Support for Teachers in the Facilitation of a Newcomers Club

By

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Abstract

It has been reported that 75.6 percent of Canadians born outside of Canada are dissatisfied with the ability of afterschool programs to meet their children’s language and cultural needs. The purpose of this research is to explore the support for teachers facilitating the Newcomers Club, an afterschool program for immigrant students in the GTA (Greater Toronto Area) that aims to provide for the needs of immigrant youth. Data was collected through semi-structured interviews of two ESL teachers in the GTA facilitating Newcomers Clubs. The findings of this study portray that teachers believe networking inside and outside the school is the most effective way to obtain the support needed to facilitate this afterschool program. They also believe that obtaining support for the program is not enough to successfully facilitate the Newcomers Club. Teachers recognized immigrant student identity, their sense of belonging, and student voice as significant factors that impact student participation as well as successful facilitation of the program. The implications of the findings brought forth from the interviews provide best practices for teachers facilitating afterschool programming for immigrant students.

Keywords: support, Newcomers Club, immigrant student, student voice
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Chapter 1: Introduction

1.0 Research Context and Problem

"Afterschool programs are designed as a tool for student growth and development as well as a platform for student health and safety" (Riggs, 2006, p. 76). According to Perkins and colleagues there is substantial evidence indicating the many positive effects of youth involvement in afterschool activities (Perkins, Borden, Villarruel, Carlton-Hug, Stone & Keith, 2007, p. 421). For instance, Wu and Van Egeren (2010) found that student participation in afterschool programs lead to positive outcomes, such as academic success, developmental asset building, and opportunities for mentoring (p. 592). Likewise, involvement in afterschool programs prevent negative outcomes such as problematic behaviours including juvenile delinquency, teen pregnancy, and substance abuse (Wu & Van Egeren, 2010, p. 592).

Research by Marsh and Kleitman (2002) discovered that afterschool programs have the most positive effect on socioeconomically disadvantaged students, such as immigrants and ethnic minorities, because their home and neighbourhood environments may provide less opportunities for additional learning (p. 473). Afterschool programs can provide these youth with the opportunity to spend their leisure time in a healthy manner, while concurrently supporting working parents and guardians by providing their children with a safe and supervised setting outside of schooling hours (Marsh & Kleitman, 2002, p. 473). According to Doherty and Taylor (2007) the participation of immigrant children in physical and recreational activities through afterschool programs can support them through processes that they commonly face, such as positive identity formation, social inclusion, and cultural transition (p. 28). Although afterschool programs have proven beneficial for immigrant youth, research on school-based afterschool program participation highlight the low participation rates of immigrant youth in comparison to
non-immigrants (Peguero, 2011, p. 25). The two most significant factors that limit immigrant youth participation in sports and recreational activities offered through afterschool programming are language barriers and unfamiliarity of program activities (Taylor & Doherty, 2005, p. 225).

To tackle this issue, the Ontario Ministry of Education released the document *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy*, in order to create an equitable and inclusive education system in Ontario (Ontario Ministry of Education, 2013, p. 5). The plan of action described in the document gives emphasis to "respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit students’ learning, growth, and contribution to society." (Ontario Ministry of Education, 2013, p. 11). The four year action plan outlined in this document explicitly states that schools implement equity and inclusion by offering programs that reflect the needs of their diverse school communities, this includes afterschool programming within the scope (Ontario Ministry of Education, 2013, p. 23).

Despite the Ontario Ministry of Education’s efforts in promoting inclusive education as well as identifying and subsequently eliminating various barriers, a project conducted in a high immigrant-population city, in this case Toronto, brought awareness to the large numbers of immigrant parents whom were dissatisfied with the afterschool programs offered in their children’s schools, due to their inability to provide for their children’s needs (Nayar, & Parriag, 2011, p. 70). Nayar et al. (2011) highlights that "75.6 percent of Canadians born outside of Canada are dissatisfied with the ability of afterschool programs to meet their children’s language and cultural needs" (p. 70). This is in accordance with the key survey and focus group findings of this project which portrays that "children of parents who were born in Canada were more likely than children of immigrant parents to be in after-school programs" (Nayar et al., 2011, p. 8).
Similarly, Clark (2014) reported that the 2005 General Social Survey in Canada also found that children of recent immigrants are less likely to participate in sports than children of Canadian-born parents (p. a7). He explained that while 55 percent of children with Canadian-born parents participated in sport activities, only 32 percent of children whose parents are recent immigrants participated (Clark, 2014, p. a7). These findings bring awareness for the need to determine ways to provide for immigrant student needs through afterschool programming in order to increase their involvement in these programs.

1.1 Purpose of the Study

The purpose of this study is to explore the support for teachers facilitating a successful afterschool program for immigrant students called Newcomers Club. The term “support” used throughout this research refers to support in all aspects, which includes but is not limited to: financial, parental, administrative, mental, community, federal, etc. According to Harris (2004) successful afterschool programs for immigrant youth are those that respond to the cultural needs of the population served, therefore the focus of this study highlights the available support that assists teachers in providing these said needs in order to create engaging and effective afterschool programs for immigrants (p. 12). Short (2002) stated that the Newcomers Program is prevalent in schools across Canada and the United States, particularly in urban communities with high immigrant populations (p. 174). Many districts have customized the development of this program to address the exclusive needs of students with little to no English literacy skills, and limited formal schooling from their country of origin (Short, 2002, p. 174). The large number of immigrant students in the Greater Toronto Area (GTA) district owes to the particular relevance of the Newcomers Club, the aims of which are to provide for the individualistic needs of immigrant students (Anisef, Brown, Phythian, Sweet & Walters, 2010, p. 2).
A further purpose of this research is to determine the best practices for teachers and educators in obtaining various modes of support that are unavailable yet vital for program success. Thus, this research not only provides teachers with knowledge of the support system available but also provides practices in obtaining the un-presented or seemingly unavailable support that may lead to the success of their programs. I anticipate that the results of my study will assist teachers in the development of effective afterschool programs for immigrant youth. By gaining awareness of the available support, teachers may take further initiatives for creating new afterschool immigrant youth programs that are both engaging and highly effective. It may also aid in the improvement and enhancement of pre-existing afterschool programs.

