

Marino Institute of Education

The Impact of the Implementation of the Yellow Flag Programme on teachers and
students in a Multicultural Primary School

By

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Declaration

I hereby declare that this dissertation is a presentation of my original research work.

Wherever contributions of other are involved, every effort is made to indicate this clearly.

This work has not been submitted previously at this or any other education institution. The work was done under the guidance of Dr. Rory McDaid at the Marino Institute of Education, Dublin. I agree that the library may lend or copy this dissertation upon request.

Fiona Nolan

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Abstract

Taking into account Ireland's changing demographics, this study critically explores the impact of the implementation of an intercultural education programme on teachers and students in a multicultural primary school. There is no previous similar research on the Yellow Flag programme in Ireland.

The context of this study are pertinent to its results. The school is a multicultural school in a city with well-established links to the community. Adopting a qualitative case study methodology, this dissertation employs methods of eleven semi-structured interviews, fifteen detailed reflective journal entries and two school policies for analysis. The advantages and limitations of the research design and research process are evident. The study findings indicate the positive impact of the implementation of the programme. These include the recognition of first languages in schools and a move towards a more democratic school through critical reflection, decision making and dialogue. The findings also heightened the emphasis of the Traveller and Roma culture within the school community.

Recommendations from the research include a continuation of aspects of the study, continued professional development and the making of a whole school Intercultural Education policy.

Keywords: intercultural education, first languages, minority ethnic.

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Chapter One – Introduction

This research study aims to investigate the impact of the Yellow Flag programme on teachers and students in a multicultural primary school. The current chapter introduces the research study, presents the research aims and research questions and gives an insight into different aspects of the case study. It details the positionality of the researcher in this context. An overview of the research design and process will be presented and the terminology used in the forthcoming chapters will be explained. The chapter concludes with an overview of the thesis plan, outlining the structure and content of each chapter.

Overview of the Research Question and Design

This research aimed to investigate the impact of the Yellow Flag (YF) Programme on teachers and students in a multicultural primary school. There is little to no research on the YF programme in schools. Given the current diversity represented in schools across Ireland, this research aimed to highlight the importance of addressing our cultural diversity. The research design was that of a case study. Multiple forms of data were collected and analysed. These included 11 semi-structured interviews, 15 detailed reflective journal entries and two school policies. These were the Anti-Bullying Policy and the Admissions Policy. The evidence from the data analyses illustrated the positive impact the YF programme had on teachers and students. However, the context of the school is central to this study and it can be said that the school is atypical. There are 27 nationalities represented on the current school enrolment and 35 different languages are spoken. The limitations and recommendations, as a result of the findings and in accordance with the school context, will be outlined in Chapter Three. It was decided that the thesis should include a complete chapter on the context of the

school, given its significance in this study. The researcher was also a central part of the study. The following section will outline the positionality of the researcher.

Positionality

As the leader of the YF programme and co-ordinator of the YIS in school, it is evident to other members of staff and students, that my passion and enthusiasm for intercultural education has been made clear through previous projects and actions within the school. Some examples include leading the YF programme, training Young Interpreters and hosting cultural celebrations. These actions are primarily a product of my experiences working in diverse school communities in Kuwait, Abu Dhabi and Ireland. I have been privileged enough to have spent four years working in Kuwait and Abu Dhabi and travelling throughout Africa, Asia and the Middle East. This has refined my perspective on culture, education and life, as well as the educator I aspire to be. These encounters and experiences reminded me of the main reason behind my decision to work in education. Due to its focus on intercultural and social justice aspects, this Masters programme played an important role in providing me key insights to help reduce social injustice, promote tolerance and improve the status of intercultural education in a primary school. It gave me the confidence and knowledge to lead the way for the implementation of the YF programme in the school.

Terminology

There are certain terminology presented in the rest of the dissertation which warrant further exploration. These include key word such as minority ethnic, IE and immigration. In some cases, the terminology referred to is taken directly from the literature or report that it is evidenced in. For example, the term ‘non-Irish national’ is referred to in Chapter Two. This term is taken from the Central Statistics Office (CSO, 2017). The terms Traveller and Roma are referred to throughout. These are the terms that I was told to use by the Irish Traveller

Movement (ITM) as part of my learning on the YF Programme. According to ITM, these are the correct terminology as opposed to referring to ‘members of the Traveller community’.

From here, all names are pseudonyms and the school is referred to as ‘Rose Street Primary School’.

Overview of the rest of the dissertation

Chapter Two outlines the international and national literature around IE, immigration and countries’ response to cultural diversity. It outlines the necessity of IE in schools today and aims to illustrate the varying educational initiatives and policies in place. In particular, it demonstrates Ireland’s response to cultural diversity, from an education perspective. It places the research question in context and illustrates its relevance in this setting.

Chapter Three details the context and significance of the YF programme at this time and in this particular research setting. It outlines the current policies, plans and initiatives in place in the school and how the YF programme fits into these. A detailed description of the methodologies employed are outlined in Chapter Four. The chapter looks at the research as a case study design, the advantages and limitations associated with it and the details of other elements of the research process including a detailed description of the participants. The methods of data collection are given and any potential ethical considerations are included. The chapter concludes with a description of the data analysis.

Chapter Five illustrates the main findings from the implementation of the programme. An analysis of each key finding is given, outlining the impact of the implementation of the YF programme on teachers and students. Again, the context of the school played a key role and this is also discussed in relation to the findings.

Chapter Six demonstrates the limitations of the study and the associated recommendations from the findings. The need for continuous professional development is demonstrated. The influence of the programme in relation to the development of school policies is also outlined. This chapter ends with a conclusion of the entire dissertation.

Chapter Two- Literature Review

Introduction

Much research in the area of Intercultural Education (IE) and schools' response to associated ethnic, religious and linguistic diversity has been conducted in countries with a longer history of sustained inward migration. The variety of approaches that countries take in response to immigration is evident in the literature. These include assimilation, separation, integration and marginalization (Berry, 2007). How countries are responding to the large influx of immigrants in recent years has brought about much tension, particularly from a political and educational perspective. Recent political tensions regarding the US-Mexico border crisis in the United States and the influx of Syrian refugees in Europe highlight the need for IE in schools. The way in which schools are supported, through policies and initiatives is vital in cultivating a harmonious and just society. The Yellow Flag (YF) programme is one such support for schools.

The YF programme was established by the Irish Traveller Movement in 2008 to support primary and secondary schools 'to become more inclusive to all cultures and ethnicities' (YF handbook, 2018, p.9). The implementation of the YF in this school understands the roots of the YF in Traveller organisations and Traveller inclusion. Three Traveller families and ten Roma families form part of the school community. The findings of the case study illustrate the impact of the programme on Traveller and Roma education within the school and a heightened awareness of the Traveller and Roma culture. Still, the programme the programme allowed for flexibility in relation to other areas of IE.

It is an intercultural model with its aims embedded with a positive attitude towards cultural diversity. Its aim is for whole school communities to 'celebrate diversity, promote

inclusion and challenge racism’ (p. 9). It is funded by the Department of Justice and Equality (DJE) and the European Union (EU) Asylum Migration and Integration Fund (AMIF).

In order for schools to achieve the YF, eight steps have to be taken and documented. Each step towards the YF is hoped to present itself with a learning opportunity for the whole school community as to how the school identify itself as an intercultural school in its daily life. In addition to the YF being a practical programme, the school will be awarded a yellow flag in recognition of their whole school community’s commitment to IE. The steps are outlined in more detail in Chapter Four.

This chapter will highlight the changing demographics of Ireland over the last number of years then placing the rest of the study in context. The significance of the YF programme at this time will be discussed as well as Ireland’s response to Cultural Diversity.

Ireland’s Changing Demographics

From the mid-1990s to the early 2000s, Ireland’s economic growth resulted in an increase in immigration. Between 2004 and 2007 new highs were reached in overall immigration due in part to the enlargement of the E.U. An example of this change over the last ten years is outlined in Table 1.

Table 1: Population change from 2009-2018

April	Immigrants	Emigrants	Net migration	Population change	Population
‘000					

2009	73.7	72.0	1.6	48.3	4,553.4
2010	41.8	69.2	-27.5	21.4	4,554.8
2011	53.3	80.6	-27.4	20.1	4,574.9
2012	57.3	83.0	-25.7	18.8	4,593.7
2013	62.7	81.3	-18.7	21.0	4,614.7
2014	66.5	75.0	-8.5	30.8	4,645.4
2015	75.9	70.0	5.9	42.3	4,687.8
2016	82.3	66.2	16.2	51.8	4,739.6
2017	84.6	64.8	19.8	52.9	4,792.5
2018 ¹	90.3	56.3	34.0	64.5	4,857.0

(Table adapted from CSO, 2018).

The most recent figures from the CSO (August, 2018) estimates that the number of newly arrived immigrants has increased over the last year and is now estimated to be at 90,300, an increase of 6.7% since 2017. Census 2016 figures showed that 11.6 % of the population are described as “non-Irish nationals” (CSO, 2017). Although this figure has fallen from the 2011 figure of 12.2% this is said to be due to the increase in dual-Irish nationality. Out of this 11.6% there are approximately 74,578 minority ethnic children attending primary schools across Ireland. (Primary Online Database [POD], Department of Education and Skills [DES], 2017). The range of ethnicities and cultural backgrounds present in schools are illustrated in Table 2 (adapted from POD, DES, 2017).

Table 2: Composition of primary school children by ethnicity

Ethnicity	Total
White Irish	320,773
Irish Traveller	7,980
Roma	1,323
Any other white background	34,030
Black or Black Irish- African	8,615
Black or Black Irish – any other black background	1,430
Asian or Asian Irish- Chinese	2,322
Asian or Asian Irish- any other Asian background	10,478
Other (including mixed background)	8400
No consent	64,580
Not provided	98,489
Grand Total	558,420

It is now estimated that 12.2% of the population are ‘non-Irish nationals’. Net inward migration of non- EU nationals is estimated to be at 30,900 making them the largest immigrant group in April 2018 which has also resulted in net inward migration in 2018 being at 34,000 which is the highest level of migration since 2008.

In relation to the context of this research study, over the last fifteen years, the local population has changed significantly with a strong population growth, due to a combination

of natural increase and net migration. Between 2006 and 2018, the population of the area has increased significantly and particularly the number of minority ethnic groups living in the area. Table 3 shows the increase in population in areas that are the main catchment areas for the school population.

Table 3: Population change in the school's catchment areas

Electoral Division	Population Census 2006	Population Census 2011	Population Census 2016	Pop. +/- 2006-2011
Arran Quay A	1,502	1,555	1,785	+ 256
Arran Quay B	3,692	3,861	4,166	+ 474
Arran Quay C	3,714	4,170	4,471	+ 757
Arran Quay D	3,600	3,218	3,109	-491
Arran Quay E	2,889	3,037	3,293	+ 404

Inns Quay A	3,715	3,951	3,919	+ 204
Inns Quay B	3,113	3,368	3,666	+ 553
Inns Quay C	2,672	2,709	2,757	+ 85
TOTALS	24,897	25,869	27,166	+ 2,269

In 2006, there were 420,000 ‘non- Irish nationals’ living in Ireland. This increased to 544,357 in 2011 and slightly decreased to 535,475 in 2016. The decrease is said to be due to the increase in dual-Irish citizenships which increased by 87.4% to 104,784. Out of the 535,475 ‘non-Irish nationals’ in 2016, 91,876 of those were living in Dublin City. The table below shows the proportion of the population that classed themselves as non- Irish nationals from 2006-2016.

Table 4: Proportion of the population that were ‘non-Irish nationals’

Electoral Division	% Total Pop. ‘Non-Irish Nationals’	% Total Pop. ‘Non-Irish Nationals’	% Total Pop. ‘Non-Irish Nationals’
Year	2006	2011	2016
Arran Quay A	36%	41%	33.9%
Arran Quay B	44%	46.2%	42.9%
Arran Quay C	46.1%	49.6%	47.3%

Arran Quay D	19.2%	20 %	22.6%
Inns Quay A	45.3%	41.6%	34.3%
Inns Quay B	40.4%	46.5%	42.9%
Inns Quay C	34.5%	37.7%	35.1%

(CSO, 2007, 2012, 2017).

The Yellow Flag Programme and its links to Local Policies

The school applied to the YF programme last academic year 2017/2018. The researcher was not involved with the application. The application was successful and the YF programme began in September 2018, paving the way for this research project. In order for a school to achieve a YF, eight steps must be followed. These are outlined below.

Step 1- Getting Started and Keeping Track

This step involved the school setting goals, getting people involved and setting up a system for recording work. A meeting of the teachers' Diversity team was set up to discuss the aims of the Yellow Flag programme for this setting.

Step 2- The Diversity Committee

Finding parents, teachers, students and outside bodies to get involved with Yellow Flag was the next step. People from diverse cultural backgrounds as well as from the dominant cultural group were encouraged to be part of it. Once the committee was established, meetings were held monthly. This involved the school advertising about Yellow Flag in the newsletter and through social media accounts.

Step 3- Equality and Diversity Training

Teaching staff and the school principal attended a two hour workshop on diversity and equality. This was delivered by a YF worker. This step was one which hoped to broaden teachers' perspectives on diversity and equality and gain a greater awareness of being an intercultural educator. It aimed to allow teachers to become aware of their own attitudes and values.

Step 4 – The Intercultural Review

The Intercultural Review was a set of fifteen questions taken by all students and parents. It was developed by the YF development workers. The questions set out to identify students and parents' feelings of identity, experiences of racism and the school's response to it, experiences of diversity and the schools response to it and their views about how welcome they feel at school.

Step 5- The Action Plan

The Action Plan developed from the results of the Intercultural Review and was presented by a member of the Yellow Flag programme to the Diversity committee.

Step 6- Going Beyond the School Walls

This step encouraged the involvement of the whole school community. Developing partnerships with cultural organisations and belief groups was encouraged in this step. It was also hoped that parents would become more actively involved with the programme in the school through visiting classes and sharing stories about their culture and beliefs, participating in language classes and becoming involved in normal day-to-day school activities such as trips and fundraising events.

Step 7- Classroom Work

This involved teachers and students working on various forms of IE in the classroom. Links were made between different student teams within the school to create continuity and partnerships e.g. the Anti-Bullying Ambassadors and Diversity Committee ran an Anti-Bullying rap/poem competition.

Step 8- Diversity Code and Policy Review

This step involved the formulation of a whole school Diversity Code as well as reviewing two school policies; the school's Admissions Policy and the Anti- Bullying Policy.

The YF programme complements the action plans and strategies already in place in both the local area and the school itself. Dublin City was named an Intercultural City by the Council of Europe in 2011. Since then, Dublin City Council (DCC) has undertaken a range of actions to foster inclusion and integration. DCC Integration Strategy 2016-2020 aims to deliver the strategy through action based initiatives supported by local communities and community groups. (DCC 2016). The aims are categorised under four themes: Developing Information and Training, Supporting Inclusive Communities, Facilitating Language and Education, and Supporting Employment and Business (p.12). All of the aims are linked to various groups and organisations which the school is closely linked to. Promoting the use of the Intercultural Guidelines for Primary and Secondary Schools is listed as one of the aims, as well as compiling a list of interpreters and translators for local community organisations and schools. (DCC, 2016, p.33). Likewise, the DCC Corporate Plan 2015-2019 emphasises their aim of reviewing the strategic framework on integration and managing social inclusion. This is reiterated in the Social Inclusion Unit where they aim 'to promote an understanding of inclusion' and celebrate diversity (p.22).

An International Perspective

From international research, it is evident that the teaching of IE differs depending on the historical and cultural context (Faas, 2011). In this case, it is therefore difficult to compare the YF programme to other IE programmes or practices around the world. However, Faas' comparison of Greece, Germany and England's form of IE illustrated their differences. Germany favoured following national political trends, whilst England reinforced 'macro-political notions of multicultural Britishness' (p. 8). England's focus on 'multiculturalism' is said to reinforce the notion of the 'other' (Faas, 2011), whilst Ireland's IE approach aims to recognise and celebrate similarities and differences in addition to broadening children's perspectives on identity and belonging, conflict and conflict resolution and human rights and responsibilities (NCCA, 2005, p.32). The relevance of investigating the impact of the implementation of the YF programme is therefore evident.

