslo School	**The Trondheim School**
Interviews and conversations	63 pages	81 pages
Documents	7 pages	13 pages
Period	May 2016	April 2016

The multiple data sources offered an understanding about different aspects of the phenomenon through the perceptions and experiences of the professionals involved in the activity (Maxwell, 2013). The data was collected through semi-structured interviews, field conversations, and available relevant documents. The head teachers, reception coordinators, and reception teachers from the two schools were interviewed. The interview guides (see Appendices 9 & 10) provided topics and suggested questions for semi-structured interviews (Kvale & Brinkmann, 2009; Brinkmann & Kvale, 2014) with the professionals. The interviews were open and the interview guides were not set in stone but rather for the use of prompts. Each (audio-taped) interview with the two head teachers, the coordinators, and the teachers lasted for almost an hour.

All interviews and conversations took place at the schools, in classrooms, meeting areas or seminar rooms. In the initial dialogue with the participants, I discussed the limitations of my language. There are several Norwegian dialects. Usually bokmål in Oslo and Central Norwegian (trøndersk) in Trondheim. I speak and understand only bokmål, the official version of the Norwegian language, alongside nynorksk. I also asked whether, if I did not understand certain words, I could confirm it in English as all the participants speak English and Norwegian. The interviews and conversations were conducted in Norwegian but there are some words or phrases in English. I transcribed these interviews as soon as possible, while my memory was still reasonably fresh. The conversations were held after interviews. These conversations were complementary, where I had the opportunity to ask the word or part that was not clear for me.

During the interviews, participants shared documents regarding reception classes. Ample time was spent reading the selective parts of those documents. Then, I returned to the participants for further one-to-one audiotaped conversations, which allowed me to enter into the research participants' perspectives (Brinkmann & Kvale, 2014). These audio-taped conversations were framed in addition to audio-taped semi-structured interviews. Besides the Norwegian Educational Act, the archive documents (Appendix 8) include a number of documents. I went through the selective parts of these documents as the participants consider or use the documents while making decisions and working in reception classes.

4.5.2.2   *Data analysis for the first unit of the study.*

Analyses were continual processes, which started right from the start of the fieldwork to the stage of 'data analysis'. However, analyses in this stage were more systematic and

based on the textual data material from the field. With the multiple data sources, by June 2016, I collected a huge amount of data for the first unit of the study. All audio-taped interviews were transcribed verbatim thereafter amounting to 117 pages, A4 size as shown in Table 2. At this stage, I read through the interview text thoroughly keeping the first research question in mind: *How are the reception classes organized and function according to the professionals' perceptions and experiences?*

In order to create a coherent analysis, as Brinkmann and Kvale (2014) suggest several distinct practices, including close reading of data combined with coding, have to be done. At this stage, the researcher's stance changes from being closely involved while in the field to treating the data as texts to be studied and analysed. In the first overall reading, it was evident that the participants had different levels of information and understanding based on their responsibilities and roles. For example, the reception teachers did not know much about the policy and measures at national and municipal level. On the other hand, the headteacher did not know much about reception team's activities and daily routine of reception classes.

Since I already knew the data while transcribing them, the preliminary analysis had already started. The first reading resulted in initial findings and I started coding or categorizing the relevant passages in the interview texts. As suggested by Brinkmann and Kvale (2014), this helped me to get an overview of the entire textual material (see Appendix 11: brief description of interview from first unit of the study). According to Brinkmann and Kvale coding and categorization are often used interchangeably. However, coding involves attaching one or more keywords to a text segment whereas categorization entails a more systematic conceptualization of a statement. I use the two terms interchangeably; for some points I wrote just a word or two and other points I

71

wrote more systematic conceptualization. In later stages of analysis when I became sure of codes/categories and made longer sentences then I also used 'themes'. Brinkmann and Kvale describe two phases of coding: open coding and focused coding. Open coding refers to the process of breaking down, examining, comparing, conceptualizing and categorizing the data. The goal is to develop codes and categories that capture the fullness of perceptions, experiences and actions studied. Focused coding is undertaken when the analysis is gradually moved from descriptive to more theoretical levels. I started with open coding and gradually moved to focused coding. "Coding can be either concept driven or data driven" (p. 227). Applying an inductive analytical approach, I had data driven coding where I developed codes through reading the textual data. As Brinkmann and Kvale refer that induction normally work best when researcher generally know the phenomena without too many perceived and specified ideas.

In the first step, the transcribed versions of the interviews were analysed through coding and categorization emerging from repeated elements (Brinkmann & Kvale, 2014). From the constructionism epistemological stance and inductive analytical approach of this thesis, I assume that the coding and categorizing would have been emerged differently if done by another researcher. As Brinkmann and Kvale mention that there are multiple interpretations of same data.

This understanding of the data guided the further work of analysis (Brinkmann& Kvale, 2014). The preparatory analysis of the interview data led to the second step. Besides interviews, I had documents and texts from conversations. I went through the documents and focused only on the parts that were referred to by the participants or related to NAMLPs. The selected parts of relevant documents were read in regard with the emerged themes from the interview data. This validated the themes developed from

interview data. In the third step, field audio-taped conversations were framed to understand participants' insights about the themes extracted from interview data (first step) and relevant documents (second step). This is aligned with the 'steps of interview analysis' by Brinkmann and Kvale (2014, p. 221) in which the interviews texts are analysed by the researcher alone or with coresearchers. In the next step, the interpretations of interview texts are given back to the participants (in this case the professionals). The professionals then had an opportunity to comment on my interpretations as well as to elaborate on their own original statements, as a form of 'member validation' (p. 222). The conversations with the head teachers and reception coordinators clarified policy and other guiding documents. However, the conversations with the teachers were more affirming of what they had said in their interviews earlier. These discussions were taped and later on transcribed as conversations.

Taping of conversations made it possible to obtain the fullest and most accurate record of conversations. In the last step, the themes extracted from interview data were validated in themes developed from field conversation data. In regard with the organisation and functionalities of elementary reception classes three themes according to three levels emerged. They are organisation and functionalities of elementary reception classes at national level, municipal level and school level. By analysing the perceptions and experiences of the professionals, it became possible to move from the basic overview of reception classes to the exploration of reception classes' organisation in their context and particularity. The codes of three systemic levels ("national level", "municipal level" and "school level") were used to to give meaning to the organisational layers of reception classes according to the professionals' perceptions and experiences. The three codes of systemic levels were in accordance with the three

broad analytical questions were conceptualized during the reading of the textual data. I used the three levels of national, municipal and school to understand the different level of organisational measures and structures from the professionals' point of view. I read the entire data material using the three codes that included all the descriptions of policies/guiding documents, resources, decisions, support, challenges, other people involved, networking, collaboration. The following table shows how the three codes appeared by merging subthemes and categories and also questions that conditioned the analysis.

Table 3

Overview of Codes and Analytical Questions for the 1st Unit of the Study

Questions	Data	Codes	Operationalisation/sub-Codes
How are the reception classes organized and function according to the professionals' perceptions and experiences?	Interview and conversation transcripts, documents	The three level of systemic conditions	Description of reception schools and reception classes (RC) including similarities and differences from mainstream classes. People who are involved at different levels and different capacities. Resources, decisions, documents.
How reception classes are considered/presented at national level		National level	Consideration/description of NAMLPs and RC in National policy and other national level documents.

			Support from the state
			Challenges/support due to national level regulations.
			suggestions
How reception classes are considered/presented at municipal level		Municipal level	Municipalities'' authority.
			Variation in organisation of RC.
			Networking with other municipalities
			Resource development at municipality level
			Support from municipality
			suggestions
How reception classes are considered/presented at school level		School level	Head-teachers' role in RC.
			Reception coordinator as reception leader.
			School reception team.
			Networking with other reception schools in the municipality.
			Support from school leadership.
			Challenges.
			Suggestions.

According to Brinkmann and Kvale (2014), interview analysis involves coding the interviews, developing meaning out of these interview coding, bringing subjects' own understanding and providing new perspectives from the researcher. Similar tasks have been suggested by Ryan and Bernard (2003). They mention that analysing text involves several tasks and linking themes into theoretical concepts is one of them. So the next step was to link these themes into theoretical concepts. In doing so, I present these three themes in the form of six bounded elements accommodated by Activity Theory (AT) in article I "How do Norwegian reception schools cater to the academic and integrational needs of newly arrived minority language pupils: Cases from two municipalities".

4.5.3   Second unit of the study.

The focus in the second unit was exploring and gain in depth understanding of one particular reception teacher's practices and perceptions of those practice. For this part only one teacher from Trondheim municipality school participated. As Hammersley (2010) points out, there is debate about whether the researcher must locate what is being studied in a wider context instead of studying in great detail what people do in particular local contexts. Nevertheless, there is still a need to locate a particular situation within a larger picture. The reason of having a teacher from Trondheim municipality was convenience and easy access for intensive data collection.

For ease, here I divide the second research question into two to query how the reception teacher works with NAMLPs. (a) How does the reception teacher work with NAMLPs in a Norwegian elementary reception class? (b) How does the reception teacher make sense of her own practices? The first open-ended question was to evoke

nuanced descriptions about and insights into the teacher's practices. The second question is about the teacher's understanding and interpretation of those practices.

4.5.3.1 Selection of Anne.

Initially two criteria were set for selection of the participant based on the level of grades s/he teaches and teaching experience. The experience required was at least three years working with NAMLPs (Grades 2-5). Having experience of teaching NAMLPs for least for three years would help the participant to make sense of his/her practices. Anne who was chosen for the second unit of the study. As mentioned in first chapter, Anne has experience of five years working with NAMLPs and she teaches Grades 2-4 reception classes. In addition, Anne readily accepted being video and audio recorded during her teachings. Further, she was able to manage watching video vignettes together with me and reflect on them after every phase of data collection, which provided substantial information. All parents of pupils in Anne's class gave consent for their children to be observed and filmed during school hours.

4.5.3.2 The context of Anne's classroom.

The 16 pupils in Anne's class were refugees, asylum seekers and immigrants from Iraq, Syria, Thailand, Somalia, Ethiopia, Philippines and Russia. They spoke Arabic, Thai, Somali, Filipino and Russian however, the majority of children spoke Arabic. Anne is responsible for developing weekly plans and distribute it so that all children know what they will be doing during the week. Anne allows NAMLPs to speak their mother tongue to translate the instructions to those pupils who were unable to understand as long as it does not disturb class. Children whisper or talk very softly while explaining the instructions or tasks in mother tongue. Norwegian is a primary language of instruction

and interaction in the class. Classroom life entailed a great deal of improvisation and deviating from planned agenda, allowing children to share issues appeared in school or sometimes even share things happening at home. Classroom management was guided by a set of explicitly articulated rules collectively made by pupils and Anne. The rules chart[3] hangs on the wall in front of the class.

Regler Mottak 2. (Rules reception 2)

Vi må høre hva læreren sier (We must listen to what the teacher says).

Vi må være snille med hverandre (We must be kind to each other).

Når det kommer nye barn, må vi lære de norsk og leke med de (When new children come, we have to teach them Norwegian and play with them).

Vi må leke med alle barn (we must play with all children).

Vi må ikke le av andre (We must not laugh at others).

Vi trøster og klemmer hverandre (we comfort and hug each other).

Figure 4. English translation of the written rules for the reception class

---

[3] The written rules, in Norwegian, have some incorrect language structures since NAMLPs formulated them. I present them as they appeared on the chart.

Figure 5. Rules chart in the classroom

All the children receive mother tongue or bilingual subject teaching once a week where children are taken out of the class in a separate group of pupils having same mother tongue. Anne shares weekly plans with all relevant mother tongue teachers ahead of time so that mother tongue teachers know which pupils they will be teaching. Also, Anne talks to the mother tongue teachers regularly if there is any special support needed for any pupil.

4.5.3.3 *Data collection for the second unit of the study.*

In the second unit of the study, the data was collected in two waves. Multiple methods of data gathering were applied in this part of the study. The data collection procedure in the fieldwork was inspired by ethnography (Hammersley & Atkinson, 2007). The main data for this unit of the study are video recordings of Anne's practices in the reception class, semi-structured interviews (Appendices 12 & 13) and audiotaped conversations while watching the selected video vignettes. In this technique of VSR (Dempsey, 2010; Wieser 2015), video recordings provided data for Anne's practices while semi-structured interviews and audiotaped conversations about these video vignettes were the

sources for data provision of her perceptions and reflections on her practices. Having huge amount of video recordings spread over several months (in two waves), is aligned with what Blikstad-Balas (2017) warns the risk of systematically missing out on relevant information by gathering a limited amount of data or focusing only on small fragments of a context. Blikstad-Balas also informs us that this (limited data and/or focusing only on small fragments) may also amplify events that are not representative of the participants and not a part of a larger patterns of events. The following table presents the main features of the fieldwork from the second unit of the study.

Table 4

Overview of the Fieldwork from Second Unit of the Study

	1st wave of data collection	2nd wave of data collection
Interviews and conversations while watching videos	62 pages	58 pages
Video filming hours	24	22.5
Period	October- November 2016	April-June 2017

For this unit of the study, the data collection generated almost 46 hours of video recordings (Appendix 14) of Anne's practices from two waves of data collection. In the first wave, 24 hours of videos recordings were gathered from 32 lessons during October and November 2016. The data from first interview and conversations amounted to 62 pages (Appendix 15). In the second wave of data collection (during April- June 2017), approximately 23 hours of video filming were gathered from 30 lessons. The last

interview and conversations while watching videos generated 58 pages of data (Appendix 15).

Video filming has several advantages. Firstly, as mentioned by Derry et al. (2010), the "multiplicity" is convincing to use video filming in a study where data need to be viewed multiple times with multiple viewers and on multiple occasions. Secondly, as Knoblauch (2012) mentions, repeated viewings, including analysis of data in slow motion or frame by frame offers a possibility to observe details that might not otherwise have been remembered. Thirdly, referring to multiple viewings and viewers on multiple occasions, Jordan and Henderson (1995) highlight the opportunity to view recordings with different researchers and use their specific expertise in analysing the data. Video filming was well-suited for this study; Anne had opportunities to see herself in action and reflect on her practices. Watching videos with the participant and having her reflections on her practices not only strengthens the methodology but also brings 'insider's perspective' to the analysis (Erickson, 1986). However, there are several challenges and concerns using videos such as technical, analytical and ethical considerations. Technical and analytical challenges are embedded in the research processes while ethical considerations are discussed separately at the end of this chapter.

4.5.3.3.1   First wave of data collection in the second unit of the study.

In the first wave of data collection, Anne was interviewed for one and half hour to elicit her teaching philosophy, considerations, concerns, expectations, and decisions about teaching the reception class and working with NAMLPs. This was followed by a total of 32 lessons of video observation. Video recordings were made by portable video camera, focusing on Anne's practices and interactions with her pupils. The next step was

selecting video vignettes that were focused on critical moments or classroom activities. Details on selecting videos and Anne's reflections on these video vignettes are offered in *data analysis for the second unit of the study* (p. 86). In regard to technical consideration, the classroom layout made it challenging to get a full overview sometimes.

Figure 6. Sitting arrangement in the reception classroom

As shown above, the class was divided into two parts in terms of pupils' sitting arrangements. First was circle time/listening corner setting used for circle time only. Circle time is an activity where pupils sit in a semi-circle facing the teacher and the whiteboard (interactive smart board). Circle time is used for starting and finishing schooldays, teaching new materials and to discuss important topics related to pupils. In circle time, pupils are also allowed to discuss about things important to them (Moen et

al., 2003). In Anne's class the circle time setting was the front part of the classroom, close to white board.

The second setting was comprised of children's desks in small groups. This setting covered the middle and back of the classroom. Attached to the wall were pupils' drawers and cubbies tagged with their names. I needed to move with camera whenever the activities changed in the classroom. I needed to stand (with the camera) close to the window in front whenever it was circle time. And I had to move again when it was station teaching[4] time, when children sat in groups in the middle of the classroom. And I had to move when pupils were sitting at their desks in pairs or individually.

It was difficult to focus on Anne's interaction when she had to turn to pupils. This refers to people's mobility (Sparrman, 2005) when people move in the situation and change their positions or stance, which affects the recording. To overcome this challenge, I opted to hold the camera as a handheld camera to capture more of Anne's activities, interactions and movements.

Jordan and Henderson (1995) highlight that people are affected by having a camera present. I had this challenge in the beginning when my presence (with the camera) was perceived and expressed in different ways. To address this issue, I didn't include the recordings from first three days; I waited for Anne and the children to be familiar with the camera's presence. This refers to Pink's (2007) description that people soon become accustomed to the presence of camera as digital tools are part of their lives. I had a session with the children on the first day in the field, where I talked about

---

[4] In station teaching, pupils rotate among different stations to complete different tasks within specific timing. The tasks can be related to the same subject or different subjects. Each teacher is responsible for specific station. So teachers and stations remain stationary throughout the activity while pupils rotate after every time interval.

my work and my presence with the camera and let them touch and see the camera to familiarize them with the camera. I also allowed the children to touch it and take pictures and videos during breaks (Heath et al., 2010). I found my decision worked as it reduced camera behaviour such as staring into camera, smiling, waving towards camera or making faces. However, such episodes still occurred mainly when children were bored or tired or when Anne became involved in spontaneous conversations with mother tongue teachers or the classroom assistant. This helped develop mutual trust with the children in the field (Sparrman, 2005). As discussed above, a small handheld camera was used to minimize the impact of the camera (Pink, 2007). Anne never showed signs that my presence with the camera interfered with or bothered her. I made it clear, in initial negotiation, that my focus was only on her work with NAMLPs and that data would be used only for educational purposes. When Anne and I started watching videos together, Anne appeared to be a little shy and it felt strange to see herself in action. She felt that "she looks weird in videos". However soon she forgot and was engaged in discussion. I consciously practiced only professional talk about her work with NAMLPs avoiding personal topics such as her appearance, clothing, and postures or how does she look.

I was present with Anne the whole day and spent considerable amount of time together with her during class teaching, outdoor activities, recess and her lunch and planning time engaging in informal conversations to key to her thoughts about her experiences. During this time, my focus was on Anne's practices, thoughts and considerations concerning the NAMLPs, their academic and social development, their integration.

4.5.3.3.2 Second wave of data collection in the second unit of the study.

The second wave of data collection was scheduled almost 18 weeks after the first wave. The study was open and there was no plan for an 18 weeks interval. This gap was based on Anne's suggestion to follow her work with a particular pupil. This was a theme that emerged in video observations. Anne envisaged that usually NAMLPs take three to four months to start participation in class interaction. This time was utilized watching all video observations alone and with my advisor, selecting video vignettes, and then watching them with Anne. These sessions, where Anne and I watched videos together and Anne reflected and shared her thoughts, were audio taped. Further, this time period gave me an opportunity to think, reflect, write and interpret impressions from the field and get ready for the second wave of data collection. Thirty more lessons were video recorded and the whole process of selection of videos, watching them together with Anne and audio-tapping of these conversations was repeated. This process is referred to as VSR (Gazdag, Nagy & Szivak, 2019; Nguyen, Mc Fadden, Tangen & Beutel, 2013; Dempsey, 2010). Apart from these audio-taped conversations, the last element of the data collection was the final interview with Anne. The intention was to affirm her reflections on her practice and summarize her explanations and thoughts on what she said before video observations (in first interview) and during video observations (conversations while watching videos). The two intensive waves of video filming combined with audiotaped conversations while watching the videos, reflections and semi-structured interviews strengthened the methodology as creditable.

During both waves, besides video recording and audio-recorded formal and informal conversations with Anne, I also remained focused on documenting and collecting classroom artefacts that supplied information and helped to contextualize my

85

understanding of Anne's work with NAMLPs in the reception class natural setting. Documenting information by taking pictures and audio/video recordings added depth to my knowledge and understanding about Anne's approaches and her understanding of those approaches.

4.5.3.4 *Data analysis for the second unit of the study.*

The first step of thematic analysis (Brinkmann & Kvale, 2014) started with the transcription of the first interview with Anne. Keeping in mind the questions: *(a) How does the reception teacher work with NAMLPs in the Norwegian elementary reception class? (b) How does the reception teacher make sense of her own practices, when reflecting on them?*, I read the transcript thoroughly. The inductive analytical approach and open coding led to several repeated codes (Appendix 16). Some codes emerged already s in the first interview textual data. For example, the reasons for Anne to focus less on language and content and more on activities

The next step involved viewing and listening to video observations to identify patterns of actions. This was done by detecting and extracting vignettes that were focused on critical moments or activities (spoken or unspoken) to gain insight in the natural setting of the reception class (Jordan & Henderson, 1995). Further, repeatedly occurred patterns provided grounds for selecting the video excerpts for analysis, which involves interpretation of human actions and institutional practices to produce explanations and theories (Hammersley & Atkinson, 2007).

Being aware of analytical issues such as 'death by data' (p. 516) in video data mentioned by Blikstad-Balas (2017), I was concerned to what degree videos are helpful. Yet it was equally important for me to pay attention to complex details and small

segments besides the major trends in videos. I was conscious and careful while extracting video vignettes having the understanding that these videos vignettes play a central role in Anne's reflections and in-depth analysis and ultimately development of central constructs in the study. The detailed and systemic procedure of selecting the excerpts and reflecting on them demanded a lot of time. However, this process helped me to be confident in my selection. I also appreciate my advisor watching these video vignettes with me and for the support I received in selecting them.

While watching video observations, my attention was drawn to Anne seemingly overlooking a NAMLP who just joined the reception class though I didn't plan to follow Anne's practices with any particular pupil. There were repeated segments where Anne appears to ignore the NAMLP; there were a series of videos in which Anne doesn't talk to that pupil, offers no feedback, not even making direct eye contact. There was a second series of short videos about different activities for example massage sessions, cooking and baking, art and hand work, field trips, gym (everyday), music (everyday). An overview of activities is offered in Appendix 14.

At this stage, these activities appeared to me as separate activities. Then, Anne and I watched the vignettes together and through this, Anne had an opportunity to see herself in action and reflect on her practices. This is also one of the ways to counter the issue of "how frequent and typical the recorded incidents actually are" (Blikstad-Balas, 2017, p. 520). Her conversations and reflections on these video vignettes were audiotaped and transcribed. As shown in Appendix 15 the textual data of conversation with Anne (Con 170228-0108.MP3) revolved mainly around her approach with the pupil who has recently joined the reception class. The reading of textual data from conversations resulted in codes such as 'space for the NAMLP', 'background of the

NAMLP', 'experiences of the NAMLP' and 'use of mother tongue'. And this, later on (after the second wave), provided ground for the second theme of the study, which is empowering pedagogy.

Other conversations (Con 170228-0107.MP3 in Appendix 15) were mainly focused on the activities in the reception class. At this point, Anne's repeated words such as 'happiness (glede in Norwegian)', 'safety (trygghet in Norwegian)' 'motivation (motivasjon in Norwegian)' 'respect (respekt in Norwegian)' 'NAMLPs' needs (behov in Norwegian)' emerged as codes and reasons behind having such activities. After completion of data collection, I could see these codes (by merging them together) as a foundation for the third theme, (NAMLPs' well-being) of this thesis. However, at this stage, this was not clear.

I was focused and clear about the selection of videos from the second wave, but I was also open for new patterns. For example, videos about Anne's approach with the NAMLP who became the focus in the video observations from the first wave. Second, the continuation and persistence of different activities in Anne's teaching. Most of the activities were the same but some changed due to weather change. And Anne's reasoning was similar as in the data from first wave. This time, I was able to map salient sub-codes even in the initial reading of textual data from conversations. When I read through the conversation textual data again, I could see the completeness of second theme (empowering pedagogy) by merging sub-codes such as 'space for the NAMLP', 'background of the NAMLP', 'experiences of the NAMLP' and 'use of mother tongue'. I therefore started working systematically with the themes of empowering pedagogy and well-being pedagogy.

The textual data from conversations and the last interview were not only the completion of the second (empowering pedagogy) and affirming of the third theme (well-being pedagogy), but also, at this stage, a fourth theme emerged, which is the teacher's well-being. This relational theme emerged from the interview and conversation data and not in the video data. However, this is strongly connected with the theme of NAMLPs' well-being. This theme was not a salient one rather I read over and over the data (interviews and conversations) and then found a thread of Anne's story that tells her struggles of early years of job (demanding job), going on sick leave due to work pressure, Anne's perception of well-being and NAMLPs, her reasons for changing her pedagogies, and her satisfaction as well as uncertainty with current practices. This theme search was different from repeated elements and close to what Ryan and Bernard (2003) named "similarities and differences" (p. 91). The question of similarities and relevancy between NAMLPs' well-being and the teacher's well-being, generated this theme.

These inductive themes emerged from the data rather than specifying them in advance. The patterns that emerged from the data show that despite having many challenges, Anne has constructed her pedagogies according to the needs of NAMLPs. Three critical and recurring themes have particular significance for Anne's work with NAMLPs. To make sense of the data (themes that emerged from data), relevant and suitable theory was applied to each theme. The three themes are all apparent in the data (interviews, video observations, conversations while watching videos together).

The first theme is Anne's practice of interaction with the NAMLP who has just joined the reception class. Anne's practices and interpretations of her practices through reflecting on them while watching videos is deliberated as "empowering pedagogy" in

article 2 titled "The teacher's approach to interact with newly arrived migrant pupils in the Norwegian elementary reception class; a sociocultural perspective". The second recurring theme of Anne's practice is her consideration of NAMLPs' well-being in daily routine. This theme is presented in article 3 titled "Going beyond academic support; metal well-being of newly arrived migrant pupils in the Norwegian elementary reception class". In interviews, conversations and reflections while watching videos, Anne relates NAMLPs' well-being with her own well-being. This is presented in article 4 "First thing first; The teacher well-being before reaching out to newly arrived migrant pupils".