"Canada has one of the highest proportions of immigrants to total resident populations in the world" (Doherty & Taylor, 2007, p. 28). Therefore, it is the immigrant youth who will make a large contribution to building the future of Canada. With this realization, the Federal Government formed a mission to "build a stronger Canada, by supporting the successful integration of newcomers" (Citizenship and Immigration Canada, 2005, p. 1). This means, it is intrinsically crucial for teachers to invest in our future by means of reaching out and obtaining the support available to develop engaging and effective programs for immigrant children. Not only will these programs aid in the transition of immigrant youth into their new school and neighbourhood communities, but it will also allow non-immigrants to foster awareness, and more importantly, appreciation of other cultures within their own community.

1.2 Research Questions

The principal question guiding this study is: *How is a small sample of Newcomers Club teachers acquiring support to facilitate successful afterschool programs for immigrant students?*
Additional questions to further guide this inquiry includes:

- What type of support is most significant for the development of a relevant and valuable afterschool program for immigrant youth?
- How can teachers obtain the much needed but unavailable support?
- What obstacles and barriers do teachers face when attaining support for the facilitation of the afterschool program *The Newcomers Club*?
- How does the support received by teachers affect the program in terms of function, structure, and design?
- What other factors determine the facilitation of a successful program?

1.3 Background of the Researcher

In my elementary school years, given my new immigrant status, I faced barriers in terms of participating in afterschool activities. Not only was language a problem, but I was not eager to join afterschool programs due to either intimidation or reluctance, the former by a lack of self-confidence and the latter by my conservative family whom were also new to the country. Along with this intimidation and reluctance, the lack of relevance of the afterschool programs offered played a big role in my disinterest in participating, however well-intentioned as they may have been. Because of this, I missed out on a vital part of my childhood, in which I would have become more involved with peers and kids in my community in a healthy and safe environment.

These barriers that I have faced in my early years and the pursuant outcomes became evident when I reached my adulthood, realizing my lack of skills and comfort in terms of communication and teamwork, as well as acquiring skills beyond academics. My non-immigrant colleagues who had a history of participation in afterschool programs are, as I have seen, more
confident and individualistic, both characteristically and intellectually. I feel my youth education was missing a very vital and enjoyable experience that is undeniably crucial for child growth and development.

My personal experiences and the awareness of the outcomes have allowed me to develop a strong interest in determining ways to support the involvement of immigrant children in afterschool programs. I would like to bring awareness to the obstacles and barriers that teachers face in acquiring the support they need to facilitate their programs, as well as to provide solutions that will help teachers overcome the obstacles and eliminate the current barriers faced today. I believe helping to develop better afterschool programs for children new to this country and helping the teachers and educators to gain their involvement and participation would overall encourage more immigrant students to participate.

My obstacles of reluctance, based on many factors that included a lack in many skills manifested into a state of feeling disassociated with my new peers. The feeling of friendship and association with peers other than school time is, I believe, very crucial in forming trust and learning values, especially with the leadership by a mentor to keep us safe from the perversions of society. The barriers that I have faced are common in children new to the country, and this drives me to take action to prevent children and their parents from overlooking this very critical portion of their youth. As a future educator of immigrants and non-immigrants alike, I would like to determine effective ways to engage the immigrant youth in programs using the support system available, which would not only allow for a more constructive and positive childhood for the youth new to this country, but would also build an understanding between the diversity and cultures of both immigrants and non-immigrant children in a positive environment.
1.4 Overview

In order to address my research, I performed a qualitative research study by interviewing two teachers who facilitate the afterschool program *Newcomers Club*. The interviews were conducted to determine how teachers acquire support in order to run the program as well as the obstacles they face in obtaining the much needed support. In Chapter 2, I review literature on the purpose of afterschool programs, and moreover, I review the significance and barriers to immigrant youth involvement in programs offered afterschool. I then close Chapter 2 by reviewing existing literature on successful afterschool programs adapted for immigrant children and the characteristics of such, to determine the factors of their success. I then thoroughly explain the research design in Chapter 3 and in Chapter 4, I state my research findings and explain the importance of said findings with regards to the existing research literature on immigrant youth involvement in afterschool programs. I also compare my findings with the existing literature describing successful afterschool programming for immigrant youth in order to highlight the critical factors necessary to facilitate effective and engaging afterschool programs for immigrant students. Finally, in Chapter 5, I determine the relevance of the research findings for personal teaching practices and for the broader educational research community. The research findings also brought forth many related questions that require further investigation to answer. Through my research paper I hope to help teachers create engaging and effective afterschool programs for newcomer children.
Chapter 2: Literature Review

2.0 Introduction

In this chapter, I review the literature on the purpose of afterschool programming, program participation by immigrant students, and successful programs designed particularly for immigrant youth. More specifically, I review themes relating to support for immigrant children. I begin by reviewing literature on afterschool program purpose and its impact on immigrant youth. I then review research on the specific benefits of immigrant student involvement in afterschool programs to understand the significance of these programs for their development. Next, to determine the contributing factors of relatively low participation rates of immigrant children in comparison to non-immigrants, I review studies on the obstacles and barriers faced by immigrants when participating in afterschool programs. Finally, I discuss the characteristics of successful programs created specifically for immigrant youth as well as the criteria leading to its effectiveness and success.

2.1 Overview and Purpose of Afterschool Programs

In North America, afterschool programs first began in the last quarter of the 19th century due to the drastic growth in public schooling and a decline in child labour (Zelizer, 1985, p. 57; Halpern, 2002, p. 180). Halpern (2002) identified that the creation of The Child Labour Law and the passing of The Compulsory Education Law led to the sudden rise in children attending school and spending unsupervised time after school on the streets (p. 180). He further explained that initially this time spent outdoors was seen as a positive outlet for children after a day in a structured classroom, however it quickly became the cause of the rise in their misbehaviour (p. 181). Halpern (2002) concluded in his article that the concept of supervised organized playtime
through afterschool programs was developed to remove children off the streets and ultimately prevent misbehaviour (p. 182). Zelizer (1985) moreover, emphasized that the free out-of-school time acquired from this situation encouraged immigrant children in low-income areas to spend time in the streets and expose themselves to unsafe environments (p. 57). He identified that in order to rescue these innocent children from the physical and social dangers present in the immigrant neighbourhoods, the first afterschool program was established (Zelizer, 1985, p. 57). This is an indication of how immigrant children were highly supported through the emergence of and benefitted the most from afterschool programs. The important question arises as to whether or not immigrant youth of today are receiving the support they need through afterschool programming.