Although there has been very limited research on the YF programme, a report on the programme being piloted over 2008/2009 shows the significance of it in Ireland then, and even more so now. (Titley, 2008). In particular, Travellers and other ethnic minority groups still face discrimination in the education system (Bryan, 2012; 2009; Devine, 2011; Fitzsimmons, 2017; Pavee Point, 2018).

Evidence suggests that minority ethnic groups are still subjected to education systems that are unresponsive to, or even repressive of, their cultures. The Committee on Economic, Social and Cultural Rights has emphasised the need to ensure education which is relevant, culturally appropriate and of good quality.

(International Covenant on Economic, Social and Cultural Rights, 2003).

There is much critical analyses of social and educational policies in Ireland regarding IE and Ireland's response to net immigration. Critics of policies argue that IE in Ireland is a form of symbolic violence and one which reinforces power inequalities between the ethnic minority and majority groups by positioning the dominant cultural group as the one which is valuing and benefiting from the minority, and thus placing the minority in a position of benefiting the dominant group in some form (Tracy, 2000; Hage 1998; Bryan, 2009). It is argued, that this in turn produces the idea that those who are contributing to Irish society are seen as being embraced by us, albeit as the 'other' through interculturalism, which in effect is 'excluding inclusivity' (Reay et al. 2007).

Eliminating the power dynamic. Irish research suggests that migrant families face a specific power dynamic in the host countries namely through peer acceptance, rejection and acculturation, societal status and their cultural and social capital not being recognised. This leads to racism, discrimination and inequality. Devine (2003) illustrates the power dynamics that exist between teacher and child. Although our curriculum is one which is child-centred children are generally expected to conform to rules and are not in fact seen as active agents. A curriculum that is devised by adults of the dominant group, for children of the dominant group is evidently clear in the Irish education system. This in turn leads to the legitimisation of the values and norms of the dominant group, and consequently the 'othering' of the minority groups (Smyth et al, 2009).

Strengthening parental involvement in schools has been seen as critical to help schools become more inclusive and show equal opportunities to disadvantaged groups such as those from ethnic minority groups and families from low socio-economic backgrounds (Smith et al., 2002). Families are already at a disadvantage having gone through what can be

a traumatic experience of migration, losing cultural and social capital in the process.

Transmission of dominant cultural norms and values in society naturally leads into the education system, which in turn informs the school community of what is valued in the school. This results in inequalities and lack of opportunities for certain groups in schools. As the education system and schools favour the in group, the out group possessing different forms of cultural and social capital become less powerful and therefore may go on to experience symbolic violence (Bourdieu, 1977).

English is the dominant language and this is rarely questioned. Anyone who speaks it is automatically advantaged and privileged. Dynamics of ethnic tension associated with language are continuing to occur when a language has historically been suppressed. This is evident internationally, for example, in Canada and Belgium. The very fact that states impose a national language automatically places those who speak a minority language at a disadvantage. It is therefore difficult to imagine a future for minority languages where the language does not continue to be marginalised and subsequently become inconsequential. Those whose habitus are in harmony with the demands of the linguistic market can secure an advantage however those whose habitus are not in harmony with the linguistic market, or given less value come to accept this as valid. This process, closely associated with hierarchy relations of power results in symbolic violence, which then leads to the inequalities present between majority and minority languages. Although this occurs in mainly all societal domains such as health, media, employment, commerce, it is particularly prevalent in the education system where power dynamics trigger symbolic violence. It is crucial that teachers understand the experiences of minority ethnic groups so equal opportunities remain vital for years to come.

Peer relations and teacher racialisations. ‘Developing and maintaining positive peer relations are important developmental tasks that forecast future adaptation’ (Masten, 2014). Positive peer relations contribute massively to children’s well-being and adaptation, especially that of immigrant and newcomer students to schools (McDaid, 2007). This is relevant to this research due to the ethnically diverse set of student participants partaking in the study in addition to examining the impact of an inclusive and intercultural programme on ethnic minority students.

According to Asendorpf & Motti-Stefanidi’s longitudinal study of immigrant youth living in Greece (2017) four main factors are said to contribute to peer acceptance or rejection in the classroom. These are in-group preference, immigrants’ societal status, immigrant composition in the classroom and intergroup contact. In-group preference and homophily have been linked to multi-ethnic classrooms and mixed classrooms of non-immigrant and immigrant children. The key point of consideration here is ‘Is in group favouritism prejudice against the out group or does prejudice require out group derogation?’ The end results demonstrated an acceptance of Greek students and immigrants in classrooms with a higher ratio of immigrants went unchanged. In contrast, acceptance of immigrant students in classrooms with a lower ratio of immigrants increased. Research suggests that external factors have an important role in the acceptance or rejection of immigrant peers. Acceptance as a result of similar interests or rejection due to social prejudice are key points outlined by Asendorpf and Motti-Stefanidi (2017). Therefore, it could be suggested that the implementation of the YF programme could influence these factors, particularly in relation to social prejudice.

In an Irish context, Devine’s study of teachers’ responses to immigration in schools refers to teachers’ positioning of minority ethnic groups as ‘other’ (2005, p.286). Racialised

and classed perceptions of children from minority ethnic backgrounds were outcomes of the research, where ‘distinctions were identified between the more positive acceptance of migrants of East European origins and more circumspect views of other migrant groups’ (2005,p.52). From a macro level, these racialised and classed perceptions naturally coincide with the way in which state policies target certain migrant groups from white European backgrounds, as well as the immigration process and the labelling of black mainly African migrants as ‘asylum seekers’. As part of the YF programme, children and teachers are hoped to engage in critical reflection at every stage. The Diversity and Equality training for teachers is an example of the possible critical reflection that teachers could engage with on the programme. The Intercultural Review for students delves into feelings of cultural identity and belonging indicating moments for critical reflection.

The Recognition of First Languages in Schools

According to the UNESCO report ‘Education in a multilingual world’, ‘safeguarding linguistic diversity is one of the most urgent challenges facing our world’. Indeed, the pressure is on educators to provide a good quality education that takes into account learners’ needs as well as balancing social, political and cultural demands. As a field of study language diversity and home language maintenance (HLM) has been gradually gathering momentum in educational research (Cho, 2000; O’Toole and Skinner, 2018; Connaughton-Crean and O’Duibhir, 2017; Cummins, 2001; Faas, 2008; Kirwan, 2013; Mc Daid, 2009).

There is already an abundance of research regarding the advantages of HLM for second language acquisition and ethnic identity (Cummins, 2001, Kirwan, 2013, Cho, 2000). ‘The Inclusion of L1 can reduce the degree of language and culture shock and strengthen students’ self-esteem and identity’ (Cummins, 1996). However, from an Irish educational

context, there is very little action regarding using the child's first language as a resource. So far, the focus has been on the child's acquisition of the English language. Mc Daid's research on Polish and Romanian speaking children found that their multilingual ability was not being recognised in Irish primary schools, and instead the focus was on the fact that they have English as an additional language (2011, p.25). The majority of Irish primary school teachers have not received adequate training on the teaching of children from minority groups nor does the language policy for EAL pupils reflect a positive intercultural approach (Devine, 2009). The role of teachers in implementing culturally relevant pedagogies has been seen as critical to the success of minority language children. Teachers in McGorman and Sugrue's study (2007) highlighted the lack of adequate teacher preparation courses regarding teaching minority language children. Although the NCCA (2005) encourage the development of the child's first language, the responsibility does not lie on teachers, but rather parents, carers or other community initiatives such as language schools (McDaid, 2011).

Along with the UK, Ireland does not currently have any form of minority language education as part of the primary school curriculum. However, in Sweden bilingual students are entitled to mother tongue instruction within the Swedish curriculum. There are limitations to this, such as the fact that it compromises of a 40-60 minute lesson per week and is therefore said to be 'too marginal to allow students to maintain or develop their competencies in the minority language' (Ganzuga and Hedman, 2017, p.57). Related to this, the school takes part in the Young Interpreter Scheme (YIS) which will be explained further in Chapter Three.

Ireland's Response to Cultural Diversity

On a European level, Ireland signed the United Nations Convention on the Rights of the Child (UNCRC) in 1992. One of the key rights of the child in relation to education is that

children have a right to learn about culture, language and religion, as well as the right to practice it. ‘Minority or indigenous children are entitled to learn about and practice their own culture, language and religion. Everyone has a right to practice their own culture, language and religion’ (UNCRC 1990). Article 9 also states that education shall include:

The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

It goes on to state that ‘the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin’ (UNHCR, 1990).

There have been significant progresses made for Ireland and particularly in relation to the rights of the child. These include the publication of the National Children’s Strategy (2000), the establishment of the National Children’s Advisory Council (2001), Ireland’s first Ombudsman for Children (2004). Other examples include children organisations and councils such as Dáil na nÓg (youth parliament) and Comhairle na nÓg (local youth councils) as well as reforms of the youth justice system, through Children Act 2001 as well as the publication of Children First: National Guidelines for the Protection and Welfare of Children in 2017.

Ireland is said to be responding to cultural diversity through policies and strategies yet this is not seen on a practical basis, where lack of intercultural training for teachers is prevalent leaving teachers unprepared and under resourced for teaching IE. There is Titley’s report on the YF programme details the need for training (YF programme: Research Report, p.20). In 2009, five of the then Colleges of Education began to introduce modules on Development

and Intercultural education (DICE) with some lasting just eight weeks. It was also noted that CPD courses for teachers were lacking. According to Titley, only eleven out of over one thousand summer courses fell under the broad title of IE. This lack of training around IE is demonstrated by Bryan. . ‘While the discourse of antiracism is increasingly prevalent in national policy documents in an Irish context, this has not been accompanied by practical application’ (2010, p. 255).

National Strategies and Initiatives

There are a number of private funded and government funded initiatives and policies in place in response to Ireland’s growing cultural diversity. The next section will examine some of these strategies and initiatives in relation to IE and the YF programme in Irish primary schools.

The Intercultural Education Strategy. The Intercultural Education Strategy (IES) was developed in 2010. Its aim was that all students would be provided with an education that ‘respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership’ (Education Act, 1998). It states that all educators will be ‘provided with assistance to ensure that inclusion and integration becomes the norm’ in primary schools across the country (IES, p.1). This strategy stems from the Government’s plan to fight racism and the implementation of the ‘National Action Plan against Racism’. (NPAR)

The relevance of the context of the strategy is very clear with its goals and components said to be interdependent across all areas. These include: to include all participants in education

for a relevance to all levels of education and to ensure everybody has a role to play in creating an inclusive intercultural education environment, irrespective of whether or not educators have migrant children in their schools. (IES, p.1).

IES requires a holistic approach and one which hopes to achieve a change in perspective and attitude for those involved. It acknowledges and celebrates linguistic and cultural diversity and states that migrant students' connectedness with their mother tongue and culture will be encouraged.

Migrant Integration Strategy. The Migrant Integration Strategy (MIS) is a four year strategy to promote integration and inclusion on a society of increased diversity. Its aim is to provide intercultural awareness training for all those involved with migrant families along with action based objectives to be met over the four years from various Government sectors. Some of the educational action plans are set out in Table 6 below (see Appendix A for full table).

Table 5: MIS Educational Action Plans

Action	Responsible Body
The Education (Admission to Schools) Bill 2016 will be enacted.	Department of Education and Skills

Current school enrolment policies will be monitored over time to assess their effect on migrant students.	Department of Education and Skills
The effectiveness of training for teachers on managing diversity and tackling racism will be reviewed.	Department of Education and Skills
The fostering and development of positive attitudes towards diversity and celebrating difference will continue to form part of the school curriculum.	Department of Education and Skills

Community based action plans including the establishment of a Communities Integration Fund coincides with the educational action plans set out, as well as the development of intercultural awareness training to all front-line staff. Social Integration is also a key component of the draft Culture 2025 Framework Policy where the importance of the rights for all to participate freely in Irish society is highlighted. (Culture 2025 Framework Policy, 2018). Relating to this research study, all of the above action plans are connected to the steps of the YF programme, where policy reviews are encouraged, diversity and equality training is provided for staff and cultural celebrations are encouraged through classroom work and community work. This may signify the strength of the YF programme and the possible positive outcomes of implementing it in a school.

Trinity Immigration Initiative. The Trinity Immigration Initiative was part of a three year project privately funded from 2007-2010. It developed on the basis of Trinity College Dublin's strategic plan to support the establishment of a more intercultural Irish society. The research programme 'Diversity, Integration and Policy' comprised of six key projects namely: Parallel Societies or Overlapping Diversities, National Policy Impacts, Migrant Careers and Aspirations, Action Research on Community Relation, Migrant Networks – Facilitating Migrant Integration and English Language Support Programme for Post-Primary Schools (ELSP).

The establishment of the English Language Support Programme for Post-primary schools (ELSP) was based on the results of a report by Zachary Lyons in which 85 language support teachers and coordinators in 70 post-primary schools were interviewed. The results demonstrated the many challenges faced by teachers and the general lack of understanding towards teaching English as an additional language. The poor coordination of the provision of language support in schools was evident along with a tendency for teachers to place children in the same category as special educational needs due to their lack of proficiency in English. Although the ELSP refers to post-primary schools, many language support teachers in primary schools turned to this to support their teaching also. A general feeling of a lack of confidence and lack of teacher training and CPD was reflected in the report. These results are also further highlighted in Devine's study which describes the absence of training and lack of confidence teachers have on supporting migrant children. Although teachers recognised the need for development, a feeling of uncertainty as how best to move forward in order to develop inclusive practices in schools was evident (Devine, 2005). Related to this, the YF programme seeks to highlight the importance of teacher confidence and knowledge around

IE. The inclusion of the Equality and Diversity training for staff demonstrates their dedication. Before fully implementing the programme in the school, staff must partake in a two hour training session on Equality and Diversity. Additionally, the YF programme involves reviewing school policies so as to ensure they are inclusive. It is this support system that teachers need to address the uncertainty around the teaching of minority ethnic children.

The ELSP proved to be a success in providing resources and support to language support teachers through their website and support systems nationally where talks were organised and teachers supported each other. (Lyons & Little, 2009). Since the closure of ELSP there is no organisation to support and train the language support teachers in primary or post-primary schools in Ireland.

Summary

This chapter detailed the international and national literature associated with IE and minority ethnic students in Ireland. The significance of the YF programme was highlighted, detailing the relevance of the YF in today's education system and in today's society. Key factors relating to the integration of migrant families into Irish schools are illustrated through the topics of power dynamics, peer relations and teacher racialisations. The recognition of first languages in schools is detailed for its importance in this case study. National strategies and initiatives relating to IE are also detailed. The context of the school will be outlined in the next chapter, strengthening the literature discussed in the case of this case study.

Chapter Three- The Context

Setting the Context: The School

This section will provide a detailed description of the context of this research study. The linguistic and ethnic diversity of the school will be outlined as well as the many initiatives and partnerships the school is involved in that are all closely related to the YF programme. These partnerships and initiatives include supporting the school in the integration of new minority ethnic families and providing support for minority ethnic children through after-school clubs.

The school is a co-educational primary school from Junior Infants to Sixth class. The school is both linguistically and ethnically diverse and has pupils from twenty seven national backgrounds and with thirty nine different languages spoken. Approximately 87% of the children come from families where one or both parents are of a different nationality than Irish. The school enrolment figures for 2018/2019 indicate that a quarter of the school population is Romanian and out of these ten families are Roma, originally from Romania.