4.5.3.5 *Transcriptions of the selected data.*

However, all interviews and conversations were transcribed verbatim. Following Hammersley (2010) a variety of decisions were made as "to transcribe any particular audio- and video-recordings and if so how much of it to transcribe" (p. 556). Hammersley highlights different kinds of transcript are used depending on the nature and need of study. The different forms of transcripts can be very detailed transcripts, less detailed ones, strict transcription, description and even 'poetic transcriptions.' 'Strict transcription' relates primarily to transcripts where the words heard on a recording are written down as it is. Besides standard orthography, pronunciations may be represented through deviant spellings of words or via use of international phonetic alphabets. 'Description' transcripts involve some description who is talking, what different people are doing, how they are speaking, non-verbal behaviour, contextual information and so on.

Microsoft word and VideoLAN Client (VLC) media player were used for transcribing video clips. For summary (description transcribing), long videos were cut into small ones by only selecting the critical fragments. This way videos of almost 30-35 minutes were merged and reproduced to videos of 2-3 minutes. As Anne's practices and working with NAMLPs were the focus in the research project, this needed to be reflected in how the data were transcribed. However I made sure that the short videos carried all the important and/or critical features of long videos. This led to comprehensive transcriptions (description or summary) though the rigorous process was time demanding. For this purpose, Windows 10 video editing tool was used to cut video segments and then merge them to make a shorter video clips. For the interaction part, transcript conventions from Jeffersonian Transcript Notations (Jefferson, 2004) were used (see Appendix 17). While there is no standard way of doing this when transcribing visual data (description or summary of data), it is common to just add fragments that are important for the analysis along with important utterances if needed. The material was transcribed in the original language, Norwegian. After the transcription was conducted, the transcripts were translated into English for use in journal articles.

4.6 Ethical Considerations

The ethical guidelines provided by the Norwegian Centre for Research Data (NSD) and the Norwegian National Research Ethics Committees (NESH) are mandatory for PhD research projects. As mentioned earlier, the research project was approved by the NSD before the field work started. The guidelines provided by NSD and NESH are not fixed rules as there are several situations encountered during the research work that do not have straightforward answers based on ethical protocols as guidelines. In the first unit

of the study, the interpretations of interviews were taken back to the participants to check if they are presented in the way participants meant. In the second unit of the study, due to close working with Anne, every interview, conversation and reflection while watching videos together was taken back to Anne where she not only checked it if I have provided it in a way Anne meant but also discussed the emerging themes from them.

4.6.1   Exiting ethics.

An important part of field work is negotiating an exit from the field (Hammersley & Atkinson, 2007). The process is important to consider due to the relationship-building nature of ethnographic work. The timeframe for my exit from the field was conveyed clearly at the beginning of data collection. At the end of data collection in both units, I asked the participants if I could contact them via email or by phone. I also encouraged Anne to get in touch if there was anything more she wanted to tell me about her work with NAMLPs. Moreover, I informed the participants and specially Anne how the work was proceeding. In addition, I had an opportunity to present my findings and analysis at the schools where I found the professionals were interested by sharing their views and more of their experiences and providing feedback on my work. I have promised to send the schools and Anne 'the book'- that is, the thesis when it is completed.

Exiting ethics also refers to the phase after the researcher has finished the data collection. It is important how the researcher leaves the field and disseminates the research findings (Tracy, 2010). Anonymity of research participants is emphasized and described in the earlier section of this chapter. During and after data collection, the data was kept safe on an external hard drive in a locked cabinet in a locked office, following

NSD protocols. As mentioned earlier, pseudonyms were used for all participants. In addition to anonymity of participants, it was considered throughout the PhD project work that the participants are portrayed and presented only in a context that is ethically sound. It was communicated that the data would be presented only for academic purposes and not on any social or public forum. This was clearly mentioned in the consent forms (see Appendixes 2-7). In addition, honesty and transparency are important guidelines to be aware of when presenting data related to educational setting (NSD). Within qualitative research, the researcher is considered to be the primary instrument of data collection and analysis, so it is of immense importance to be honest about who one is as a researcher (Tracy, 2010). Being self-reflexive, a researcher is open and honest about her/his strengths and shortcomings. My background as an immigrant in Norwegian society was part of my motivation for conducting the research project. However, the focus throughout the research remained on participants' experiences, perspectives and thoughts.

4.6.2   My role during data collection.

In terms of my role in this study, engaging in reflexivity was critical throughout the research process. Reflexivity provided me the opportunity to explore the dynamics taking place between the participants and me. Furthermore, it allowed me to examine how these dynamics were affecting the research process. Throughout my fieldwork, I found myself reflecting upon my values, perceptions, social, cultural and professional positionality in relation to the participants. I remained engaged in a self-critique of my perceptions, words and actions during interviews, conversations and video observations and watching those video observations. This was critical because my understanding and

experiences as a foreigner who has lived and worked in diverse socio-cultural and geographical environment gave me particular perspectives on educational provisions for NAMLPs. It was thus impossible for me to put these aside and adopt an "objective researcher" identity. This was true also for the research participants. Reflecting on this as well as the power dynamics that were created was central to the research as it allowed me to understand the impact of my presence on the study.

Hammerley and Atkinson (2007) reveal that the relations with participants have to be established and identities of researchers have to be co-constructed. Before approaching the field, I was clear that I should introduce myself to Anne in less influential role for instance as a PhD student who wants to understand and explore elementary reception classes. Further, I decided to avoid a teacher-related position. The teacher-related position might affect Anne's practices thinking me as an expert or teacher-researcher. My quietness in the class would reduce the effect of my presence in the class. I consciously avoided taking responsibilities for supervising or disciplining children. After class video observations, I used to ask Anne many questions with understanding that I want to learn and understand her practices not to be judgmental or critical.

Knoblauch (2005) indicates two situations in ethnographic work. First when the researcher, as a member of society, disposes of the contextual knowledge before even start to get interested in the field. The second refers to the situation in which the researcher may lack the contextual knowledge of specific situation. Being a foreigner but living several years in Norway, I found myself in between these two situations. I had some contextual knowledge about the Norwegian educational system even before starting the study. However, there were many things that I did not know about reception

schools in Norway. Therefore, I kept on reminding Anne that my overall research interest concerned to explore and understand how she works with NAMLPs based on her experience.

4.7 Quality in Research

Research ethics is also realized by considering certain points of quality in the study. These include the common criteria for qualitative research for example worthy topic, rich rigor, credibility, resonance, significant contribution, ethics and meaningful coherence, validity, credibility and generalizability (Tracy, 2010). Most of these topics are interwoven throughout the thesis, the topics of validity and generalizability will be discussed here.

4.7.1 Validity.

According to Kvale and Brinkmann (2009), the topic of validity is a matter of debate and mainly depends on the ontological view considered on the relationship between knowledge and reality considering relevance and selection criteria as important issues. Reality is thus assumed to be dependent on the claims that researchers make about it. Validity also refers to the "trustworthiness, verisimilitude and plausibility of the research findings" (Tracy 2010, p. 842). And this can be gained, in qualitative research, through thick description, triangulation and member checking.

Many qualitative researchers emphasized the importance of using "thick description" (Moen, 2004). Thick description, in its simplest form, can be explained as the detailed description of context, the setting of the study, participants and the web of social relationships among them. The detailed description enables readers to understand

not only the whole picture but also to evaluate whether the findings can be transferred because of shared characteristics (Creswell, 1998).

Relevant detailed description should be laid out in a way that researchers should 'show' instead of 'tell' meaning by providing enough details so that readers can reach their own conclusions as to what is happening in the field (Tracy, 2010). This also was a reason for including relatively long transcripts in the articles. Transparency says a lot about the quality of research process and research texts. The goal of qualitative research is that it should be transparent, meaning that the logic of the research is made explicit (Tracy, 2010). In the articles and particularly in this thesis, I made every effort to explain the entire research process; data collection, analysis and the underlying theoretical perspectives and their relevancy and relationships. I aimed to provide an in-depth account of the various phases of the research processes.

My observation in the field, engagement with my participants and their verification at different stages during the whole process of study provided me confidence about the triangulation of data (Creswell, 1998; Moen, 2004). During the entire data collection period (in both units), my focus was on provisions for NAMLPs in the reception classes either at structural level or at pedagogical level in the classroom/s. Being aware of what Blikstad-Balas (2017) calls the tangible methodological paradox 'framing context' (p. 515) having video recordings, I strived to have a balance between too much details of the overall context and keeping it too broad. This became the best defence against being overwhelmed by the amount of data which was multiplying. I can say this helped me to be selective during the entire research process.

Using various methods for data collection and theoretical frameworks increased the validity of the study through triangulation. This is also called *crystallization* (Tracy,

2010) because of collecting multiple types of data using various methods and theoretical frameworks. As described in detail, this study draws on different but compatible theoretical frameworks and methodologies. Sharing the study, having discussion and getting input from different researchers remained important throughout the study. The data and ideas have been presented in various forums to various researchers. The feedback from these research forums were of great value for overcoming some of the challenges related to subjectivity. They also remained the source of help to improve the analysis of the data.

At the time of writing this thesis, three of the empirical articles were accepted for publication in international peer-reviewed journals. These articles have been through many phases; dialogue, feedback, blind review the texts and ultimately reading of the texts as the journals have their audience. This is a way for me to participate in social and scientific communities. These processes of participation have also helped to strengthen the quality of the research. While writing this thesis, I was conscious of coherence in my work. To have consistency in the study, I made sure that each section of the study – introduction, earlier research, theoretical orientations, methodology, findings and discussions- were built into each other and together they make a meaningful and coherent text for the reader. Consistency and coherency to the overall aim of the project was discussed with my main advisor and Professor Eugene Matusov throughout the process. In addition, the feedback and discussion from my mock defence/mini defence was a great support for reflecting on the presentation of the PhD project as one whole.

It was crucially important for me to remain aware of my own subjectivity (Moen, 2004). The aim of the study was to capture the provisions in the reception classes through the perceptions and experiences of the professionals as a first unit. In

the second unit, the aim was to capture Anne's practices in the classroom, as a part of educational provisions, and her reflections and thoughts on those practices. Regarding the complexity and validity of video data, as Blikstad-Balas (2017) mentions, video data is difficult (if not impossible) "to represent in a manner that makes it possible to evaluate the validity of inferences drawn from these data. Different viewers will interpret the same recording in different ways" (p. 517). The insider's perspective was the common focus for both the units of the study (Erickson, 1986). Working inductively, I was conscious that my data would lead me by suggesting empirically driven themes. As mentioned in the analysis of the data, the transcripts and interpretations were taken back to the participants to comment on my interpretations as a form of what Brinkmann and Kvale (2014) call 'member validation' (p. 222)

4.7.2 Generalizability.

The issue of generalizability, in qualitative research, has been debated in different ways. The question has been put forwarded: Can qualitative research be generalized at all? The reason for such a basic question is that qualitative research is often context-bound, conducted with relatively few participants and above all findings are most often local. The counterargument is that qualitative research can be generalized. This argument is presented with reasoning of applying concepts, metaphors, methodological choices, theories and possible implications (Maxwell, 2013). Tracy (2010) relates the concept of transferability to *naturalistic generalization*, in which "research achieves resonance across various population and contexts, even if it is based on data from a unique population during specific moment of time" (p. 845). Generalizability often has been used as a quality measurement and can be explained at the extent to which the research

and the theories generated can be used in understanding similar situations (Maxwell, 2013). The explorative nature of the study about educational provisions for NAMLPs and teachers' work with this group of pupils is in itself an indicator of generalizability and can be carried out in any context where there are NAMLPs in educational systems.

Generalizability is related to context-sensitive and detailed description of the schools and Anne's classroom settings and to Anne herself and is furthered through the development of analytical and theoretical concepts in the individual articles. The methodological choice of an ethnographic approach emphasizing specificity, variation and complexity, selection of participants and setting for educational provisions in the reception classes, can be seen in how the findings seem to resonate outside of this study. Tracy (2010) mentions resonance within research refers to research ability to meaningfully affect an audience. This can be achieved through evocative writing and generalizability. A written text should be comprehensible to its target audience but also move the reader by surprising, delighting and tickling something within readers.

4.8   Summary of the Chapter

The chapter began with a pictorial overview of the methods, setting and data. As foundation for the methods, then, three underlying qualitative research considerations, ontological, epistemological and methodological assumptions, were indicated. Semi-structured interviews were used as a main source of data collection in the first unit of the study. Interviews as a method was explained in the research process (particularly in data collection for the first unit of the study), and I discussed ethnography and VSR as the field work of the second unit of the study was inspired by ethnography using VSR. This was followed by a description of the research processes, which entailed a detailed

account of entering in the research fields, data collection and data analysis for the first unit of the study. Then the second unit of the study was presented, together with the reception teacher and the context of her classroom. Data collection and analysis for the second unit of the study made up the biggest part of the chapter. Ethical considerations were discussed throughout the chapter, and I also discussed exiting ethics and my role during data collection. The chapter ended with the quality in research elaborating on validity and generalizability highlighted in the research project.

Chapter 5

The Four Articles: Key Findings

The four articles, which make up the critical part of this thesis, are based on the data as described in Chapter 4. This chapter offers an overview of the four articles of this PhD project. Table 1 provides an overview of the four articles. In order to avoid repetition, I urge readers to supplement the reading of this chapter with Table 1 in Chapter 1 (p. 14). A summary of each article is provided below.

5.1 Article I. How do Norwegian Reception Schools Cater to the Academic and Integrational Needs of Newly Arrived Minority Language Pupils: Cases from Two Municipalities

Despite the increasing number of NAMLPs in Norway, little research has been carried out about systemic conditions/responses of educational provisions for NAMLPs. The aim of this study was to describe and deepen the understanding of the educational provisions (systemic conditions) for NAMLPs in Norwegian elementary reception classes. Apart from providing a general description about the normative context of the reception classes, the study attempts to fill a void in research by exploring the professionals' experiences and perceptions on the organisational contexts. In order to allude to the systemic conditions for NAMLPs, the perceptions and experiences of the professionals who work in and/or for reception classes were explored. For this purpose, two elementary reception schools from Oslo and Trondheim participated. The professionals involved were the head teachers, reception coordinators and reception teachers. The exploration of perceptions and experiences of the most influential factors (the professionals) was undertaken through interviews, conversations and documents.

The article points to three levels of systemic conditions for elementary reception classes; national level, municipal level and school level. The national level processes (educational policy procedures) align with international trends promoted by multilateral organizations such as Organisation for Economic Corporation and Development (OECD) and universal rights (Hilt, 2016a; Nilsson, 2017). Placing particular emphasis on minority language pupils, educational policy (Lovdata, 2017) accepts reception classes as an exception to the principle of unitary school by an addendum to the Norwegian Education Act in 2006. Another national level document, *mangfold og mestring* (Norwegian Ministry of Education and Research, 2010) considers reception classes the best possible way to organize education for NAMLPs. In the absence of regulations regarding NAMLPs' education, the study critically points out that the education act, which is used as a guiding document by the professionals, refers only linguistic concerns of minority language pupils subsuming NAMLPs as a part.

At the municipal level, the national regulation leaves municipalities authorized to choose or avoid reception classes for NAMLPs. Hence, not all municipalities have reception classes rather NAMLPs have to start directly at mainstream classes. In addition, municipalities decide the organisation of reception classes resulting variations in organisational models of reception classes in different municipalities. In terms of networking with other municipalities, the findings show that there is almost no networking between the municipalities concerning to collaborate for reception classes.

At the school level, the findings reveal that reception coordinators are the most important and informed professionals in regard with reception classes at systemic as well pedagogical levels. The article describes the roles and responsibilities of

coordinators. Their intensive engagement in administrative work leaves no leeway for professional support in reception classes. Underlining the challenges of the reception teachers, the article suggests professional support for reception teachers. Pointing to the lack of policy, guidelines, resources for NAMLPs at national and regional level, the study highlights the need of further research for new knowledge about systemic provisions for NAMLPs in Norwegian elementary reception classes.

5.2 Article II. The Teacher's Approach to Interact With Newly Arrived Migrant Pupils in the Norwegian Elementary Reception Class: A Sociocultural Perspective

The increase in migration has not only transformed Norwegian society but also demands right and timely changes in pedagogies while working with NAMLPs. Article II centres on pedagogical responses/conditions, focusing on one reception teacher from the Trondheim school. The exploration of the teacher's practices and understanding of those practices encountered by drawing on the data collected (in two waves) from video observations, semi-structured interviews and conversations while watching those videos. Framed by a sociocultural perspective, the pedagogical approaches depart from a view that NAMLPs holistic needs are to be recognized while scaffolding their learnings.

The findings of the study are that Anne creates her own pedagogy to interact with the NAMLP who has recently joined the reception class. Anne's self-constructed approach is coined *empowering time*. In line with the sociocultural perspective upon which the study rests, Anne provides an environment with high support both pedagogically and socially. The NAMLP is given the opportunity to decide the extent of

her participation in classroom interactions and activities. The findings illuminate that Anne sees this freedom and decision-making as empowering for the NAMLP.

I found the NAMLP, who was given empowering time in the first wave, participating and interacting in the second wave that was held after almost 18 weeks after the first wave of data collection. Based on these findings, however, I argue that there is no evidence to prove her claim as Anne is not the only source of learning for the NAMLP. The dominating mode of interaction between Anne and the NAMLP is triadic where Anne asks a question, the NAMLP replies and then Anne evaluates. The study concludes that such contextual and individual, yet innovative, measures cannot assure everlasting answers for others, yet Anne's pedagogies and interpretations of those pedagogies can be deliberated as invitations for further research about the topic.

5.3   Article III. Going Beyond Academic Support; Mental Well-being of Newly Arrived Migrant Pupils in the Norwegian Elementary Reception Class

This article is an attempt to explore *how does a reception teacher work with NAMLPs in a Norwegian elementary reception class? How does this reception teacher make sense of his/her own practices, when reflecting on them?* The article focuses on Anne's practices and understanding of those practices. The data were collected through video observations, semi structured interviews and conversations while watching the selected video vignettes. Recognition of NAMLPs' well-being as Anne's self-perceived responsibility and self-guided initiative emerged as one of the themes during inductive analytical approach. Noddings' (2001, 2012, 2015) notion of care in education and Westerhof and Keyes (2010) model of well-being were used to make sense of the data.

The findings reveal activities that are geared towards supporting NAMLPs' mental well-being for instance massage sessions (once a week), gym (daily), music (daily), cooking and baking (once a week), art and hand work (once a week), swimming for 3rd and 4th graders during a particular time in a year arranged by the municipality (one a week), skiing (twice a week during winter), skating (twice a week during winter), field trips (once a week) to woodlands, parks, museums, fire stations, police stations, grocery shops, markets and libraries. Additionally, morning circle time (listening corners) prioritises well-being through group discussion, dialogue and storytelling. Special evenings with mothers only (dameskveld) are arranged on a regular basis.

Three interconnecting aspects emerged from the analysis of such practices and reflection on those practices. The mental well-being as a prerequisite for integration, social and academic development illuminates Anne's perceptions that well-being and happiness at school is an important part of her teaching. Inclusion of such time consuming activities result in less time for subject content teaching. Anne's lack of professional knowledge and skills about well-being pedagogy and uncertainty if her practices are professionally considered 'right' calls for closer collaboration between the health professionals and reception teachers. Anne's practices are legitimized as they are rooted in the educational policy, yet professional support is needed to confidently perform her responsibility. The article also highlights that the role of well-being in NAMLPs' integration, social and academic developments is overlooked in Norwegian research context. Thus, in the context of scarce research about the topic, the purpose of this article is to provide a starting point to realize the need for more research in the field.

In this article, I argue that when NAMLPs' needs are considered in the reception class, then it critically questions the lines of the organisational measures that places emphasis on only language learning for NAMLPs. The findings of this article contradict previous studies that show that such practices are considered negatively as an extra burden for many teachers in Norwegian context. In conclusion, the article suggests whole school approach for a sustainable well-being program for NAMLPs. Despite challenges of time, curriculum pressure, lack of professional support, a teacher can still construct pedagogies that promote pupils' well-being if s/he is motivated and realizes the importance of the notion.

5.4   Article IV (submitted). First Thing First: The Teacher Well-being before Reaching Out to Newly Arrived Migrant Pupils

In school, NAMLPs often have their first encounters with the host country culture and language, making the role of reception teachers significant (Tatar & Horenczyk, 2003; Gutentag, Horenczyk & Tatar, 2018). Cultural diversity poses a challenge for schools and teachers who work with minority language pupils (Gutentag, Horenczyk & Tatar) particularly newly arrived ones (Horenczyk & Tatar, 2002; Norozi, 2019a). With the aim to explore the reception teacher's pedagogies and understanding of those pedagogies, this article focuses on one reception teacher's (Anne) from Trondheim. This project, focused on Anne's way of working with NAMLPs, is situated in the qualitative tradition that led to cluster the data into recurring patterns of Anne's thoughts and practices, forming three themes. This article focuses on one theme: Anne's perceptions of NAMLPs. It also includes Anne's thoughts on the notion of well-being of a teacher is interlinked with well-being of pupils. Interviews and conversations with

106

Anne provide the primary empirical data for the study while video observations of her practices comprise an auxiliary empirical source.

The article draws on the notion of caring (Noddings 2001, 2012, 2015) and teacher well-being, which is predictive of higher engagement and lower motivation to leave the teaching profession (Skaalvik & Skaalvik, 2018). On the other hand, research on teacher well-being has focused largely on negative elements of well-being such as burnout (Spilt, Koomen & Thijs, 2011). To understand the negative impact of daily coping with culturally diverse pupils, Tatar and Horenczyk (2003) put forward "diversity-related burnout" as a concept. Highlighting teacher knowledge and skills required to address matters of different race, religion, culture, language in classroom, Tartar and Horenczyk distinguish diversity-related teacher burnout as a distinct construct from general burnout.

The article confirms the findings from the earlier research that the teacher's perceptions of diversity and NAMLPs inform her pedagogies and attitudes. The teacher's pedagogies and attitudes affect NAMLPs' well-being and achievements (Dubbled et al., 2017, 2019; Horenczyk & Tatar, 2002; Tatar & Horenczyk, 2003). When NAMLPs are in a safe and pleasant environment, positive relationship between the teacher and NAMLPs develop (Norozi, 2019b). Positive teacher-student relationships have positive impacts on the teacher's well-being and professionalism (Spilt, Koomen & Thijs, 2011; Moen, 2016) and vice versa. The teacher's well-being affects the teacher's perceptions about diversity and NAMLPs and vice versa.

Extending the concept of diversity-related burnout (Tatar & Horenczyk, 2003), I put forward the notion of diversity-related well-being pedagogy. Through the diversity-

related well-being pedagogy model, a link is developed between the reception teacher's well-being and the teacher's perceptions on one hand and on other hand, a link between the teacher's well-being with NAMLPs' well-being. The article concludes that positive image of minority language pupils particularly NAMLPs' by focusing on their strengths instead of weaknesses helps reception teachers to construct or adapt pedagogies that promote well-being for both reception teachers and NAMLPs. A holistic school approach is recommended where ethos of inclusion, diversity as strength, ethos of compassion and care provide the starting point for recognizing the rights and needs of NAMLPs. The holistic approach involves the whole school, parents and community but this study is limited to one teacher in one classroom. Even though, the holistic approach is not restricted to classroom only but teachers play the most important role in this whole.

Chapter 6

Discussion

This chapter will provide a broader and more explicit discussion about what can be learnt about educational provisions of NAMLPs in elementary reception classes, at different levels, through the four articles presented in Chapter 5. To this end, first I will revisit systemic conditions through education procedures and considerations interpreted in the context of international measures, presented in Chapter 2. I will argue that in such arena NAMLPs are seen only through language concerns and otherwise absorbed within the wider category of minority pupils. The second section is the discussion of beyond language pedagogies further into two subsections that are empowering pedagogies and well-being pedagogies. Summarizing the contributions this thesis makes, the last section also presents limitations of the research project and offers suggestions for further research followed by implications for practice.