2.2.1 Current Afterschool Programs in Ontario

Over time, the growth and development of afterschool programming allowed for a broader scope (Halpern, 2002, p. 202). According to the Ontario Ministry of Tourism, Culture and Sports website, in the year 2009 the government of Ontario launched a 10 million dollar initiative called After-School Program, in order to offer safe, healthy, and active afterschool activities for youth between grades 1 and 12. The programs offered by this initiative focus on three key elements – physical activity, healthy eating and nutrition education, and personal health and wellness education (Ontario Ministry of Tourism, Culture and Sport, 2016).

Afterschool programs have been identified as a potential means of offering moderate to vigorous physical activity to children (Beets, 2012, p. 328). By focusing on physical activity as a major element, programs offered by the Ontario After-school Program aim to reduce childhood obesity in Ontario (Ontario Ministry of Tourism, Culture and Sport, 2016). The programs offered by the provincial After-school Program also take an initiative to tackle childhood poverty
Research by Cardinal (2011) explains how children and families in poverty can be supported through programs that offer free or reduced-cost meals (pg. 29). She added that through afterschool programming, youth living in poverty also have an opportunity to develop positive values, as well as language, literacy, and social skills (Cardinal, 2011, pg. 29). Provided that immigrant youth are also identified as children belonging to families of low socioeconomic status, meeting the needs of poverty-stricken children through afterschool programming may also meet the needs of immigrant youth.

Lastly, the Ontario After-School Program set out to meet the specific needs of local communities, by providing academic assistance, arts and cultural activities, and much more (Ontario Ministry of Tourism, Culture and Sport, 2016). This initiative is very promising for immigrant youth, who have needs that not only differ from non-immigrants but are, more importantly, essential for their well-being. This, however, raises concern as to whether or not immigrant children are taking advantage of the activities and services provided to them through afterschool programming.

2.2 Immigrant Youth Involvement in Afterschool Programs

There are several research studies highlighting the lack of involvement immigrant students have in afterschool programs in comparison to non-immigrant students. For example, according to Kukaswadia and colleagues, “immigrant youth in general participate in less physical activity in comparison to Canadian-born youth” (Kukaswadia, Pickett, & Janssen, 2014, p. 7). This reduced physical activity is an indicator of the lack of involvement in afterschool programs, since it is through such programs in which the majority of children’s activity is obtained (Social Planning Toronto, 2016, p. 5). Similarly, research by Taylor and Doherty (2005) suggests that recent immigrant girls in Canada participate less in organized sports than informal sports (p.
231). The lack of participation in organized sports by immigrant girls reveal their lack of involvement in afterschool programs, since partaking in such programs is a means of participating in organized sports.

The article by Perkins and colleagues raises the issue of the lack of involvement in afterschool programs by ethnic minority youth living in low income neighbourhoods (Perkins et al., 2007, p. 421). Likewise, a study conducted by Bouffard and colleagues have found that "youth belonging to lower income families were less likely to participate in structured out-of-school time activities in comparison to children from wealthier families" (Bouffard, Wimer, Caronongan, Little, Dearing, & Simpkins, 2006, p. 14). This study also adds that "minority youth are less engaged in afterschool activities in comparison to Caucasian youth" (Bouffard et al., 2006, p. 14). It is evident that the lack of involvement in afterschool programs by ethnic minority and low-income youth is a growing concern. Since immigrant youth often fall under the ethnic minority category as well as the low-income family group, this concern includes immigrant youth as well. The lack of participation in afterschool programs by immigrant youth has been identified as a serious problem, because such programs have been proven to offer immigrant youth many benefits.

2.2.1 Benefits for Immigrant Youth

There are many academic and social benefits for immigrant youths when partaking in afterschool activities (Social Planning Toronto, 2016, p. 1). The report *Newcomer Youth Access to Recreation in Toronto* states that programs offered afterschool provide immigrant youth an opportunity to create networks and make friends in the new country (Social Planning Toronto, 2016, p. 4). This report elaborates that these programs also allow immigrant students to practice English, maintain good physical health, and more importantly maintain mental health, in terms of
coping with stress caused by challenges they face in the new surroundings, environments, and system (Social Planning Toronto, 2016, p. 1).

Moreover, afterschool programs allow immigrant youth to develop leadership and employment skills that may be applied to other settings (Social Planning Toronto, 2016, p. 1). Similarly, Wu and Van Egeren (2010) suggest that "afterschool programs have academic benefits which include homework help and the opportunity to acquire new skills and experiences that may be utilized and be benefitted by in other settings" (p. 593). This applies strongly to immigrant youth due to their struggles in academics as a consequence of the language barrier.

In addition, Doherty and Taylor (2007) discuss the social benefits of immigrant youth participation in sports programs offered afterschool, which includes improvement of self-esteem and confidence, increased participation in the community, as well as the development of leadership and communication skills (p. 34).

Furthermore, Bouffard et al. (2006) explain that youth who frequently partake in afterschool programs for longer periods of time are more likely to benefit from the programs than those who do not (p. 14). This indicates that it not enough to support immigrant youth by merely attracting them to join afterschool programs, but efforts should be made to engage the students and encourage them to continue to stay involved, which ultimately would maximize their benefitting from the programs. Although the various benefits of immigrant youth afterschool program participation have been highlighted, studies reveal their lack of involvement in afterschool programs, which may be caused by the obstacles and barriers they face.
2.2.2 Obstacles and Barriers

Immigrant youth face many obstacles and barriers which may play the role of directly or indirectly preventing them from participating in afterschool programs. The research performed by Taylor and Doherty (2005) of culturally diverse immigrant adolescents in Canada, found that language difficulties and unfamiliarity with activities are the most common challenges to immigrant youth participation in sports and recreation, which are offered through afterschool programs (p. 225). Likewise, Karanja (2007) describes the restrictions that immigrant students have which may discourage them from participating in afterschool programs, such as language, coursework demands, or lack of relevance to students' own culture (p. 38). Furthermore, a study conducted by Bouffard et al. (2006) found that ethnic differences played a strong role in the level of youth involvement in programs. Results from this study showed that African American and Hispanic youth participated in activities less frequently than non-minority youth (p. 28).