The school is a Roman Catholic school. Its Schedule states that the schools aims ‘to promote a full and harmonious development of all aspects of the personality of the pupil, intellectual, physical, cultural, moral and spiritual’. It also states that it ‘provides Religious Education for the pupils in accordance with the doctrines, practice and traditions of the Roman Catholic Church’. (Rose Street Primary School schedule). However the religious diversity of its community is also evident. 39% of families identify as Roman Catholic, 16%

as Orthodox, 13% as Christian, 13% as Muslim, 6% as Hindu, 4% as having no religion and 4% as Apostolic /Pentecostal, 3% as unspecified, 3% as Buddhist and 2% as other religions.

Approximately 88% of the children come from homes that English is not the first language of communication. According to a recent survey by children in the school, 65% of the children identify as multilingual i.e. speaking more than two languages fluently.

The school has a DEIS Band 1 status, with a high proportion of families coming from significantly low socio-economic backgrounds. The DEIS status is based upon socio-economic and demographic context (Archer & Sofroniou, 2003). Homelessness is continuing to be a serious issue for many families attending the school. Latest figures show that in the area alone, 1296 families and 2816 children are living in emergency accommodation (Dublin Region Homeless Executive, Dublin City Council, 2018). These issues are reflected in the *Children's Rights Alliance Annual Report Card 2019*, where the government scored 'F' in regards to Child and Family Homelessness. (Children's Rights Alliance, 2019). As a result of this situation and a large proportion of newly arrived immigrants living in accommodation in the city initially, the school is transient with a significant amount of children leaving after a short period, as well as children arriving throughout the school year. At present, enrolment figures show that out of the current 5th class of 2018/2019, 9 out of 22 children are there since Junior Infants i.e. 13 children have left. The same figure stands for the current 6th class of 2018/2019 where 9 out of 22 children are there since Junior Infants.

The next section will provide a detailed description of the context of this research study. The linguistic and ethnic diversity of the school will be outlined as well as the many initiatives and partnerships the school is involved in that are all closely related to the YF programme.

Initiatives and partnerships. Interculturalism and IE was described as one of the Irish government's "key responses to the changing shape of Irish society and to the existence of racism and discriminatory attitudes in Ireland" (NCCA, 2005, p. 17). With the above factors in mind, the school prides itself in being involved with numerous local and national initiatives that support critical IE.

The following section will outline the key local and national initiatives that the school is associated with and that are closely linked to the YF programme.

Firstly, the School Completion Programme (SCP) operates in the school. The SCP was set up as part of the DEIS strategy by the DES. It targets those children most at risk of early school leaving. It currently provides referrals for therapeutic services for targeted children particularly those from minority ethnic backgrounds as well as various clubs for specific children, identified in consultation with teachers, the principal and the HSCL.

At present, there is a focus on providing these resources to Roma and Traveller children due to the high proportion of those children being early school leavers (ESRI, 2012).

Pavee Point also work closely with the school to provide various services and support to Roma and Traveller families. These may include other services and support not directly linked to education such as support with social welfare or medical cards. *The Children's Alliance Report Card 2019* shows serious concerns regarding the lack of an implementation plan from the government regarding these minority groups (The Children's Rights Alliance, 2019, p. 120). Although the *National Traveller and Roma Inclusion Strategy* is welcomed (DOJ, 2017) the *National Roma Needs Assessment* depicts the serious poverty and marginalisation that is part of Roma life (Pavee Point, 2018, p.20). These issues are all ones which directly affect the school community on a daily basis.

As mentioned previously, the school has a large number of Roma and Romanian families. As a result, the Romanian Embassy contacted the school and offered to provide Romanian classes after school 4 days a week. The children also celebrate specific Romanian traditions and holidays through this club.

The Area Based Childhood programme is a prevention and early intervention programme specifically focused in areas of disadvantage. It currently provides funding for a number of programmes including the Incredible Years programme and Doodle Den. The Incredible Years parent teacher and children programme is a basic training programme to parents which includes strengthening children's social skills, emotional regulation and school regulation skills. DINA school, which is a part of the Incredible Years programme also runs in the school by trained teachers. It is a targeted programme for 3-6 year olds to strengthen their social, emotional and academic development. There is a particular focus on communicating and managing feelings, managing anger and practicing friendship and conversational skills as well as appropriate classroom behaviour. The work is all done through the use of puppets with the main puppet called DINA.

This programme has proven very successful in this school context as many children and families are new to the community and new to English. DINA school has been successful in providing children with necessary skills to communicate feelings and make friendships.

Doodle Den is an after school programme focusing on improving children's literacy through work, fun and games. An evaluation of the programme in 2012 showed that there was increased parental engagement and improved literacy outcomes for children. (Biggart et.al, 2012, p.47).

ABC also provides parent classes in the school. The classes have a parenting specialist and a second worker specialising in key target areas. For example a recent Art class for parents had an Art teacher and then a parenting specialist. The aim of the classes to

provide a service as well as a skill, so the parenting specialist acts as a support for parents in an informal way during classes. This has helped in the integration of new parents to the school community. Conversation classes have started recently which have proved to be a huge success amongst parents.

The school is closely involved with an independent national network that provides various services to the school including drama classes for the children, migrant family support services.

Crosscare provides a weekly support service for parents with little or no English to attend the centre with the HSCL officer. They are provided with an interpreter from Crosscare, to talk about any issues they may be having and how they can be solved.

The Ark Cultural Centre for Children are providing the school with free access to a number of cultural events throughout the school year. The school has also been involved in Show Racism the Red Card including the Football against Racism actions within this framework. Guest speakers from the association attend the school annually.

Other examples of IE include the HSCL advertising events such as celebrations for Chinese New Year hosted by a local Family Resource Centre, links with local afterschool clubs such as, which all work with children from minority ethnic families. The school has recently worked with a local secondary school on their English Language Summer camps for 5th/6th class boys.

Additionally, the school is involved in the BOLD GIRLS initiative. The initiative was established in 2018 marking the centenary of women's suffrage in Ireland. It highlights and reviews books that feature strong, confident, brave women and girls in Irish literature. This provides children with the opportunity to reflect on issues of gender equality. Its aim is to 'encourage young girls and young women to see themselves in the pages of fiction and non-fiction books, and to encourage them to go out into the world as brave, strong, bold, self-

possessed young women. The project also encourages young boys and men to see all the women and girls in their lives in this way, and to support them'. (Children's Books Ireland, 2017, p.3). Following on from BOLD GIRLS initiative, some children then worked with a famous Irish author last year on a project called 'My Mam, My Gran and Amazing Women of Rose Street' which proved hugely successful in providing them with the opportunity to appreciate the women in their lives and women that have added to the local culture of the area. This demonstrates the schools' dedication to local culture as well as reflecting its commitment to critical IE.

The need for a translating, interpreting and cultural mediation service in the local area was identified in 2005/2006. This led to the development of the Schools Cultural Mediation Project, across 10 local schools (Mc Daid, 2019). Its aim was 'to ensure that parents of minority language students of schools and after-schools in the SCP cluster can participate in the life of the school on the same basis as Irish parents and therefore become integrated in the school community' (Murray, 2008). Communication and connectivity were seen as the main challenge in addressing educational disadvantage among minority language families. Therefore, the role of the HSCL was seen as vital in the implementation of partnerships between home and school.

The key objectives in this project were:

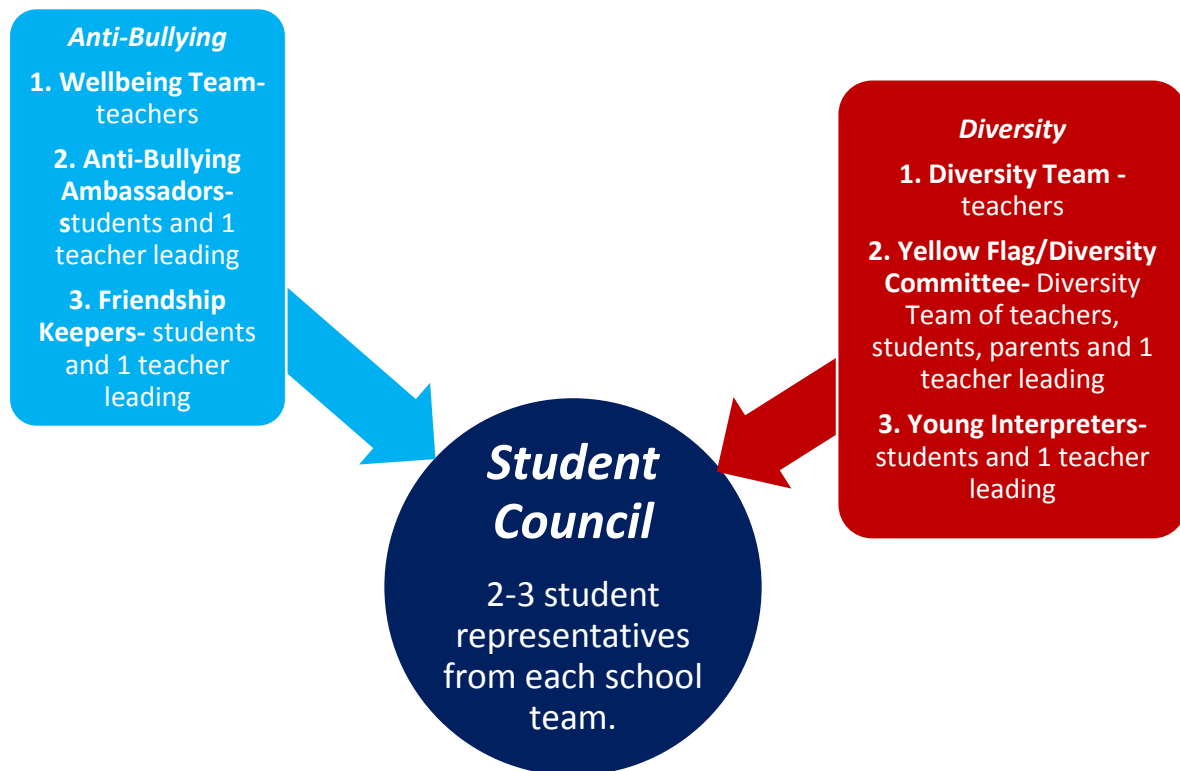
1. To provide a translation service for migrant parents in the targeted schools
2. To provide an interpretation service for main meetings between targeted schools' staff & migrant parents
3. To research a cultural mediation service for operation in the targeted schools
4. To promote mutual respect, good relations & frequent interaction between education services & migrant parents.

5. To create a more inclusive school environment & to mainstream the provision of translation/interpretation/cultural mediation within the educational services in the area.

The results showed that there was increased integration of parents in schools, teachers were more aware of the children's needs and challenges, a more positive partnerships with parents as evident, it helped schools identify other needs of minority language students and their parents, greater parental engagement and a development of greater trust amongst parents. Although there were many challenges also identified, these were mainly due to funding, project structure and overambitious objectives. (Murray, 2008). Overall the project has had a major impact on minority language parents (Mc Daid, 2019). The school still uses translators and interpreters in parent teacher meetings and other events, demonstrating its commitment to the inclusion and integration of minority ethnic families

School organisation. Rose Street Primary School has a number of school teams and subsets of teams with some members of each making up the school's student council. An overview of the general structure of the school teams related to the YF programme is shown below. Figure 1 outlines the structure of the school teams.

Figure 1: Structure of school teams



The Young Interpreter Scheme. YIS was founded in the UK in 2008 as a result of the increase of children entering the school system with English as an additional language. Hampshire Ethnic Minority and Traveller Achievement Services (HEMTAS) decided to set up the scheme in order to use the children's first language as a resource to help parents, teachers and families settle into school life. Bilingual pupils use their language skills to help newly arrived children and their families. They are paired up with children who usually share the same first language(s) as them although some Young Interpreters may be monolingual. The Young Interpreters are trained over six weeks using various resources supplied by HEMTAS and they meet formally once a week for half an hour. The scheme has proven hugely successful in schools across the U.K. and further afield. A children's safeguarding report by Ofsted inspectors heaped praise on the initiative, describing it as exemplary for giving a voice to vulnerable children (Ofsted, 2014) The celebration of one's language, culture and ethnicity are all key aspects of the YF programme (YF handbook, p.12). Therefore, the YIS was situated within the YF programme in the school, and the impact of the use of YIS and first languages formed a part of the research study. This impact will be discussed further in Chapter Five.

The Diversity Committee. As stated previously, the establishment of a Diversity Committee was part of the initial stages of the YF programme within the school. The table below outlines this diversity.

Table 1: Profile of the Diversity Committee

Class	Gender	Nationality	First language	Other languages	Religion
Junior Infants	F	Afghan	Pashto	English, Arabic	Muslim

Senior Infants	F	Roma	Roma/ Romanian	English, Gaeilge	Pentecostal
First	F	Bulgarian	Bulgarian	English, Gaeilge	Orthodox
First	M	Filipino	Tagalog	Basaya, English, Gaeilge	Roman Catholic
Second	F	Pakistani	Urdu	English, Gaeilge, Arabic	Muslim
Second	M	Slovakian	Slovakian	English, Russian, Gaeilge	Roman Catholic
Third	F	Irish Traveller	English	Gaeilge	Roman Catholic
Third	M	Roma	Roma/ Romanian	English, Gaeilge	Orthodox
Fourth	M	Romanian	Georgian	English, Gaeilge	Orthodox
Fifth	F	Irish	English	Gaeilge	Roman Catholic
Sixth	F	Irish	English	Gaeilge	Roman Catholic
Sixth	F	Romanian	Romanian	English, Gaeilge	Orthodox

School policies and action plans. The school's Development Plan and the Cultural Diversity Action Plan reflects those set out in the DCC Integration Strategy.

Figure 2: The School's Development Plan

We celebrate our diverse languages, faiths and cultures - Diversity team - Young Interpreters	We care for our local environmental and the world - Green Schools' Team - Gardening Team
We encourage everyone to be active and healthy - 'Active Schools' team - Lunchtime play-leaders	We keep ourselves and others safe and well - Anti-Bullying Ambassadors - Friendship Keepers

The Cultural Diversity Team is a team of teachers that hold some responsibility into the implementation of IE and the promotion of cultural diversity in the school community and beyond. An action plan is drawn up yearly in consultation with the school principal. The current Action plan's theme is 'to celebrate diverse faiths, cultures and languages' The Action plan is linked to the Dublin City Plan of Social Inclusion and Integration where all inhabitants feel a sense of engagement and ownership with the city. 'regardless of social or cultural background and feel safe in their communities and are welcome to fully participate in the political, social, cultural and business life of the City' (DCC, 2016,p.5).

The aims of the Cultural Diversity Action Plan 2018 include achieving a Yellow Flag by June 2019, recognising encouraging and celebrating cultural diversity in the school, working in partnership with local agencies, children trained as Young Interpreters, celebrating the nationalities, languages, cultures and faiths of the school through curriculum and school events, parents welcomed and playing a key role in the school community,

children experiencing a diverse range of cultural experiences during their time in school and children participating in initiatives that encourage awareness of diversity.

The Admissions Policy was reviewed in October 2018 in light of the Education (Admission to Schools) Act, 2018. This was amended due to the U.N. Commission recognising the discrimination that existed regarding school admissions in Ireland. In 2016, The Education Act aimed to eliminate the discrimination of children because of their religion and to ‘remove the provision that enables denominational schools to use religion as an eligibility criterion for school admissions or ‘baptism barrier’. (Education [Admission to Schools] Bill, 2016).

The school recognises that many of the children come from a variety of faith traditions and it states that it ‘welcomes children of all faiths and none, respecting and valuing the diverse beliefs of our community’ (Rose Street’s Admissions Policy, 2018). In the event that applications for enrolment exceed or are expected to exceed the number of places available, the Board of Management will apply the following criteria:

Table 7: Rose Street’s Admissions Criterion

Priority	Criterion
1	Brothers and sisters of children in the school.
2	Children living within the parish boundary.
3	Children of current staff, including ancillary staff.
4	Children living outside the parish boundary.