6.1 An Illustrative Overview of Discussion

The following figure explains the conceptualization or an overview of the discussion. This thesis attempted to explore educational provisions for NAMLPs at two levels (a) systemic conditions (b) pedagogical conditions in one Norwegian elementary reception class. This attempt was presented in four articles in which educational provisions are analysed from different theoretical perspectives and on different analytical levels, ranging from policy level measures for reception classes to municipal level organisations and to one reception teacher's (Anne) practices in one reception class. The discussion of beyond language pedagogy is divided into two themes; empowering

pedagogy and well-being pedagogy. This is the main contribution of this thesis. In the

following figure, A1= article I, A II= article II, A III= article III and A IV= article IV.
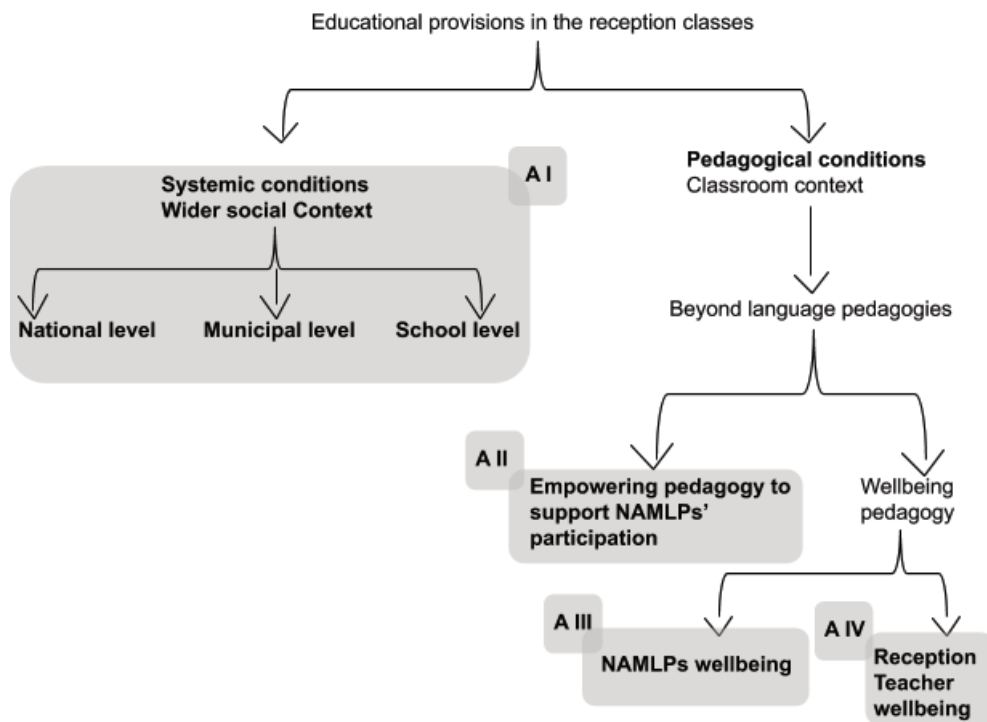
Figure 7. Conceptualization of discussion

6.2 Systemic Provisions

Some factors contribute to schools being a site that is a source of resilience and that is

safe and pleasant for minority language children. These factors are education policies or

guiding documents, school leadership and teachers' pedagogies in safe and secure

learning environment (Scoffham & Barnes, 2011; Spratt, 2016). While describing the

education of different minority groups in Norwegian education system, Øzerk (2013)

provides an overview of public administration in Norway organised in three levels. The

higher and education institutions are administered at the governmental or ministerial level (i.e. universities, university colleges and polytechnics). The 19 counties in Norway, make up the next administrative level, responsible for upper secondary education for children between the age of 16 and 19. The third level is municipality level and 429 municipalities have the responsibility to provide 10 years of basic school education for children between six and 16 years of age. Basic school education is compulsory in Norway. The systemic conditions regarding elementary reception schools, are considered at three levels; national policies and responses, municipal level and school level.

National policies and responses provide grounds for the structures and conditions that facilitate NAMLPs in the educational system. The review of procedures at three levels, national municipal and school (article I) shows that when it comes to educational provisions for NAMLPs at systemic level, the Norwegian context has more or less same conditions as other host countries have. Taking the contemporary context more explicitly into account here, since national policies and procedures are interpreted in the context of international measures (such as OECD), systemic provisions remain same in the education of NAMLPs in most of the host countries. The representation of minority language pupils, particularly NAMLPs in procedures is a test of social inclusion of any system (Pinson & Arnot, 2010). The first article shows that in Norwegian education policy (1998), NAMLPs are absorbed within the wider category of minority pupils or second language learners without addressing their unique needs. The education policy emphasizes an inclusive 'school for all'. This emphasis provides the basis for setting norms and standards about NAMLPs' education. Yet, the policy

addresses the needs of NAMLPs only in terms of their linguistic needs. Indeed, minority language pupils who are new in the country are named in official documents, including the policy, as newly arrived minority language pupils (nyankomne minoritetsspråklige elever) referring their language status only.

According to Engeström (1999) the rules, in any activity, are to provide guidance on correct procedures and acceptable interactions to engage in with other community members. Though the policy does not mention other needs of NAMLPs apart from language concern, the law clearly demonstrates reception classes as one of the ways for the right of NAMLPs' language learning. Reception classes are recognized as an exception to the principal of unitary schools by an addendum to the Norwegian Education Act in 2006. What this means in theory is reception classes are characterized by a paralleled system in relation to the mainstream system.

In terms of organisational principles, Norwegian reception classes for NAMLPs are geared towards separation from the mainstream. According to Hilt (2016b), by organisation measures of reception classes, the educational system can categorise NAMLPs as deviant in terms of the educational priorities deemed important in contemporary society and keeping them apart from the mainstream. On the contrary, articles II and III analysed teaching in the reception class as supportive in relation to the postulated needs of NAMLPs combined with Norwegian language needs, where the thesis makes its contribution. However, the research project is limited to one reception class and does not include follow up of NAMLPs to mainstream classes. The findings from this research project correspond with research conducted by Skrefsrud (2018) in two Norwegian elementary schools for NAMLPs. In his research, Skrefsrud also found

that the schools acknowledge NAMLPs as a heterogenous group and with variety of needs. Exploring lived experiences of NAMLPs in the Swedish context, Nilsson (2017) found reception classes supportive to be compared to mainstream classes, which were characterized by high challenge and low support for NAMLPs. She mentions that upon transition to the mainstream system, the students are formally included yet experience social and pedagogical exclusion. For the reason of offering remedial education for NAMLPs, the Norwegian Ministry of Education and Research (2010), through an official document *mangfold og mestring*, recognizes reception classes as a best possible way to organize education for NAMLPs.

At the municipal level, NAMLPs are expected to meet the expected academic learning outcomes that are set for mainstream Norwegian pupils (Trondheim municipality, 2017). This goes without recognition of NAMLPs' particular needs and backgrounds. At the municipal level, municipalities are the authorized to organize education for NAMLPs. Thus, the organisation of reception classes varies from municipality to municipality and even from school to school in the same municipality based on capacities and resources available. It is important to adapt an organisational model that is based on NAMLPs' needs; not the other way around. Head teachers are key players when it comes to both municipal and school level processes. The community can be a group of individuals with which the subject identifies while participating in the activity and the division of labour refers to how the tasks are shared in the community (Lynch, 2010). The Norwegian Ministry of Education and Research (2010) authorizes head teachers for implementing the expectations in section 10-8, competence enhancement, of education policy (Lovdata, 2017).

The findings outlined in article I reveal the least involvement of the head teachers in the activity of reception classes. The thesis makes visible the paradox in parallel space for reception classes as low status for the head teachers compared to mainstream classes. However, the coordinators and teachers appreciated the freedom they have to organize the reception classes. Though the head teachers are not directly involved in organization of reception classes, they provide freedom to the reception coordinators and teachers to organise the reception classes in whatever way they (the reception coordinators and teachers) think is best. The coordinators and teachers were found positive and appreciative of such response from the head teachers.

At the school level, the reception coordinators appeared to best know the educational procedures and practices for NAMLPs. They were the most important figures in decision making for the reception classes. The findings show that coordinators' involvement in administrative work leaves them with little time to provide professional support for the reception team. There is a great need for better networking and collaboration among reception schools in and across municipalities.

At the school level, the reception teachers are the most important professionals who work closely with NAMLPs and implement all decisions from national, municipal and school levels. The teachers complain about the lack of resources, for example particular textbooks, to be a challenge. Teachers often have to develop their own resources for subjects like maths and science. With regard to classroom level responses, there are numerous challenges for reception teachers who work with uncertainty, which is due to lack of professional support for instance teacher development courses or on-job trainings particularly designed for reception teachers. The thesis points to the

limited space of conduct for the teachers in provided organisational measure and not many other communicative options. There is no formula of "best practices" or "holistic approaches" for educating NAMLPs. Best practices or holistic approaches may vary contextually having one thing common and that is understanding of NAMLPs' diverse needs with the recognition of their experiences, identities, strengths and situations and then engage collectively in the ongoing process of providing resources and capacities in safe and accepting environments.

6.3 Pedagogical Conditions

Pedagogical conditions constitute the most important part of this thesis. The reception teachers who work closely with NAMLPs and translate policies and procedures in day-to-day practices. The reception teachers play significant role in the whole process of reception class, so it is important to understand reception teachers' pedagogies. This part of the discussion highlights the reception teacher's pedagogical orientations that are beyond language teaching.

6.3.1 Beyond language pedagogies.

In beyond language pedagogies, all pedagogies affirm NAMLPs' background, culture, identity and experiences to the extent to which NAMLPs become motivated to not only learn the new language but also generate their own knowledge in a safe and pleasant environment. Such pedagogies advocates for NAMLPs instead of initially aiming at problems or deficits in these pupils. The two beyond language pedagogies, (a) collaboration with parents (b) culturally responsive pedagogy, were presented in Chapter 2. This thesis brings forward two of such pedagogies and they are empowering pedagogy and well-being pedagogy in the reception class. By presenting these

intentional practices, the thesis engages in discussion that can foster teacher motivation and commitment, resulting in greater support for NAMLPs' learning.

6.3.1.1 *Empowering pedagogy.*

The main finding from the second unit of the study, presented in article II is *empowering pedagogy*. The title empowering pedagogy is self-explanatory; it is a pedagogy that empowers NAMLPs by affirming their identities, experiences, culture, language and background. In such practices, NAMLPs are seen with their strengths not as what Hilt (2017) calls a "problem group". In addition, NAMLPs' parents are considered resources in NAMLPs' education (Bajaj & Suresh, 2018). Articles II and III show more comprehensively such practices on regular bases. In article II, Anne's instructional approaches are depicted in an ascendant succeeding ladder where 'empowering time' solidifies her strategy to include the NAMLP in class activities and interactions. The freedom of space (making the NAMLP sit on one side) and time (when to start participating in class activities) provided to the NAMLP appeared, in video observations, as unconscious processes. Yet, further exploration showed that empowering time is a conscious and thoughtful approach to those who recently joined the class.

Appreciating Anne's self-constructed pedagogies, the discussion is converged to the point that the teacher puts her conscious efforts in her work with NAMLPs instead of examining whether the approach is 'right' or 'wrong'. Although what appears from her conversations while watching the video vignettes, Anne applies the very same approach to all NAMLPs who just joined her class. This discussion critically points to two important considerations: Firstly NAMLPs represents a huge diversity and every

child is different. Secondly, as article II shows that it is solely Anne's decision and NAMLPs and their parents are not informed what is happening with NAMLPs in the initial phase of joining the reception class. Anne leaves it to NAMLPs to interpret the approach, even if it means that the students thinks 'the teacher ignores me'.

Anne's pedagogies and perceptions reveal the link that such pedagogies are grounded in the teacher's thoughts about NAMLPs. Pedagogical orientation is not limited to a few teaching approaches rather it includes many other aspects such as how a teacher perceives her /his role. It is also comprised of overall teachers' attitude and perceptions about minority pupils (NAMLPs in this case). What do they see in NAMLPs as strength or deficiency? According to Tartar and Horenczyk (2003), teachers' pedagogies are guided by their perceptions. The perceptions through which Anne seems to develop her self-constructed pedagogies and attitudes towards NAMLPs can be seen in the light of Noddings's (2001, 2012) notion of care, which is characterized by acceptance, respect and empathy.

Teachers bring their own cultural understanding to classrooms (Tatar & Horenczyk, 2003; Horenczyk & Tatar, 2002; Dubbled et al., 2017, 2019). The reception teacher's perceptions about her role and NAMLPs are embedded in articles II, III and IV. These studies show that Anne appears to be positive both about her role and about NAMLPs in the face of myriad of challenges in the reception class. In her way and capacity, Anne appears to be aware of NAMLPs' background, needs and strengths. Her self-constructed pedagogies seem to be grounded in NAMLPs' needs; including other than language needs. Analysis at the level of Anne's perceptions about her role reveal an existential dimension of her relationship with NAMLPs. As presented in article IV,

Anne says about her role in regard with NAMLPs that 'building good relationship with each of them is most important for me'. Articles II and III reveal how this perception is translated in her practices.

6.3.1.2   *Well-being pedagogy.*

In international research, school is emphasized as an important arena for learning and development for NAMLPs but also as a *salutogenic arena* (Pastoor, 2013, p. 38). This means an arena that supports students' well-being. The findings from Anne's classroom show that the presence of NAMLPs in the school system challenges teachers' pedagogies. The complex social process of migration can cause psychological distress, which in turn may negatively affect NAMLPs' mental and emotional health. Several studies have investigated the mental health of minority language pupils in the European context (e.g., Hamilton, 2013; Makarova & Briman, 2016; Margari et al., 2013; Pastoor, 2015). However, teachers' pedagogies related to well-being has received little attention in the research on NAMLPs. Psychological and emotional support for NAMLPs is often non-existent in Nordic countries (Nordic Welfare Centre, 2018). The post-migrant phase demands that teachers adapt/reconstruct their pedagogies to accommodate the diverse needs (not only academic) of NAMLPs.

Taken together, the different self-constructed approaches and thoughts behind having these approaches, well-being pedagogy emerged as another dimension that needs to be discusses here. In article III, Anne's perceptions about her practices are depicted in the form of the three interconnecting circle model of NAMLPs' mental health where consideration of well-being is necessitated for integration, and academic and social development of NAMLPs. Anne's postulated emphasis of NAMLPs' well-being is

encouraged by plethora of research in the field, as mentioned in detail in article III. There is a large body of research that demonstrates positive correlations between pupil well-being and academic success (Wills, Hyde & Black, 2019). Inclusion of NAMLPs' well-being at policy as well as at classroom level emerged as an obvious NAMLPs need that does not need to be discussed further. Through this article, the need to consider the NAMLP having needs other than Norwegian and subject content learning in reception classes is stressed. As an important part of well-being pedagogy, article VI shows that NAMLPs' well-being is interconnected with the reception teacher's well-being by putting forward the idea of diversity-related well-being pedagogy, which includes and interlinks the reception teacher's perceptions (about diversity and NAMLPs) to teacher's pedagogies and attitudes. The teacher's attitudes and pedagogies are consistent with NAMLPs well-being and achievements. Indeed, NAMLPs' well-being and achievements are interconnected with those of the reception teacher.

Teachers' understanding guides their pedagogies and influences the classroom's academic and social environment (Vollmer, 2000). Anne's perceptions of NAMLPs and her practices in the reception class stem from a pluralistic ideology (Horenczyk & Tatar, 2002) that chaperons the construction or adaptation of her teaching according to the needs and background of NAMLPs. Anne appeared unaware of her perceptions and bridging them with her practices in the beginning of the second unit of the study. However, her perceptions were revealed through interview questions and conversations during watching videos. Reception teachers' perceptions of NAMLPs and diversity is an important factor to be deliberated at all levels right from procedural level to appointing a reception teacher and to inclusion of such orientations in teacher education

programs. Enabling teachers to be aware of their perceptions of diversity and NAMLPs then change it to pluralistic ideologies, if needed, can make a difference in reception classes. Moreover, with growing migration and multicultural mainstream classes, this consideration is not limited to reception teachers, rather it is for all teachers. Notwithstanding that teachers' perceptions of diversity and NAMLPs are so crucial, article I shows that there is no such criteria or considerations in order to appoint a teacher for a reception class.

Depicted in article III, there were many activities that were connected to NAMLPs' well-being; therapeutic massage sessions being one of them. However, having massages (where children physically touch each other) may not be acceptable to all NAMLPs. As Anne shared, some children resist in which case they do not have to participate in the activity. But gradually (where she explains her stepwise strategy) they have to participate in the activity. Although Anne has a strategy of including NAMLPs (who resist) in massage activity and she explains the benefits of massage, yet it may not be 'appropriate' for all cultures and for all NAMLPs.

The second argument in this discussion follows Anne's uncertainty of what she is doing is 'right'. Articles II and III show that Anne's pedagogies are her construction or adaption. She seems to be doing whatever she thinks is in accordance with the needs of NAMLPs. On one hand, Anne appeared to be uncertain of her pedagogies, which are based on her experience of working with NAMLPs; not from teacher education programs, books, or courses. On the other hand, Anne continues with her pedagogies as she believes that her pedagogies work well in the class as shown in articles III and VI. On a systemic level provisions as shown in article I, there is no professional course or

training for reception teachers. Having such pedagogies for NAMLPs, restricted to receptions classes can risk ushering NAMLPs as deviant from mainstream classes where, according to Nilsson (2017), NAMLPs are already pedagogically and socially excluded. Nilsson further mentions that although reception classes are physically and organizationally segregated, NAMLPs found these classes more supportive than mainstream classes.

Extending the concept of diversity-related burnout (Tatar & Horenczyk, 2003), I put forward the notion of diversity-related well-being pedagogy in article IV. The concept of diversity-related well-being pedagogy is illustrated through the model in article IV. The model can provide analyses of reception teachers' well-being and pedagogical anomalies in relation to NAMLPs' well-being on one-hand and reception teachers' perceptions of NAMLPs on the other hand. The model explains that teacher perceptions of NAMLPs inform the teacher's pedagogies and attitudes. The teacher's pedagogies and attitudes affect NAMLPs' well-being and motivation (Dubbled et al., 2017, 2019; Horenczyk & Tatar, 2002; Tatar & Horenczyk, 2003). NAMLPs' well-being and motivation is interwoven with the reception teacher's well-being.

6.4   Suggestions for Further Research

Extending the findings discussed above, this research provides some insights into educational provisions for NAMLPs, at both systemic and pedagogical levels, in elementary reception classes. However, this research is just a beginning, with limited time, space and aspects, and there is much more to understand concerning NAMLPs education in reception classes. With increase in migration, the growing diversity of schools calls for addressing the needs of NAMLPs at all levels. Educational policy must

be grounded in academic and educational research, yet a lack of research in this area is a major concern.

Further research could explore how educational provisions for NAMLPs are organised in other municipalities, in Norway, at a systemic level. What are pedagogical conditions in other reception classes? As mentioned earlier, this study is limited to two schools. There is a need for more research on how reception schools can best prepare themselves to successfully educate NAMLPs. At the classroom level, Anne is just one of many teachers in elementary reception classes. There is a need to explore other reception teachers' pedagogies. Another dimension can be what can be learnt from international models of reception classes and adapt it to the Norwegian context. Finally, yet importantly, perceptions and experiences of NAMLPs and their parents in regard with elementary reception classes need to be studied further.

6.5 Implications for Practice

Some points embedded in the discussion above can also be read as implicit recommendations regarding improving educational provisions for NAMLPs, both systemic and pedagogical conditions, in elementary reception classes. Here, I present some implications drawn from the first unit of this thesis. I acknowledge that other municipalities may already be implementing some or many of these suggestions. There is a need to recognize NAMLPs as a distinct and separate group from minority pupils at all levels of procedures and documentations. This may lead to recognizing the diverse needs of NAMLPs in a holistic way. There is a need to map the educational responses for NAMLPs in Norway as an emerging parallel system that departs from a holistic view of NAMLPs instead of one-sided focus on what NAMLPs lack. It also implies a

need to set clear academic and social goals for NAMLPs in guiding documents and building programs to meet them. There is a need for networking and collaboration among the professionals (teachers, coordinators and head teachers) with smooth coordination, cooperation and learning from each other by sharing experiences. It also entails the provision of resources for instance separate curriculum and specific subject books for NAMLPs.

The second unit of the thesis leads to the following recommendations.

- Considering teachers' perceptions on diversity and NAMLPs in the recruitment process. Also considering only those teachers for reception classes who are motivated and redefine their roles and pedagogical orientations in accordance with NAMLPs needs, strengths and backgrounds.
- Empowering NAMLPs in reception classes by affirming their background and identity for example use of mother tongue in scaffolding to understand instruction.
- Considering the well-being of NAMLPs as priority at both policy as well as practical levels.
- Providing ongoing professional support for reception teachers.
- Including NAMLPs and minority pupils' education as an important part of teacher education.

6.6   Contribution of This Thesis

The exploration about educational provisions in reception classes is carried out in two Norwegian elementary reception schools for the first unit. For the second unit, the study

was limited to only one reception teacher's (Anne) perceptions and pedagogies. However, Anne's unique teaching trajectory helped me, as a researcher, to take away important educational implications and insights from it. Having said that, the thesis adds to knowledge to the conceptualization of educational provisions by making five conspicuous contributions.

First, featuring some classroom pedagogies that are based on NAMLPs' needs in addition to language learning, is the critical part of this research project. The main contribution of this thesis is presenting two pedagogies; empowering pedagogy and well-being pedagogy. Affirming the NAMLP background and experiences, empowering pedagogy entails the smooth inclusion of the NAMLP (the one who recently joined) in class activities and interactions. The data corpus indicates that strategies such as providing space and decision making for their participation affirm NAMLPs' experiences in their schooling in the new context. Considering well-being pedagogy (both NAMLPs' and reception teachers' well-being) as an integral part of reception classes can bring positive genuineness in terms of overall goal of reception classes.

Second, inspired by the concept of diversity-related burnout (Tatar & Horenczyk, 2003), I put forward the notion of diversity-related teacher well-being. The study contributes to the knowledge by focusing on the link of the reception teacher's perceptions of diversity and NAMLPs to "diversity-related teacher well-being" through the teacher's pedagogies and its relation score to NAMLPs. Third, this research project attempts to converge NAMLPs' diverse educational responses in organized sets. The two highlighted sets (systemic and pedagogical conditions) provide categories embedded in relational and discursive considerations that frame the overall educational

provisions for NAMLPs in elementary reception classes. To the best of my knowledge, there is no other study that explores combined educational provisions of NAMLPs (both systemic and pedagogical conditions particularly beyond language pedagogies) in Norwegian elementary reception classes. This research project contributes by its focus on systemic and pedagogical conditions in a context that has been overlooked in research.

Fourth, the study highlights the gap that is found in scarce earlier research about NAMLPs. Emphasizing that research on NAMLPs is relatively new and growing field, this project provides interesting avenues for further research. Last but not least, with its theoretical and empirical contributions this study is relevant beyond Norwegian context wherever growing migration and diversity calls for attention for NAMLPs' education.

6.7   Final Reflection

Through this study, I have grown to understand the complexity of educational provisions in Norwegian elementary reception classes and particularly the work of the reception teacher who makes an important contribution to these educational provisions. I am humbled and in deep admiration of the efforts made by reception teachers like Anne to ensure that NAMLPs get best education at schools. This study has initiated a beginning for me in my journey as an educator and a researcher. This study, just as an initiation, occurs as a "thinking tool" not only for reception teachers but also school leaders, teacher educators, policy makers and researchers.

At this stage of writing this thesis, I look back and wonder whether I would have done things differently if I were to do this research again. In this regard, yes, I would have done three things differently. First, instead of considering both systemic and

pedagogical conditions, I would have limited the study to one condition: either systemic or pedagogical conditions. Considering both conditions was very challenging yet with immense learning for me. Secondly, by focusing on pedagogical conditions, I would have had several reception teachers to explore pedagogical conditions (beyond language pedagogies) in other reception classes. Thirdly, this study had only Anne as focus in the second unit. If I were to do this research in her classroom again, I would also include NAMLPs' and their understanding of and experiences with Anne's pedagogies.

References

Adams, L. D, & Kirova, A. (2006). *Global migration and education: Schools, children and families*. Mahwah NJ: Erlbaum Associates.

Askell-Williams, H., & Lawson, M. J. (2013). Teachers' knowledge and confidence for promoting positive mental health in primary school communities. *Asia-Pacific Journal of Teacher Education, 41*(2), 126-143.

Askell-Williams, H., & Cefai, C. (2014). Australian and Maltese teachers' perspectives about their capabilities for mental health promotion in school settings. *Teaching and Teacher Education, 40*, 61-72

Avery, H. (2017). At the bridging point: Tutoring newly arrived students in Sweden. *International Journal of Inclusive Education, 21*(4), 404-415.

Bajaj, M., Argenal, A., & Canlas, M. (2017). Socio-Politically relevant pedagogy for immigrant and refugee youth. *Equity, Excellence in Education, 50*(3), 258-274.

Bajaj, M., Suresh, S. (2018). The "warm embrace" of newcomer school for immigrant and refugee youth. *Theory into Practice, 57*(2), 91-98.

Bajaj, M., & Bartlett, L. (2017). Critical transnational curriculum for immigrant and refugee students. *Curriculum Inquiry, 47*(1), 25-35.

Bakken, A. (2016). Ungdata 2016: Nasjonale resultater [Young data 2016: National results]. NOVA-rapport 8/16. Retrieved from

http://www.hioa.no/Om-HiOA/Senter-for-velferds-og-

arbeidslivsforskning/NOVA/Publikasjonar/Rapporter/2016/Ungdata-2016.-

Nasjonale-resultater

Beiler, I. R. (2019). Negotiating multilingual resources in English writing instruction

for recent immigrants to Norway. *TESOL Quarterly*, DOI:

https://doi.org/10.1002/tesq.535

Best, R. (2002). Pastoral care and personal social education. A review of UK research

undertaken for the British Educational Research Association. Retrieved from

https://www.bera.ac.uk/wp-content/uploads/2014/01/best-

pastoralcarepse.pdf?noredirect=1

Blikstad-Balas, M. (2017). Key challenges of using video when investigating social

practices in education: contextualization, magnification, and prepresentation.

International Journal of Research and Method in Education, 40(5), 511-523.