Although ethnic factors have been found to be linked to youth participation in afterschool programs, a study identifies family to be an even stronger influential factor. Bouffard et al. (2006) concluded that youth from low-income and uneducated families (low socioeconomic status/disadvantaged youth) are less likely to participate in a range of afterschool activities despite their needing it more (p. 24). Moreover, Bouffard and colleagues (2006) explain that parents’ prior experience with afterschool programs as well as an understanding of different ways families spend their leisure time are both factors which influence youth participation (p. 34). Immigrant parents often grew up in environments completely different than their children, implying they may, in many instances, have different opinions and experiences of afterschool programs (Bouffard et al., 2006, p. 34). This, in turn, can highly influence their child’s participation in afterschool programs in their new country (Bouffard et al., 2006, p. 34).
Therefore it is apparent that the lack of support received from immigrant parents is an obstacle for children in their involvement in afterschool programs.

The lifestyle of immigrant families also plays a major role in terms of youth participation in activities held after school. The interviews conducted in the study by Perkins and colleagues of Latino and Arabian youth brings forth the priorities and responsibilities they have afterschool, which include errands, chores, babysitting, and other various home responsibilities that prevent them from investing their time in programs (Perkins et al., 2007, p. 433). Similarly, the Canadian English as a Second Language (ESL) student participants in Taylor and Doherty's study identify family responsibilities as "a commitment that acts as a major challenge to participation" (Taylor & Doherty, 2005, p. 227).

Since more than half of immigrant children in Toronto are living in low-income families, one of the major barriers immigrant youth face when participating in extra-curricular activities held afterschool is the cost charged by the schools, especially for athletics related programs (Social Planning Toronto, 2016, p. 20). According to the province of Ontario fee guidelines, schools are prohibited from charging fees for core materials central to the curriculum, however for extra-curricular activities and enhanced programming, schools can charge fees (Social Planning Toronto, 2016, p. 20). Research conducted by Social Planning Toronto (2016) discovered that "some schools are able to subsidize fees for extra-curricular activities through fundraising, but the most marginalized student populations also have the least ability to raise funds" (p. 20).

The lack of involvement in afterschool programs by immigrant youth can be explained by the numerous obstacles and barriers they face. Thus, in order to increase the participation rate of immigrant youth in afterschool programs, these programs must be designed to eliminate the
existing obstacles and barriers. Specialized afterschool programs, called Newcomers Programs, have been designed to target immigrant students and provide for their specific needs (Short, 2002, p. 174).

2.3 Best Practices

The analysis and evaluations of successful newcomers programs allowed for the identification of promising practices for facilitating successful afterschool programs for immigrant youth. The Homework Club in Ottawa, also known as The Alliance, is an afterschool program that allow immigrant parents to integrate into the community by investing in their children's future through homework support (Belanger, Dalley, & Turner, 2015, p. 44). According to Belanger and colleagues (2015), through the analysis of The Alliance Homework Club, it has become apparent that parental involvement is a significant contribution to the program’s success, since parental participation played a vital role in creating a positive and very protective environment for the Francophone minority youth (p. 44). In addition, Belanger and colleagues (2015) continuously stressed in their article that, members facilitating the Alliance Homework Club strongly believed their program functioned best without subsidies or government funding (p. 36). According to newcomers program facilitators, obtaining subsidies and grants requires that the program activities are in accordance with the ideas and plans of the funding providers (Belanger et al., 2015, p. 38). However "engaging in activities in order to obtain government subsidies or grants leads to a loss of focus on what is really important: the welfare of the children" (Belanger et al., 2015, p. 38).

Harris (2004) describes the Child Development Program (CDP) of the Somali Community Services of Seattle (SCSS) as a successful program that offers afterschool and weekend tutoring to support not only Somali immigrant children but their parents as well (p. 12).
An evaluation of this program found that the main strength leading to its success was due to the program’s cultural relevance and responsiveness to its participants (Harris, 2004, p. 12). The formation of programs that are flexible and responsive to the cultural needs of the participants, may be achieved by employing staff and volunteers whom share the same cultural practices and languages as the program members (Wong, Go, & Murdoch, 2002, p. 23).

The evaluations of the CDP of SCSS and The Alliance Homework Club point out the importance of parental involvement and cultural awareness as key determinants for program success. Wong and colleagues (2002) have determined that a successful newcomers program must also create an environment that fosters awareness and appreciation of all cultures (p. 26). In addition, the program must offer special activities and support for ethnic minority youth, which will allow them to feel welcomed and included into the society and neighbourhood (Wong, Go, & Murdoch, 2002, p. 26). The purpose of newcomers programs and what the programs have to offer to immigrant youth is a huge determinant for program success, however there are many other key factors which contribute to a successful newcomers program that is engaging and effective for immigrant youth.

2.3.1 Success Criteria for Newcomers Programs

The analysis and evaluation of programs offered to newcomers through the interviewing of program participants, facilitators, and contributors, bring forth the success criteria for the establishment of a successful newcomers program (Social Planning Toronto, 2016, p.1). The findings from a research study conducted by interviewing and consulting 60 newcomer youth, 50 newcomer parents, and youth workers in Toronto, has identified some significant factors that are mandatory for the success of newcomers’ programs (Social Planning Toronto, 2016, p. 1).
Firstly, the staff must build strong relationships of trust with the immigrant youth as well as encourage them to develop healthy relationships with peers in the program (Social Planning Toronto, 2016, p. 17). According to research conducted by Social Planning Toronto (2016) "the development of strong relationships of trust among participants and staff in the program is essential for fostering a sense of belonging, which is key to engaging and retaining newcomer youth in these programs" (p.17). The research findings from this study also suggests that having staff who share the same background as the participants helps to create strong relationships among staff and participants (Social Planning Toronto, 2016, p. 17). Using a family-oriented approach for the recruitment of immigrant youth in newcomers programs is another effective technique for engaging and retaining immigrant youth in these programs (Social Planning Toronto, 2016, p. 18).