This policy reflects that of an inclusive, fair school in that no child is prioritised nor discriminated against for any reason. ‘We will not refuse a child on the basis of ethnicity, special education needs, disability, Traveller status, refugee status, political or religious beliefs, family or social circumstances, provided the necessary supports are in place in the school’ (Rose Street’s Admissions Policy, 2017).

The Anti-Bullying Policy was adopted by the Board of Management on 29th April 2014 and has been updated in April 2018. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the

Board of Management adopted the Anti-Bullying Policy within the framework of the school's overall code of behaviour. This policy complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. It includes references to a school climate that 'welcomes difference and diversity and is based on inclusivity. It is drawn upon from a whole school basis and identifies implementation strategies that explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying'. It includes identity based bullying in its description of forms of bullying but fails to mention Roma children. 'Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs' (Rose Street's Anti-Bullying Policy 2018). The review of the Anti-Bullying Policy is part of the steps towards achieving a Yellow Flag.

The Language Support Policy at this school sets out 'to support children in their acquisition of English as a second language by developing the appropriate level of proficiency in English to participate fully in their mainstream classrooms'. It recognises that each individual child differs and the starting point of Language support classes depends on the child's age, mother tongue, background and previous education experience. Due to the high proportion of children arriving from ethnic minority groups who in some cases have no previous school experience, the wording in the policy is extremely relevant in the context of this school.

Although a child may start in Junior Infants with very little English but can speak well in his/her mother tongue, the school may decide to give Language support to a child who has joined in for example 2nd class that has no previous school experience and little Literacy support due to his/her socio-economic background/culture. The student's English language level is ascertained using the Primary School Assessment Kit and the Global benchmarks of

communicative proficiency. The Proficiency benchmarks (A1 Breakthrough, A2 Waystage, and B1 Threshold) are used to facilitate the design and delivery of the Integrate Ireland Language and Training language support programme (Council of Europe, 2001). Language Support lessons are said to utilise the five communicative skills and the units of work are based on the Up, Up and Away programme. Assessment takes place twice a year using the Primary School Assessment Kit and an end of year report is completed for each pupil in June. (Integrate Ireland Language and Training, 2003). The policy states that ‘activities should be intercultural and focused on multiculturalism’. (Rose Street Primary School, Language Support Policy, 2019).

Various resources from the INTO are being used in the school in response to the publication of the Anti-Bullying Guidelines for Primary and Post-Primary Schools by the Department of Education and Skills (DES) in 2013. These include the ‘Different Families, Same Love’ resources and the ‘We All Belong’ resource pack which includes a recommended range of books to celebrate diversity and aid in the teaching of IE. The school has bought a significant amount of books from the recommended lists, as well as dual language books representing many of the languages spoken in the school community. This chapter outlined the context in which the study took place and demonstrated the significance of the YF programme in relation to changing demographics and social and educational policies.

Summary

This Chapter placed the case study in context. A thick description of the context of the school is outlined detailing the initiatives and partnerships linked to the YF programme. The structure of the school teams is given, including an overview of the YIS and Diversity

Committee and their relevance to the research question. The ethnic and cultural diversity of the students was also demonstrated. The significance and relevance of the YF programme in relation to social policies concludes the chapter.

Chapter Four - Research Methodology

Introduction

This chapter outlines the research methodology employed to address the research question ‘What is the impact of the implementation of the Yellow Flag programme on teachers and students in a multicultural primary school?’ It begins by outlining the research design and the advantages and limitations associated with a case study. An overview of the research methodology is provided, followed by a description of the phases of the research process and a description of the research participants. The advantages and challenges associated with each of the research instruments is outlined. The chapter concludes with the ethical considerations and the stages of data analyses.

Analytic Framework: The Case Study

This research was undertaken through a case study design. The case study was considered an appropriate method for a number of reasons. Compared to a purely quantitative piece of research or purely qualitative research, case studies can provide multiple sources of data. (Yin, 2009). In this case study, the data sources included semi-structured interviews, school policies and reflective journal entries. This can be seen in Table 1. Indeed, the advantages in this case was the depth of data obtained from focusing on one particular case i.e. one primary school. Yin reemphasises his definition and rationale for choosing to do case study research in Yin and Davis, 2007. He states that researchers choose case study research ‘in order to understand a real-world case and assume that such an understanding is likely to involve important contextual conditions pertinent to the case’ (Yin & Davis, 2007 p.17).

The understanding of what causes a particular phenomenon was another strength as the study allowed for a greater understanding into the impact on teachers and students participating in the YF programme. As a qualitative piece of research this case study allowed for a greater understanding of the feelings, opinions and beliefs of people involved through the use of a reflective journal and interviews. A case study ‘can penetrate situations in ways that are not always susceptible to numerical analysis’ (Cohen et al, 2009, p. 253). In this context, the case study had the researcher actively involved in it and set out to investigate the impact of the implementation of a particular intercultural education programme in a particular primary school (Cohen, Manion and Morison, 2007, p. 252).

Yin (2009) looks at case studies from a broader social science perspective, rather than specifically from an educational one stating that case studies are “an empirical inquiry that investigate a contemporary phenomenon (the ‘case’) in depth and within its real world context” (p. 16). The researcher can relate to Yin’s definition (Yin, 2014, p. 16) as the most relevant one for this study. This case study was undertaken to develop a more in depth understanding of student and teacher experiences of the YF programme in a multicultural primary school in Ireland (Bell, 2010; Opie, 2004a). In the case of this qualitative research study, the approach has been that of interpretivist. Human interactions and multiple interpretations of reality are at the core of the research. Interpretive approaches focus on action and are future-orientated (Cohen, Manion and Morrison, 2009). An important characteristic of the interpretive approach is that humans are deliberative in their actions and make meaning in and through their actions. (Candy, 1989). The approach also stems from the belief that situations are fluent and changing and actions are ‘situated’ (Cohen, Manion and Morrison, 2009). The role of context is vital and instantly makes this approach the most reliable for this form of research.

Yin describes the importance of deciding when to use a case study and states that there are three forms of case studies (2009). These are exploratory, descriptive and explanatory. He also states that there are three conditions researchers must keep in mind. These are a) the type of research question, b) the extent of control a researcher has over behaviour events and c) the degree of focus on contemporary as opposed to historical events (p.5). The type and form of research question being asked is what forms the bases for the selection of an optimum research method. In designing the research questions, Yin states that the researcher may find that there is reframing of questions as the study progresses. This is also known as 'progressive focusing'. This happened to the researcher throughout this study where the research question was changed from the original one of: What is the impact of the Yellow Flag programme on teachers, students and parents? to What is the impact of the implementation of the Yellow Flag programme on teachers and students? Due to its heavy context, it was essential for the researcher to be familiar with the possible complex issues that may arise from it, but to also be open to the programme's flexibility (Stake, 1981).

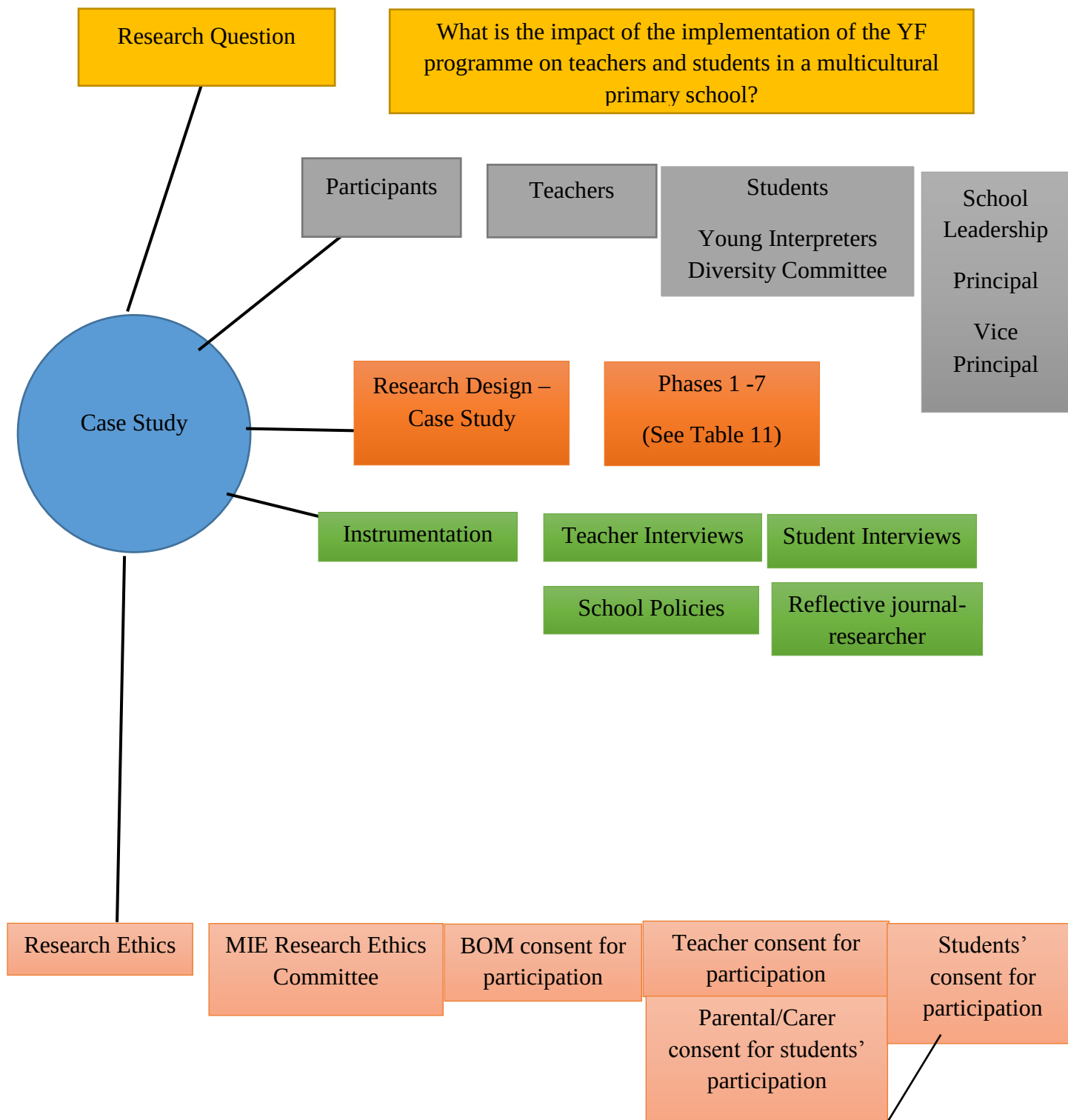
Advantages and Limitations of the Research Design

As with any research study, advantages as well as limitations and difficulties are evident when conducting case studies. (Cohen et al, 2007). The participants were central to the study. This could be interpreted as both an advantage and a limitation. The advantage being that the in-depth data that would come out of it through their thoughts and feelings being discussed in interviews. The limitations in this study included a sense of bias and selective as the researcher was seen as a colleague to the teachers and a teacher to the students. Nisbet and Watt (1984) detail the key insights and features that case studies can reveal, which can be lost in other types

of research methods such as questionnaires or surveys. On the other hand, due to the personal nature of a case study, results may be seen as 'bias and selective' (Nisbet and Watt, 1984). Indeed, insider research has many limitations. In this case, they may have included certain values, knowledge and experiences brought to the research from the researcher herself. It is possible that these inherent biases could have impacted on both the interpretation of the data and the interview process. However, I tried my best to stay neutral and objective at all times. Acting as researcher and educator can be challenging during the interpretation of data, where it is not so much the way in which things are interpreted, but who is doing the interpreting. (O'Donoghue, 2006). In this way, I tried to remain objective at all times and regularly refer back to the research question as well as remind myself of the importance of validity and reliability in such a study. Human interactions and the chronological order of events are typical characteristics of this research method which can makes them realistic and perhaps more easily understood. Indeed the use of case studies is proven to be powerful in decision- making, particularly around educational settings. (Ball, 1990; Bowe at al. 1992; Ball, 1994a). This is central to the YF programme, in that the steps involve reflection of practice and methodologies, analysis of policies and decision making that could result in a positive impact on teachers and students. Validity, generalisation and reliability are challenging aspects of case studies. (Yin, 2009). However, in this research study, the positionality of the researcher is made evident from the outset in addition to the use of reflective journaling where 'thick descriptors' (Geertz, 1973) and critical incidents were reported in a meaningful and effective way. To further clarify, incidents or interactions were still recorded in the reflective journal by the researcher and were further questioned and reflected on as weeks passed. This was particularly evident in the case of the development of an Action Plan and the interactions that occurred during and after its development. These will be addressed further in Chapter Five.

This therefore pays attention to the observation of reliability and validity being a challenge in this research. Hypotheses formed from a particular case study cannot be generalised (Flyvbjerg, 2011) however the results of a case study could allow readers to relate them to another similar case (Bell, 2010). Stake (1978) further clarifies this notion by stating that although results are not generalizable the findings may be transferable. He states that generalizations ‘may be arrived at by recognising the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings’ (p.6). With the context of the school is mind, it could be described as one that is atypical. It could be said then that the findings related to this case study could be non-transferable to another context. Nesbit and Watt’s description of case studies as ‘a step to action’ further contributes to their suitability and reliability in the context of this school implementing the YF programme where each step involves in-depth action at a whole school level. An overview of the methodology is outlined next.

Figure 3: Overview of Methodology



The Diversity Committee

As stated previously, the establishment of a Diversity Committee was part of the initial stages of the YF programme within the school. Please see Table 6 for a reminder of its relevance to the research methodology.

Description of Participants

This study involved teachers and students. A purposive sampling strategy was used in order to best relate to the aims of the research (Cohen, Manion and Morrison, 2011). This means that I chose the teachers and students I wanted to interview based on certain criteria. Firstly, students chosen had to be involved in at least one school team that was actively involved in the implementation of the YF programme. For teachers, the criteria were that they were part of a school team that was directly involved with the implementation of the YF programme, or/and that the students they teach were involved in a particular project or partnership that fed into the YF programme. The students chosen for the participation in this study varied in gender, age and ethnicity. They were all minority ethnic students. This also meant that students represented backgrounds of significant linguistic diversity. This is outlined in the table below.

Table 8: Profile of student participants

Pseudonym:	Age and class:	Ethnicity	Religion	First Language(s)	Other languages	School teams:
Daniel	10, 4 th	Romanian	Orthodox	Roma and Romanian	Romanian, English	Diversity/Anti-Bullying Ambassador

David	12, 6 th	Romanian	Orthodox	Romanian	English. Gaeilge	Diversity/ Anti-Bullying Ambassador/Student Council
Katerina	12, 6 th	Romanian	Christian	Roma and Romanian	Romanian, English, Gaeilge	Young Interpreter
Sohan	10, 4 th	Filipino	Roman Catholic	Tagalog	Bisaya, English, Korean, Gaeilge	Diversity/Young Interpreters/ Anti-Bullying Ambassador/ Student Council
Nadia	12, 6 th	Irish	Pentecostal	Romanian	English, Gaeilge	Young Interpreter , Diversity
Miriam	12, 6 th	Polish	Roman Catholic	Polish	English, Gaeilge	Young Interpreter/Anti-Bullying Ambassador /Student Council

Table 9: Profile of teacher participants

Pseudonym:	Rationale:	School teams/responsibilities:	Ethnicity
Áine	Principal	Whole school	White, Irish, Roman Catholic
Tara	Vice principal, YF team	Diversity, Incredible Years,	White, Irish, Roman Catholic

Sinéad	HSCL, YF team	Diversity, HSCL ,	White, Irish, Roman Catholic
Gavin	Student Council co-ordinator	Diversity, Student council,	White, Irish, no religion
John	Class teacher of students involved with Diversity team/Y.I.	Wellbeing,	White, Irish, Roman Catholic

Data Sources

In keeping with the ethos of a case study design, data was collected from a number of sources including semi-structured interviews, reflection journal entries and school policies.