Brinkmann, S. & Kvale, S. (2014). *Interviews: Learning the craft of qualitative*

research interviewing. Thousand Oaks: SAGE

Burner, T. & Carlsen, C. (2019). Teacher qualifications, perceptions and practices

concerning multilingualism at a school for newly arrived students in Norway.

International Journal of Multilingualism, DOI:10.1080/14790718.2019.1631317

Cafai, C., & Cavioni, V. (2015). Beyond PISA: Schools as contexts for the promotion

of children's mental health and well-being. *Contemporary School Psychology,*

19(4), 233-242.

Candappa, M. (2016). Invisibility and otherness: Asylum-seeking and refugee students in the classroom. In G. Richards & F. Armstrong (Eds.), *Teaching and learning in diverse and inclusive classrooms* (pp. 74-86). New York: Routledge.

Chinga-Ramirez, C. (2017). Becoming a "foreigner": The principle of equality, intersected identities, and social exclusion in the Norwegian School. *European Education, 49,* 151-165.

Chinga-Ramirez, C. (2015). *Skolen ser ikke hele meg [The school doesn't see all of me: A postcolonial and narrative study of social inequalities in upper secondary school through minority students' experiences of being different]* (Doctoral dissertation). Trondheim: NTNU Trykket.

Choi, Y. (2013). Teaching social studies for newcomer English language learners: Towards culturally relevant pedagogy. *Multicultural Pedagogy, 15*(1), 12-18.

Christie, P., & Sidhu, R. (2006). Governmentality and "fearless speech": Framing the education of asylum seeker and refugee children in Australia. *Oxford Review of Education, 32*(4), 449-465.

Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: The Belknap Press of Harvard University Press.

Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Solomon (Ed.), *Distributed cognitions, psychological and educational considerations* (pp. 1–46). Cambridge: Cambridge University Press.

Creswell, J. W. (1998). *Qualitative inquiry and research design. Choosing among five traditions.* Thousand Oaks, CA: Sage Publications.

Crotty, M. (2003). *The foundation of social research: Meaning and perspectives in the research process.* London: Sage Publications.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review, 56*(1), 18-37.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire.* Clevedon OH: Multilingual Matters.

Cummins, J. (2014). Review: Beyond language: Academic communication and student success. *Linguistic and Education, 26*, 145-154.

Dahlstedt, M. (2009). Parental governmentality: Involving "immigrant parents" in Swedish schools. *British Journal of Sociology of Education, 30*(2), 193-205.

Daniels, H. (2001). *Vygotsky and pedagogy.* London: Routledge.

Davydov, V.V. (1999). The content and unsolved problems of activity theory. In Y. Engeström, R. Miettinen & R. L. Punamäki (Eds.), *Perspectives on activity theory* (pp. 39–52). Cambridge, MA: Cambridge University press.

Dempsey, N. (2010). Stimulated recall interviews in ethnography. *Qualitative Sociology, 33*(3), 349-369.

Derluyn, I., & Broekaert, E. (2008). Unaccompanied refugee children and adolescents: The glaring contrast between a legal and a psychological perspective. *International Journal of Law and Psychiatry, 31*(4), 319-330.

Derry, S. J., Pea, R. D., Barron, B., Engle, R. A., Erickson, F., Goldman, R., … Sherin, B. L. (2010). Conducting video research in learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of Learning Sciences, 19*(1), 3-53.

DeSocio, J., & Hootman, J. (2004). Children's mental health and school success. *Journal of School Nursing, 20*(4), 189-196.

Devine, D. (2013). "Value" ing children differently? Migrant children in education. *Children and Society, 27*(4), 282-294.

Dewilde, J. (2013). *Ambulating teachers: A case study of bilingual teachers and teacher collaboration* (Doctoral dissertation). Faculty of Educational Sciences: University of Oslo.

Dewilde, J. & Kulbrandstad, L. A. (2016). Nyankomne barn og unge i den norske utdanningskonteksten [Newly arrived children and young people in the Norwegian education context]. *Nordand: Nordisk Tidsskrift for Andrespråksforskning* [*Nordand: Nordic Journal for Second Language Research*]*, 11*(2), 13-33.

Dewilde, J. & Skrefsrud, T. (2016). Including alternative stories in the mainstream. How transcultural young people in Norway perform creative cultural resistance in and outside of school. *International Journal of Inclusive Education 20*(10), 1032-1042.

Drugli, M. B. (2013). How are closeness and conflict in student-teacher relationship associated with demographic factors, school functioning and mental health in

Norwegian schoolchildren aged 6-13? *Scandinavian Journal of Educational Research, 57*(2), 217-225.

Dubbeld, A., De Hoog, N., Den Brok, P., & De Laat, M. (2017). Teachers' attitudes towards multiculturalism in relation to general and diversity-related burnout. *European Education, 51*(1), 16-31.

Dubbeld, A., De Hoog, N., Den Brok, P., & De Laat, M. (2019). Teachers' multicultural attitudes and perceptions of school policy and school climate in relation to burnout. *Intercultural Education,* https://doi.org/10.1080/14675986.2018.1538042

Eisenhart, M. (1998). On the subject of interpretive reviews. *Review of Educational Research, 68*(4), 391-399.

Ekornes, S., Hauge, T. E., & Ingrid, L. (2013). Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health. *International Journal of Mental Health Promotion, 14*(5), 289-310.

Ekornes, S. (2017). Teacher stress related to student mental health promotion: the match between perceived demands and competence to help students with mental health problems. *Scandinavian Journal of Educational Research, 61*(3), 333-353.

Engen, T. O. (2010). Literacy instruction and integration: the case of Norway. *Intercultural Education*, *21*(2), 169–181.

Engen, T. O. (2009). *Three major strategies of adaptive instruction for linguistic minority students*. Vallset: Oplandske bokforlag.

Engeström, Y. (2000). Activity theory as a framework for analysing and redesigning work. *Ergonomics, 43*(7), 960-974.

Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen & R. L. Punamäki (Eds.), *Perspectives on activity theory* (pp. 19–38). Cambridge, MA: Cambridge University press.

Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (ed.), *Handbook of research on teaching* (pp. 119-161). Old Tappan: Macmillan.

Erikson, T. H., & Sajjad, T.A. (2015). *Kulturforskjeller i praksis: perspektiver på det flerkulturelle Norge* [Cultural differences in practice: Perspectives on multicultural Norway]. Oslo: Gyldendal akademisk.

Fazel, M. (2015). A moment of change: Facilitating refugee children's mental health in UK schools. *International Journal of Educational Development, 41*, 255-261.

Gazdag, E., Nagy, K., & Szivak, J. (2019). "I spy my little eyes …" The use of video stimulated recall methodology in teacher training – The exploration of aims, goals and methodological characteristics of VSR methodology through systematic literature review. *International Journal of Educational Research, 95*, 60-75.

Gazdag, E., Nagy, K., & Szivak, J. (2016). The potential of stimulated recall for investigating Novice/trainee teachers' professional development and commitment to continuous professional development. *Studies from Education and Society 38*(8), 117-130.

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative studies in Education, 15*(6), 613-629.

Gay, G. (2010). *Culturally responsive teaching: theory, research, and practice* (2nd Ed.). Columbia University: New York.

Glesne, C. & Peshkin, A. (2006). *Becoming qualitative researchers: An introduction*. New York: Longman.

Graham, A., Phelps, R. Maddison, C., & Fitzgerald, R. (2011). Supporting children's mental health in schools: Teacher views. *Teacher and Teaching: theory and practice, 17*(4), 479-496.

Graham, L., & Jahnukainen, M. (2011). Wherefore art thou, inclusion? Analysing the development of inclusive education in New South Wales, Alberta and Finland. *Journal of Educational Policy, 26*(2), 263-288.

Guba, E. G., & Lincolin, Y. S. (1988). Do inquiry paradigms imply inquiry methodologies? In D. M. Fetterman (ed.), *Qualitative approaches to evaluation in education. The silent scientific revolution* (pp. 89-115). New York: Praeger.

Gudmundsdottir, S. (2001). Narrative research on school practice. In V. Richardson (ed.), *Handbook of research on teaching* (p. 226-240). New York: MacMillan.

Hamilton, R., & Moore, D. (2004). *Educational interventions for refugee children: Theoretical perspectives and implementing best practices*. London: Routledge.

Hamilton, P. L. (2013). It's not all about academic achievement: Supporting the social and emotional needs of migrant worker children. *Pastoral Care in Education, 31*(2), 173-190.

Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice*. London: Routledge.

Hammersley, M. (2010). Reproducing or constructing? Some questions about transcription in social research. *Qualitative Research 10*(5), 553-569.

Heath, C., Hindmarsh, J., & Luff, P. (2010). *Video in qualitative research: Analysing social interaction in everyday life.* Los Angeles: SAGE.

Hek, R. (2005). *The experiences and needs of refugee and asylum seeking children in the UK: A literature review*. Annesley: DFES Publications.

Hilt, L. T. (2015). Included as excluded and excluded as included minority language pupils in Norwegian inclusion policy. *International Journal of Inclusive Education 19* (2), 165-182.

Hilt, L. T. (2016a). 'They don't know what it means to be a student': Inclusion and exclusion in the nexus between 'global' and 'local'. *Policy Future in Education, 14*(6). 666-686

Hilt, L. T. (2016b). *The borderlands of educational inclusion: Analysis of inclusion and exclusion processes for minority language students* (Doctoral dissertation). Norway; University of Bergen.

Hilt, L. T. (2017). Education without a shared language: Dynamics of inclusion and exclusion in Norwegian Introductory classes for newly arrived minority language students. *International Journal of Inclusive Education 21* (6), 585-601.

Hoare, E., Bott, D., & Robinson, J. (2017). Learn it, live it, teach it, embed it: Implementing a whole school approach to foster positive mental health and well-being through positive education. *International Journal of Well-being, 7*(3), 56-71.

Holen, S., & Waagene, E. (2014). Psykisk helse I skolen. Utdanningsdirektoratets spørreundersøkelse blant lærere, skoleledere og skoleeiere [Mental health in school: survey among teacher, principals and school owners by Norwegian Directorate of Education] Nifu-report. Retrieved from

https://www.nifu.no/publications/1135312/

Horenczyk, G., & Tatar, M. (2002). Teachers' attitudes toward multiculturalism and their perceptions of the school organizational culture. *Teaching and Teacher Education, 18*, 435-445.

Horst, C. & Pihl, J. (2010). Comparative perspectives on education in the multicultural Nordic countries. *Intercultural Education, 21*(2), 99–105.

Houser, M. L., & Frymier, A. B. (2009). The role of student characteristics and teacher behaviors in students' learner empowerment. *Communication Education, 58*(1), 35-53.

Husu, J., Toom, A., & Patrickson, S. (2008). Guided reflection as a means to demonstrate and develop student teachers' reflective competence. *Reflective Practice, 9*(1), 37-51.

Høringsutkast [Consultation draft] (10.03.2017). *Overordnet del-verdier og prinsipper [Proposal for educational reform].* Oslo: Ministry of Education and Research.

Irizarry, J. G. (2007). Ethnic and urban intersections in the classroom: Latino students, Hybrid identities, and culturally responsive pedagogy. *Multicultural Perspectives, 9*(3), 21-28.

Jefferson, G. 2004. "Glossary of transcription symbols with an introduction." In *Conversation analysis: studies from the first generation.* In G. H. Lerner (Ed.)*,* 13-31. Amsterdam: John Benjamins.

Jordan, B. & Henderson, A. (1995). Interaction analysis: Foundation and practice. *Journal of the learning science 4*(1), 39-103.

Karakulak, A. A., Baylar, A., Keles, S. C., & Dimitrova, R. (2017). Positive affect and school related outcomes: Feeling good facilitates school engagement among Turkish Bulgarian minority adolescents. In R. D (Ed.), *Well-being of youth and emerging adults across cultures, cross-cultural advancement in positive psychology* (pp. 145-156). Switzerland: Springer International Publishing.

Knoblauch, H. (2005). Focused ethnography. *Qualitative Social Research, 6*(3), Art 44.

Knoblauch, H., & Schnettler, B. (2012). Videography: Analysis video data as a 'focused' ethnographic and hermeneutical exercise. *Qualitative Research, 12*(3), 334-356.

Kouider, E. B., Koglin, U., & Petermann, F. (2014). Emotional and behavioral problems in migrant children and adolescents in Europe: A systematic review. *European Child Adolescent Psychiatry, 23*, 373-391.

Krulatz, A., & Iversen, J. (2019). Building inclusive language classroom space through multilingual writing practices for newly arrived students in Norway. *Scandinavian Journal of Educational Research.* DOI: 10.1080/00313831.2018.1557741

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing.* Los Angeles, CA: Sage.

Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral participation. Learning in doing* (Kindle Edi). Cambridge: Cambridge University Press.

Leijen, Å., Allas, R., Toom, A., Husu, J., Marcos, J. M., Meijer, P., …Krull, E. (2014). Guided reflection for supporting the development of student teachers' practical knowledge. *Procedia- Social and Behavioral Sciences 112*(2014), 314-322.

Lovdata (2017). *Opplæringslova [Education Act].* Retrieved from https://lovdata.no/dokument/NL/lov/1998-07-17-61

Luff, P., & Heath, C. (2012). Some 'technical challenges' of video analysis: Social

actions, objects, material realities and the problems of perspective. *Qualitative*

Research, 12(3), 255-279.

Lyle, J. (2003). Stimulated recall: A report on its use in naturalistic research. *British*

Educational Research Journal, 29(6), 861-878.

Lynch, L. C. Y. (2010). *Activity system analysis methods: Understanding complex*

learning environments. New York: Springer.

Makarova, E., & Briman, D. (2016). Minority students' psychological adjustment in the

School context: An integrative review of qualitative research on acculturation.

Intercultural Education, 27(1), 1-21.

Margari, L., Pinto, F., Lafortezza, M. E., Lecce, P. A., Craig, F., Grattagliano, I.,

Zagaria, G., & Margari, F. (2013). Mental health in migrant schoolchildren in

Italy: Teacher-reported behavior and emotional problems. *Neuropsychiatric*

Disease and Treatment, (9), 231-241.

Matusov, E. (2015). Comprehension: A dialogic authorial approach. *Culture &*

Psychology, 21 (3), 392-416.

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*.

Thousand Oaks: Sage.

Mehan, H. (1979). "What time is it Denise?": Asking known information questions in

classroom discourse." *Theory into Practice*, *18*, 285-294.

Moen, T. (2016). Det Usynlige blir synlig [the invisible beomes visible]. In T. Moen

    (Ed.), *Positive Lærer-elve Relasjoner* [*Positive teacher-pupil relationships*]

    (pp.109-116). Oslo: Gylendal Norsk Forlag.

Moen, T. (2006). Reflections on the narrative research approach. *International Journal*

    of Qualitative Methods, 5(4), 56-69.

Moen, T. (2004). Kids need to be seen: A narrative study of a teacher's inclusive

    education (Doctoral dissertation). Trondheim: NTNU Trykket.

Moen, T., Gudmundsdottir, S., & Flem, A. (2003). Inclusive practice: A biographical

    approach. *Teaching and Teacher Education, 19*(3), 359-370.

Mælan, E. N., Tjomsland, H. E., Baklien, B., Samdal, O., & Thurston, M. (2018).

    Supporting pupils' mental health through everyday practices: A qualitative study

    of teachers and head teachers. *Pastoral Care in Education, 36* (1), 16-28.

Nguyen, N. T., McFadden, A., Tangen, D., & Beutel, D. (2013). Video stimulated recall

    interviews in qualitative research. *Australian Association for Research in*

    Education Annual Conference (AARE), 1-5 December 2013, Adelaide, South

    Australia.

Nilsen, S. (2010). Moving towards an educational policy for inclusion? Main reform

    stages in the development of the Norwegian unitary school system. *International*

    Journal of Inclusive Education, 14(5), 479-497.

Nilsson, J., & Axelsson, M. (2013). "Welcome to Sweden…": Newly arrived students'

    experiences of pedagogical and social provision in introductory and regular

classes. *International Electronic Journal of Elementary Education, 6*(1), 137-164.

Nilsson, J., & Axelsson, M. (2016). 'Sitting on embers': A phenomenological exploration of the embodied experiences of inclusion of newly arrived students in Sweden. *Gender and Education, 28*(7), 823-838.

Nilsson, J., & Bunar, N. (2016). Educational responses to newly arrived students in Sweden: Understanding the structure and influence of post-migration Ecology. *Scandinavian Journal of Educational Research, 60*(4), 399-416.

Nilsson, J. (2017). *Lived transitions: Experiences of learning and inclusion among newly arrived students* (Doctoral dissertation). Sweden: Stockholm University.

Noddings, N. (1986). Fidelity in teaching, teacher education, and research for teaching. *Harvard Educational Review, 56*(4), 496-510.

Noddings, N. (2001). The caring teacher. In V. Richardson (Ed.), *Handbook of research on teaching* (pp. 99-105). Washing D.C.: American Educational Research Association.

Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. Teacher College Press.

Noddings, N. (2005). Caring in education. *The encyclopaedia of informal education*. Retrieved from www.infed.org/biblio/noddings_caring_in _education.html

Noddings, N. (2010). Moral education in an age of globalization. *Educational Philosophy and Theory, 42*(4), 390-396.

Noddings, N. (2012). The caring relation in teaching. *Oxford Review of Education,*
38(6), 771-781.

Noddings, N. (2015). A richer, broader view of education. *Society, 52*(3), 232-236.

Norozi, S. A. (2019a). How do Norwegian reception schools cater to the academic and
integrational needs of newly arrived minority language pupils; cases from two
municipalities. *European Education: Issues and studies, 51*(3), 231-251.

Norozi, S. A. (2019b). Going beyond academic support; mental well-being of newly
arrived migrant pupils in the Norwegian elementary reception class. *Pastoral*
Care in Education; An International Journal of Personal, Social and Emotional
Development, 37(2), 108-125.

Norozi, S. A., & Moen, T. (2016a). Childhood as a social construction. *Journal of*
Educational and Social Research, 6(2), 75-80.

Norozi, S. A., and Moen, T. (2016b). Research with children. *Mediterranean Journal of*
Social Sciences, 7(3), 397-403.

Norwegian Education Act (1998 § 2.8 and § 3.12). *Særskild språkopplæring for elever*
frå språklege minoritetar [Special Language Training for Language Minority
Pupils]. Retrieved from https://lovdata.no/dokument/NL/lov/1998-07-17-61

Norwegian Education Act (1998 § 9 A-2). *Retten til eit trygt og godt skolemiljø [The*
right to a safe and good school environment]. Retrieved from

https://lovdata.no/dokument/NL/lov/1998-07-17-61

Norwegian Ministry of Education and Training (2006). *Læreplanverket for kunnskapsløftet [The Curriculum for knowledge promotion].* Oslo: Norwegian Directorate for Education and Training.

Norwegian Ministry of Education and Research (2010). *Mangfold og mestring [Diversity and coping].* Oslo: Ministry of Education and Research.

Norwegian Ministry of Education and Training (2013). *Veileder: Innføringstilbud for nyankomne minoritetsspråklige elever [Guide: reception/introductory programs for newly arrived minority language pupils].* Oslo: The Norwegian Directorate for Education and Training.

Norwegian National Research Ethics Committees (2014). *General guidelines for research ethics*. Retrieved from

https://www.etikkom.no/en/ethical-guidelines-for-research/general-guidelines-for-research-ethics/

Norwegian Ministry of Education and Training. (2017/2018). Statistics from basic education information system. Oslo: Retrieved from https://gsi.udir.no/

National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) (2016). *Guidelines for research ethics in the social sciences, Humanities, Law and Technology*. Retrieved from https://www.etikkom.no/

O' Higgins Norman, J. (2002). Personal difficulties and educational underachievement: The contribution of pastoral care and school chaplaincy. *Irish Educational Studies, 21*(1), 33-46.

O' Higgins Norman, J. (2003). Teacher professionalism: The pastoral dimension. *OIDEAS, 50*, 66-78.

O' Higgins Norman, J. & Hall, E. J. (2009). Violence and conflict in schools: Negotiating pathways to wellbeing. In M. de Souza, L. J. Francis, J. Norman, & Scott, D. (Eds.), *International handbook of education for spirituality, care and well-being, International handbooks of religion and education 3* (pp. 1101-1126). London: Springer.

Oslo Municipality (2014). *Rundskriv 15/2014 opplæring for nyankomne elever fra språkligeminoriteter-grunnskolen [Circular 15/2014 Training for newly arrived minority language pupils-primary schools]*. Oslo: The Education Office.

Pastoor, L. de W. (2013). The decisive role of school in the lives of unaccompanied refugee minors in Norway. *Siirtolaisuus-Migration [Emigration Migration]* 40 (Suppl. 2013), 32-40.

Pastoor, L. de W. (2015). The mediational role of schools in supporting psychological transitions among unaccompanied young refugees upon resettlement in Norway. *International Journal of Educational Development,* 41 (2015), 245-254.

Phil, J. (2002). Special needs education and ethnic diversity in Norway. *Scandinavian Journal of Disability Research, 4*(1), 3-22.

Phil, J. (2010). *Ethnisk mangefold I skolen: det sakkyndige blikket [Ethnic diversity in school: The expert gaze]*. Oslo: Universitetsforlaget.

Pink, S. (2007). *Doing visual ethnography: Images, media and representation in research (2nd ed.)*. London: SAGE.

Pinson, H., & Arnot, M. (2007). Sociology of education and the wasteland of refugee education research. *British Journal of Sociology of Education, 28*(3), 399-407.

Pinson, H., & Arnot, M. (2010). Local conceptualizations of the education of asylum-seeking and refugee students from hostile to holistic models. *International Journal of Inclusive Education, 14*(3), 247-267.

Postholm, M. B. (2003). *"I can't find my grandma on the internet!" A study of project work using ICT as a mediating artifact* (Doctoral dissertation). Trondheim: NTNU Trykket.

Rambøll (2016). *Evaluering av særskilt norskopplærimg og innføringstilbud [Evaluation of a special Norwegian language education and reception/introductory offer]*. Oslo: Norwegian Directorate for Education and Training

Rees, C., & Roth, W-M. (2017). Interchangeable position in interaction sequences in science classrooms. *Dialogic pedagogy: An international online journal, 5*, A18-A36.

Robinson, V. M. J., Llyod, C. A., & Rowe, K. J. (2008). The impact of leadership on students' outcomes: An analysis of differential effects of leadership types. *Educational Administration Quarterly*, *44*(5), 636–674.

Rogoff. B. 2003. *Cultural Nature of Human Development*. Cary, US: Oxford University press.

Rogoff. B. (1991). Social interaction as apprenticeship in thinking: Guidance and participation in spatial planning. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 349-364). Washington, D. C: American Psychological Association.

Rosnes, E. V., & Rossland, B. L. (2018). Intercultural competent teachers in the diverse Norwegian educational setting. *Multicultural Education Review, 10*(4), 274-291.

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods, 15*(1), 85-109.

Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment and Human Development, 14*(3), 213-231.

Schwandt, T. A. (1998). The interpretive review of educational matters: Is there any other kind? *Review of Educational Research, 68*(4), 409-412.

Scoffharm, S., & Barnes, J. (2011). Happiness matters: Towards a pedagogy of happiness and well-being. *Curriculum Journal, 22*(4), 535-548.

Short, D. J. (2002). Newcomer programs: An educational alternative for secondary immigrant students. *Education and Urban Society, 34*(2), 173-198.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond.* Washington DC: Center for Applied Linguistics.

Sidhu, R., & Taylor, S. (2007). Educational provision for refugee youth in Australia: Left to chance? *Journal of Sociology, 43*(3), 283-300.

Skrefsrud, T-A. (2018). Inclusion of newly arrived students: Why different introductory models can be successful models. In L. A. Kulbrandstad, T. O. Engen, & S. Lied (Eds.), *Norwegian perspectives on education and cultural diversity* (pp. 65-82). UK: Cambridge Scholars Publishing.

Solbue, V., Helleve, I. & Smith, K. (2017). In the class we are so different that I can be myself!' Intercultural dialogue in a first grade upper secondary school in Norway. *Education Inquiry 8*(2), 137-150.

Sparrman, A. (2005). Video recording as interaction: Participant observation of children's everyday life. *Qualitative Research in Psychology, 2*(3), 241-255.

Spilt, J. L., Koomen, H. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of Teacher-student relationship. *Educational Psychology Review, 23,* 457-477. Doi 10.1007/s10648-011-9170-y

Spratt, J. (2016). Childhood wellbeing: What role for education? *British Educational Research Journal, 42*(2), 223-239.

Statistics Norway. (2017). *New immigrants in Norway*. Retrieved from:

http://www.ssb.no/

Strand, A. W., & Tjeldvoll, A. (2002). The Norwegian unified school - a paradise lost? *Education Policy*, *17*(6), 673–686.

Svensson, M., & Eastmond, M. (2013). "Betwixt and Between": Hope and the meaning
of school for asylum-seeking children in Sweden. *Nordic Journal of Migration
Research, 3*(3), 162-170.

Talhaug, A. O., Mediås, O. A., & Aasen, P. (2004). From collectivism to individualism?
Education as nation building in a Scandinavian perspective. *Scandinavian
Journal of Educational Research, 48*(2), 141-158.

Tatar, M., & Horenczyk, G. (2003). Diversity-related burnout among teachers. *Teaching
and Teacher Education, 19*, 397-408.

Tatar, M. (2012). School counsellors working with immigrant pupils: Changes in their
approaches after 10 years. *British Journal of Guidance and Counselling, 40*(5),
577-592.