Moreover, the study conducted by Social Planning Toronto (2016) found that successful programs are responsive to the needs and desires of immigrant youth, such as their desire to develop leadership and creativity skills (p. 17). These needs may be provided by having less-structured programs to provide youth an opportunity to take part in creating their own content for the program, leading activities, and assisting in budgeting and program planning (Social Planning Toronto, 2016, p. 17). Through these opportunities immigrant youth can develop leadership capacities, a sense of ownership, responsibility, and pride over their program activities which in turn will help them gain self-confidence at the same time (Social Planning Toronto, 2016, p. 17).

Many traditional ESL and bilingual programs support immigrant children solely through the development of the English language (Short, 2002, p. 174). Supporting immigrant children through language alone is not enough to contribute to the success of newcomers programs
(Short, 2002, p. 195). The article “The Newcomers Program: An Educational Alternative for Secondary Immigrant Students”, explains how additional features must be incorporated into newcomers programs to make it unique. These features include, but are not limited to: field trips, and curriculum activities to familiarize immigrant students of school routines and expectations, as well as programs that allow for parental involvement (Short, 2002, p. 195). Notably, this article highlights an essential success criteria that most newcomers programs lack, which is the construction of an evaluation plan to document the ongoing progress leading to the continual improvement of the newcomers program (Short, 2002, p. 196). Short (2002) points out that evaluation plans can assist newcomers programs in convincing policy makers to continue to provide funding for the program, in case other sources of funding such as government subsidies are no longer available (p. 196).

According to Doherty and Taylor (2007), "Canada has one of the highest proportions of immigrants to total residents’ populations in the world" (p. 28). Consequently, a high immigrant population has led to the development of many successful newcomers programs offered to immigrant youth across Canada. The analysis of such programs bring forth best practices for the development of new or existing immigrant youth afterschool programs offered in Canadian schools.

2.3.2 Newcomers Programs across Canada

Several Newcomers programs in Canada are formed by the collaborations of institutions and service providers to provide support to immigrant children and help them succeed in school. For example, interviews conducted of immigrant youth in the Greater Forest Lawn area in Calgary have led to the identification of two well renowned Newcomers programs offered in schools in this region (Taylor, 2005, p. 59). The Girl's Culture Club and the Calgary Bridge
Foundation for Youth are afterschool programs offered to immigrant youth that bring outside organizations into the school environment in order to make these programs, and the numerous opportunities they have to offer, available and easily accessible to immigrant students attending the schools in the Greater Forest Lawn area (Taylor, 2005, p. 59).

According to Taylor (2005) these programs attend to the needs of immigrant youth in two ways (p. 59). Firstly, these programs offer the students' basic needs which include "assisting in the development of language skills, providing them opportunities to develop social skills in informal settings, encouraging parental involvement, and overall establishing an environment that support immigrant youth and their families in becoming successful" (Taylor, 2005, p. 59). In addition, these programs also offer immigrant youth many opportunities that help them strengthen their resiliency (Taylor, 2005, p. 59). Taylor (2005) also states that newcomer’s afterschool programs in the Greater Forest Lawn area offer mentorship opportunities with caring and competent adults, as well as allow immigrant youth to become leaders and active citizens in the community. Likewise, these programs create an environment that help immigrant youth develop friendship among peers beyond their own culture. All these factors contribute to the development of resilient immigrant youth (Taylor, 2005, p.59).

2.3.3 Settlement Workers in Schools Program (SWIS) and the Newcomers Club

Similarly another newcomers program called Settlement Workers in Schools Program (SWIS) has been gaining popularity across Canada (Anisef et al., 2010, p. 124). First piloted in Ontario with the Toronto District School Board, this program allows for the collaboration of schools and settlement workers to offer programs afterschool for immigrant youth (Anisef et al., 2010, p. 124). According to Anisef et al. (2010) this program, funded by Citizenship and Immigration Canada (CIC), has allowed for 200 settlement workers in 20 different community
agencies in 20 different school boards across Ontario alone (p. 124). The purpose of this popular newcomers program is to "collaborate with school staff in order to support immigrant students and parents in adjusting to the school system, provide resources to help navigate the school system, assist with settlement needs, and provide counselling" (Van Ngo, 2009, p. 86). Through the Newcomers Club, settlement workers from the Settlement Workers in Schools Program (SWIS) and school teachers collaborate to offer afterschool programming for immigrant students.

2.4 Conclusion

In this chapter, I reviewed literature on the purpose, significance, and evaluation of afterschool programs for immigrant youth. This review elucidates upon the extent of attention paid to the determination of ways to support immigrant youth via afterschool programs. The examination of successful programs has brought forth the elements necessary for the development of engaging and effective programs targeted for immigrant children. This, however, raises questions about the support required by teachers for the facilitation of these well-intentioned programs, as well as the available support that plays a significant role in their success. This points to the need for further research in the area of support, specifically for immigrant youth afterschool program teachers and educators.

In light of this, the purpose of my research is to learn about the support available for teachers facilitating the Newcomers Clubs in Canadian secondary schools. This can bring awareness to educators regarding the support systems available to smoothly facilitate afterschool programs effectively for immigrant youth. Through my research, I also hope to contribute to the available research on the success criteria for said programs by determining the support teachers and educators need for program success. Through this research, I also intend to outline the
influential role of the support teachers receive in terms of the program purpose, design, and structure. I hope to draw attention to the significance of support for newcomers’ program teachers in order to assist in the development and foster the personal growth of immigrant and ethnic minority youth. While this chapter reviewed existing literature on immigrant students and afterschool programming, the next chapter provides a detailed description of the research methodology.
Chapter 3: Research Methodology

3.0 Introduction

In this chapter, I describe the research methodology, explain the methodological decisions made, and the justifications for the decisions based on the research purpose and questions. I begin by explaining the approach I took during my research as well as the research procedures. Then I describe the main tool of my data collection and then introduce the participants of the study. I then provide the sampling criteria in list form and describe thoroughly, the sampling procedures. Following that, I provide some information on the participants and continue the chapter by describing the techniques for the data analysis, and identify the relevant ethical issues that are taken into consideration and addressed. I end this chapter by acknowledging some of the methodological limitations of this study, and also bring forth the advantages.