This is detailed further in the following table.

Table 10: Data Sources

Interview Transcripts	11
Reflective Journal Entries	15
Policies	2

Interviews. The benefits of using interviews as a source of data collection are evident in much literature (Denscombe, 2003; Yin, 2009, Creswell, 2012).

In the case of this research, semi-structured interviews with teachers and students were one of the sources of data that proved most reliable, valid and effective. Many considerations were taken into account including the advantages and disadvantages of interviews, the type of interview to be conducted, the questions and other key considerations relevant to the context and content of the research. Interviews are not just a way of collecting data, but a social interaction between two or more people. They are a powerful way to address and expand upon complex issues and allow the interviewer to delve into a person's perspective of the world. (Tangie, 2015).

Unlike other forms of data collection, such as questionnaires and surveys, interviews can allow a certain aspect of richness, depth and honesty from the interviewees (Oppenheim, 1992). Although challenges may arise such as the difficulty of anonymity, interview bias and time, when carefully planned and articulated the many advantages can be vital for the gathering and analysing of data. The aims of the interviews were also a key consideration. Kvale states that interviewers should engage the interviewee, understand the topic, interpret answers and be focused but flexible (1996). Before the interview took place, students and teachers were made aware of the purpose of the interview and encouraged to ask questions. (Appendices A, B and D).

As the topic of IE incorporates feelings of identity and belonging, sensitivity towards the interviewee was crucial for a successful interview to happen (NCCA, 2005, p.53.). Attributes of the interviewer were imperative to this part of the process. These included trust and curiosity. In this context, the researcher had a relationship with all students and teachers being interviewed. There was an element of trust present, given that the researcher had worked closely alongside all of the interviewees for the school year as well as a common goal

present amongst all participants, that is, to achieve a Yellow Flag. Curiosity in discovering feelings and hearing stories is also an important attribute. As in the researcher's positionality stated previously, a genuine curiosity and interest was present.

The interviewer's behaviour and conduct was also important, especially when interviewing children. Tone of voice, appropriate language, active listening, facial expressions and non-verbal expressions were all taken into account. For example, the researcher ensured that their tone of voice was neutral but upbeat so as to keep interest. The researcher gave the students sufficient time to answer questions. Transcriptions of the interviews demonstrated active listening where the researcher asked follow up questions based on the interviewee's answers. Sensitivity and professionalism was always at the forefront of the interview (Dyer, 1995). Challenges such as the power dynamics between researcher and teacher and researcher and students were also addressed through the use of verbal and non-verbal feedback, the clarity of the purpose of the interview and questions and knowledge on the part of the interviewer as when to keep silent (Kvale, 1996).

Given that this study involved teachers and students, the type of questions that were asked to both parties differed (Appendix E). Overall, a semi-structured approach was seen as the best option in this context so as to allow for open-ended questions, prompts and probes.

The use of a reflective journal. Reflective Journals in educational research are seen as a critical analysis of a situation or teachers' work (Maarof, 2007). The use of a reflective journal in this case allowed me, as researcher and lead teacher to engage with the research questions set out and the school aims of the Yellow Flag programme. Prioritising the dependence of context to understand human interaction, is crucial to the results of this case study. It was hoped that the use of journaling would outline this emphasis on context. It was hoped that the reflective journal would give the researcher insight into the impact of the YF programme from a personal, professional and organisational perspective and indeed to demonstrate the impact of the implementation of the YF programme on teachers and students. The challenges, achievements and interactions that occurred between individuals and groups were recorded. This allows the reader to realise the intensity of certain interactions, situations and stages, and the researcher's response to this. (Tripp, 1993). The importance of journaling without delay after a particular meeting/next step was imperative to the feelings and thoughts to be captured in such a way that the reader could envisage those moments clearly. In total, fifteen detailed journal entries were written over the course of the research. Most were written at the beginning of a new step and at the end of the step, with some extra entries in between. The length of each entry was no less than 1,000 words.

As time went on, certain issues, feelings or interactions I had encountered prompted further reading, which in turn prompted further journaling. For the most part, discussions around each stage of the programme were critically reflected on to include the impact on teachers and students. Other journaling included the organisational elements involved and the logistics of each step towards the YF.

Policy analysis. Documentary analysis is a form of qualitative analysis that encourages researchers ‘to locate, interpret, analyse and draw conclusions about the evidence presented’ (Fitzgerald in Briggs, Coleman & Morrison, 2012, p. 268). For this study, two school policies were gathered and later analysed. These were the school’s Admissions Policy and the Anti-Bullying Policy. The researcher felt that these two policies were directly linked to the YF programme and Intercultural Education. As with other forms of documents, the meanings and interpretations taken from these documents were drawn in context. Although content analysis can be seen as a rigorous eleven step process, for the sake of this small scale research the documents were analysed following the same steps outlined in the data analysis section of this chapter. (Ezzy, 2002, p.476) As in this context, documentary analysis is usually used in addition to other forms of data collection allowing for increased credibility.

Timeline and Phases of the Research

The Diversity Committee met monthly to discuss the next steps, gather ideas and share knowledge. The meetings never lasted longer than 40 minutes. The researcher was the chairperson of most meetings. In some instances, the committee met twice a month, depending on the work involved in each step. Observation notes and journaling were started at the earliest stage possible. Given that the case study investigated the impact of the implementation of the YF programme on teachers and students, only some aspects of the programme are included in the research process. The following table outlines the phases associated with the data collection and analyses.

Table 11: Phases of Data Collection and Analyses

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Reflective Journal started. Diversity Committee established	Policies gathered	Action Plan reviewed Policy Analysis	Interviews	Transcripts of interviews made. Data Analyses	Interpretation and themes and sub themes identified.	Findings written up.

Ethical Considerations

Ethical approval was obtained from Marino Ethics and Research Committee before conducting any research. Appropriate ethical procedures, as outlined in the Marino Ethics and Research Policy, were followed to gain access to data. The study was also approved the schools Board of Management. Ethical procedures included informed consent. Teachers were asked to sign a letter of consent with information about the study (Appendix A). Parents were also asked to sign a letter of consent for their children to be interviewed. (Appendix B). Information about the study was made clear, as were the aims and purpose of the interviews (Appendix C). Students were informed of the study and their consent was sought (Appendix D). The identities of the students and teachers were concealed. It was noted that the participants were also informed of their right to refuse to participate and their right to withdraw at any point (as in Appendix C).

Additionally as the co-ordinator of the YIS, a support teacher and as the lead teacher for the YF programme in the school, the possibility of bias in participants' responses in interviews was noted by the researcher. The researcher ensured that a clear, meaningful explanation was given before the interviews, of the research purpose and intentions and the researcher was satisfied with the validity of answers.

In the case of this research, the researcher could not guarantee anonymity conducting interviews. This was made clear to the participants before the interview. Confidentiality was ensured regarding the school name and students' names, with pseudonyms used for both. It is possible that the school may be traceable by some readers of the study. All data collected were stored in a locked cabinet in the researcher's room in school. The researcher is the only person with access to this cabinet. The GDPR guidelines of the school were followed at all times.

Viewing children as active agents was important in this form of research. However, the vulnerability of children is worth noting. Throughout the research, I ensured to follow the Child Protection guidelines of the school and refer to the rights of the child as outlined in UDCRC and the Children's First Guidelines (Children's Alliance, 2014). These documents serve as important guidance to ensuring both myself and the child/children were not in a vulnerable position. An example of this included having the door ajar when conducting interviews and having another child present in the room.

Planning the interviews, so as they did not unearth any negative feelings during or after was an important step. This involved the careful choice of questions, appropriate non-verbal and verbal feedback and good moral conduct.

Data Collection, Protection and Analysis

All data were prepared and organised before being analysed. Interviews were recorded on two devices – both being placed between the interviewer and the participants. Apart from the interview recordings, the researcher also took field notes directly after each interview which allowed her to analyse and interpret non- verbal behaviours.

Duplicates were made of all interview recordings and copies were made of original documents which were the school policies, transcripts of interviews, field notes and reflective journal entries. All recordings and documents were stored appropriately and followed the Ethics in Research Policy for Marino Institute of Education.

Following on from the protection of data, the researcher followed the four step process of Interpretive Phenomenological Analysis (IPA) which is: 1) Looking for themes 2) Connecting the themes 3) Interpreting the data and 4) Writing up (Smith and Osborn in Smith, Flowers and Larkin, 2009, p. 76). IPA seemed like the most suitable form of data analysis for this case study as it explored the participants' interpretation and understanding of their personal and social world (Smith and Osborn, as cited in Smith, Flowers and Larkin, 2009, p. 55). According to Smith and Osborn (2009) semi-structured interviews are seen as the optimum form of IPA. In addition to this, it was a flexible form of analysis, with the steps acting as a guide for the researcher. There was an emphasis on the researcher's own style and method being present in the analysis stage.

Looking for themes. This process involved the reading and rereading of each set of data in order to identify emerging themes. Annotations of interesting or significant information were noted on left hand margins of documents. These were initially paraphrases or summaries. The rereading of data brought about some new insights and emerging themes which were noted on the right hand margin of documents.

Connecting the themes. This step involved the researcher listing themes that have emerged and making connections between them. The connections between themes sometimes meant that some themes became clustered and some became subordinate themes. This process involved the researcher taking on an interpretative approach (Smith, 2003). Phrases or identifiers backed up each theme. Some initial themes were eliminated due to a lack of evidence.

Interpreting the data. This process was not a stand-alone one in that the researcher was constantly interpreting the data in the previous stages. However at this stage the researcher ensured that all themes had rich evidence to back them up and interpretations of what people said or what the content implied could be seen as real evidence that associates itself well in answering the research question.

Summary

This chapter described the methodologies adopted to realise the research question; What is the impact of the implementation of the YF programme on teachers and students in a multicultural primary school? The rationale behind the use of a case study in this context was outlined and a detailed description of participants was given. The research design and data

sources were detailed, showing an insight into the rationale for choosing such sources and the limitations and challenges associated with them. Ethical considerations for a project of this nature were addressed. Finally, the stages of data analysis were discussed. The next chapter will analyse the key findings in relation to the research question.

Chapter Five- Discussion and Findings from the Data

Introduction

This chapter presents an analysis of the data collected from semi-structured interviews with six students and five teachers in addition to 15 detailed reflective journal entries and 2 school policies. In some instances, the findings may be drawn from analysis of a single source, while others emerge from an analysis of a combination of the data sources. The discussion of findings is presented in a thematic format. The themes were chosen based on their significance in relation to the research question, what is the impact of the implementation of the YF programme on teachers and students in a multicultural primary school?

Their significance in relation to this school is relevant so as to help place the findings into this atypical school context. Firstly, the flexibility and adaptability of the programme is an important finding. From the outset, the flexibility built into the programme lead the way for the forthcoming themes. .The context of the school is a vital component in understanding the importance of the flexibility of the programme. This context is provided in the opening section to the first theme. Secondly, the programme has had a positive influence on plurilingualism within the school. This is illustrated in the data, where the benefits of the use of first languages is evident through the use of the Young Interpreter Scheme (YIS) which was embedded in the YF programme. Thirdly, the YF programme created the grounds for more democratic schooling where evidence of increased dialogue, decision making and critical reflection became apparent. The themes are broken into sub themes as outlined below:

Table 12: Themes and sub-themes from the data

Themes:	Sub-themes:
Factors relating to its Implementation and Impact	• Context • Flexibility
Towards a Plurilingual School	• Multilingualism as an asset • The use of first languages
Democratic Schooling	• Dialogue • Decision Making • Critical Reflection

Key factors leading to its implementation and impact

Context. One of the key findings of this research was the importance of the school context to the successful implementation of the YF programme. It is clearly understood that school context impacts on all facets of school life. In the context of the YF, the context of this school was of particular importance to the creation of specific actions, and the ability to deliver on those actions.

One of the key elements of the context of the school pertains to the availability of resources. Waldron et al. (2007) identified that inadequate resources are seen as a major

barrier in the implementation of IE and Development Education programmes in Irish primary schools. The DEIS Band 1 status of the school allows for extra supports and funding to tackle educational disadvantage (DEIS Plan, DES, 2017). This meant that the accessibility to support systems and funding allowed for the maximum effect of the YF programme within the school community. Examples of this included access to good quality resources such as dual language books and a range of other books that aided in the teaching of critical IE. For example books based on some strands of IE were already available for teachers to use. Demonstrating this, the book 'Whoever You Are' by Men Frost helped some teachers address the themes of Identity and Belonging and Similarities and Differences (NCCA, 2005, p.53).

The location of the school in the city allowed for easy access to local agencies and areas of cultural interest. The positive relationships that already existed between the school and the community helped in the impact of the implementation of the programme. One of the steps in the implementation was 'Going Beyond the School Walls' where schools are encouraged to make links with the community (YF Handbook, 2019, p.42) The school already had strong links to agencies such as New Communities Partnership, and the Romanian Embassy but these were strengthened during the research due to the emphasis placed on Yellow Flag through various media such as the school newsletter, text messages to parents and letters home. The data points to the importance of these community links and to the convenience of having them before and during the implementation of the programme.

'NCP headquarters are really close too so that all makes things a little bit easier for us in terms of integrations and new communities moving into the are'. (Sinéad, HSCL).

It could be said then, that the YF programme impacted on the rejuvenation of these community links from evidence outlined later in this chapter

The profile of the school as an inclusive multicultural school also played a key role in its positive impact. This meant that the school was at an advanced starting point, a position that may be different to other schools participating in the YF programme. As mentioned in Chapter One, children attending this school come from highly diverse ethnic and linguistic backgrounds. This is evident, for example, from the fact that 27 nationalities and thirty nine languages are represented in the school's current enrolment.

Another important note on school context is the school's organisational culture. Organisational culture refers to the set of values, behaviours, expectations and philosophies within an organisation (Schein, 2004). These can be visible and invisible. Schein states that 'perhaps the most intriguing aspect of culture as a concept is that it points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious' (p.8). This view was evident in an interview carried out with one participant stating:

Sometimes it's not so much what impact do they have as what would the place be like without them. Events such as the International Food Fair, Anti-Racism initiatives etc. and longer-term projects such as Young Interpreters become so embedded in the culture of the school that it is almost impossible to imagine it existing without them.

(Gavin, teacher)

Throughout the years, the school has already had partnerships and initiatives in place that reflect critical IE. Examples of these include BOLD girls and The Young Interpreter Scheme and has as already mentioned in Chapter Three, strong links to the local community. Previous research into IE in an Irish context demonstrated teachers' lack of knowledge around IE (Devine, 2011; Bryan, 2009b). Some teachers see IE in a celebratory role (Troyna

& Williams, 1983) as opposed to the strands relating to critical IE (NCCA, 2005, p.54). In this case, current practices and methodologies within the school often reflect critical IE and the Intercultural Guidelines are embedded within current school plans and policies. For example, the school policies and school partnerships and initiatives already mentioned reflect some aspects of critical IE. However, it was also evident throughout the implementation of the programme where teachers demonstrated good knowledge of IE and a strong passion and enthusiasm for the subject. This was also evident, for example, when the school principal claimed: 'Intercultural Education is seen by all as a core part of our values and therefore staff have embraced the programme and seen it as a positive experience.'

In addition to this, the school's organisational structures allowed for the positive implementation of the programme. The school already had specific teams of teachers and students, leading cultural diversity events and planning within the school. Examples include the Cultural Diversity Team, Anti-Bullying Ambassadors and Young Interpreters.

In summation, the researcher believes that all of the above factors relating to school context and organisational culture greatly contributed to the positive impact of the implementation of the programme in this school.

Flexibility. The flexibility of the YF programme was a key factor contributing to its successful implementation and positive impact. During the implementation of the programme there were particular areas which demonstrated its flexibility.