Taylor, S. (2008). Schooling and settlement of refugee young people in Queensland:
"…The challenges are massive". *Social Alternatives, 27*(3), 58-65.

Taylor, S., & Sidhu, R. K. (2012). Supporting refugee students in schools: what
constitutes inclusive education? *International Journal of Inclusive Education,
16*(1), 39-56.

Telhaug, A. O., Mediås O.A., & Aasen, P. (2006). The Nordic model in education:
Education as part of the political system in the last 50 years. *Scandinavian
Journal of Educational Research, 50*(3), 245–283.

Terhart, H., & Dewitz, N. (2018). Newly arrived migrant students in German schools: Exclusive and inclusive structures and practices. *European Educational Research Journal, 17*(2), 290-304.

Tjomsland, H. E., Larsen, T. M. B., Viig, N. G., & Wold, B. (2009). A fourteen years follow-up study of health promotion schools in Norway: Principals' perceptions of conditions influencing sustainability. *The Open Education Journal, 2*, 54-64.

Tracy, S. J. (2010). Qualitative quality: Eight 'big-tent' criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-853.

Trondheim Municipality (2017). *Mottakskoler [Reception schools].* Retrieved from

https://www.trondheim.kommune.no/content/1117726466/Mottak

https://www.trondheim.kommune.no/english/category/school/minority-language-students/

Valentine, G., Sporton, D., & Nielsen, K-B. (2008). Language use on the move: Sites of encounter, identities and belonging. *Transactions of the institute of British geographers 33*, 376-387.

Viig, N. G., & Wold, B. (2005). Facilitating teachers' participation in School-Based Health Promotion-A qualitative study. *Scandinavian Journal of Educational Research, 49*(1), 83-109.

Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Needs Education, 18*(1), 17-35.

Vlachou (2004). Education and inclusive policy-making: Implications for research and practice. *International Journal of Inclusive Education*, *8*(1), 3–21.

Vollmer, G. (2000). Praise and stigma: Teachers' constructions of the 'typical ESL student'. *Journal of Intercultural Studies, 21*(1), 53-66.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Well, C. G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. Cambridge: Cambridge University Press.

Wertsch, J. V. 1998. *Mind as action*. New York: Oxford University Press.

Westerhof, J. G., & Keyes, C. L. M., (2010). Mental illness and mental health: the two continua model across the lifespan. *Journal of Adult Development, 17*(2), 110-119.

WHO (2013)? Mental health: A state of well-being. Retrieved from

http://www.who.int/features/factfiles/mental_health/en/

Wieser, C. (2015). Technology and ethnography-will it blend? Technological possibilities for fieldwork on transformation of teacher knowledge with videography and video diaries. *International Journal of Media, Technology and Lifelong Learning, 11*(3), 223-234.

Wilkinson, J., & Kaukko, M. (2018). Praxis and language: Teaching newly arrived migrant children to "live well in a world worth living in". *TESOL in Context 27*(2), 43-63.

Willis, A., Hyde, M., & Black, A. (2019). Juggling with both hands tied my back:

    Teachers' views and experiences of the tensions between student well-being

    concerns and academic performance improvement agendas. *American*

    Educational Research Journal, 56(6), 2644-2673.

Wood, D. J., Bruner, J. S. & Ross, G. (1976). The role of tutoring in problem solving.

    Journal of Child Psychology and Psychiatry, 17(2), 89-99.

Øzerk, K. (2007). *Tospråklige overgangsmodeller og tosidige modeller [Bilingual*

    transitional models and two-sided models]. Vallset: Oplandske Bokforlag.

Øzerk, K. (2013). The Norwegian educational system, the linguistic diversity in the

    country and the education of different minority groups. *International Electronic*

    Journal of Elementary Education, 6(1), 43-60.

Appendices

8.1 Appendix 1: Original Application to NSD and Reply from NSD

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

Sultana Ali Norozi
Pedagogisk institutt NTNU

7491 TRONDHEIM

Harald Hårfagres gate 29
N-5007 Bergen
Norway
Tel: +47-55 58 21 17
Fax: +47-55 58 96 50
nsd@nsd.uib.no
www.nsd.uib.no
Org.nr. 985 321 884

Vår dato: 16.03.2016   Vår ref: 47201 / 3 / STM   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 05.02.2016. Meldingen gjelder prosjektet:

47201	Exploring Teacher-Student (immigrant children) Relationship in Norwegian Reception schools at Primary level: Reception Teachers' Point of view
Behandlingsansvarlig	NTNU, ved institusjonens øverste leder
Daglig ansvarlig	Sultana Ali Norozi

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.

Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 31.12.2019, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Siri Tenden Myklebust

Kontaktperson: Siri Tenden Myklebust tlf: 55 58 22 68
Vedlegg: Prosjektvurdering

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Avdelingskontorer / District Offices:
OSLO: NSD. Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no
TRONDHEIM: NSD. Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no
TROMSØ: NSD. SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@sv.uit.no

MELDESKJEMA

Meldeskjema (versjon 1.4) for forsknings- og studentprosjekt som medfører meldeplikt eller konsesjonsplikt
(jf. personopplysningsloven og helseregisterloven med forskrifter).

1. Intro

Samles det inn direkte personidentifiserende opplysninger?	Ja ○ Nei ●	En person vil være direkte identifiserbar via navn, personnummer, eller andre personentydige kjennetegn. Les mer om hva personopplysninger.
Hvis ja, hvilke?	□ Navn □ 11-sifret fødselsnummer □ Adresse □ E-post □ Telefonnummer □ Annet	NB! Selv om opplysningene skal anonymiseres i oppgave/rapport, må det krysses av dersom det skal innhentes/registreres personidentifiserende opplysninger i forbindelse med prosjektet.
Annet, spesifiser hvilke		
Samles det inn bakgrunnsopplysninger som kan identifisere enkeltpersoner (indirekte personidentifiserende opplysninger)?	Ja ○ Nei ●	En person vil være indirekte identifiserbar dersom det er mulig å identifisere vedkommende gjennom bakgrunnsopplysninger som for eksempel bostedskommune eller arbeidsplass/skole kombinert med opplysninger som alder, kjønn, yrke, diagnose, etc.
Hvis ja, hvilke		NB! For at stemme skal regnes som personidentifiserende, må denne bli registrert i kombinasjon med andre opplysninger, slik at personer kan gjenkjennes.
Skal det registreres personopplysninger (direkte/indirekte/via IP-/epost adresse, etc) ved hjelp av nettbaserte spørreskjema?	Ja ○ Nei ●	Les mer om nettbaserte spørreskjema.
Blir det registrert personopplysninger på digitale bilde- eller videoopptak?	Ja ● Nei ○	Bilde/videoopptak av ansikter vil regnes som personidentifiserende.
Søkes det vurdering fra REK om hvorvidt prosjektet er omfattet av helseforskningsloven?	Ja ○ Nei ●	NB! Dersom REK (Regional Komité for medisinsk og helsefaglig forskningsetikk) har vurdert prosjektet som helseforskning, er det ikke nødvendig å sende inn meldeskjema til personvernombudet (NB! Gjelder ikke prosjekter som skal benytte data fra pseudonyme helseregistre). Dersom tilbakemelding fra REK ikke foreligger, anbefaler vi at du avventer videre utfylling til svar fra REK foreligger.

2. Prosjekttittel

Prosjekttittel	Exploring Teacher-Student (immigrant children) Relationship in Norwegian Reception schools at Primary level: Reception Teachers' Point of view	Oppgi prosjektets tittel. NB! Dette kan ikke være «Masteroppgave» eller liknende, navnet må beskrive prosjektets innhold.

3. Behandlingsansvarlig institusjon

Institusjon	NTNU	Velg den institusjonen du er tilknyttet. Alle nivå må oppgis. Ved studentprosjekt er det studentens tilknytning som er avgjørende. Dersom institusjonen ikke finnes på listen, har den ikke avtale med NSD som personvernombud. Vennligst ta kontakt med institusjonen.
Avdeling/Fakultet	Fakultet for samfunnsvitenskap og teknologiledelse	
Institutt	Pedagogisk institutt	

4. Daglig ansvarlig (forsker, veileder, stipendiat)

Fornavn	Sultana Ali	Før opp navnet på den som har det daglige ansvaret for prosjektet. Veileder er vanligvis daglig ansvarlig ved studentprosjekt.
Etternavn	Norozi	
Stilling	PhD-student	Veileder og student må være tilknyttet samme institusjon. Dersom studenten har ekstern veileder, kanbiveileder eller fagansvarlig ved studiestedet stå som daglig ansvarlig.
Telefon	73598165	
Mobil	45119797	Arbeidssted må være tilknyttet behandlingsansvarlig institusjon, f.eks. underavdeling, institutt etc.
E-post	sultana.a.norozi@svt.ntnu.no	
Alternativ e-post	sultana_ali_110@yahoo.com	NB! Det er viktig at du oppgir en e-postadresse som brukes aktivt. Vennligst gi oss beskjed dersom den endres.

Arbeidssted	Department of Education and Lifelong Learning Norwegian University of Science and Technology	
Adresse (arb.)	Loholt allé 87, Paviljong B Dragvoll	
Postnr./sted (arb.sted)	7491 Trondheim	
Sted (arb.sted)	Trondheim	

5. Student (master, bachelor)

Studentprosjekt	Ja ○ Nei ●	Dersom det er flere studenter som samarbeider om et prosjekt, skal det velges en kontaktperson som føres opp her. Øvrige studenter kan føres opp under pkt 10.

6. Formålet med prosjektet

Formål	This study means to examine teacher-student relationship in receptions classes (mottaksklasser) in Norway. Reception teachers' perceptions and its impact on their practices is the principal lens through which this relationship is viewed. The project then, in particular, focuses on teachers' perceptions about the challenges faced by them in strengthening relationship with their students. so the research question is: What are reception teachers' perceptions and practices about good teacher-student relationship in reception classes in Norway?	Redegjør kort for prosjektets formål, problemstilling, forskningsspørsmål e.l.

7. Hvilke personer skal det innhentes personopplysninger om (utvalg)?

Kryss av for utvalg	☐ Barnehagebarn ☐ Skoleelever ☐ Pasienter ☐ Brukere/klienter/kunder ■ Ansatte ☐ Barnevernsbarn ■ Lærere ☐ Helsepersonell ☐ Asylsøkere ☐ Andre	
Beskriv utvalg/deltakere	The main research participants will be two reception teachers working with immigrant students. In addition two subject specialists and two head teachers will be interviewed.	Med utvalg menes dem som deltar i undersøkelsen eller dem det innhentes opplysninger om.
Rekruttering/trekking	Teachers who have at least two years of experience working with immigrant children at reception schools and also willing to voluntary participate in the study.	Beskriv hvordan utvalget trekkes eller rekrutteres og oppgi hvem som foretar den. Et utvalg kan trekkes fra registre som f.eks. Folkeregisteret, SSB-registre, pasientregistre, eller det kan rekrutteres gjennom f.eks. en bedrift, skole, idrettsmiljø eller eget nettverk.
Førstegangskontakt	Headteachers will be contacted at the initial stage. The headteachers will be contacted first through telephone and/or email then visit in person.	Beskriv hvordan kontakt med utvalget blir opprettet og av hvem. Les mer om dette på temasidene.
Alder på utvalget	☐ Barn (0-15 år) ☐ Ungdom (16-17 år) ■ Voksne (over 18 år)	Les om forskning som involverer barn på våre nettsider.
Omtrentlig antall personer som inngår i utvalget	6	
Samles det inn sensitive personopplysninger?	Ja ○ Nei ●	Les mer om sensitive opplysninger.
Hvis ja, hvilke?	☐ Rasemessig eller etnisk bakgrunn, eller politisk, filosofisk eller religiøs oppfatning ☐ At en person har vært mistenkt, siktet, tiltalt eller dømt for en straffbar handling ☐ Helseforhold ☐ Seksuelle forhold ☐ Medlemskap i fagforeninger	
Inkluderes det myndige personer med redusert eller manglende samtykkekompetanse?	Ja ○ Nei ●	Les mer om pasienter, brukere og personer med redusert eller manglende samtykkekompetanse.
Samles det inn personopplysninger om personer som selv ikke deltar (tredjepersoner)?	Ja ○ Nei ●	Med opplysninger om tredjeperson menes opplysninger som kan spores tilbake til personer som ikke inngår i utvalget. Eksempler på tredjeperson er kollega, elev, klient, familiemedlem.

8. Metode for innsamling av personopplysninger

Kryss av for hvilke datainnsamlingsmetoder og datakilder som vil benyttes	☐ Papirbasert spørreskjema ☐ Elektronisk spørreskjema ■ Personlig intervju ☐ Gruppeintervju ■ Observasjon ☐ Deltakende observasjon ☐ Blogg/sosiale medier/internett ☐ Psykologiske/pedagogiske tester ☐ Medisinske undersøkelser/tester ☐ Journaldata	Personopplysninger kan innhentes direkte fra den registrerte f.eks. gjennom spørreskjema,intervju, tester, og/eller ulike journaler (f.eks. elevmapper, NAV, PPT, sykehus) og/eller registre (f.eks.Statistisk sentralbyrå, sentrale helseregistre). NB! Dersom personopplysninger innhentes fra forskjellige personer (utvalg) og med forskjellige metoder, må dette spesifiseres i kommentar-boksen. Husk også å legge ved relevante vedlegg til alle utvalgs-gruppene og metodene som skal benyttes. Les mer om registerstudier her. Dersom du skal anvende registerdata, må variabelliste lastes opp under pkt. 15
	☐ Registerdata	
	■ Annen innsamlingsmetode	
Oppgi hvilken	video filming	
Tilleggsopplysninger		

9. Informasjon og samtykke

Oppgi hvordan utvalget/deltakerne informeres	■ Skriftlig ☐ Muntlig ☐ Informeres ikke	Dersom utvalget ikke skal informeres om behandlingen av personopplysninger må det begrunnes. Les mer her. Vennligst send inn mal for skriftlig eller muntlig informasjon til deltakerne sammen med meldeskjema. Last ned en veiledende mal her. NB! Vedlegg lastes opp til sist i meldeskjemaet, se punkt 15 Vedlegg.
Samtykker utvalget til deltakelse?	● Ja ○ Nei ○ Flere utvalg, ikke samtykke fra alle	For at et samtykke til deltakelse i forskning skal være gyldig, må det være frivillig, uttrykkelig og informert. Samtykke kan gis skriftlig, muntlig eller gjennom en aktiv handling. For eksempel vil et besvart spørreskjema være å regne som et aktivt samtykke. Dersom det ikke skal innhentes samtykke, må det begrunnes.

10. Informasjonssikkerhet

Hvordan registreres og oppbevares personopplysningene?	☐ På server i virksomhetens nettverk ☐ Fysisk isolert PC tilhørende virksomheten (dvs. ingen tilknytning til andre datamaskiner eller nettverk, interne eller eksterne) ■ Datamaskin i nettverkssystem tilknyttet Internett tilhørende virksomheten ☐ Privat datamaskin ■ Videoopptak/fotografi ■ Lydopptak ■ Notater/papir ☐ Mobile lagringsenheter (bærbar datamaskin, minnepenn, minnekort, cd, ekstern harddisk, mobiltelefon) ☐ Annen registreringsmetode	Merk av for hvilke hjelpemidler som benyttes for registrering og analyse av opplysninger. Sett flere kryss dersom opplysningene registreres på flere måter. Med «virksomhet» menes her behandlingsansvarlig institusjon. NB! Som hovedregel bør data som inneholder personopplysninger lagres på behandlingsansvarlig sin forskningsserver.
Annen registreringsmetode beskriv		Lagring på andre medier - som privat pc, mobiltelefon, minnepinne, server på annet arbeidssted - er mindre sikkert, og må derfor begrunnes. Slik lagring må avklares med behandlingsansvarlig institusjon, og personopplysningene bør krypteres.
Hvordan er datamaterialet beskyttet mot at uvedkommende får innsyn?	Data will be kept on a password protected computer which will be kept in a locked room when not in use.	Er f.eks. datamaskintilgangen beskyttet med brukernavn og passord, står datamaskinen i et låsbart rom, og hvordan sikres bærbare enheter, utskrifter og opptak?
Samles opplysningene inn/behandles av en databehandler?	Ja ○ Nei ●	Dersom det benyttes eksterne til helt eller delvis å behandle personopplysninger, f.eks. Questback, transkriberingsassistent eller tolk, er dette å betrakte som en databehandler. Slike oppdrag må kontraktsreguleres.
Hvis ja, hvilken		

Overføres personopplysninger ved hjelp av e-post/Internett?	Ja ○ Nei ●	F.eks. ved overføring av data til samarbeidspartner, databehandler mm.
Hvis ja, beskriv?		Dersom personopplysninger skal sendes via internett, bør de krypteres tilstrekkelig.
		Vi anbefaler for ikke lagring av personopplysninger på nettskytjenester.
		Dersom nettskytjeneste benyttes, skal det inngås skriftlig databehandleravtale med leverandøren av tjenesten.
Skal andre personer enn daglig ansvarlig/student ha tilgang til datamaterialet med personopplysninger?	Ja ○ Nei ●	
Hvis ja, hvem (oppgi navn og arbeidssted)?		
Utleveres/deles personopplysninger med andre institusjoner eller land?	● Nei ○ Andre institusjoner ○ Institusjoner i andre land	F.eks. ved nasjonale samarbeidsprosjekter der personopplysninger utveksles eller ved internasjonale samarbeidsprosjekter der personopplysninger utveksles.

11. Vurdering/godkjenning fra andre instanser

Søkes det om dispensasjon fra taushetsplikten for å få tilgang til data?	Ja ○ Nei ●	For å få tilgang til taushetsbelagte opplysninger fra f.eks. NAV, PPT, sykehus, må det søkes om dispensasjon fra taushetsplikten. Dispensasjon søkes vanligvis fra aktuelt departement.
Hvis ja, hvilke		
Søkes det godkjenning fra andre instanser?	Ja ○ Nei ●	F.eks. søke registereier om tilgang til data, en ledelse om tilgang til forskning i virksomhet, skole.
Hvis ja, hvilken	Permission from head teachers will be needed in order to get access to research participants	

12. Periode for behandling av personopplysninger

Prosjektstart Planlagt dato for prosjektslutt	02.05.2016 31.12.2019	Prosjektstart Vennligst oppgi tidspunktet for når kontakt med utvalget skal gjøres/datainnsamlingen starter. Prosjektslutt: Vennligst oppgi tidspunktet for når datamaterialet enten skalanonymiseres/slettes, eller arkiveres i påvente av oppfølgingsstudier eller annet.
Skal personopplysninger publiseres (direkte eller indirekte)?	☐ Ja, direkte (navn e.l.) ☐ Ja, indirekte (bakgrunnsopplysninger) ■ Nei, publiseres anonymt	NB! Dersom personopplysninger skal publiseres, må det vanligvis innhentes eksplisitt samtykke til dette fra den enkelte, og deltakere bør gis anledning til å lese gjennom og godkjenne sitater.
Hva skal skje med datamaterialet ved prosjektslutt?	■ Datamaterialet anonymiseres ☐ Datamaterialet oppbevares med personidentifikasjon	NB! Her menes datamaterialet, ikke publikasjon. Selv om data publiseres med personidentifikasjon skal som regel øvrig data anonymiseres.Med anonymisering menes at datamaterialet bearbeides slik at det ikke lenger er mulig å føre opplysningene tilbake til enkeltpersoner. Les mer om anonymisering.

13. Finansiering

Hvordan finansieres prosjektet?	The project will be financed by four years PhD position at Department of Education and Lifelong Learning Norwegian University of Science and Technology (NTNU)	

14. Tilleggsopplysninger

Tilleggsopplysninger		

8.2   Appendix 2: Permission for School Participation in the Research Project

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

Request for school participation in the research project

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

My name is Sultana Ali Norozi. I am a PhD-student at Department of Education and lifelong Learning NTNU, Trondheim. I work with a research project which is about educational provisions for newly arrived migrant children in Norwegian elementary reception classes.

The main participants will be two reception teachers working with immigrant children each from two municipalities in Norway, namely, Oslo and Trondheim. However in order to get an overview of decisions and support from municipalities for reception classes and teachers, I would like to seek your permission for entering your school for my research project.

The main sources of data collection will be semi-structured interviews and observations. The research participants (for the first part of the study) will be the head teacher, coordinator and the reception teacher. The informants will be interviewed that will last maximum about one hour. In order to obtain the fullest and most accurate record of interviews, interviews will be audio-tape recorded. Transcribed version of interviews will be shared with the participants to ensure that whatever data is collected will represent participants' perceptions. For the second part of the study, video filming will be used to create vignettes in order to observe how does the reception teacher work with newly arrived migrant children. Video vignettes will be created during classroom teaching, library and field trips etc. In addition to video filming, Non-participation observation will also be used. Teachers will be main focus during all the process of video filming and non-participation observation.

All personal data will be treated confidentially. The data will protected from unauthorized access by storing it on a password protected computer which will be kept in a locked room when not in use. Only I and my supervisor will have access to the data. The data will be presented and published in form of research articles at different national and international conferences, seminars and journals. The anonymity of participants and schools will be ensured by using pseudonyms. The project is scheduled for completion by summer 2020. All the data will be deleted at the completion of the project. The study has been notified to the Data Protection Official for Research, Norwegian Social Science Data Services (NSD). Guidelines of research ethics will be strictly followed at each and every step throughout the process.

The developed knowledge from this process is open to be shared with the participating schools. This could be done during staff meetings etc. It's hoped to have an information meeting with head teacher, subject specialists and teachers who work with immigrant students at reception classes. It would be an opportunity to get to know each other and to provide more detailed information about the project.

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be deleted. If you have any queries, concerns or need more explanation about the project please contact me or my supervisor.

I look forward for a pleasant collaboration with the school, head teacher, reception coordinators and the teachers who work with immigrant students at reception classes.

I appreciate all of your help

Best Regards,

Sultana Ali Norozi (PhD- Student)   **Prof. Torill Moen (Supervisor)**
Phone: +47 73598165/ +47 45119797   Phone: +47 73591948/ +47 99041690
Email: sultana.a.norozi@svt.ntnu.no   Email: torill.moen@svt.ntnu.no

Department of Education and Lifelong Learning
Norwegian University of Science and Technology, Trondheim.

Consent for participation in the study

I have received information about the project and am willing to allow your entry to the school.

Name of school and municipality

(Signed by head teacher, date)

◻ NTNU

Fakultet for samfunnsvitenskap og teknologiledelse

Institutt for pedagogikk og livslang læring

Informed consent letter to head teacher for participation in the research project

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

My name is Sultana Ali Norozi. I am a PhD-student at Department of Education and lifelong Learning NTNU, Trondheim. I work with a research project which is about educational provisions for newly arrived migrant children in Norwegian elementary reception classes.

The project then, in particular, focuses on the professionals' (who work with and for newly arrived migrant pupils) perceptions and experiences about what do they do and how do they work to organize education for newly arrived migrant children in reception classes. What are the successes and what kind of challenges they face. Further, how do they respond to these challenges?

The main participants will be two reception teachers working with immigrant children each from two municipalities in Norway, namely, Oslo and Trondheim. However in order to get an overview of decisions and support from municipalities for reception classes and teachers, I would like to seek your permission for an interview as a head teacher of the reception school. The interview will last maximum for about one hour. The interview will be conducted in Norwegian. In order to obtain the fullest and most accurate record of interviews, interviews will be audio-tape recorded. Transcribed version of interviews will be shared with you to ensure that whatever data is collected represents your perceptions. Further interview guide will be shared prior to interview so that you prepare yourself with necessary relevant documents, decisions and policies at the musicality and national level.

All personal data will be treated confidentially. The data will protected from unauthorized access by storing it on a password protected computer which will be kept in a locked room at department of Education and lifelong learning NTNU when not in use. Only the PhD-student and the supervisor will have access to the data.

The data will be presented and published in form of research articles at different national and international conferences, seminars and journals. The anonymity of all participants and schools will be ensured by using pseudonyms. The project is scheduled for completion by summer 2020. All the data will be deleted at the completion of the project. The study has been notified to the Data Protection Official for Research, Norwegian Social Science Data Services (NSD). Guidelines of research ethics will be strictly followed at every step throughout the process.

NTNU
Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be made anonymous. If you have any queries, concerns or need more explanation about the project please contact me or my supervisor.

I appreciate your attention to this research project

Best Regards,

Sultana Ali Norozi (PhD- Student)
Phone: +47 73598165/ +47 45119797
Email: sultana.a.norozi@svt.ntnu.no

Prof. Torill Moen (Supervisor)
Phone: +47 73591948/ +47 99041690
Email: torill.moen@svt.ntnu.no

Department of Education and Lifelong Learning
Norwegian University of Science and Technology, Trondheim.

Consent for participation in the study

I have received information about the project and am willing to participate.

Name of head teacher:

School's name:

Signature and date

8.4 Appendix 4: Informed Consent for the Coordinators

◼ NTNU

Fakultet for samfunnsvitenskap og teknologiledelse

Institutt for pedagogikk og livslang læring

Informed consent letter to coordinators for participation in the research project

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

My name is Sultana Ali Norozi. I am a PhD-student at Department of Education and lifelong Learning NTNU, Trondheim. I work with a research project which is about educational provisions for newly arrived migrant children in Norwegian elementary reception classes.