3.1 Research Approach and Procedures

This study was conducted using a qualitative research approach that consists of reviewing literature relevant to the research purpose, and conducting semi-structured in-person interviews of two teachers. Qualitative research takes on a humanistic approach by “focusing on people's experiences and their interpretation of the events, processes, and structures in their environmental setting”. (Skinner, Tagg, & Holloway, 2000, p. 165). According to Skinner and colleagues (2000), “a qualitative study provides an overall view of how the study participants understand, account for, and act within their everyday situations, portrayed through their own words” (p. 165). Given that the purpose of this study was to bring forth both the positive and
negative experiences of teachers when obtaining support to facilitate afterschool programs for newcomers, a qualitative approach was the most appropriate in going about the study.

Unlike quantitative studies, “the data collected from a qualitative study take the form of spoken or written words and are unconstrained by predetermined standardized categories” (Miles and Huberman, 1994, p. 10). Thus, qualitative data represents “naturally occurring, ordinary events in natural settings”, which makes the findings of the study relevant to real life circumstances (Miles and Huberman, 1994, p. 10). One of the aims of this research was to determine the best practices for teachers in obtaining support that is essential for the success of the program. For my research findings to be relevant and applicable to teachers, a qualitative study is essential. Since qualitative data is more representative of naturally occurring events and settings, the use of this approach in the study will make my findings more useful to teachers and the dynamic school environment.

Although studies have identified quantitative research approaches to be most reliable, qualitative research add a new dimension to interventional studies that simply cannot be obtained from quantitative methodologies alone (Pathak, Jena, & Kara, 2013, p. 192). Furthermore, Skinner and colleagues (2000) state that "qualitative data are also useful in supplementing, validating, explaining, illuminating, or reinterpreting quantitative data obtained from the same setting” (p. 166). Marshall and Rossman (1995) highlight that qualitative research is most valuable for studies that investigate the objectives, connections, and procedures within organizations in order to understand the successes and failures due to the policies and practices in place. Through this research I aimed to investigate the processes, linkages, and policies within a school organization that support or hinder teachers in establishing successful newcomers programs. To do so, conducting a qualitative study was of most value.
3.2 Instruments of Data Collection

The primary instrument for data collection used in this study was the semi-structured interview protocol. Semi-structured interviews are valued for their unique flexibility, structured enough to address the specific dimensions of the research questions but also providing study participants an opportunity to offer new meaning to the study topic (Galletta, 2013, pp. 1-2). This is advantageous for my research given the intention was to not only determine the type of support teachers require for the successful facilitation of newcomers programs in terms of financial, parental, community, or administrative support, but to also unravel what teachers define and perceive as support that currently may not have been taken into consideration.

According to the Oxfam Research Guidelines, “the best way to learn about motivations behind people’s decisions and behaviours, their beliefs and attitudes, and the impacts on their lives of specific policies and events, is through semi-structured interviews” (Raworth, Sweetman, Narayan, Rowlands, & Hopkins, 2012, p. 1). The use of a semi-structured interview process was the most appropriate technique in investigating the attitudes, beliefs, thoughts, and actions of teachers as well as how that impacts the success of their afterschool program.

DiCicco-Bloom and Crabtree (2006) state that in-depth interviews are conducted to bring forth shared understandings among a group of people. Since my interest was in understanding how teachers whom facilitate programs for newcomer students acquire support, interviewing Newcomers Club teachers would result in obtaining the most relevant information for the study. Although semi-structured interviews contain pre-determined questions, during the interview process additional questions may arise through dialogue (DiCicco-Bloom & Crabtree, 2006). This was highly beneficial for this study because it gave rise to issues that were not anticipated but are decidedly relevant and require further investigation. Thus, I was prepared to sway from
the structured protocol in order to obtain fruitful information for this study. In qualitative studies, semi-structured interviews may be conducted either in groups or individually. According to DiCicco-Bloom and Crabtree (2006) conducting individual face-to-face interviews provides an opportunity to go into more personal matters. For this study, I conducted individual in-person interviews of teachers in order to bring out unique and differing experiences that portray the impact of the support they received, or a lack thereof, and on their attitude, beliefs, and desires towards the afterschool programs they facilitate.

I organized my interview protocol (Appendix B) into four sections, starting with the background of the program facilitated, their experiences in obtaining support for their program, followed by questions regarding challenges in attaining said support, and concluding with questions about best practices and future steps for teachers.

3.3 Participants

In this section, I review the sampling criteria created for the recruitment of the study participants, and the various ways of recruiting these participants. I also include a section introducing each participant after having them identified.

3.3.1 Sampling Criteria

The following criteria was applied to teacher participants:

1. Teachers currently teaching in a public school in the Greater Toronto Area
2. Teachers teaching in a school with a diverse multicultural population
3. Teachers teaching in a school with a high number of immigrant youth
4. Teachers must be facilitating the afterschool program Newcomers Club
Qualitative research is an in-depth study that consists of a small selective sample (Carr, 1994). Thus this study consists of a small selective sample of two teachers that meet the criteria. In order to answer the main research question for my study, the participants had to be facilitating a successful and well renowned afterschool program for immigrant students. Since my research looked into the differing ways teachers use the available support for the facilitation of an identical program, the participants had to be teachers whom ran the same afterschool program, namely Newcomers Club. Moreover, in order to explore the impact of the school environment on the teachers’ experiences in obtaining support for the program, the participants of the study had to be facilitating said program in a school having a diverse richly multicultural population as well as a high immigrant student population. Lastly, in order to maintain a geographical focus the teacher participants of this study had to be teaching in a school within the Greater Toronto Area.

3.3.2 Sampling Procedures/Recruitment

The technique used to recruit participants for a study depends solely on the research purpose and questions (Marshall, 1996). Using a random sample of participants is advantageous for making generalizations about the population, however it is not valued for studies that require in-depth understanding of human behaviours (Marshall, 1996). Since the purpose of this study was to attain an in-depth understanding of the behaviours and practices of Newcomers Club teachers, a simple random sampling strategy was not used for this study, instead convenience and purposeful sampling was used.