First was the setting up of the committee. It is suggested that the diversity committee reflects the diversity of the school. (YF handbook, p. 25). Second was the Intercultural Review. It is suggested that the whole school community partakes in this. (YF handbook, p. 35). This school decided for 2nd- 6th class children to do it as well as parents. Examining some

of the questions, the school principal decided that it wasn't accessible to a younger age. One teacher stated that his class found the language quite difficult. He stated:

'Even for Seniors the type of questions and language was difficult especially around identity' (John, teacher).

The flexibility of the programme evident when the YF Action Plan was devised by a member of the YF development team. This was the main working document from which the entire programme was implemented in the school. After consultation with the YF worker, the researcher, the school principal and another YF teacher decided to adapt the original Action Plan according to the school context. The critical reflection and evaluation of the original Action Plan resulted in the compilation of specific needs and explicit actions directly reflected in the results of the Intercultural Review and reflecting the school circumstances (Appendix F and Appendix G). This was an aspect of the YF programme that the researcher deemed crucial for its effective implementation. These thoughts were reflected in the researcher's journal as outlined below:

'Critical reflection of the school's strengths and weaknesses are really important as this Action Plan is supposed to reflect the school's work regarding IE and how we can move forward' (Reflection Journal, March, Entry 2).

The flexibility of the programme and the context in which it is situated accommodated the successful implementation of it, leading to its positive impact on the school community. Each step required careful consideration. Keeping this in mind, schools should consider the context as a key factor in the implementation of the programme and possibly, in the impact of it. To highlight this further, a discussion arose between the researcher and a member of the YF development team in which the researcher was asked if the school's Action Plan could be used as an example to other schools participating in the

programme. Initially, I felt that this was a great idea. However, I then reflected upon it and journaled the thoughts after the interaction.

‘I really feel that the Acton Plan reflects our situation and is really contextual so I have to be honest and say no to her. I didn’t actually realise how contextual it is until we looked at it carefully and revisited it to suit our resources’ (Reflection Journal, April Entry 3).

As mentioned previously, the school’s resources, funding and accessibility played a role in its positive impact. This would not be the case for every school especially, for example, a rural non-DEIS school.

To summarise, the school context and the flexibility of the programme have both played a distinctive role in the positive impact of the implementation of the YF programme. The school’s organisational culture and its profile as a multicultural school have aided in its positive impact on the school community. A school’s ability to adapt aspects of the YF programme to suit the context is welcomed by the researcher. Keeping this in mind, the following themes demonstrate the positive impact of the programme on teachers and students.

Towards a Plurilingual Whole School

Multilingualism as an asset. The importance of encouraging and using first languages is part of critical intercultural education and closely linked to positive feelings of identity (Lynch & Baker, 2005; Mc Daid, 2011; O’Toole and Skinner, 2018). The celebratory use of languages and cultural diversity is evident in some schools, where power inequalities are reinforced through such instances of tolerance and respecting diversity (Connaughton-

Crean & Ó Duibhir, 2017; Tracy, 2000 as in Bryan, 2009). This was highlighted in a teacher's views of first language use in the school.

‘I think it's extremely important to not only make reference to it but to encourage it’.

(Gavin, teacher).

Previous to the YF programme, the school has worked on the recognition of multiple languages. This is demonstrated in various school policies and practices, the YIS and partnerships and initiatives such as the after school Romanian club (as outlined in Chapter One). It was thought that, prior to the implementation of the YF programme the school was doing well in this regard. It was also evident that the principal and staff valued the importance of the use of first languages.

‘It (the YF and YIS) has made children feel proud of their culture and heritage and they know that in school, their first language is valued’

(Áine, school principal)

‘Not only does it make those most vulnerable feel welcome and comfortable, but also shows that we care about where they're from- their culture, identity, language, all of that’.

(John, teacher)

However, one of the main actions stemming from the YF Action Plan was to raise the profile of the use of first languages within the school (Appendix F). This involved further developing the YIS within the school. The YIS acted as a sub group of the Diversity Committee in order to ‘take action’. The evidence points out that even though the school was doing well, the YF programme provided helpful stimulus to strength and solidify these actions.

The Young Interpreters demonstrated the appreciation they felt about their linguistic identity and linguistic abilities being valued and used as a resource for others. From teaching key phrases at the beginning of the programme making dual language books, it was evident that the work of the Young Interpreters was of significant importance to them, to teachers and to the whole school community. Speaking of their dual language books Nadia and Miriam expressed feelings of empowerment and pride.

‘They’re in the library for everyone to see and everyone gets to read them so if someone speaks the same language they can read them too’ (Nadia, Young Interpreter).

‘We read them out in assembly for everyone to hear and know they’re there’ (Miriam, Young Interpreter).

In addition to the production of the dual language books as an important occasion and a cause for celebration for those directly involved, the whole school assembly illustrated the school’s commitment to promoting multilingualism as an asset. Another momentous occasion mentioned by all of the student participants in interviews was their visit to the DES. On a visit to the school for another project, the Young Interpreters introduced themselves to the Minister of Education and spoke about their role in the school. This then lead to them being personally invited to the DES as part of Innovations Week. This visit involved the students and the researcher informing key policy makers about their work as Young Interpreters.

Upon reflecting on the school’s current practice, the school principal stated that the YF programme reinstated the importance of including explicit links to the ethnolinguistic backgrounds of the school community in school policies and plans. She stated that:

‘It has helped promote and further expand on some aspects for example including ideas for promoting home languages in all school documentation’.

The recognition of first languages. Linking to previous research in this area (Cho, 2000; Connaughton-Crean and O'Duibhir, 2017; Cummins, 2001; Faas, 2008; Kirwan, 2013; Mc Daid, 2011; O'Toole and Skinner, 2018), the data collected identified a strong link between students role as a Young Interpreter and positive feelings. In the data gathered, it was clear that the YIS promoted a sense of welcoming and belonging to new minority language students. The experience of children arriving to the school with English as a second language could be a lot different if it was not for the YIS.

‘If someone comes in with no English and if you had someone who had no home language the same as you it would make it so much harder in school and like if you had problems in the yard or didn't know you'd have nobody to tell really’ (Katerina, Young Interpreter).

Likewise, teacher participants noted the impact of having a Young Interpreter help a newly arrived child settle into school life. A shift in emotion was considerably evident after meeting their Young Interpreter. John (teacher) stated that students were ‘much more comfortable’ and ‘even after one meeting you could see he was less frightened and felt like he had something in common with someone’.

This evidence is comparable with Mc Daid's research into the reflections of minority language children towards the recognition of their first language in Irish primary schools (2011). Initial ‘feelings of isolation and loneliness’ were felt by the majority of children in his study with them revealing that ‘meeting someone who spoke the same language as them made them feel happier’ (p. 167). It could be suggested then that the YIS could act as a good support in fostering feelings of belonging and happiness amongst newly arrived minority language students.

To coincide with this, positive attitudes and feelings towards their linguistic ability being recognised and towards their role as a Young Interpreter was apparent among students. When asked how it felt to use their first language(s) at school, students' responses implied feelings of happiness, pride and comfort, 'that I am doing a good job', 'really happy and I can show that I don't only speak English' and 'it makes me feel comfortable' (Nadia, Miriam and Katerina, Young Interpreters). When asked about new learning from their role as YI, most students spoke of the intrinsic qualities it fostered such as becoming 'more patient, understanding, kind and caring.' However, Sohan's response was particularly interesting whereby he stated that the YIS taught him about equality.

'I learnt that people are equal to each other'.

When prompted further, he stated that:

'Like no matter what languages you speak what's their colour we are still all the same'.

Sohan's experiences of the YIS suggest a much broader perspective on ethnicity. Sohan is ten years old and, at the time of being interviewed had been a Young Interpreter for five months. He joined the school exactly a year before the interview, coming from the Philippines. He speaks three languages fluently- Tagalog, Bisaya and English.

Without this background information, one could suggest that these findings may be closely associated with Sohan's previous years in the school. However, given that this is not the case, it could be fair to suggest that the YF programme, and the school's vision of multilingualism as an asset, has greatly contributed to his views on ethnicity. This contribution from Sohan is closely related to the notion of class, power and inequality in society, particularly in schools. Research in an Irish context highlights the way in which some schools reproduce and transmit inequalities relating to the above factors. (Darmody, 2011) As

the participants in this study are migrant children in an Irish primary school, Darmody's research is of particular relevance here.

Related to this, an encounter with the researcher and a teacher recorded in the reflective journey demonstrated the significant impact of the YF on one student in particular. Laura described the students' change in attitude towards learning which, she said she believes was in some part related to her role as a Young Interpreter in the school this year. Describing her before YI, she said:

'Oh she was always late for school, through no fault of her parents but because of her attitude towards school. Always late! Comes in tired and unenthusiastic, never wants to participate in class discussions and generally unmotivated'.

Since starting Young Interpreters, the teacher stated that her confidence has grown, she is participating more in class discussions and she is never late on Wednesdays. (Young Interpreters takes place first lesson on Wednesday morning).

'It is really so uplifting to see the change in her and it shows the impact that it's had on her attitude to school. The responsibility it's given her I think has played a huge part in this'.

A similar pattern of evidence has become apparent throughout the interviews where in addition to the positive impact of the YIS being demonstrated, the negative implications of not having the YIS is also prevalent. In the case of newly arrived migrant children feeling welcomed and happy when introduced to their YI, Katerina signifies the feelings of isolation and helplessness that could be felt without the YIS. This is also highlighted in some

teachers' experiences where John's description of the initial feelings of the new student in his class, compared to when he was introduced to his YI.

Through the analysis of the data collected, the impact of the use of the students' first language in school was overwhelmingly positive from both a teacher and student perspective. Firstly, the value the school placed on first languages was reemphasised through the YF programme and the use of the YIS. Students and teachers' attitudes and experiences of the YIS illustrated the need for such a scheme within the school. Its credibility for the promotion of multilingualism was clear, with students' positive experiences and feelings of identity being demonstrated. The possible negative implications of not having the YF programme were also demonstrated through the contrasting positive effect it has had from both a teacher and student perspective. Examples of this included positive attitudes and feelings towards their linguistic ability being recognised in school as well as the positive attitude towards their role as a Young Interpreter being apparent, from a whole school perspective. Therefore, it is clear that the YF programme had a positive impact on the recognition of first languages within the school.

Democratic Schooling

Throughout the implementation of the YF programme, opportunities for critical reflection, dialogue, student-led learning and participation in decision-making were plentiful. Critical reflection amongst teachers and students was evident, particularly in relation to school policies, plans and practices, leading to transformation.

Dialogue. In an effort to promote student voice and participation and to combat the traditional notion of teacher-student relations, the Diversity Committee, the YIS, the Student Council and other school teams were involved in actively discussing issues around IE. Some of this dialogue led to new learning and decision- making around areas that directly impacted on their school lives.

‘I think it’s really important that the students are given the chance to speak out, to voice their opinion. The kids in my class came up and told the rest of the class about their diversity meeting and then conversations would start about it’ (John, class teacher).

Indeed, dialogue is seen as a vital element in combating the traditional notion of teacher-student relations (Waldron et al, 2011; Osler & Starkey, 1998; 2006; 2010; Jennings, 2006; Howe & Covell, 2005).

Increased dialogue around IE. Increased dialogue around intercultural topics was evident from both a teacher and student perspective. ‘I like when we tell the school about things we are doing in assembly and like tell them about different things and teach them’.(Daniel, Diversity Committee).

Reflecting on this, the implementation of the YF programme has proven to ignite conversations and interactions in whole school assemblies and in class that may not have happened otherwise. In some teacher interviews, some stated that they don’t think they would have known about, or talked about certain intercultural events or aspects of intercultural education had it not been due to the YF programme this year.

Even the Intercultural Review- like we had an assembly about the different language that was in it and what that actually means. Children talked about identity, ethnicity and culture and then when we went back to class we talked about it in even more

detail. I mean I really don't think we would have even talked about that if it wasn't for the intercultural review and the YF programme

(Tara, teacher).

Although these findings are positive, it could also suggest that teachers were not doing enough around intercultural education before the YF programme. The context of the school may be a factor in this, given the emotive and sensitive nature of intercultural education (Bryan, 2009; Nieto, 2004). The school does not have an IE policy and prior to the implementation of the YF programme, not many teachers were aware of the IE guidelines. There was a copy in every classroom but teachers were not made explicitly aware of this. These thoughts were reflected in my journal:

I suppose I thought people would know what exactly IE was. A lot of teachers just thought it was about studying different countries and that was it. Not many people knew about the guidelines either. I think it's because they would teach parts of it through other subjects like SPHE aswell'

(Reflection Journal, January, Entry 3).

These dialogical interactions amongst students provided opportunities for new learning. An example of this new learning, as illustrated by a member of the Diversity Committee, is a new awareness of intercultural events throughout the year.

'Like I didn't know there was International Traveller and Roma Day or that there was Anti-Racism week' (Daniel, Diversity Committee).

This new learning sometimes occurred as a result of speaking to each other and sharing their own experiences and knowledge. This was reflected in meetings, where children would voluntarily talk about cultural celebrations or events in their own culture. An example of this

was a student explaining Ramadan to other members of the committee. Another example was a student speaking of his traditions as part of the Roma community (Reflection Journal) This lead to the school recognising International and Roma Day. The interactions between the teacher and students suggests a presence of respect and dignity around students' culture and rights (Howe & Covell, 2005). Again, this is important to note in relation to the school context.

The new learning from these intercultural dialogues was also evident in class. One teacher spoke of a particular interaction that occurred during International Traveller and Roma Day, where students learned facts about Traveller and Roma communities, through a PowerPoint and also shared their own knowledge and experiences.

'I kind of left it to them and they would kind of answer to each other's statements. One student in particular talked about how his mother's friend, who is an Irish Traveller, is married a member of her family.' (John, class teacher)

An interaction such as this illustrates the importance of dialogue. Firstly, the manner in which the interactions took place demonstrates a climate of trust amongst teachers and students (Giroux, 2004). Secondly, it shows the balance between the school providing official knowledge through the input in addition to making opportunities for students to share their personal and cultural knowledge and experiences (Banks, 2007). This process was always done in a respectful way, with children taking the lead. These opportunities are vital in promoting tolerance and respect, as well as recognising the cultural diversity within the school. In relation to this particular interaction it allowed for the teacher and students to tackle prejudice views and discrimination against minority ethnic groups. (YF handbook, p. 200).

Decision- making. This increased dialogue and social interaction around IE was also evidently leading to decision-making at class level and at whole school level. One example of this was during Diversity meetings the students were discussing and debating what would be the best way to go about the next step of the YF programme. This led to student-led decision making. The decisions made around different stages of the YF were primarily from the students with the researcher acting as facilitator. One example of this was that the students chose to research one intercultural event a month to put on display for the rest of the school. This was taken from the Intercultural and Interfaith Calendar (Reflective Journal). Specific steps in the YF programme included decision-making impacting the whole school. The Diversity Code is an example of this where the Diversity Committee compiled a Whole School Diversity Code.

‘I liked how we got to make choices and like be part of decisions in school’ (Miriam, Young Interpreters and Diversity Committee).

This demonstrates that the YF programme aids in the development of decisions that have a direct impact on their school lives (Osler & Starkey, 2010), rather than being merely tokenistic (Kavanagh, 2013).

To summarise, the dialogical interactions between teachers and students and amongst students themselves evidently point to positive outcomes. Increased dialogue around IE topics occurred amongst students, in class and at a whole school level. This led to new learning around IE. In addition to this, dialogue resulted in student led decision-making occurring at whole school level. As a result of this dialogue, critical thinking and critical reflection amongst teachers and students, arose.

Critical reflection. Opportunities for the development of a ‘critical consciousnesses amongst teachers and students became apparent throughout its implementation (Hinchey,

2004, p.25). These moments and interactions were evident in all forms of data collected, but particularly from a teachers' perspective. From the outset, the compiling of the aims of the YF programme within this particular school provided opportunities for critically reflecting on the school's strengths and weaknesses in relation to IE. Speaking about it, Gavin (teacher) illustrates the importance of reflecting on our practice in relation to what may be the child's real life experiences.

