Successes and obstacles in the work of upper-secondary schools with newly arrived students: a constructivist-inspired analysis of teachers’ verbal accounts regarding their schools’ organizational and practical work
Since 2015, more than 70,000 children and young people have come to Sweden, of whom more than 35,000 are unaccompanied by guardians.

A major challenge for the Swedish school system.

All students should be included and integrated into a community.
The aim of this study is to develop new knowledge about verbal accounts from teachers regarding successes and obstacles in the organizational and practical work of upper-secondary schools with newly arrived students.
Method

- Qualitative study

- The context of upper-secondary school activities in Sweden.

- 33 qualitative interviews with professional actors working with newly arrived students in the school context.

- 11 fair copies of field notes from observations conducted during classes attended by new arrivals and during staff meetings where teachers and other actors in the upper-secondary school discuss the organization of practical work with new arrivals.
Analysis

- The narrative processing of the combination of success and obstacles in the work with newly arrived students.

- The importance of these stories for the representation of recognition and lack of recognition in the school context.

- Identity creation and re-creation of professional actors (teachers).

- Alternative approaches to analysis compared to the typically expected didactic perspective.
Continued research

- Whether the various categories of teachers that figure in the school context draw attention to the importance of didactic issues in their practical work with newly arrived students, and if so how?

- How the narrative and practical actions of teachers in the teaching situation contribute to the creation and re-creation of:
  1. success and obstacles in pedagogical work with newly arrived students,
  2. recognition and lack of recognition in the role of teacher and the role of student,
  3. teacher identities and student identities, and
  4. moralizations in teaching situations in relation to the past and present pedagogical experiences of teachers and newly arrived students?
Thank you for your attention and participation!