The methodological parameters of this qualitative study allowed for the use of convenience, and purposeful sampling. According to Marshall (1996) convenience sampling refers to the act of choosing the most accessible participants for the study. As a pre-service
teacher who has completed placements in schools in the Greater Toronto Area, convenience sampling was conducted as participants were selected through existing connections made with working teachers during the time of practicum. Marshall (1996) also explains that purposeful sampling is conducted by selecting participants that can provide the most insight and knowledge about the topic of study. In this study, purposeful sampling was achieved selecting a small sample of participants who meet all of the set criteria, in order to ensure the participants provide the most useful information. The participants of this study had to have facilitated afterschool programs for immigrant students in order to provide insight into their beliefs and experiences with regards to obtaining support for the program. "A sampling procedure may be defined as snowball sampling when the researcher accesses informants through contact information that is provided by other informants" (Noy, 2008, p. 330). According to Noy (2008) snowball sampling is the most widely used sampling technique for various disciplines in the social sciences (p. 330). It can be used to serve many purposes such as being the main vehicle to access informants, as well as a way to enrich sampling clusters by accessing new participants and social groups (Noy, 2008, p. 330). Therefore, I used snowball sampling to my advantage by asking participants to recommend teachers in different schools whom they have worked with in facilitating Newcomers Clubs.

3.3.3 Participant Biographies

The participants of this study are secondary school teachers currently teaching in a school within the Greater Toronto Area (GTA). The study participants also facilitate the afterschool program Newcomers Club by working with the settlement worker in their school. In addition to offering afterschool programming for immigrant students, the participants of this study also offer
ESL classes to immigrant students during the school day. All the names of the study participants have been replaced with pseudonyms.

**Teachers**

1. Sarah is a secondary public school ESL teacher who has been teaching in schools within the Greater Toronto Area. She teaches ESL to students from Grades 9 through 12. Prior to that, she had the opportunity to travel overseas and teach English. Apart from teaching, Sarah gets involved in school by facilitating additional programs such as orientation programs and sports related activities. Like many teachers, Sarah is facilitating the *Newcomers Club* for the first time, however she has prior experience facilitating similar programs in her past school. Currently, Sarah works with the settlement worker in her school to facilitate the *Newcomers Club* once a month. For her program she invites guest speakers to talk to the program participants about issues relating to their school and to people who are new to the country. The program offers food for the students and creates an atmosphere for newcomer students to socialize and meet new people.

2. Mark is a secondary catholic school ESL teacher who has worked in schools only within the Greater Toronto Area. Currently he is teaching ESL classes to students of Grades 9 through 12. In the past, he had the opportunity to teach other high school courses. Over the years Mark has been involved in various different projects and activities associated with the school from graduation ceremonies to outdoor education clubs. Like many teachers, Mark has been facilitating the *Newcomers Club* in his school for many years now. Mark works with the settlement worker in his school to offer afterschool programming to newcomers twice a week. He facilitates the program by inviting guest speakers to come and do regular presentations for the program participants about march break activities, summer activities, as
well as lessons on relevant issues such as how to get your driver’s license and how to fill out a job application.

### 3.4 Data Analysis

Data analysis is defined as the process of arranging, conceptualizing, refining, and understanding data (Thorne, 2000). According to Thorne (2000), the analysis of qualitative data involves interpreting and constructing meanings from the available data using inductive reasoning processes. In research analysis, inductive reasoning allows for the use of data to generate ideas or hypotheses. For qualitative studies, gathering and analyzing data go hand-in-hand; the collection of new data impacts data analysis which then impacts further data collection. Therefore it is quite challenging to separate the process of data collection and data analysis in qualitative studies (DiCicco-Bloom & Crabtree, 2006). The most effective qualitative researches have shown to follow the four steps in order: immersion in the data, coding, creating categories, and identification of themes (Green, Willis, Hughes, Small, Welch, Gibbs & Daly, 2007). Thus, to analyze the data in this qualitative study I took on a similar approach.

Before I analyzed my data I transcribed my interviews and then decoded my transcripts using my research questions for interpretation. Using the codes for each individual transcript I identified categories of data, as well as common themes and divergences within these categories. Then I laid out these categories and themes side by side in order to construct newer themes where applicable. After that, I proceeded onto the meaning-making process where I determined the significance of these themes and the importance of the research findings based on results from existing literature. Last but not least, I incorporated null data into my analysis and discussed its importance and place in the study findings.
3.5 Ethical Review Procedures

According to Field and Morse (1996), a successful qualitative interview is similar to an “intimate and personal sharing of a confidence with a trusted friend” (p. 72). The goal of interviewing is to promote participants in answering the questions in their own words, but also providing enough flexibility to sway into other areas of their experiences (Rose, 1994). Although it is not always clear what type of interview strategy is best for a specific study, Rose (1994) identifies that when conducting interviews for research it is crucial “to remain open minded and conduct each interview with sensitivity to the needs and abilities of each individual you talk to” (pg. 27). When conducting qualitative interviews for research, the interview process may trigger self-reflection, appraisal, and considerable self-disclosure. For that reason, prior to the interview, the researcher must take the necessary precautions to ensure the well-being of the study participants (Mcllfatricket, Sullivan, & McKenna, 2006). In order to accomplish that, I took into consideration the principle of non-maleficence which includes the participants’ freedom from psychological and physical harm, and from exploitation (Polit & Hungler, 2001). Due to the particular research topic, there is a possibility that specific questions may initiate an emotional response leading to participants feeling vulnerable, or psychologically distressed. In order to minimize the risk of psychological harm I sent the interview questions to the participants ahead of time. I also reassured them in person and through the consent letter (Appendix A) that they have the right to refrain from answering any questions that make them feel uncomfortable.

The principle of respect for human dignity was also considered for the well-being of the study participants (Mcllfatricket, al., 2006). In this study, I took this principle into consideration through informed consent and rights of the participants. Participants of this study were asked to sign a consent letter (Appendix A) providing their consent to be interviewed as well as audio-
recorded. This consent letter also informed participants about the study overview, addressed ethical implications, and outlined the participant expectations. Also, participants were assigned a pseudonym and informed of their right to withdraw from the study at any stage of the research. Participants were informed of their right to review the transcript created from the interview and clarify or withdraw any statements before the data analysis stage.

Lastly I took into consideration the principle of justice which includes the right of the participants’ protection of privacy (McIlfattick et. al., 2006). I respected the privacy of the study participants by ensuring their identities remain confidential and by identifying and removing any markers relating to their school and/or students. By taking into consideration the principles of non-maleficence, human dignity, and justice, I ensured the well-being of the study participants.