‘..... reflect on issues that pupils may face such as racism or a lack of acceptance which may not be an issue within the walls of the school but are very much part of their daily lives’

Another aspect of critical reflection that occurred was when staff had completed Diversity and Equality training as part of the programme. This training involved teachers examining their own life experiences, perceptions and assumptions around diversity and equality. Reflective journaling demonstrated the impact of this training on teachers, with some saying they felt ‘different’ and one teacher commenting that they ‘had never really thought like that before’ (Reflective Journal, January, Entry 2). From a personal perspective, it allowed me to reflect on my own experiences from the Masters course and on my professional and personal experiences living in Kuwait and the United Arab Emirates. This ‘gave me the opportunity to contribute to discussions from an intercultural perspective’ (Reflective Journal, January, Entry 2). It also reminded me that other teachers may not naturally see things from this perspective and the process of critical reflection and ‘developing a critical consciousness’ can be threatening initially (Hinchey, 2004, p.25). This was demonstrated in Sinéad’s thoughts on the training:

‘I hadn’t really thought about those things before and also if you put yourself in their shoes I would never have thought about it this way’

The training was also an indication of the initial lack of teacher confidence and knowledge around the appropriate language and terminology to use. Referring to use of the term ‘ethnic minority’, some teachers reflected on how ‘bad’ they had felt that they ‘didn’t know that’s what you’re supposed to refer to them as’ (Reflective Journal, January, Entry 2). The use of the word ‘them’, whether implicit or not, could be seen to validate the importance of such moments of reflection, where the notion of cultural bias and the examination of one’s ‘membership’ into a certain group (i.e. majority or minority), were essential components for the effective implementation of the YF programme. This lack of confidence or knowledge around language also became evident in teachers’ experiences in class. Students’ lack of understanding around words such as ‘racism’, ‘discrimination’ and ‘prejudice’ became apparent. This became particularly evident around the time of the Intercultural Review where children were asked questions relating to identity, culture, ethnicity, racism and discrimination. This is outlined in some teachers’ views:

‘The fact that they didn’t understand the terms racism and things like that made us realise we had to do something about it’ (Tara, teacher).

‘Their lack of understanding from the review was a shock for me’ (Sinéad, teacher).

‘The questions brought up conversations about themselves- their own identity, who they are and actually what do I identify as. I don’t think some of them had ever thought like that before’ (John, teacher).

The above statement from John is significant due to the nature of the school population already mentioned. A lot of students attending the school have been born in Ireland, or moved here when they were very young and some have never visited their parents’ home country. This finding may suggest that the YF programme initiated critical reflection amongst students around identity and belonging.

In addition to teachers developing ‘a critical consciousness’ and reflecting on their own practice, the YF programme facilitated the development of an Action Plan regarding IE, which has already been mentioned. The YF programme also required the school to analyse existing school policies. Both the reviewing of existing school policies and the compilation of new school policies is strongly encouraged in the Intercultural Education Guidelines for schools (2005, p.27).

An analysis of the school’s Admissions Policy highlighted the school’s commitment to being an inclusive environment, where the recognition of the community’s diversity is apparent.

‘We recognise that many of the children in our school come from a variety of faith traditions and we welcome children of all faiths and none, respecting and valuing the diverse beliefs of our community’ (Admissions Policy, October 2018).

There is also reference to the school’s context, resources, organisation and curriculum. The enrolment criteria reflects an inclusive school where the priority is the individual child. The criteria is based upon brothers and sisters attending the school, living within the parish boundary, children of current staff and children living outside the parish boundary. (Admissions Policy, October 2018). This policy reflects the Intercultural Education Guidelines where the appreciation of diversity, and the promotion of equality is outlined (p. 3).

The uncertainty around language was previously highlighted in some teachers’ experiences after the equality and diversity training in school. A closer analysis of the Admissions Policy highlighted some areas of development regarding language. In the Equality of Opportunity section of the policy, it was stated that the school would not refuse a child based on certain aspects such as their ethnicity, religious or political beliefs, family or

social circumstances and refugee status. It was also stated that the school would not refuse entry to children of ‘traveller status’, ‘special education needs’ and ‘disability’. Upon reviewing the policy in light of an intercultural approach, it was recommended that:

1. Roma status would be included.
2. The term ‘special education needs’ would be changed to ‘individual or additional needs’
3. The term ‘disability’ would be omitted.

Although the school reviews the policies bi-annually, the YF programme allowed for the analysis from an intercultural perspective. A similar pattern emerged in the Anti-Bullying Policy. Most aspects of the policy reflected the school’s commitment to inclusion and intercultural education, with clear guidelines and procedures in place. However in the school’s ‘Template for recording bullying behaviour’ amendments were recommended. One question gave an option of ticking the relevant category regarding the type of identity bullying being recorded. It stated that where behaviour is regarded as identity-based bullying, teachers should indicate the relevant category. The categories listed were ‘Homophobic’, ‘Disability/SEN related’, ‘Racist’, ‘Membership of the Traveller community’ and ‘Other’. It was clear to the researcher that these categories did not reflect all forms of identity bullying and some of the language didn’t reflect an inclusive approach. Therefore, the following changes were recommended:

1. Change the term ‘Disability/SEN related’ to ‘individual/additional needs’
2. Include ‘Discrimination’ alongside ‘Racist’
3. Change ‘Membership of the Traveller community’ to ‘Traveller/Roma’

While there are only three Traveller families in the school community, the YF programme clearly drove an increased emphasis on the identity of Traveller and Roma children within the school community. This links in with the reports and literature on the case of Traveller and Roma communities in Ireland mentioned in Chapter Two. The *National Traveller and Roma Inclusion Strategy* the *National Roma Needs Assessment* depicts the serious poverty and marginalisation that is part of Traveller and Roma life (Pavee Point, 2018, p.20)

These moments of critical reflection and the recommendations provided are significant. They reflect the impact of the YF programme on the whole school community and demonstrate the need for such a programme in primary schools.

Summary

In summation, this chapter discussed the analysis of the data collected from sources including: reflective journal entries, interviews with students, interviews with teachers and two school policies. The findings reflected current and previous research in the area of intercultural education, first languages and democratic schooling. The positive impact of the YF programme were reflected in teachers' students' and the researcher's experiences, feelings and actions during the project timeframe. The data revealed the impact of the programme in relation to the school context. It also highlighted the importance of the recognition of languages in school, particularly the use of the child's first language. It could be proposed that the implementation of the YF programme promoted an 'interactive pedagogical approach' (Tibbitts, 2002, p.162) where critical reflection, critical thinking and dialogue were fostered amongst teachers and students, leading to effective decision-making and transformation. The positive outcomes of the policy analysis was clear, with significant

changes recommended in a step towards being a YF school. The findings in relation to the Traveller and Roma communities are also extremely significant and demonstrate the real impact this programme has had.

Chapter Six - Limitations and Recommendations of the Study and Conclusion

Introduction

This chapter illustrates the limitations and recommendations associated with this case study. Although the YF programme is transferrable to any other primary or post-primary school, there are certain factors which influenced the findings. Following the positive impact of the implementation of the programme, recommendations will be made to strength the further development of IE within the school.

Limitations of the Implementation of the Programme

A number of factors influenced the findings of this research. Some of these have been already mentioned in previous chapters, such as ‘insider research’. Another influencing factor was the significance of the context of this study. In this case study, the context was an influencing factor in the positive impact of the implementation of the YF programme. The different factors relating to the school context have been outlined in Chapter One and Chapter Four. The factors most limiting in their findings are the availability and accessibility of IE resources and the location of the school. The broad range of IE resources readily available in the school and local area made it easier to implement the programme in a meaningful way and therefore would be limiting in another context. Related to this, the location of the school in the city was also an influencing factor. The school had many links to the local community and local cultural organisations nearby, making it much easier to implement the different stages of the programme. For example, particularly ‘Step 5: Going beyond the School Walls’ (YF Handbook, p.51).

Time was also a limitation. This research project constituted approximately six weeks of the academic year. This did not allow for the impact of the programme in its entirety, but rather the impact of the implementation of the programme. There were aspects of the programme which could not be included in the data collection but which, I believe would have had a great impact on it. For example, the school hosted an Intercultural Day in June which was a display of all classwork related to the YF programme and IE throughout the year.

Recommendations of the Implementation of the Programme

Continuation of the Diversity Committee. The implementation of a Diversity Committee was a very successful aspect of the programme. The committee reflected the school's ethnic and cultural diversity and included teachers, parents and students. Some of the positive impacts of having being a member of the committee were already highlighted in the data. Students, parents and teachers became part of decision- making within the school and the traditional power dynamics of an 'adult-centred' decision making process, were challenged (Darmody, 2011). The fact that ethnic minority students and parents formed part of the committee also challenged the traditional power dynamics between the 'majority' and 'minority' groups (Darmody & Mc Coy, 2011). The continuation of the Diversity Committee within the school would be highly recommended in order to further develop the democratisation of teacher-student and parent-teacher relations. It would also help to promote decision making through the continued framework of the school teams such as the YIS and the Student Council.

Continued Professional Development. As previously stated in Chapter Two, there is a lack of teacher confidence and knowledge in the teaching of IE and in the teaching of English as an additional language (Devine, 2003). The lack of IE courses available for teachers was also made evident (Titley, 2009). There is no support made available for teachers of minority ethnic students. In this case, I am the member of staff in my school most knowledgeable in the field of IE and have provided information and CPD sessions to staff. However, the reinstating of the ELSTA, or the compilation of a new organisation would greatly benefit those teachers needing support. It is also recommended that the school stays in close contact with the YF development worker so as to continue to strength YF and IE within the school. It is also recommended that the YF programme provide annual training to staff, similar to the Equality and Diversity training that happened this year.

Intercultural Education School Policy. Based on the positive impact of the implementation of the programme on teachers and students, a further recommendation would be the development of an Intercultural Education School Policy. A number of teachers, students and parents have now taken part in the YF programme, and have realised the importance of IE in a primary school. Furthermore the recognition of first languages in schools was also highlighted. An Intercultural Education policy would be a welcome addition to support the findings of this research and to further develop IE on a whole school basis.

Conclusion

Given the current statistics, Ireland will continue to represent an ethnically diverse population and IE will continue to play an important role in Irish primary schools. Over 90, 300 immigrants reside in Ireland and over 70,000 ethnic minority children are attending Irish

primary schools (CSO, 2016; DES, 2018). These figures don't set to change. It is, for these reasons alone that the YF programme plays an important role in tackling social injustice and celebrating the richness of our cultural diversity in Irish primary schools. The literature illustrates the importance of safeguarding children's linguistic and cultural diversity in addition to embracing their sense of cultural identity and belonging. (Cummins, 1986).

National and international literature also details the benefits of recognising children's first languages in schools. (Cho, 2000; Connaughton-Crean and O'Duibhir, 2017; Cummins, 2001; Faas, 2008; Kirwan, 2013; Mc Daid, 2009).

As a language support teacher, coordinator of the YIS in the school, and partaking in a Masters in Intercultural Education, I could see the need for more awareness, knowledge and action around the school community's ethnically diverse population. The YF programme seemed like a good start towards strengthening IE and working towards the recognition of first languages on a whole school community basis. There is also little to no research on the YF programme so the gap in the literature provided a good opportunity for this research to be undertaken.

This research sought to investigate the impact of the implementation of the YF programme on teachers and students in a multicultural primary school. A case study presented as the optimum form of instrument in order to critically analyse the impact of the implementation of the programme in a school that already demonstrated good practice in relation to IE.

Data collection through interviews, reflective journal entries and policy analysis provided rich evidence of its impact on both students and teachers. Evidence relating to its impact on the whole school community were also demonstrated. The findings both

complemented and challenged current literature. The research highlighted the importance and value of an IE programme in primary schools. It also demonstrated the positive impact of the recognition of first languages through the YIS. Children's sense of belonging and cultural identity were affirmed through the YIS. The findings in relation to democratic schooling challenged the notion of power dynamics in schools, where in this case, the ethnic minority students were part of key decision making within the school. Critical reflection paved the way for the development of school practices and policies relating to IE. Based on these findings, limitations and recommendations were made in relation to school policy and practice around IE and minority ethnic students.

The positive impact of the implementation of the programme demonstrates its success in Irish primary schools. Even though the context of this study was an influencing factor, I believe that this programme would have a positive impact on any school community.

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APPENDICES

Appendix A

Teacher Consent Form



Dear Teacher,

As you may know I am currently completing a research study about the Yellow Flag programme as part of my Masters in Intercultural Education at Marino Institute of Education. The aim of the research is to look at the impact of the implementation of the Yellow Flag programme in a multicultural setting.

I am asking your permission to be interviewed. If you agree, your identity will remain completely confidential. Your name will not be attached to any information I collect nor will these recordings be used by anyone other than researchers working on this study. The recordings and notes will be kept in a locked cabinet in school and they will then be destroyed 13 months after I submit the research. However, I cannot guarantee anonymity and the school may be traceable to readers by certain information given about the context and programmes the school is involved with.

Should you have questions please contact me at the school or on [\[email-address\]](#). Please note that you may withdraw from participating at any point for no reason.

You may also contact my advisor for the project, Mr. Rory Mc Daid on [\[email-address\]](#). *This study has been considered from an ethical perspective by the Marino ethics in research committee. Should you have any questions or concerns about the ethical approval or conduct of this study, please contact MEREC@mie.ie.*

Yours sincerely,

Fiona Nolan

Please ✓ **one** of the two options below:

1. I **do** consent to be interviewed.

☐

2. I do **not** wish to be interviewed.

☐

Signature: _____

Appendix B

Parent/Carer Consent Form



Dear Parent/Carer,

I am currently undertaking a Master's programme in Intercultural Education with Marino Institute of Education. I am conducting a research project about the Yellow Flag programme. The Yellow Flag programme is an Intercultural Education programme that aims to challenge racism, promote inclusion and celebrate diversity in schools. My research looks at the implementation of the Yellow Flag programme in a school and the impact it has had on your child.

I am writing to ask your permission to interview your child. If you agree to allow your child to be interviewed, your child's identity will remain completely confidential. His or her name will not be attached to any information I collect nor will these recordings be used by anyone other than qualified researchers working on this study. The recordings and notes will be kept in a locked cabinet in my room and they will then be destroyed 13 months after I submit the research.

Please sign the form below, if you are willing to allow me to interview him/her. I will then give him/her a permission slip of their own to sign.

Should you have questions regarding your child's participation, please contact me at the school or on [\[e-mail address\]](#). Please note that your child has the right to withdraw from participating at any point.

Yours Sincerely,

Fiona Nolan

This study has been considered from an ethical perspective by the Marino Ethics in Research Committee. Should you have any questions or concerns about the ethical approval or conduct of this study, please contact MERC@mie.ie.

Please complete **one** of the two options below:

1. I **do** allow my child to be interviewed.
2. I **do not** allow my child to be interviewed.

☐
☐

Parent/Carer Signature: _____



Research Project

The project will aim to research the impact of the implementation of the Yellow Flag programme in a multicultural setting. I want to ascertain the impact particularly from a teacher and student perspective.

Consent to take part in research

- I _____ voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequence of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I agree to my interview being audio-recorded.
- I understand that I will not benefit greatly from participating in this research.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in the final dissertation publication.
- I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities- they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in a locked cupboard in school until approximately August 2020.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for approximately two years.

- I understand that I am free to contact any people involved in the research to see further clarification and information.

Signature of research participant

Signature of research participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study.

Signature of researcher

Date



Dear Student,

I am studying a Master's programme in Intercultural Education at Marino Institute of Education. I am doing a project on the Yellow Flag programme and I would like to ask you a few questions about your experiences.

I am writing to ask if you would like to be interviewed about your role on the Diversity Committee and Young Interpreters. I will have to record the answers you give me.

After the interview I will have to write information about it. I will never use your name in my writing. (You can make up a pretend name).