The project then, in particular, focuses on the professionals' (who work with and for newly arrived migrant pupils) perceptions and experiences about what do they do and how do they work to organize education for newly arrived migrant children in reception classes. What are the successes and what kind of challenges they face? Further, how do they respond to these challenges?

The main participant will be a reception teacher working with newly arrived immigrant children. However in order to get an overview of decisions and support from municipalities for reception classes and teachers, I would like to seek your permission for an interview as a coordinator (mottaksfagleder) of reception classes. The interview will last maximum for about one hour. The interview will be conducted in Norwegian. In order to obtain the fullest and most accurate record of interviews, interviews will be audio-tape recorded. Transcribed version of interviews will be shared with you to ensure that whatever data is collected represents your perceptions. Further interview guide will be shared prior to interview so that you prepare yourself with necessary relevant documents, decisions and policies at the musicality and national level.

All personal data will be treated confidentially. The data will protected from unauthorized access by storing it on a password protected computer which will be kept in a locked room at department of Education and lifelong learning NTNU when not in use. Only the PhD-student and the supervisor will have access to the data.

The data will be presented and published in form of research articles at different national and international conferences, seminars and journals. The anonymity of all participants and schools will be ensured by using pseudonyms. The project is scheduled for completion by summer 2020. All the data will be deleted at the completion of the project. The study has been notified to the Data Protection Official for Research, Norwegian Social Science Data Services (NSD). Guidelines of research ethics will be strictly followed at every step throughout the process.

NTNU
Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be made anonymous. If you have any queries, concerns or need more explanation about the project please contact me or my supervisor.

I appreciate your attention to this research project

Best Regards,

Sultana Ali Norozi (PhD- Student)   **Prof. Torill Moen (Supervisor)**
Phone: +47 73598165/ +47 45119797   Phone: +47 73591948/ +47 99041690
Email: sultana.a.norozi@svt.ntnu.no   Email: torill.moen@svt.ntnu.no

Department of Education and Lifelong Learning
Norwegian University of Science and Technology, Trondheim.

Consent for participation in the study

I have received information about the project and am willing to participate.

Name of subject specialist (fagleder):

School's name:

Signature and date

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

Informed consent letter to the teachers for participation in the research project (first part)

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

My name is Sultana Ali Norozi. I am a PhD-student at Department of Education and lifelong Learning NTNU, Trondheim. I work with a research project which is about educational provisions for newly arrived migrant children in Norwegian elementary reception classes. The project then, in particular, focuses on the professionals' (who work with and for newly arrived migrant pupils) perceptions and experiences about what do they do and how do they work to organize education for newly arrived migrant children in reception classes. What are the successes and the challenges? Further, how do they respond to these challenges?

The main participant will be a reception teacher working with newly arrived immigrant children (2nd part of the study). However in order to get an overview of decisions and support from municipalities for reception classes and teachers, I would like to seek your permission for an interview as a reception teacher teaching reception classes. The interview will last maximum for about one hour. The interview will be conducted in Norwegian. In order to obtain the fullest and most accurate record of interviews, interviews will be audio-tape recorded. Transcribed version of interviews will be shared with you to ensure that whatever data is collected represents your perceptions. Further interview guide will be shared prior to interview so that you prepare yourself with necessary relevant documents, decisions and policies at the musicality and national level.

All personal data will be treated confidentially. The data will protected from unauthorized access by storing it on a password protected computer which will be kept in a locked room at department of Education and lifelong learning NTNU when not in use. Only the PhD-student and the supervisor will have access to the data.

The data will be presented and published in form of research articles at different national and international conferences, seminars and journals. The anonymity of all participants and schools will be ensured by using pseudonyms. The project is scheduled for completion by summer 2020. All the data will be deleted at the completion of the project. The study has been notified to the Data Protection Official for Research,

NTNU
Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

Norwegian Social Science Data Services (NSD). Guidelines of research ethics will be strictly followed at every step throughout the process.

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be deleted. If you have any queries, concerns or need more explanation about the project please contact me or my supervisor.

I will be obliged for your collaboration with this research project

Best Regards,

Sultana Ali Norozi (PhD- Student)   **Prof. Torill Moen (Supervisor)**
Phone: +47 73598165/ +47 45119797   Phone: +47 73591948/ +47 99041690
Email: sultana.a.norozi@ntnu.no   Email: torill.moen@ntnu.no

Department of Education and Lifelong Learning
Norwegian University of Science and Technology, Trondheim.

Consent for participation in the study

I have received information about the project and am willing to participate.

Teacher's name:

School's name:

Signature and date

8.6 Appendix 6: Informed Consent for the Reception Teachers (2nd part of the study)

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

Informed consent letter to the teacher for participation in second unit of study

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

My name is Sultana Ali Norozi. I am a PhD-student at Department of Education and lifelong Learning NTNU, Trondheim. I work with a research project which is about educational provisions for newly arrived migrant children in Norwegian elementary reception classes. The project then, in particular, focuses on the professionals' (who work with and for newly arrived migrant pupils) perceptions and experiences about what do they do and how do they work to organize education for newly arrived migrant children in reception classes. What are the successes and the challenges? Further, how do they respond to these challenges?

The main participant will be a reception teacher working with newly arrived migrant children. I would like to seek your permission as the main research participant in the second part of the research project. Data for this research project will be collected using multiple sources. The main sources of data collection will be semi-structured interviews and video observations. You, as a reception teacher, will be interviewed in two rounds spread over one academic year. One round of interviews will be held in the start and one at the end of academic year. The interviews will last maximum for about one hour. In order to obtain the fullest and most accurate record of interviews, interviews will be audio-tape recorded. Transcribed version of interviews will be shared with you to ensure that whatever data is collected will represent your perceptions. Video filming will be used to create vignettes in order to observe you work with your pupils. Video vignettes will be created during your classroom teaching, library and field trips etc. In addition to video filming, Non-participation observation will also be used to collect data. You as a reception teacher will be the main focus during all the process of video filming and non-participation observation.

All personal data will be treated confidentially. The data will protected from unauthorized access by storing it on a password protected computer which will be kept in a locked room at department of Education and lifelong learning NTNU when not in use. Only the PhD-student and the supervisor will have access to the data.

The data will be presented and published in form of research articles at different national and international conferences, seminars and journals. The anonymity of all participants and schools will be ensured by using pseudonyms. The project is scheduled for completion by summer 2020. All the data will be deleted at the completion of the project. The study has been notified to the Data Protection Official for Research, Norwegian Social Science Data Services (NSD). Guidelines of research ethics will be strictly followed at every step throughout the process.

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be deleted. If you have any queries, concerns or need more explanation about the project please contact me or my supervisor.

I will be obliged for your collaboration with this research project

Best Regards,

Sultana Ali Norozi (PhD- Student)   **Prof. Torill Moen (Supervisor)**
Phone: +47 73598165/ +47 45119797   Phone: +47 73591948/ +47 99041690
Email: sultana.a.norozi@ntnu.no   Email: torill.moen@ntnu.no

Department of Education and Lifelong Learning
Norwegian University of Science and Technology, Trondheim.

Consent for participation in the study

I have received information about the project and am willing to participate.

Teacher's name:

School's name:

Signature and date

8.7 Appendix 7: Informed Consent for the Parents

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse

Institutt for pedagogikk og livslang læring

Informasjonsbrev til foreldre/foresatte i mottaksklassen

Navnet mitt er Sultana Ali Norozi. Jeg er ansatt som doktorgradsstipendiat ved Institutt for pedagogikk og livslang læring, ved Norges Tekniske og Naturvitenskapelige Universitet (NTNU) i Trondheim.

Temaet for min forskning er 'educational provisions for newly arrived migratn pupils in Norwegian elementary reception classes'. Jeg er opptatt av hvordan de nyankomne minoritet elever har på mottaksklasser. Hensikten med studien er å få kunnskap om og innsikt i dette viktige temaet. Målet er å bidra til kunnskapsutvikling som kommer barna minoritetsspråklige elever) det gjelder og deres lærere til gode.

Det er læreren som er hovedpersonen i min forskning. Faglederen og læreren har sagt seg villig til å være en av mine informanter i studien. Skolens rektor har også gitt positiv respons på studien. For å få innsikt i temaet vil jeg samle data gjennom å observere læreren i undervisningen samt gjennom samtaler/intervjuer med henne om hennes praksis. I tillegg ønsker jeg å ta videoopptak fra undervisningen. Observasjoner og videoopptak er viktige utgangspunkt for samtalene/intervjuene med henne.

Alle data (observasjonsnotater, videoopptak, intervjuer) blir i henhold til forskningsetiske retningslinjer behandlet med varsomhet. Dette innebærer at alle navn blir anonymisert, og at lesere av studien (presentert i avhandling og artikler) ikke vil kunne identifisere verken lærer, elever eller skole. Alle opptak blir slettet når studien er ferdig i 2020. Underveis i prosessen er det ingen andre enn min veileder og jeg som vil få tilgang til dataene.

Prosjektet er meldt til Personvernombudet- Norsk Senter for Forskningsdata (NSD).

Studien kan ikke gjennomføres på måten som er skissert over uten deres samtykke. Dersom dere tillater meg å komme på trinnet for å observere, vennligst fyll ut vedlagte samtykkeerklæring og returner den til læreren.

Professor Torill Moen ved Institutt for pedagogikk livslang læring er min veileder.

Vennligst ta kontakt med meg eller henne dersom dere ønsker mer informasjon om prosjektet.

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

Med vennlig hilsen

Sultana Ali Norozi (PhD- Student)   **Prof. Torill Moen (Supervisor)**
Phone: +47 73598165/ +47 45119797   Phone: +47 73591948/ +47 99041690
Email: sultana.a.norozi@svt.ntnu.no   Email: torill.moen@svt.ntnu.no

Samtykkeerklæring til observasjon i mottaksklassen ved Møllergata skole

Lærer:

Doktorgradsstipendiat: Sultana Ali Norozi

Hensikt med forskningen: Se vedlagte informasjonsbrev

Jeg /vi har fått informasjon om studien og hva som er hensikten med den.

Jeg/vi samtykker i datainnsamling i form av observasjon (videoopptak) på undervisningsarealet.

Jeg/vi tillater at data blir brukt slik det beskrives i informasjonsbrevet.

Barnets navn: _____

Dato	Sted	Foreldre/foresattes underskrift

8.8 Appendix 8: List of Documents

1. Norwegian Educational Act (*Opplæringslova1998*)
2. The Norwegian Ministry of Education's (Utdanningsdirektoratet) assessment report of adapted language education (*Rambøll 2016*)
3. Main part-values and principles: draft proposal from the Ministry of Education 10.03.2017 (*overordnet del- verdier og prinsipper. Høringsutkast fra Kunnskapsdepartementet 10.03.2017*)
4. National guide for reception classes (2013) from Norwegian Directorate for Education and Training (*veileder, Utdanningsdirektoratet*)
5. Diversity and coping (*Mangfold og mestring, 2010*) from the Norwegian Ministry of Education and Research
6. Assessment guide for primary linguistic minority students from the Directorate of Education Norway (*kartleggingsmateriell, Utdanningsdirektoratet*)
7. Curriculum for basic Norwegian for language minorities for primary schools from the Directorate of Education Norway (*Lærerplan, Utdanningsdirektoratet*), (*Lærerplanverket for Kunnskapsløftet 2006, Utdanningsdirektoratet*)
8. Circular No. 15-2014 for newly arrived pupils from linguistic minorities-primary school (*Rundskriv nr 15-2014 opplæring for nyankomne elever fra språklige minoriteter-grunnskolen; Oslo kommune Utdanningsetaten*)
9. Trondheim Municipality; Reception schools (*Mottakskoler*)
10. Teachers made books and booklets for language and maths teaching; '*norsk start*' '*Bli med*' 'maths booklets'
11. Online internet websites used for teaching; 'klar ferdig norsk', 'slaby' and 'multi'
    https://www.fagbokforlaget.no/Verk/Klar-ferdig-norsk
    http://kanal-s.salaby.no/forsiden
    http://podium.gyldendal.no/mno1-4/

12. Annual plan (*årshjul/årsplan for mottaksklasser*)
13. Semester plans, and
14. Weekly plans for reception classes.

8.9   Appendix 9: Head Teachers Interview Guide

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse

Institutt for pedagogikk og livslang læring

Interview guide for head teachers

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

School history as a reception school

1) When the school became a reception school?
2) Do you have some documents in which we can trace out the history of school as a reception school?
3) Any source that can state about curriculum and physical and other support for reception teacher working with newly arrived immigrant pupils?

Current system

4) How the reception school is different from other mainstream Norwegian schools?
5) What does it imply for you as a school leader of a reception school?
6) How do you see your role and responsibility in the current system of reception classes.

Advantages and Challenges

7) What advantages do you have as a reception school?
   Kindly elaborate more on what you said?
8) What challenges do you face as a reception school?
   Could you share more examples?

Support

9) What kind of support do you have from municipality?
10) How it is different and/or same form other municipalities?
11) What kind of support do you have directly from government?
12) Do you as a school leader take any initiative yourself to support reception teachers?
    What and how? Please share some examples?
13) Do you have some suggestion for more active, relevant and affective support from municipality and government?

8.10 Appendix 10: Reception Coordinators Interview Guide

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse

Institutt for pedagogikk og livslang læring

Interview guide for reception coordinators (mottakfagledere)

Exploring Educational Provisions for newly arrived migrant pupils in Norwegian Elementary Reception Schools

History as a reception coordinator (mottakfagledere)

1) How long you have been working as subject specialist (mottakfagledere) with reception classes and teachers?
2) Could you please share your work description in regard with reception classes?
3) How do you work with reception teachers? Could you please share your routine work?
4) What is good about working as a reception subject specialist?
5) Is it different to work as a mainstream classroom subject specialist and as a reception subject specialist?
6) If yes, in what ways?
7) If no, what are similarities?

Current system

8) Could you please share sources and/or documents of curriculum, planning and policies about reception classes and reception schools at national and municipality level?
9) Could you please show and share teaching resources and teaching aids for reception class from municipality?
10) Are there some teaching resources and teaching aids which school has provided?
11) Are there any special seminar, courses and trainings for reception teachers at national, municipality or local level?
12) If yes may I ask you to please share the details?

Challenges

13) What kind of challenges do you face as a reception coordinator?

Support

14) What kind of support do you have from municipality?
15) How it is different and/or same form other municipalities?
16) What kind of support do you have directly from the state?

17) Do you as a reception leader take any initiative yourself to support reception teachers? What and how? Please share some examples?
18) Do you have some suggestion for more active, relevant and affective support from municipality and government?

8.11 Appendix 11: Brief Description of Interviews from the First Unit of the Study

Interviews

First unit of the study

Int160314   Trondheim teacher; bigger social context of reception class, decisions, policies, resources, support, challenges, the organization and functionality of reception

class

Int160317   Trondheim coordinator; professionals involved, networking, way of working in reception team, collaborations, guiding documents, support from municipality

and the   state

Int160504   Oslo teacher; bigger social context of reception class, decisions, policies, support, challenges, the organization and functionality of reception class

Int160505   Oslo coordinator; professional involved, networking, way of working in
reception   team, collaborations, guiding documents, support from municipality and
the state

Int160506   Oslo head teacher; head teacher's role, responsibilities, support and challenges
in   regard with organization of reception classes, collaboration with reception team.

Int160509   Trondheim head teacher; head teacher's role, responsibilities, support and
challenges   in regard with organization of reception classes, collaboration with
reception team.

8.12 Appendices 12: Interview Guide for First Interview with Anne for the Second Unit of the Study

NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

1st Interview guide for reception teachers in 2nd unit of the study

Exploring Reception teacher's perceptions and work with newly arrived migrant pupils in Norwegian Elementary Reception classes

Personal history of teaching experience with immigrant children

1) How long you have been in teaching profession?
2) Have you ever taught immigrant students in mainstream classrooms? If yes could you please share your experience?
3) Why did you choose to teach reception class?
4) What were your thoughts about immigrant children at that time?
5) How long you have been working with immigrant children as a reception teacher?
6) Do you have any special training/courses/studies to work with multicultural group of students who are new in the country and do not understand the language and culture?
7) What are your thoughts about immigrant children now while your work with only immigrant children in reception classes?
8) Do you feel working with only immigrant children changed your perceptions about immigrant children?
   If yes, what changes for example?

Perceptions about diversity, newly arrived migrant children, challenges and/strengths

9) What is the most important thing for you as a teacher while working with immigrant group of children?
10) What do you think about teacher-student relationship?
    May I ask you to elaborate more about it?
11) You have children in your class who can't understand Norwegian language and culture so what do you do to build good relationship with your pupils?
12) Is there any particular activity/ies on daily, weekly or monthly which aims to build good relationship with your students?
13) How the diversity of your class influence your teaching?
14) Do you consider it as a challenge or a strength?
15) If challenge in what way? And if a strength in what ways?
16) What is that one thing which you have in mind while working with the group of children who cannot speak the language?
    Some examples?
    Is there any more which you want to share?

174

17) Generally, how long it takes to develop good relationship with your students who do not know the language, culture and school system?

Challenges working with newly arrived immigrant children

18) What kind of challenges do you face while working with your students?
19) You have been working at least for three years with immigrant children. Do the challenges change over time or remain same?
20) How do you see the challenge of unknown language and culture in regard to good teacher-student relationship?
21) Whom do you discuss your challenges with?
    Do you get any timely feedback/response on it?
22) How is it collaborating with parents?
    What good aspects
    Some challenges

Support

23) Do you have any support from school/administration to build good relationship with your student?
    If yes, would you like to share what kind of support from school administration do you have?
24) How often the support is available?
25) Do you have some suggestions for more active, relevant and effective support from school and municipality in this regard?

8.13 Appendix 13: Interview Guide for Last Interview with Anne for the Second Unit of the Study

O NTNU

Fakultet for samfunnsvitenskap og teknologiledelse
Institutt for pedagogikk og livslang læring

2nd Interview guide for reception teachers in 2nd unit of the study

Exploring Reception teacher's perceptions and work with newly arrived migrant pupils in Norwegian Elementary Reception classes

During the whole school year we (the researcher and the teachers) have been informally discussing about the observations and video vignettes. We watched some of the videos together and reflected on them in regard with working with newly arrived migrant pupils. In addition to those discussions and reflections, I would like to ask you a few more questions in this 2nd round of interview.

Reflection on the year's experiences with the immigrant children

1) According to your own assessment, what is your biggest success as a teacher for this year?

Reflection on practices of the year

2) Was this year different or same from previous years? If different, in what ways? And if same, in what way?
3) What was the success for this year? If any?
4) What were the reasons?
5) How was it different and/or same from previous success you had in past?
6) What have you thought to sustain it in future?
7) What was the biggest challenge for this year?
8) What were the reasons?
9) How the challenge different and/or same from previous challenges you had in past?
10) How would you respond if you have it again in future?
11) Would you like to say about any observation and/or video vignettes that we have informally discussed before?
12) During whole this process of observing and video filming and then picking some of them and reflecting on those vignettes, Is there any new learning for you as a teacher?
13) How would you try to apply those learnings while working with immigrant students?
14) What kind of challenges did you face particularly this year while aiming to build good relationship with your students?
15) In what ways they are same as those challenges which you faced in past?

Reflection on the support and collaboration

16) What kind of different support did you have from school administration this year?
17) Did you receive any support from your colleagues this year?
    Share some examples, if you did.
18) From any other sources for example any organization etc.?
19) Was there any difference in support this year from past years? Could you please share examples?
20) Is there something that you want to do it differently next school year? And how?

Suggestions

21) Who should be a reception teacher? Your criteria?
22) What would be that three things one must consider while working with newly arrived migrant pupils?
23) How would you collaborate with parents in future? Any changes from present practices?
24) As an experienced reception teacher, what are your suggestions for better teaching in reception classes?
    a. At administrative level
    b. At classroom level

8.14 Appendix 14: Some Examples of Short Descriptions of Video Recordings form 1st and 2nd Waves in Second Unit of the Study

Some examples of video recordings' short descriptions

Sample recordings from 1st wave

vidP1100142.MOV	Circle time; repetition of rules, Telling about 'friendship week *(vennskap uke)*' activities, cancellation of library trip.
vidP1100142.MOV	Book reading in circle time. Anne reads a book named 'Milli's biggest secret (*Millis store hemmelighet)*', shows pictures, children comment and ask questions, classroom management issue.
vidP1100143.MOV	Distribution of 'secrete friends (hemmelige venner) name tags' in hidden box. Who get whom as a secret friend. Discussion about who is a good friend? How to be good friends with children from mainstream classes particularly when one can't speak lots of Norwegian. Demonstration of making a 'friendship band'.
vidP1100144.MOV	Children make their own friendship bands. Anne helps them by going around the tables.
vidP1110002.MOV	Circle time; distribution of buss cards (getting back the temporary cards and giving children buss cards with their names), distribution of letters from school nurse (brev fra helsesøster), Forms distribution of getting library cards. Explanation of such information took very long time. Arabic mother tongue teacher helps Arabic speaking children to understand the information by translating. Sending children (who have been for quite a while at the reception class) for a lesson to mainstream classes. Discussion about importance of reading. How does reading and studying helps to find good jobs and how having good jobs are important for yourself and to help others.

	Reception 2 in school newsletter. Preparation for good wishes for Christmas. Christmas is new concept for many at the reception 2 class. Massage session
vidP1110003.MOV	Station teaching; four stations; 1 Reading station. 2 Friendship band (vennskapsbånd) making station. 3. Friendship week activity (vennskapsuke); draw or write what you have done in friendship week activities. 4. Writing station; read the page and write in your book 'Venner i Solia'. The groups keep on moving around the stations.
vidP1120001.MOV	Station teaching; three stations; 1. I pad station; pupils can only play games related to language (English and Norwegian) and maths only. 2. Writing station 'venner i Solia'. 3. friendship band making station. Somali mother tongue teacher helps Somali and arabic speaking children as she can speak both the languages. The groups move. Massage session
vidP1120002.MOV	Station teaching continues; Arabic mother tongue teacher helps now.
vidP1170013.MOV	Start of the day from cloakroom (garderobe). Children taking off outdoor winter gears. Anne standing at the door. Children come and hug her, three girls kissed her hand. Children lined up to enter the classroom but they wait for Anne. As morning rituals Anne greet everyone by shaking hand and saying 'good morning (god morgen)' Dancing and singing a song 'Er du mindre enn en bitteliten flue?' The message of the song is it doesn't matter how do you look like if you are happy and kind with others. Circle time. Hakuna matata (no worries philosophy of the class), discussion how to be happy and ignore others' mistakes without getting disturbed. Pupils' attendance on smart board, lessons in mainstream classes, After School Program (SFO), Calender (day, date, month, weather etc. Arabic mother tongue teacher to help.

vidP1170016.MOV	School kitchen; baking cake and pizza. Four groups; 3 making pizza 1 baking cake, 2 minced meat pizza and 1 cheese pizza.
vidP1170019.MOV	Gym lesson; Tag game (sura lek) and mat relay (mattestaffet) today.

Sample recordings from 2ⁿᵈ wave

vidP6060046	Circle time; discussion why one need to move from reception class to mainstream school. Eugene (pseudonym of a Russian pupil) has to sit and write the test (kartlegging) today for progression to mainstream class. Maths teaching in circle. Friction (Brøk) explanation and questions on smart board. Children are asked to come and write answers or draw different frictions on smart board one by one. Massage session
vidP6060048	Pupils work in their maths work books. Arabic mother tongue teacher and classroom assistant help. Anne and Eugene sit outside the classroom in corridor where Eugene will do the test (kartlegging).
vidP6070001	Morning rituals of greeting all pupils at the door. Discussion about taking care of health according change of weather. Now is summer. All sing song together in circle time. Summer and school holidays'Sommer og skolefri; Nå æ våkne på mårran en sommerdag' Attendance on samrt board. Claender.
vidP6070002	Circle time; Science lesson about "Animals that live in the forest". Anne is sitting in her moving chair while pupils circle her in a U shape sitting on circle time benches. Different toy animals are shown and the session goes on with question answer.
vidP6070003	Transition from circle time to station work; 3 stations today; animals (dyr), New words (Nye ord) and reading (lesing).

vidP6070005	Another assessment session with Eugene; writing and maths test. Anne is with Eugene for the whole lesson to instruct and explain the tests. Massage session
vidP6070008	Gym lesson; warm up session; running 4 rounds of gym starting with ready, steady, go (klar, ferdig, gå). Sit and run (sit og løpp) Zip zap (plays in pair) Dodgeball (kanonball) plays in teams
vidP6070010	Eating time; children washed hands outside the classroom. Sang food song, Anne reads in a book the story of Goldilock and the three little bears (Gullhår og de tre bjørnene) while children are eating their lunches. During reading taking book around the tables to show pictures. Transition to recess time; reminding and discussing some play ground rules.
vidP6070013	Eugene's last day at the reception class so he offer pizza for the whole class. Anne receives pizza from Peppes Pizza with coca cola. The two pizzas are pepperoni pizza (cured pork with beef mixed). Many can't eat as they are Muslims but they get only cola. Only 3 children and classroom assistant are eating pizza. Anne admits her mistake of not communicating about Muslim children to Eugene's parents who arranged pizza for all.
vidP5290005	Art and handwork lesson (Kunst og håndverk); Spring flowers (vårblomster) with colored crepe papers and glue.
Vid5310024	Gym lesson; Mohammed (pseudonym for a pupil from Syria) decides the game today as it is his last day at the reception 2. So it is football (team play) today.