Please sign the form below if you are happy for me to interview you and use the information in my project. Your parent/carer will be told about the project also. Please note that you can change your mind at any time and say no.

Yours sincerely,

Miss Nolan

Please ✓ one of the options below:

1. I **would** like to be interviewed. ☐
2. I **would not** like to be interviewed. ☐

Appendix E

Interview Schedule

Teachers**Áine**

1. What were the main reasons behind applying for the YF?
2. Would you say our school is different to others in terms of this programme being implemented, particularly because of the context?
3. Is there anything that has stood out to you, stemming from the YF programme that has had an impact on you as
 - a) a school leader and /or
 - b) in terms of planning/curriculum/policies?
4. What impact has it had on you personally/professionally?
5. Our school does a lot already and is very busy. Would you say that this has had any effect on the YF programme being implemented?
6. Just to sum it up- what has been the overall impact of implementing it on a whole school level?

Sinéad

1. Can you tell me a little about your teaching experience so far?
2. What has been your role/ involvement in the YF programme?
3. Is there anything that stood out to you that has had an impact on you or the school, stemming from YF?
4. Do you think the context of the school has made any difference to the implementation of YF?
5. Do you think there is anything the school/YF programme could have done differently, from a parents' perspective?

6. Have you had any feedback from parents about it?

Tara

1. Can you tell me a little about your teaching experience so far?
2. Can you talk to me about the history of the school context and the changes throughout the years?
3. Do you think the context of the school has made any difference to the implementation of YF?
4. What has been the biggest challenge for you in terms of the implementation? Barriers to overcome?
5. What part of the YF programme do you think has had the most impact on you or the school community?
6. Do you think there is anything the school/YF programme could have done differently, from an organisational /whole school perspective?

Gavin

1. Can you tell me a little bit about your involvement with the student council and how it works in this school?
2. What impact do you think the student council has on children's learning or development?
3. With regard to the YF programme, is there anything you noticed from the student council that demonstrated its impact?

John

1. Can you tell me a little about your experience so far as a teacher?

2. Can you talk to me a little about the involvement of students in your class on the Diversity Committee/ Young Interpreters?
3. Can you tell me examples of any intercultural education activities/events/ lessons that your class has experienced this year?
4. Is there anything that stands out to you as having an impact on your teaching/learning and/or student's learning stemming from YF programme?

Students

Young Interpreters

1. Can you tell me about your job as a Y.I.?
2. Is there anything you like / don't like about being a Y.I.?
3. Have you learnt anything new while being a Y.I.?
4. Have you learnt anything about yourself?
5. And you're also on the student council- can you tell me about that.
6. How does it make you feel by being a member of student council / Y.I.?
7. What has been your favourite part of being a Y.I.?
8. How does it make you feel being able to speak your first language in school?

Diversity Committee

1. Why did you want to be on the Diversity Committee?
2. Can you tell me about what you think the Yellow Flag programme is and what your role is on the committee?

3. Have you learned anything new by being on the Diversity Committee?
4. I know your class did.... can you tell me about that?

Original Action Plan

Issue	Findings from the Intercultural Review	Proposed Action
1	Cultures represented in the Intercultural Review 1. Afghanistan 2. African 3. Bangladesh 4. Bolivia 5. brazil 6. Bulgarian 7. china 8. Czech 9. Deutsche 10. Egypt 11. Hungary 12. India 13. Irish 14. Italy 15. Jordon 16. Kurdistan 17. Libya 18. Lithuanian 19. Mauritius 20. Moldova 21. Mongolia 22. MOROCCAN 23. Nigerian 24. Pakistani 25. Philippines 26. Poland 27. Romania 28. Slovakian 29. Somalia 30. Sudan 31. Venezuela 31 Countries/Cultures represented in the Intercultural Review List if any are missing??? 65% of Students identified their parents	Highlight the great diversity that is in our school and how positive this is! ... Design posters, welcome signs in the languages spoken in the school. Etc. Flag Display/Parade of Flags Use SRTRC Art Comp and Yellow Flag Art competition to support this

	as coming from different cultural backgrounds	
2	80% of children feel welcome in the school But 19% said they felt only kind of welcome & nearly 1% said they didn't feel welcome. 100% of parents feel welcome as parents at the school.	Continue this great welcoming environment and improve this if we can To ensure no student feels left out Continue with all the things the school currently does to ensure parents and their children feel welcome)... include and name some of the things in your plan Buddy/Friendship week/bench Is there a way to improve the welcome extended to new students Buddy up system for new students with student who speaks the same language, Yard box/yard games rota Have a suggestion box/worry Jar – where parents can add suggestions, or raise awareness to staff if there is any issues going on for their child that they prefer to let the school know anonymously
3	55% of the children surveyed had never experienced racism, but 45% students had 4% students said this was happening often. 61% of	We want no child to experience racism in the School & we want everyone to understand the effects of racism and that the school does not tolerate it. Teachers to carry out lesson plans on Racism & Discrimination & Stereotyping so that children learn and understand how name calling and racism can hurt, that students need to be careful about what they say.

	children said they were upset by this. 55% of the children had witnessed racism. 79% of parents said their children had never experienced racism, 9% parents said their child had experienced racism at some time, and 12% said they didn't know Finding out what to do when Racism happens was a popular suggestion from students	Anti-bullying week to ensure -identity/racist/Anti Traveller bullying is included Get involved in Show Racism the Red Card Education Pack. Invite in _____ from SRTRC Develop a Diversity Code for the school Display in every class, and put it to music and or dance if possible.
4	The vast Majority of students (76%) and parents (82%) felt that if there was a problem with racism that the teachers would listen and help. 24% students and 18% of parents didn't feel fully confident in teachers responses	The school would like to make sure ALL students & their parents know and feel that they will be listened to Teachers to go through steps to take if children experience bullying including racism bullying – including explanation of identity bullying Hold parents information evening on the new anti-bullying policy including explanation of identity bullying (racist and anti-Traveller bullying) Ensure Anti bullying policy is accessible to all parents
5	64% of students are proud of their identity but 25 % said they were kind of 10% said no. 100 % of parents said their child was proud of their identity	School would like to look at how we can support ALL students to have a sense of pride Look at how the school can use the wall space to highlight not just a country a month, but do little things that highlight every nationality & culture represented Use the Yellow Flag Notice board & Intercultural calendar to highlight cultural & religious festivals Self-esteem building projects in class: ICAN wall/ identity hand projects/group art projects reflecting on our shared identity and individual identities
6	A lot of children and parents would like to	Insert details of the intercultural week or mini events here

	have more Intercultural events, celebrate the different cultures in the school, a day when you can dress in national dress and taste foods from different countries and have music/dance from different countries 82% of parents said the school could do more events to share intercultural experiences	Food, Fashion and Sport were the top choices for students Along with having an intercultural party!
7	A lot of Parents & children would like to see learning & sharing about different religions and festivals Learning about Racism was a popular choice for parents	Invite different parents to come in and share the main points and traditions about their religion Use intercultural calendar to highlight different religious festivals important to our School Invite speakers from different organisations
8	Children would like children learn about all aspects of different countries and cultures, their culture, religion Most popular suggestion by students was to learn more about different languages and religions	Make a list of all the countries & cultures in the school. Do project work on these. Get teachers to select 3-4 that they will do with their class make sure to include positive facts about all the different cultures and countries rep in the school (including Traveller and Roma) including famous (role models) from different cultures & countries have a day when all the project work is displayed and have a trip around the cultures of the world day/quiz Intercultural book/Different culture books

9	38% of students speak another language at home	The school would like to look at ways in which the students could share parts of their first language with other students Language of the month Pick a language a week to make announcements over the intercom of simple sayings , display these on the Yellow Flag notice boards Allow older children to give short oral or written demonstrations of their first language in the classrooms (particularly interesting when the language has a different script.. Chinese, Arabic etc.)
10	Yellow Flag year looks to increase diverse parents increase parental involvement in the school	Hold a parents cultural evening/Intercultural breakfast morning or have an intercultural focus on an already existing event in parents calendar (Christmas concert, parents evening etc.) Parents intercultural “café” discussion morning/evening with intercultural food to find out more about one another Add details of any parent led actions pertaining to the YF
11	Students and Parents mentioned including Irish Culture and not forgetting about this	Ensure Irish Culture, Language, dance etc. is included in intercultural activities
12	Ensure Traveller Culture are part of intercultural activities	Ensure Traveller culture, tradition and human rights are part of <u>all</u> intercultural activities – link with Pavee Point Traveller and Roma Centre
13	Promote the excellent work the school are doing beyond the walls of the school	Add details of how YF work will be communicated to parents Add details of how YF work will be promoted outside the school walls in the local community & beyond Add details of links made with the community Website and local media

Appendix G

Revised Action Plan

Findings from the Intercultural Review	Proposed Action
80% of children feel welcome in the school But 19% said they felt only kind of welcome	At point of induction, introduce ‘Young Interpreters’ to parents, carers and students to make immediate links with those who share the same language. Continue to pair younger children with a Young Interpreter to support their first few months at school, make them feel welcome, settle into routine, etc. Have a suggestion box for YF programme – where parents can add suggestions, or raise awareness of issues and new ideas. Continue to use interpreters for family meetings, where necessary, to ensure all voices are heard and all families can contribute. Use existing children’s teams ‘Friendship Keepers’ and ‘Anti-Bullying Ambassadors’ to promote friendships in assemblies, and through events like Friendship Week. Increase whole school awareness of intercultural events and learning. Diversity team to display an ‘event of the month’, e.g. Ramadan or European Day of Languages, on YF display board.
55% of the children surveyed had never experienced racism, but 45% students had; just 4% students said this was happening often. 61% of children said they were upset by this. 55% of the children had witnessed racism. 79% of parents said their children had never experienced racism, 9% parents said their child had experienced racism at some time, and 12% said they didn’t know Finding out what to do when racism happens was a popular suggestion from students	Raise awareness of racism at whole-school level, starting with staff meeting. Discuss and agree responses to racist comments with staff so that there is a clear and consistent message to children (and families) that it is unacceptable Share resources on ‘Drive’ and SPHE picture books with emphasis on addressing issues of racism and celebrating diversity, inc. Show Racism the Red Card Education Pack. Have identity bullying as theme of Anti-Bullying Week, week of 13th May. Ensure identity/racist/ anti Traveller/Roma bullying, discrimination and stereotyping is addressed through assemblies and lesson plans throughout the week. Develop a competition to create our Diversity Code for the school as a culmination of the week’s learning. Share and display through newsletters, posters in every room, assembly. Continue to engage with external programmes, e.g. Show Racism the Red Card, FARE

The vast majority of students (76%) and parents (82%) felt that if there was a problem with racism that the teachers would listen and help. 24% students and 18% of parents didn't feel fully confident in teachers responses	Use assemblies and explicit anti-racism lessons to address the steps to follow when children are aware of identity bullying. Adults to use clear language and consistent message – this is not something that happens in our school, if we see it happening we take it seriously, we will help and support you, always tell an adult. Policy Analysis (part of step 8). Anti-Bullying policy updated last year – check and update where necessary. Develop inclusion and equality policy, consult stakeholders, agree and ratify.
64% of students are proud of their identity but 25% said they were kind of 10% said no.	Continue to promote self-esteem and develop children's sense of self and pride in their language, culture and family through SPHE lessons, small group resilience, DINA, Friends for Life, Weaving Wellbeing programme, etc. Use the Yellow Flag noticeboard and intercultural calendar to highlight cultural & religious festivals. Provide resources to classrooms and library in major world faiths. Create monthly poster display to link to intercultural calendar / cultures in our school, e.g. Romanian spring celebrations, Muslim celebration of Eid, St. Patrick's Day, etc. Continue to roll out the #BOLDGirls programme to celebrate and promote strong female role models and provide high quality texts by female authors and with leading female characters. Classes to engage with the 'Different families, same love' competition run by the INTO LGBT group.
A lot of children and parents would like to have more Intercultural events, celebrate the different cultures in the school, a day when you can dress in national dress and taste foods from different countries and have music/dance from different countries 82% of parents said the school could do more events to share intercultural experiences	Use praise assembly to highlight class celebrations of different cultures and languages and the work of children's teams. Use newsletters, Twitter, letters home, class meetings etc. to acknowledge and raise awareness of intercultural and interfaith events with families. Host an International Food Fair, a popular annual event, to encourage families to get involved in sharing the food of their home country, their language and national dress. Invite parents/carers to events, e.g. assemblies, Seachtain na Gaeilge – Ceilí Mór Invite parents/carers to their child's classroom to share an aspect of their culture – song, story in their home language, dance, information, etc. Invite families to our Intercultural Day. Display the learning from across the year – sharing the rich and varied projects explored across

	the school, as well as sharing information about Young Interpreters, Language Explorers, etc. Celebrate our cultural diversity together.
Children would like to learn about all aspects of different countries and cultures, their culture, religion Most popular suggestion by students was to learn more about different languages and religions	Teachers explicitly reference cultural links in lessons, drawing children's attention to how their learning about the world is connected to their own culture, languages and religion. Continue to invest in high quality books for our class and school libraries that reflect the cultural diversity of our school so that children meet a wide variety of characters from a range of cultures and settings. Use resources e.g. 'Power of Reading' to help teachers engage with new culturally diverse texts. Share information and invest in resources on world religions. Make explicit links to world religions in whole-school plans. Join in community celebrations, e.g. Romanian after-school class spring celebration with families. Share children's learning in assembly. Invite Francesca LaMorgia to speak to parents/carers about raising bilingual and multilingual children. Further develop links with Mother Tongues organisation to inform parents of events around language/ culture via newsletter and Twitter
88% of students speak another language at home	Children engage in 'Language Explorers' programme to develop pride in their home language and to encourage use of their home language across the curriculum at school. Teachers to encourage children to use their home language in school. Add explicit references and ideas to promote children's home languages in whole-school planning documents, identifying one activity per theme at each class level. Young Interpreters include time for children to develop dual language books with their partner. Books to be published and shared in school library and with families. Continue to invest in diverse range of books, including dual-language books and language dictionaries in class libraries.
Students and Parents mentioned including Irish Culture and not forgetting about this	Continue to ensure that Irish culture, language, dance etc. is included as part of the school's intercultural activities, e.g. through Seachtain na Gaeilge, Céilí Mór for all children and families, older children taking part in Irish dancing Feis, development of whole school Gaeilge action plan, Irish dancing weekly with specialist teacher for all classes.

	Support children to explore the difference between nationality and ethnicity and be comfortable identifying as Irish, while speaking another home language and being proud of their family's heritage.
Ensure Traveller and Roma Culture are part of intercultural activities	Ensure Traveller culture, tradition and human rights are part of <u>all</u> intercultural activities – link with Pavee Point Traveller and Roma Centre Celebrate and make explicit reference to International Traveller and Roma Day
Promote the excellent work the school is doing beyond the walls of the school	Continue to promote strong community links and share the work of the school via newsletter, school website, Twitter, local and national media, e.g. News2Day Existing partnerships to continue: ❖ New Communities Partnership – weekly after-school club for children with English as an additional language; involvement in EU Commission work; attendance at conferences to support NCP work, etc. ❖ Classes for parents through HSCL – yoga, art, English classes, Incredible Years, play sessions with One Family ❖ ABC programme – additional literacy support via Doodle Den, Incredible Years programmes to support self-esteem and identity lessons. Stepping Up programme for pre-school to primary transition. ❖ Business in the Community – Time to Read programme and links with KPMG – supporting #BoldGirls programme ❖ Romanian Embassy – sponsorship of after-school Romanian classes ❖ Mother Tongues Ireland events, training and parent information and Language Explorers programme ❖ Links with Pavee Point and CrossCare for Roma community supports, including interpreting, citizenship, medical, etc. New partnerships to explore: ❖ Erasmus+ application for 2019-2021 ❖ Creative Schools application with focus on intercultural approach to the arts in our curriculum