8.15 Appendix 15: Brief Description of Interviews and Audiotaped Conversations with Anne

Second unit of the study (interviews and audiotaped video conversations with Anne)

Int161123   First interview; Anne's personal experiences, philosophy of teaching, understanding, ideology, considerations of new ways of working with NAMLPs, Perceptions about NAMLPs, comparision with Norwegian pupils.

Int170609   Last interview; overall reflection for the whole year's work. Successes, challenges, support, and plans for sustainability and betterment in future.

Con170228-0107.MP3

Anne's reflection on her practices of classroom management, relationship building with NAMLPs, consideration of NAMLPs' background and experiences, why massage, gym and other such self-initiated activates so often.

Con170228-0108.MP3

Anne's reflection on collaboration with parents, particular approach to give start to the one who has recently joined (Amara), safe and pleasant environment for everyone, challenges, perceptions of NAMLPs.

Con170505-0111.MP3

Anne's reflection on content teaching (language and maths), uncertainty about her initiatives and self-constructed pedagogies (empowering and well-being pedagoy).

Con170505-0112.MP3

Reflecting on working with mother tongue teachers and their presence during lessons in reception 2, working with classroom assistant, assessment process of NAMLPs to move to mainstream classroom.

8.16 Appendix 16: Coding and Categories

Coding and Categories

An example from a transcribed interview Int161123

A = Anne   I = the researcher (myself)

English text	Norwegian text	Themes
I: Yes, OK. Just keep on going -	I: Ja, OK. Bare fortsett du –	
Anne: Yes, for our experience last year, it was that the group composition with the students we had that time and it was SO challenging. There were one - two special tough [roguish, mischievous] students who had very - very ... tough background with them when they arrived, and it took long time to calm them down. And the result was that we had to have SO much focus on the social aspect in the learning environment, how do we behave with each other, what procedures and rules do we have in the classroom? What - what relationships do we build ... student and student, student and teacher - All of this was superordinate, so we spent SO much time talking about conflicts that have been there or could prevent things from happening, or preparations for things we should do, tours ... go in traffic, so –	Anne: Ja, for at erfaringen vår fjor, det var det at den gruppesammensetningen med de elevene vi hadde DA var SÅ utfordrende. Det var en – to spesielt tunge elever som hadde veldig – veldig … tøff bakgrunn med seg når de kom, og som brukte LANG tid på å ta dem ned da. Og resultatet ble at vi måtte ha SÅ mye fokus på det sosiale i læringsmiljøet, hvordan oppfører vi oss mot hverandre, hvilke rutiner og regler har vi i klasserommet. Hva – hvilke relasjoner bygger vi … elev og elev, elev og lærer – Alt dette her ble overordna, sånn at vi brukte SÅ mye tid på å samtale rundt konflikter som har vært, eller for å forhindre ting som skulle – skulle kunne skje, eller forberedelser til ting vi skulle gjøre, turer … gå i trafikken, altså –	Story of experiences. Challenging situation due to NAMLPs behavioral problems

Started more focus on activities going for tours etc. |
| I: Yes, so many things. | I: Ja, så mange ting. | |
| A: that we had to repeat and repeat and use lots of time so that it went beyond subject-content teaching. Therefore, we did not have time for it - or we had to set aside lots of reading, math, writing, because it always, continuously, happened that we had to throw away [drop] the planned work and take the | A: -som vi måtte repetere og gjenta og bruke MASSE tid på, sånn at det gikk da utover den faglige undervisninga. Så vi hadde ikke TID til – eller vi måtte sette til side masse .. lesing, matematikk, skrivearbeid, fordi det HELE tida, kontinuerlig, skjedde ting som gjorde at vi måtte kaste det planlagte arbeidet og ta det som | Demanding job in past

Unable to teach |

conflict or the situation what was there and then.	konflikten eller det som var situasjonen der og da.	
		Tiresome job at the reception class
	I: Det viktigste – ja –	
I: The most important - yes -	A: Og det var utrolig slitsomt. Utrolig slitsomt å være lærer oppi dette her, fordi … som en profesjonell yrkesutøver så har du en ambisjon om å nå målene.	
A: And it was incredibly tiring. terribly tiring to be a teacher there because, as a professional practitioner, you have an ambition to reach the goals.		
I: Yes, isn't it.	I: Ja, ikke sant.	
		Uncertainty as a reception teacher
A: So - so basically you have a tight packed program. Things must happen and one has to work a lot. When there comes a lot of unforeseen things that one has to tackle and you have to put all your academic plans down, all the requirements that are in a way in curricula and local plans and … so it does something with you as a teacher, and the feeling of whether you do your job or not. And I had to use PLENTY of time to convince myself that it is right to focus on the socialization now, because there is no intention to begin with the subject teaching before the social aspect has stabilized. Pupils must experience safety, they must experience peace, they must feel that they are part of a positive community, and if you feel that any of these elements threaten you, then you do not have the capacity to take learning, subject learning then. Therefore, we must in some way - that platform MUST be in place, and then we can start with the academic, reading, writing, language, all this we will be working on. But it was difficult. They were tough … to be in conflicts all the time and almost fight with the students because it was a lot of physical, it was throwing furniture and books and -	A: Så – så i utgangspunktet så har du et tettpakka program. Ting må skje, og man må jobbe mye. Når det DA kommer masse uforutsette ting som man må ta tak i, og du må legge til side alle de faglige planene dine, alle de kravene som på en måte ligger i læreplaner og lokale planer og … så gjør det noe med deg som lærer, og følelsen av om hvorvidt du gjør jobben din eller ikke. Og det måtte jeg bruke MASSE tid på, å overbevise meg sjøl da, om at det er riktig å fokusere på det sosiale nå, fordi at det har ingen hensikt å begynne med det faglige før det sosiale har stabilisert seg. Elevene må oppleve trygghet, de må oppleve ro, de må oppleve at de er en del av et positivt fellesskap, og hvis man føler at noen av disse her elementene truer deg, SÅ –så har du ikke overskudd eller kapasitet til å ta innlæring, faglig læring da. Så derfor så må vi på en måte – den plattformen MÅ være på plass, og SÅ kan vi begynne med det faglige, lesing, skriving, språket, alt dette her vi skal jobbe med. Men det var vanskelig. De var tungt… å hele tida stå i konflikter, og nesten slåss med elevene, fordi at det var mye fysisk, det ble kasta møbler og bøker og – Og vi ble slått og vi ble bitt og –	Realization of lack of safe, pleasant and peaceful environment in the reception class

Some NAMLPs' behavioral problems |

184

And we were beaten and we were bitten and –		
I: Who we were bitten --- The teachers - or ...?	I: hvem vi som ble bitt---lærerne – eller…?	
A: Yes, teachers and students - of students who were angry and upset.	A: Ja, lærere og elevene – av elever som var sinte og opprørte.	
I: I see.	I: I see	Experiences of demanding job as a reception teacher
A: You have a professional progression in the work you are going to do, and when you DO NOT get it done- I get VERY tired, get very tired, so tired that I was actually blown out and - and I went on sick leave then. I didn't work from autumn holidays to Christmas. And after Christmas, I worked 20% -A day per week, without teaching. Just sat and worked (developed) an academic plan for the reception class. One such thing ... - a yearly plan with what is it we are going to work through. Revised our reception plan. And that was because I felt during all the hectic work earlier I had completely lost the overview what we were working with? What did we do in August? What theme was that we worked with then?	A: Du har en faglig progresjon i arbeidet du skal gjøre, og når du IKKE får gjort DEN – det blir jeg VELDIG sliten av, blir utrolig sliten, så sliten at jeg faktisk gikk på en smell og – og ble sykemeldt da. Jobba ikke fra høstferien til jul. Og etter jul så jobba jeg 20% -EN dag i uka, uten undervisning. Satt bare og jobba med en sånn faglig plan for mottaket. En sånn … - et årshjul da med hva er det vi skal jobbe oss igjennom. Reviderte selve mottaksplanen vår. Og det var fordi at jeg også oppi alt det hektiske arbeidet tidligere følte at jeg hadde mista helt oversikten over hva er det vi har jobba med? Hva gjorde vi i august? Hvilket tema var det vi jobba med da?	Change in plan and pedagogy; Moved away from content and language teaching to activities
I: Isn't it.	I: Ikke sant.	
A: Because it became so demanding to be there -	A: Fordi det ble så krevende å stå -	
I: ummmm	I: ummmm	Starting gym lesson everyday
A: That it was kind of a structure like that, yes. BUT, I thought of another important grip I did, was that I discovered that the gym was free every day from 10:30- 11:00 am. - half an hour before eating food. So after stations teaching we go and then we play in the gym.	A: Sånn at det var liksom veldig sånn struktur, ja. MEN så tror jeg også at et annet viktig grep jeg gjorde, det var at jeg oppdaga at gymsalen var ledig hver dag kl. 10:30 – 11:00 – altså en halvtime før vi spiser mat. Så etter stasjoner så går vi, og så leker vi i gymsalen.	

I: Every day?	I: Hver dag?	
A: Every day.	A: Hver dag.	
I: OK.	I: OK.	

8.17 Appendix 17: Jeffersonian Transcription Table

List of Transcription Notational Symbols modified from Jefferson (2004)

Transcription notational symbols	Definitions
Text	Emphasizing or stressing the words
: or :: or :::	Stretched sounds or syllables
CAPS	Talk that is louder than surrounding talk
[ ]	Overlapping talk
((italic text))	Transcriber's description
(.)	Brief untimed intervals of silence
↑	Rising pitch
↓	Falling pitch
?	Rising inflection towards the end of a sentence, not necessarily a question
=	Latched. When there is no interval between adjacent utterances, the second one being latched immediately to the first without overlapping it
° °	Quieter than the surrounding talk
(1) (2)	The duration of a pause by a number of seconds
> <	Speeded up delivery relative to usual for the speaker
…	ellipsis
!	An animated tone
-	Abrupt halt

Articles

How Do Norwegian Reception Schools Cater to the Academic and Integrational Needs of Newly Arrived Minority Language Pupils: Cases From Two Municipalities

Sultana Ali Norozi

Published online: 07 Jun 2019.

Submit your article to this journal ↗

View Crossmark data ↗

This article is not included due to copyright

The teacher's Approach to Interact with Newly Arrived Migrant Pupils in the Norwegian Elementary Reception Class; A Sociocultural Perspective

Abstract

In this qualitative study, focus of video observation, semi-structured interviews and video conversations was on the reception teacher's instructional approach to interact with the newly arrived minority language pupil who can't speak the language. Further, how does the teacher interpret her practices when reflecting on them? Framed by a sociocultural perspective, the teacher's self-constructed approach is named as *empowering time*. Though *empowering time* empowers pupils to decide how and when to participate in classroom activities and interactions, it changes to a stable, institutionalized power relation of teacher and pupil in the next phase named *participation time*. Limited research on elementary reception teachers' pedagogical orientations calls attention to more research about the topic.

Key words: Newly arrived migrant pupils; sociocultural perspective; multicultural classroom; teacher's perceptions and practices; classroom interaction; Norway.

Introduction

The high level of immigration is one of the most notable reasons for transformation of Norwegians society from a relatively ethnical homogenous (until the 1970s) to a multicultural society today. According to statistics Norway (SSB 2017), in recent years the highest raise in immigrant percentage is reached up to 16.8 of the total population in Norway. This transformation has affected the educational system that is based on the principle of 'school for all' where everyone is included regardless of cultural background, religious belief and

political conviction (Horst and Pihl 2010; Nilsen 2010). In order to cater to the academic and integrational needs of newly arrived minority language pupils, reception classes are set up for such pupils who are new in the country and can't speak Norwegian (Hilt 2016; Author in press). Those minority language pupils who are newly arrived in the country are called "nyankomne minoritetsspræklige elever" in official documents, and translated as newly arrived minority language pupils and abbreviated as NAMLPs for this paper.

Earlier research from different host countries, about NAMLPs exhibit dynamics in their focus (Solbue, Helleve, and Smith 2017; Cummins 2014; Short 2002, 2012; Engen 2010; Øzerk 2007, Hilt 2016, Adams and Kirova 2006, Tarhart and Dewitz 2018; Nilsson and Bunar 2016; Dewilde and Kulbrandstad 2016). Employing different methodologies, these studies focus on a range of educational responses i.e. education policy and reforms, bilingualism, mother tongue teaching, multiculturalism, inter-culturalism, school leadership, hiring additional aids, resources (human and physical resources) and particularly language learning for NAMLPs. However, challenges and/or failures of programs and policies aiming to support minority pupils emerge as a common ground in generic pattern in all these researches. It is important to know that the factors other than linguistic dimensions in minority pupils' education, is under researched nationally and internationally. In Norway, most of the research about NAMLPs is riveted focusing on inclusion and exclusion based on linguistic concerns in education system and procedures (Hilt 2016; Chinga-Ramirez 2017; Dewilde and Skrefsrud 2016; Phil 2002, Øzerk 2007). What appears is that there is no research on teachers' pedagogies in elementary reception classes. And this is the departure point for the study. This means there is a need for more research to highlight classroom educational factors other than linguistic dimension in NAMLPs' education and integration. Mentioning about no research in the field, the contribution of this paper is to highlight the reception teacher's pedagogical orientations.

In addition, through this paper, I emphasize that it is critical to notice the two levels of gap in contemporary national research: first subsuming NAMLPs with the wider category of second language learners or minority pupils. On the second level, the recognition that NAMLPs are not a homogenous 'whole'. They come with huge diversity of educational needs and strengths including varying ethnic, social, language, cultural background and pre-migration experiences. So it leads to schools' pedagogic tensions that arise catering to the needs of NAMLPs in a holistic manner. In this regard, the work of reception teachers with NAMLPs can't be overlooked if we aim for expected outcomes of all initiatives and attempts at educational reform. Because ultimately they are, teachers who, on one hand, implement these attempts by working closely with NAMLPs. On the other hand, their way of working not only determines their relationship with NAMLPs rather success of minority pupils. It is important to consider reception teachers' personal definitions of the way they work with NAMLPs. This provides ground for this paper to explore the reception teacher's approach and understanding of that approach to interact with NAMLPs.

The Basic Concepts in Sociocultural Theory Used for the Reception Teacher's Approach with Newly Arrived Migrant Pupils

Sociocultural theory stems from the theories of Russian psychologist L.S. Vygotsky (1978) for whom human learning and development occur in socially and culturally shaped contexts. Sociocultural theory helps to get deeper insights of the teacher's work with NAMLPs as Vygotsky's (1978) theories are valuable when trying to explain and understand social processes as well as individual learning and development in Education. Sociocultural theory highlights the context and the teacher as fundamental in learning and developmental processes. The experiences, in social contexts, shape individuals what they are in present and how they become what they are. The social context is the setting in which individuals are currently operating. As historical conditions are constantly changing, this also results in

changed contexts and opportunities for learning. Sociocultural theory focuses not only on the relationship between human beings but also human beings and the context. Sociocultural framework has evolved through range of researchers for example (Lave and Wenger 1991; Matusov 2015; Rogoff 2003, 1991; Wertch 1998; Wood, Bruner and Ross 1976). The selective and relevant aspects of sociocultural theory for this paper are the zone of proximal development (ZPD), Scaffolding and internalization. These concepts are interlinked and hard to separate when discussed, however, I present them separately for clarification.

The zone of proximal development (ZPD).

Sociocultural theory advocates learning as a social process where participation in socially mediated activities is essential. Considering biological factors constitute the necessary pre-requisite, sociocultural factors are indispensable for internal course of development (Vygotsky 1978). The uniqueness of the sociocultural setting and milieu remains as the determining factor in the development of higher psychological function. According to sociocultural scholars, one of the reasons to introduce the concept of the ZPD was Vygotsky's dissatisfaction with the established techniques of testing that determine only the actual level of development and fails to predict the potential ability of a child (Wertsch, 1998). It means that educational psychology should predict a child's future growth. The importance of predicting a child's future capabilities manifests in the concept of the ZPD. Vygotsky defines it as "the distance between a child's actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

Elaborating the ZPD, Lave and Wenger (1991) view learning as increased participation in the community of practice. The learner is often seen as an *apprentice*, learns through

participating in activities that are important to the community, first through easy tasks—in the periphery, but still legitimate – before moving to central aspects of participation. The ZPD defines those functions that have not yet matured but are in the process of maturation. Vygotsky termed these functions as 'buds' or 'flowers' of development rather than 'fruits' of development. He further explains that the actual developmental level characterizes mental development retrospectively, while the ZPD characterizes mental development prospectively. Building on Vygotsky's the ZPD, Rogoff (1991) brings up the notion of guided participation that draws attention on how bridges can be built from a child's understanding to new understanding by communication with a more-skilled companion. Guided participation is a lens that explains the significant aspects of participation, in terms of interactions between young people and their more-skilled companions (Rogoff 2003, 283-284). This includes, how more-skilled participants encourage and restrict the apprentice's behavior for example by direct instructions that will benefit the apprentice (Rogoff 1991). The apprentice, in turn, contributes to the activity both by observing the more-skilled companion and adjusting his or her own participation in accordance. By adjusting and increasing participation, the apprentice goes through the process of development. This refers to Vygotsky's explanation "that what is the zone of proximal development today will be the actual developmental level tomorrow" (p. 87).

Scaffolding.

Scaffolding (Wood, Bruner and Ross, 1976) is a concept that derives from cognitive psychology. In its simplest form it can be explained an adult or "expert" helping/supporting somebody less experienced or less "expert". It is important to note that scaffolding is not Vygotsky's term rather it is introduced by Wood, Bruner and Ross, however the concept of scaffolding has clear parallels to ZPD. In a social context, a knowledgeable participant helps a less knowledgeable (novice) participant in a way that the novice can extend current skills

and knowledge to a higher level of competence. In a classroom, it implies as an instructional structure whereby the reception teacher's (as more-skilled companion) instructional approach to model the desired learning strategy or task then gradually shifts responsibility to the apprentice (in this case NAMLPs) to participate in classroom activities. Therefore, the teacher's role and interaction with pupils are crucial within the framework of *scaffolding.* In this study, the teacher's instructional approach is to help NAMLPs to start participating in class activities. In a scaffolding, there are various ways teachers can assist their pupils. According to Wood, Bruner and Ross (1976) the scaffolding consists essentially of the teacher controlling those elements of the task that are initially beyond the pupil's capacity. The teacher further permits the pupil to concentrate upon and complete only those elements that are within her or his range of competence. In this way activity may proceed to a successful end. The teacher can not always know if a pupil ignores a suggestion or whether s/he misunderstood it, therefore the teacher has to continually interpret the pupil's actions and responses. There is no specification of the communicative processes involved in the adult-child (in this case teacher-pupil) interaction constituting the scaffolding.

Internalization.

Explaining Vygotsky's concept of internalization, Wertsch (1998) elucidates that at the very first step, the child acquires knowledge through contacts and interactions with people. In the second step, the child assimilates and internalises this knowledge adding her/his personal value to it. The first step is called as 'interpsychological' as it is happening between a child and others. According to Vygotsky, more knowledgeable other (MKO) can be an adult or a more capable peer. The second step is 'intrapsychological' when the higher mental function happens within the child. This is transition from social to personal property and according to Vygotsky; it is not a mere copy. The understanding of the ZPD provides explanation of the dynamic region of sensitivity in which the transition takes place. "Every function in child's

cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)" (Vygotsky 1978, 57). In sum it can be presented as MKO + child = Learning

Thus, the focal point to sociocultural perspective is to understand development happening in social interaction in a current situation between the pupil and the teacher. This leads to internalization within the pupil. This also explains that the same instructions or teaching by the same teacher is understood (internalized) differently by different pupils based on their backgrounds and meaning construction. The issue of internalisation is very crucial in teaching and learning processes. It reinforces that teachers should not concentrate too much on teaching concrete facts but help their pupils in abstract thinking and recognizing their own voices. In the reception class, it can be done by affirming NAMLPs' experiences, identities and backgrounds.

Research Questions

This paper as precisely as possible articulates the reception teacher's instructional approach and her reflections on this approach to interact with the NAMLP who can't speak the language. I pose the following research questions querying the mode of interaction between the reception teacher and the NAMLP:

a). What is the reception teacher instructional approach to interact with NAMLPs in the Norwegian elementary reception class?

b). How does the reception teacher make sense of her own approach when reflecting on it?

Why Anne as Informant

Initially two criteria were set for selection of the informant based on the level of grades s/he teaches and teaching experience. The level of grades was second through fifth grades and experience required was at least three years working with NAMLPs. Having experience of teaching NAMLPs at least for three years would help the informant to make sense of his/her instructional approach. Anne (pseudonym) was chosen as she has experience of five years working with NAMLPs and she teaches the reception class that has pupils from second to fourth grades. Anne is ethnic Norwegian who was born and raised in Trondheim, Norway. She speaks Norwegian and English. In initial negotiation, Anne was open to share her potential plan for the whole school year as the study aimed to work closely with her for this stretch of time. In addition, Anne readily accepted being video and audio recorded during her teachings. Further, she was able to manage watching video vignettes together with me and reflecting on them after every phase of data collection. Her teaching experience of five years allowed her to interpret her practices by reflecting on them, which provided substantial information to the study. Finally, yet importantly, all parents of pupils in Anne's class gave consent for their children to be observed and video filmed during school hours.

Methodology and Analysis

Several methods of data collection were used in this qualitative study. Video recordings provided data for the informant's instructional approach while semi-structured interviews and audiotaped conversations about these video vignettes were the sources for data provision of her perceptions and reflections on her practices. Throughout data collection, Anne was always welcome to ask questions about the nature of the research. Data was collected in two waves. In the first wave, Anne was interviewed for one and half hours to elicit her teaching philosophy, perception about teaching reception class and her instructional approach to interact with NAMLPs who can't speak Norwegian. It was followed by a total of thirty-two video observations of lessons. The first step of analysis involved viewing and listening to

video observations to identify and extract vignettes that were focused on some critical moments to gain a particular insight into the interaction between the teacher and the NAMLP in a natural setting of reception class (Jordan and Henderson 1995). Then, Anne and I watched the vignettes together and through this, Anne had an opportunity to see herself in action and reflect on her practices. Her conversations and reflections on these video vignettes were audiotaped and transcribed. The second wave of data collection was scheduled after five months of first wave. The gap of five months was based on Anne's suggestion. Anne envisaged that usually NAMLPs takes three to four months to start participation in class interaction. Again, thirty lessons were video recorded and the whole process from the first wave was repeated. The last segment was a semi-structured interview with Anne. The intention was to affirm her reflections on choices she made in her practices. Moreover, to summarize her explanations and thoughts on what she said before video observations (in first interview) and during video observations (conversations while watching videos). The data material consisting interviews and conversations provide a great deal of information on how Anne works with NAMLPs and how she reflects on her practices.

Summary of data from the first wave.

Amara (pseudonym), an eight years old girl, became the focus as she just started at the reception class and could not speak Norwegian at all. She speaks Somali and a little bit of English. Amara is quiet in all thirty two observed lessons. The video observations show that Anne doesn't talk to Amara or hold any eye contact with her. Amara observes other pupils to see what they do, and then tries to do the same. For example, if other pupils are asked to sit in the circle for circle time, she looks at them and follows them. In circle time, Amara's place is specified to the right side of Anne. If the other pupils are opening their math books, then Amara watches them and starts working in her math book too. She copies what other pupils do. Anne and Amara act the same way in all thirty two observed lessons, but for the sake of

data reduction, let us take a look at the following innocuous video fragment of forty minutes reduced to precisely one paragraph.

An excerpt from first wave (video observation).

Anne tells the pupils about Friendship Week and friendship bracelets, which they will make. Then she explains how to make these friendship bracelets. She explains how they need to pick three or six colors of yarn. If they pick three colors, then they need to pick two strings of decided length for each color, and if they pick six colors, they have to pick one string of yarn for each color. Then Anne preforms a demonstration of how to interlace the strands of yarn together to form a length of friendship bracelet. She tells then to tape one end of the strands to their thigh or desk, so it will be easier to braid it. Throughout the explanation, Amara stays quiet. Anne tells everyone to come and collect their yarn strands from her. Everyone, including Amara crowds around their teacher as she hands out the strings. Amara stands next to the teacher, silently observing what Anne is doing. Anne, who is cutting the strings for the other pupils and giving it to them, pay no attention to Amara. Amara picks out a black colored yarn and, by herself, cuts it at her own preferred length. She then picks a pink yarn and cuts the same length for herself. She then goes to her table, and puts the two strings in her mouth and starts twisting the strands together. Anne monitors all the pupils and moves from table to table, except Amara, and helps them with braiding and other steps of making the friendship bracelet. It appears as if Anne takes no notice of Amara. When the class comes to end, Anne announces that the pupils should put away their unfinished friendship bracelets in their cubbies, and tidy up. The other pupils do as they are told and pack up their things. Amara, however, puts her yarn bracelet in the pocket of her pants, and stands ready to leave.

Summary of data from the second wave.

The second phase occurred after five months, where I was in the classroom for thirty more lessons. In all thirty lessons, Anne not only interacts with Amara but also creates eye contact before and during interactions. Anne asks Amara to help her by, for example, fetching her book or tidying up. Amara's place, in circle time, is changed from right side to in front of Anne. Amara actively participates in class interactions and activities, helps her classmates and sometimes translates instructions for another newly arrived Somalian pupil who has recently started at reception class. Amara answers the questions during the subject content teaching, which exhibits that she understands both the language (Norwegian) and the content. As an exemplary video vignette, the following presents a typical interaction between Anne and Amara during the content teaching about "Animals that live in the forest". A description of participation of other pupils is omitted to focus on Anne and Amara's interaction in reduced data. The original utterances are in Norwegian, here they are transcribed using a modified version of Jeffersonian transcription notations (Appendix 1) and then translated to English.

An excerpt from the second wave.

It is a circle time to teach pupils about "Animals that live in the forest". Anne is sitting in her moving chair while pupils circle her in a U shape sitting on circle time benches. Amara is sitting right in front of Anne. Anne holds an opaque white box with a top. The box carries different toy animals that live in the forest.

(1) Anne: What's written here on my box?

(2) Pupil 1:   Animals ::

(3) Pupil 2:   Animals ::

(4) Several   [ANIMALS]

pupils:

(5) Anne: What kind of animals do you think, are here in it? ((*looking into the*

               toy animal box))

(6) Amara: A A A animals live in forest ↑ ((*raising her hand*)).

(7) Anne: Yes it is actually this (.) Can you name an animal that lives in

               forest? ((*looking at Amara*))

(8) Amara: A ::: it is deer ↓ ((*Anne approves the answer by nodding and*

               continuously holds eye contact with Amara))

               Anne changes her gaze to the box, which she then opens and tries

               to find the toy deer, doing it in a way that she hides it from the

               pupils, so the pupils won't see what's in the box.

(9) Anne: How does a deer look like <u>Amara</u> = could you tell me?

(10) Amara: It has big °what° ((*waving one hand back and forth on her head*))

(11) Anne: Yes antlers ((*looking at Amara*))

(12) Amara: Antlers ↓

(13) Anne: U: m (2) ((*affirming the answer*))

(14) Anne: What else can you tell me about a deer? ((*looking in the box*))

               Anne displays the toy deer, taking out only the antlers out the box

               whilst the body of the toy deer is hidden in the box.

(15) Anne: Here are the antlers -

(16) Anne: What else can you tell me about a deer? ((*looking at the other*

               pupils in the circle like diverting the question to all))

               ((*omission of other pupils' interactions*))

(17) Amara: I I = ↑ I know it ((*raising her hand as high as she can*))

               Anne looks at Amara and nods towards her for answer.

(18) Amara: > Deer lives in forest <

(19) Anne: Deer lives in forest (1) ((*repeats the answer as a sign of approval*))

((*omission of other pupils' interactions*))

(20) Anne: … Do deer eat <u>meat</u>?

Anne nods towards Amara and points her out with her eyes for

answer

(21) Amara: No they are <u>herbivorous</u>

(22) Anne: They are <u>herbivorous</u> ! Very good Amara ↑ ((*flicking her index*

finger at Amara, in appreciation))

This fragment exhibits some fundamental features that are discussed in the following analysis of the data and discussion, given the importance to the features that appeared in pupil-teacher classroom interaction.

Making Sense of the Data Through Theoretical Concepts

The theoretical concepts I have used to understand Anne's approach are the ZPD and internalisation (Vygotsky 1978) and scaffolding (Wood, Bruner and Ross 1976) in sociocultural perspective.

"Empowering time".

Anne had created a very specific way of structuring her teaching for her newly arrived pupils. In the process of reconfiguring of the spaces of learning, Anne adapts this instructional approach to provide her pupils their spaces. In order to understand Anne's practice to interact with NAMLPs, I developed the following fig about trajectory of the teacher's instructional approach towards NAMLPs in the reception class when the teacher uses silence as form of interaction.
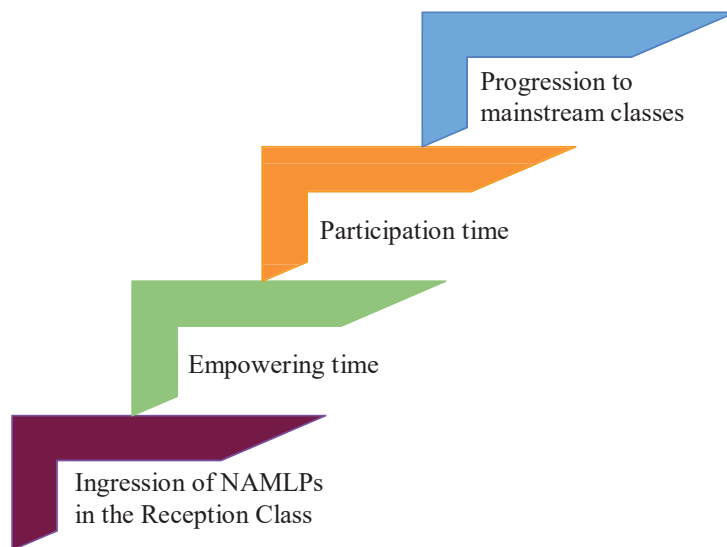
Figure 1. Trajectory of the teacher's instructional approach towards NAMLPs in the

reception class

The trajectory of NAMLPs include four stairs of headway. The first one indicates

entrance of NAMLPs in the reception class. It follows by *empowering time* that I named for

the phase where Anne leaves NAMLPs on their own for a period of time till they themselves

decide to start participating in class activities and interactions. The data from first phase

indicates that a key change in Anne's practice is empowering time, during which she creates

space for her pupils where NAMLPs can be their own way in the new environment.

According to Anne, this freedom allows pupils to reflect on their school experiences from

their home and transit countries and relate it to their present experience in Norway. This

refers to Wood, Bruner and Ross (1976) 'role of expert' in supporting the newcomer in the

community and letting the newcomer to decide what s/he can do with and without

scaffolding. The third step designates the "participation time" when NAMLPs can speak

Norwegian as they participate in classroom interactions and it exhibits Rogoff's (1991)

'guided participation'. In "participation time", Amara is in the ZPD for language learning and participation in classroom activities and interactions. Amara learns language both inside and outside the class. However Amara gets support/scaffolding from Anne in formal language learning for example reading Norwegian texts, grammar and correct pronunciation etc. In (10) and (11) when Amara knew the answer but needed a little support/scaffolding from Anne (the more knowledgeable other) to succeed in saying "gevir (antlers)" in Norwegian. The fourth and the final step presents progression of NAMLPs to mainstream classes as the goal and expected outcome of the whole set up of reception class as an activity (Author forthcoming).

Main constituents of empowering time.

In the reception class, Anne creates her own mechanism to interact with NAMLPs. And empowering time emerges as a main notion in Anne's instructional approach. When any NAMLP joins the reception class, Anne leaves the NAMLP at his/her own for quite some times and meanwhile carefully observe his/her responses. During this time, Anne neither expects the NAMLP's active participation in activities nor she provides direct instructions and feedback in a regular manner she does it to others. So it appears that Anne ignores the NAMLP by not having any interaction and even eye contact. However, to observe the NAMLP's responses, Anne keeps an eye on the NAMLP at tasks and in different activities. Anne also uses NAMLP's written work, artwork and drawings to know more about the NAMLP. As Anne tells that mother tongue teacher is also used as a source of information about what the NAMLP can achieve alone and what she needs assistance to achieve. When asked about her practice of ignoring Amara throughout the first wave. Anne reflected;

I don't ignore her. Rather, I give her this time when she can find her own space and

level of comfort. I learnt through experience of years that this time is helpful for

NAMLPs to get settled in the new environment without any pressure. So, I leave them on their own during this time.

Based on Anne's practices and her own interpretation of those practices, the following is extracted as main constituents of empowering time.

1. In empowering time, Amara has the freedom to decide to participate in classroom interactions and activities. So, her observation appeared to be one of the most important ways of learning for her. All video data from first wave show that most of the time Amara used her observation to see what and how other pupils are doing. According to Rogoff (2003) the apprentice, in turn, contribute to the activity, both by observing the more-skilled companion and/or adult and adjusting his or her own participation in accordance. Further children's participation with more-skilled companions "itself changes their understading" (363). This change of understanding is the process of development that possesses the ZPD, scaffolding and internalisation.

2. In stage of empowering time, if Amara wants, she can interact with other pupils and Anne. Since she is new and cannot speak Norwegian, she is allowed to speak English (with those who can speak English) or Somali (with Somalian pupils) or use body language. According to Vygotsky (1978) human learning and development occur in socially and culturally shaped contexts. When Amara interacts with other pupils and Anne, it refers to child's cultural development on the social level (*interpsychological)*. Amara can even choose to be completely quiet in the class if she does not want to talk. All video data from first wave indicate that Amara preferred to stay quiet. It appears that Anne might want Amara to know what she can do with and without *scaffolding* of Anne.

3. According to Anne, one of the important attributes of empowering time is Amara's decision making about her participation in classroom activities and interactions.

Amara decides on her own when and how much to participate in classroom activities and interactions. Amara observes other children and interprets Anne's instructions sometimes independently and sometimes she asks for help. Anne explains in her interview that when Amara joined the reception class, she was told that the teacher is not going to evaluate her work during this period.

4. Anne tells in her interviews that timely help by Anne is always there if Amara needs it. Anne expects Amara to take initiative and ask for help. However, Anne helps Amara even without being asked if it is something critical happening to Amara.

5. According to Anne, Anne helps Amara to create her space and comfort zone in the class. In order to do so, Anne even avoids creating eye contact with her so that Amara could be herself in her space and comfort zone. It seems aligned with the notion of *intrapsychological* where function in child's cultural development appears inside the child.

The notion of empowering time stems from the idea that the teacher is one of the greatest source of learning for NAMLPs as she works closely with them and interacts on daily basis. The "scaffolded" (Wood, Bruner and Ross 1976) moves allow Amara to change her cognitive space from one state to another, which precisely refers to Vygotsky's concept of the ZPD. However, if the processes of learning and development were to happen this way, then there is a tendency to take no account of learners' engagement in realization of higher psychological functions that sociocultural scholars tend to ascribe to them as an intra-psychological construction. Despite the interaction between Anne and Amara, after Amara learnt the language, interactions remain restricted to what Vygotsky (1978) calls 'fossilisation'. Such approach make pupils develop convergent type of thinking that will hinder their abilities to deal with tasks that require complex thinking. In most preset school curriculum, the expected 'correct' answer to standard questions do not require complex

thinking. The ability to give the 'correct' answer does not involve pupils' thinking and meaning construction in the learning process. Amara interacts with children outside and inside classroom so Anne is not the only "more-knowledgeable other" for Amara. As mentioned earlier that Rogoff's (1991) guided participation is most often used to study how children learn from participation in communities with adults as well as peers. According to Anne, she tries to empower NAMLPs in the classroom by providing them their space and freedom to decide about their participation in classroom activates and interactions. According to Anne, her instructional approach is a success because after only five months Amara speaks Norwegian to an extent where she participates in classroom interactions. However there is no evidence to prove her claim as discussed earlier that Anne is not the only "more-knowledgeable other" and there is no measure how much Amara has learned Norwegian inside classroom and outside classroom with other peers. Interview excerpts show that for Anne the interaction remains crucial, from giving instruction for classroom management to teaching and every other processes in the class. In her video conversations, Anne accepts that every child has different needs and different ways of interaction and learning. However, when it comes to her practice, she uses the same strategy of empowering time for all pupils in the same way. There might be NAMLPs who need empowering time in a different way or some might not need it at all. Thus I argue that Anne's concept of empowering time for all pupils in a very same way is soley Anne's decision, depicting a traditional mode in which teacher hold the superior position of "all knower", "assessor" and "authority" in the classroom.

Considering the collaborative safe environment, sociocultural perspective encourages teachers as a facilitator instead of controller or evaluator. It emphasizes the development of high-level cognition by meaningful activities and interactions. The teacher can come to know what the NAMLP already has been achieved developmentally and what is in the course of

maturing by considering his/her experiences, identity and background. Thus, classroom activities and interactions become source of intrinsic motivation to learn in a safe environment where NAMLPs are empowered. Wertsch (1998) claims that scaffolding is dialogic as in interpsychological mechanism (between the NAMLP and the teacher) the knowledge is co-constructed that provides basis for NAMLP's internalisation of that knowledge. It acknowledges the contributions that the pupil brings to the learning context. The meaning construction, by the pupil, in the act of learning is an important aspect of Scaffolding. According to this, NAMLPs should be empowered by affirming their experiences, identities and backgrounds. When asked in conversation while watching the video vignettes together if Anne has asked Amara to be treated this way in class. The question appeared as a surprise for Anne and she said "it's my strategy based on my years of experience. I never thought to ask pupils about it". The relationship could have been dialogical only when Amara's consciousness is involved in specifying her way of learning and contribution in the classroom.

In the following discussion, I shall present how empowerment of Amara in empowering time is displayed in the second wave where Amara can speak Norwegian. However the data from the second wave shows that Anne's interaction with Amara is limited to a special type of discourse. The video conversations data from the second phase indicates that the particular interaction patterns in the classroom is reflection of Anne's intention of maintain her position of authority. When Anne asks information-known or concrete facts questions (1), (5), (9) to "scaffold" Amara to preset curriculum endpoints (11), this approach implies challenges of ZPD for Anne. The ZPD is a challenge for the reception teacher, as the teacher needs to know the limits of the pupil and teach to the limits of their ZPD and no further. The ZPD of a pupil can be realized in an interaction between the pupil and the teacher. However, it is double challenge for Anne as NAMLPs can't speak the language and

interact when they join the reception class. When teaching approach is geared with the ZPD then scaffolding affectively aims internalisation as a collaborative achievement. And this collaborative achievement is new, elaborate and advanced psychological processes that are otherwise unavailable to the pupil (Vygotsky 1978).

Despite of its simple appearance as a concept, the ZPD's implication in practice is considered most challenging. Providing learning context, the teacher needs to know what are in the stage of maturation and rest in the ZPD. What are the means that can help NAMLPs to progress in a new context? This demands the teacher to interact with NAMLPs beyond content teaching in order to know about them. The ZPD leads to connecting pedagogical approaches to NAMLPs' lives and affirming their identities, experiences and backgrounds. Thus, pedagogical approaches based on the ZPD can be a source of positive pupil-teacher relationship. Though biological factors do have a role to play in the child's development, however as Vygotsky advocates that the teacher's approach, considering ZPD, plays crucial role in child's development. That is the reason for over emphasis on the teacher's approaches and instructions. The concept of ZPD entails that the teacher's approach/instruction can play crucial role only if it is focused on developing functions rather than developed ones.

The excerpts from the videotapes (see the second wave) indicate that triadic patterns predominate in classroom talk (Mehan 1979). In this fragment, there is an initiation by Anne (1), (5), (9), (14), (16), (20) that includes an information-known query followed by a response from Amara (4), (6), (8), (10), (12), (18), (21) and then evaluation by Anne (7), (11), (13), (19), (22). Evaluation of answers can be in different ways not necessarily in words. For example in (8) and (13), Anne accredited the answers by nodding while in (22) she flicks her finger to appreciate the answer. This form of classroom talk is ordered form of turn taking by interlocutors.

Anne's utterances = (1), (5), (7), (9), (11), (13), (14), (15), (16), (19), (20), (22)

Amara's uterances = (6), (8), (10), (12), (17), (18), (21)

In the second wave, the dominating mode of interaction between Anne and Amara is triadic (Mehan 1979) where Anne asks a question, Amara replies and then Anne evaluates. As the way Anne talks to Amara unfolds, Amara is left with no option but providing the expected preset answer. The first part of triadic dialogue is initiated by the authority (teacher), with the original utterance to be comprehended. The second part in triadic communicative pattern of dialogue is a response by a pupil. And the third is evaluation by the authority. The more authority (teacher) agrees with the listener (pupil), the higher evaluation will be. Thus, triadic mode of discourse offers the teacher a position of control. And this makes triadic discourse as an irreducible classroom discourse. Though preset curriculum molds the interaction between Anne and Amara as triadic, yet Anne's continual revision helps her to provide timely support to Amara. As Rogoff (1991) mentions continual revision as an important part of scaffolding. The teacher keeps on modifying the support/ scaffolding according to the emerging capabilities (needs) of the pupil during the process of scaffolding. The teacher's approach is not only based on the pupil's needs rather the pupil's mistakes (emerging capabilities) direct every step of the approach. So the pupil's responses are inevitable and the teacher vigilantly observes the pupil's every response and considers it as an important element in modification of teaching approach. Such timely and need-based feedback is one of the factors to have positive relationship with pupils (Moen 2016; Noddings 2012).

Conclusion

Each teacher has a unique trajectory of teaching which can help researchers and/or educators to abstract the important educational philosophies and notions from it. Anne has created her

specific instructional approach to interact with NAMLPs by providing them their spaces during empowering time. The key factor in Anne's practice is to create space for her pupils where they can be their own way in a new environment. This freedom allows pupils to reflect on their school experiences from their home and transit countries and relate it to their present experience in Norway. According to Anne, she tries to support NAMLPs in the classroom. Anne's instructional approach as the notion of empowering time appears to be rooted in sociocultural perspective. However, it changes to a stable institutionalized power relation of teacher and pupil in "participation time". Such contextual and individual yet innovative measures cannot assure fixed and everlasting answers in the future for others or even for the same teacher (Gay 2010; Nilsen 2010; Matusov 2011). Anne's experiences and her interpretations of those experiences through reflecting on them, can be deliberated as initiation for further academic development on the research topic. This also calls into attention that there should be relevant and contextualized professional support particularly arranged for reception teachers. Such professional support should aim to help reception teachers to reflect on their practices to see what works for them. Further, how they can keep on modifying their approaches based on their pupils' needs, backgrounds and experiences.

An important limitation of the present study is that this research focused on the teacher's approach with only one NAMLP. How does the teacher's approach work or not work with other NAMLPs as Anne herself realizes the uniqueness of every individual pupil? It seems obvious that there is much more to understand concerning reception classes, reception teachers and NAMLPs who can't speak the language. Realizing the lack of research in this area, this paper calls for future studies to tap into more meaningful and extrapolative dimensions to create informed and academic interpretations to further develop this area of research.

The purpose of this study has not been to procure answers or solutions about how to interact with NAMLPs who cannot speak the language. With the realization that Anne's story is one way of interacting with the NAMLP in the world, that can come up with another construal for the same research question in another context even different construal if undertaken again with Anne and another NAMLP instead of Amara. So, I can't more emphasize that this study should be considered as a means that may initiate further reflections and research on the topic of teachers' approaches in reception classes with NAMLPs who can't speak the language.

References

Adams, L. D, and Kirova, A. 2006. *Global migration and Education: Schools, children and families*. Mahwah NJ: Erlbaum Associates.

Chinga-Ramirez, C. 2017. "Becoming a "Foreigner": The principle of equality, intersected identities, and social exclusion in the Norwegian School." *European Education* 49: 151-165.

Cummins, J. 2014. "Review: Beyond language: Academic communication and student success." *Linguistic and Education* 26: 145-154.

Dewilde, J. and Kulbrandstad, L. A. 2016. "Nyankomne barn og unge i den norske utdanningskonteksten" *[Newly arrived children and young people in the Norwegian education context]*. *Nordand: Nordisk tidsskrift for anrespråksforskning* 11 (2): 13-33.

Dewilde, J. and Skrefsrud, T. 2016. "Including alternative stories in the mainstream. How transcultural young people in Norway perform creative cultural resistance in and outside of school." *International Journal of Inclusive Education* 20 (10): 1032-1042.

Engen, T. O. 2010. "Literacy instruction and integration: the case of Norway." *Intercultural Education*, 21(2): 169–181.

Gay, G. 2010. *Culturally responsive teaching: theory, research, and practice* (2nd Ed.). Columbia University: New York.

Hilt, L. T. 2016. "Education without a shared language: dynamics of inclusion and exclusion in Norwegian Introductory classes for newly arrived minority language students." *International Journal of Inclusive Education* 21 (6): 585- 601.

Horst, C. and Pihl, J. 2010. "Comparative perspectives on education in the multicultural

Nordic countries." *Intercultural Education* 21 (2): 99–105.

Jefferson, G. 2004. "Glossary of transcription symbols with an introduction." In

Conversation analysis: studies from the first generation, edited by G. H. Lerner, 13-

31. Amsterdam: John Benjamins.

Jordan, B. and Henderson, A. 1995. "Interaction analysis: Foundation and practice." *Journal

of the learning science* 4 (1): 39-103.

Lave, J. and Wenger, E. 1991. *Situated Learing: Ligitimate Peripheral participation.

Learning in doing* (Kindle Edi)*. Cambridge: Cambridge University Press.

Matusov, E. 2011a. "Authorial teaching and learning." In *Bakhtinian pedagogy:

Opportunities and challenges for research, policy and practice in education across

the globe*, edited by E. J. White, and M. Peters, 21-46. New York: Peter Lang

Publishers.

Matusov, E. 2011b. "Irreconcilable differences in Vygotsky's and Bakhtin's approaches to

the social and the individual: An educational perspective." *Culture and   Psychology*

17 (1): 99-119.

Matusov, E. 2015. "Comprehension: A dialogic authorial approach." *Culture and

Psychology* 21 (3): 392-416.

Mehan, H. (1979). "What time is it Denise?": Asking known information questions in

classroom discourse." *Theory into practice* no. 18:285-294.

Moen, T. 2016. "Det Usynlige blir synlig [the invisibe beomes visible]." In *Positive Lærer-

elve Relasjoner* [*Positive teacher-pupil relationships]*, edited by T. Moen, 109-116.

Oslo: Gylendal Norsk Forlag.

Nilsen, S. 2010. "Moving towards an educational policy for inclusion? Main reform stages in the development of the Norwegian Unitary school system." *International Journal of Inclusive Education* 14 (5): 479–497.

Nilsson, J., and Bunar, N. 2016. "Educational Responses to Newly arrived students in Sweden: Understanding the structure and influence of post-migration Ecology." *Scandinavian Journal of Educational Research* 60 (4): 399-416.

Noddings, N. 2012. "The caring relation in teaching." *Oxford Review of Education* 38 (6): 771-781.

Author forthcoming.

Phil, J. 2002. "Special needs education and ethnic diversity in Norway." *Scandinavian Journal of Disability Research* 4 (1): 3-22.

Rogoff. B. 2003. *Cultural Nature of Human Development*. Cary, US: Oxford University press.

Rogoff. B. 1991. "Social interaction as apprenticeship in thinking: Guidance and participation in spatial planning." In *Perspectives on socially shared cognition*, edited by L. B. Resnick, J. M. Levine, and S. D. Teasley, 349-364. Washington, D. C.: American Psychological Association.

Short, D. J. 2002. "Newcomer programs: An educational alternative for secondary immigrant students." *Education and Urban Society* 34 (2): 173-198.

Short, D. J., and Boyson, B. A. 2012. *Helping newcomer students succeed in secondary schools and beyond.* Washington DC: Center for Applied Linguistics.

Solbue, V., Helleve, I. and Smith, K. 2017. "In the class we are so different that I can be myself!' Intercultural dialogue in a first grade upper secondary school in Norway." *Education Inquiry* 8 (2): 137-150.

Statistisk Sentralbyrå 2017. Net immigrants in Norway. Retrieved from:

http://www.ssb.no/

Terhart, H., and Dewitz, N. 2018. "Newly arrived migrant students in German schools: Exclusive and inclusive structures and practices." *European Educational Research Journal* 17 (2): 290-304.

Vygotsky, L. S. 1978. "Mind in society: The development of higher psychological processes." Cambridge: Harvard University Press.

Wertsch, J. V. 1998. *Mind as action*. New York: Oxford University Press.

Wood, D. J., Bruner, J. S. and Ross, G. 1976. "The role of tutoring in problem solving." *Journal of Child Psychology and Psychiatry* 17 (2): 89-99.

Øzerk, K. 2007. *Tospråklige overgangsmodeller og tosidige modeller [Bilingual transitional models and two-sided models].* Vallset: Oplandske Bokforlag.

Appendix 1

List of Transcription Notational Symbols modified from Jefferson (2004)

Transcription notational symbols	Definitions
<u>Text</u>	Emphasizing or stressing the words
: or :: or :::	Stretched sounds or syllables
CAPS	Talk that is louder than surrounding talk
[ ]	Overlapping talk
((italic text))	Transcriber's description
(.)	Brief untimed intervals of silence
↑	Rising pitch
↓	Falling pitch
?	Rising inflection towards the end of a sentence, not necessarily a question
=	Latched. When there is no interval between adjacent utterances, the second one being latched immediately to the first without overlapping it
° °	Quieter than the surrounding talk
(1) (2)	The duration of a pause by a number of seconds
> <	Speeded up delivery relative to usual for the speaker
…	ellipsis
!	An animated tone
-	Abrupt halt

Going beyond academic support; mental well-being of newly arrived migrant pupils in the Norwegian elementary reception class

Sultana Ali Norozi

Published online: 30 May 2019.

Submit your article to this journal ☑

Article views: 50

View related articles ☑

View Crossmark data ☑

First Thing First: The Teacher Well-being before Reaching Out to Newly Arrived Migrant Pupils

Abstract

Drawing from data collected through video observations, conversations while watching videos and in-depth interviews, this study describes and analyzes the teacher's perceptions and practices identified as self-constructed well-being pedagogies. The findings suggest that newly arrived migrant pupils' needs, other than the language and subject content learning, should be realized. One of the ways to mark newcomers' needs emerged as the teacher's self-constructed well-being pedagogies. Based on these findings, the article posits the concept of "diversity-related teacher well-being" as an integral part of well-being pedagogy before reaching out to newly arrived migrant pupils in reception classes.

Keywords: newly arrived migrant pupils; well-being; diversity; care; teacher perceptions; teacher pedagogies.