3.6 Methodological Limitations and Strengths

The methodological approach for this qualitative research allowed for some limitations, but also included many strengths as well. One of the major setbacks to this research is that data collected was not representative of the whole population due to the small sample size (Jackson II, Drummond & Camara, 2007). Given the ethical parameters, the interview participants of this study involved educators only. Therefore, the collection of data through interviews of other relevant sources such as parents and students was restricted, preventing the incorporation of alternative perspectives in the research results. Although this is a limitation, through teacher interviews, this study can verify the experiences and voices of teachers as well as give them an opportunity to create meaning from their experiences. A major strength of the methodology of this study was that it allowed for a more in-depth understanding of the research topic, which cannot be achieved with a highly structured approach (Carr, 1994).
In qualitative studies, the major role of the researcher in the process of data collection creates limitations to the study. According to Carr (1994) researchers who expose themselves to the research environment for long periods of time find it difficult to separate their own experiences from the experiences of the study participants. In the most extreme cases, integration into the research environment can result in the researcher forgetting their role in the study and can become a study participant (Carr, 1994). The researcher's unintentional interferences can result in the collection of biased data. To minimize the risk of this occurring, I conducted short 45 to 60 minute interviews outside of the participants' daily settings. In qualitative studies, the interpretative role of the researcher may also be the cause of biases and shortcomings within the data collected (Merriam, 2002). Merriam (2002) suggests that instead of trying to eliminate these biases, determining their effects on the collection and interpretation of data add more richness to the study. Despite these subjectivities, the validity of qualitative research is still less questionable in comparison to quantitative research, since in quantitative research the addition of more and more controls results in data that is not relevant to real life situations (Carr, 1994). Although there are some limitations that come with the methodology of choice, the strengths of this approach make it most valuable for the intent of the research.

3.7 Conclusion

In this chapter I described the methodological approach for this research. I started with an explanation of the research approach and procedures, transitioning into the comparison of qualitative versus quantitative research in order to highlight the importance of conducting qualitative research for this study. Following that I described semi-structured interviews and explained its significance as the instrument of data collection. Then I introduced the participants of the study, including the criteria they had to fulfill in order to participate, as well as their
background information. After that I thoroughly explained how the three sampling techniques – convenience, purposeful, and snowball sampling, was used for the recruitment of those participants. I continued on by providing a breakdown of the data analysis process, which includes: immersion in the data, coding, creating categories, and identifying themes. Proceeding that, I brought in the ethical aspects of the research by taking into consideration the principles of non-maleficence, human dignity, and justice for the well-being of the study participants. In the last section I discussed the limitations to the research methodology such as the collection of data that cannot be generalized, and the incorporation of biases by the researcher. I concluded by bringing forth a few strengths of the methodology which includes in-depth understanding of the research topic and first-hand interactions with teachers. As this chapter addressed all aspects of the research methodology, the following chapter reports the findings of the research.
Chapter 4: Findings

4.0 Introduction

The purpose of this research was to determine how afterschool Newcomers Club teachers obtain support for the successful facilitation of the program. Interviews of Newcomers Club teachers were conducted to examine the ideas, experiences, and issues expressed by Newcomers Club teachers with regards to support for their program. Two transcripts were analyzed and grouped based on the common themes and sub-themes that emerged. The major themes are as follows:

- Networking inside and outside of school
- Funding for the Newcomers Program
- Immigrant Student Identity in the school

Sub-themes came out from each of the three themes, which portrayed the similarities and differences among the two interviewees. It is important to keep in mind that each of these ideas were not expressed in isolation by the participants, therefore there are significant overlaps and connections between the themes and sub-themes.

4.1 Networking

Both study participants expressed that networking was an effective technique they used to obtain resources as support for the facilitation of their afterschool newcomers program. Sarah explained that she obtains support for her program by reaching out to others for what she needs and working with that to do the best she can for her students. Similarly, Mark's advice to new teachers starting an afterschool newcomers program is to "contact settlement workers, guidance
counsellors, and assessment centers.” This is in line with research conducted by Taylor (2005) on afterschool Newcomers programs in the Greater Forest Lawn area that connect with organizations and bring them into the school, in order to make the opportunities that the programs have to offer easily accessible to immigrant youth (p. 59). Both interviewees identified networking specifically with newcomer programs in other schools, teachers within the school, and other non-education institutions, as three key ways to obtain the resources needed to not only provide for immigrant students' needs but also to offer them new experiences.

4.1.1 Networking with Other Newcomers Programs

In both interviews the participants provided different purposes for networking with other newcomer programs in other schools. Sarah explained that her intention for networking with other newcomer programs is to obtain more knowledge on program facilitation. She states in her interview:

So you have to talk to your settlement worker because they work at different schools. So they are able to connect you with people in other schools and you would be able to network and get ideas on how to run the program, and what works for schools and what doesn't work for schools, so you can develop a program that works for your school.

In contrast, Mark's intention for networking with other newcomers programs is to provide an opportunity for immigrant students to develop strong relationships with their peers. In the interview Mark described a soccer event he organized for his and four other afterschool newcomers programs in his school area. Mark explained in his interview:
The main purpose of the soccer activity was to get all the students who live in the city and connect them with kids whom are experiencing the same challenges of being a newcomer... like being new in school, having those language barriers, etc.

This is supported by research conducted by Social Planning Toronto, which states that "the development of strong relationships of trust among participants and staff in the program is essential for fostering a sense of belonging, which is key to engaging and retaining newcomer youth in these programs" (Social Planning Toronto, 2016, p. 17). Although both study participants had different purposes for networking with other Newcomers Clubs, they both acknowledged that by networking with other Newcomer Clubs they were able to obtain the support they needed for successful facilitation of their program.

4.1.2 Networking with Teachers

During the interview both study participants had varying rationales for networking with teachers within the school. Sarah's intention for networking with other teachers is to bring these teachers into the program from time to time, in order for them to interact with the immigrant students. Sarah elaborates in the interview:

But I also think that having other teachers in the building who aren't necessarily their ESL teacher, who may have a specialty in science for example, who make that connection with them and relate the program to the subject areas that maybe be of their interest, would be helpful.

Bringing in other teachers into the program can allow the program to be more relevant for immigrant students as well as meet their interest needs. In contrast, Mark experienced that networking with teachers within the school is necessary in order to determine who the immigrant
students are in the school and what their story is. This can help to obtain background information about immigrant students in terms of their culture, interests, and personalities, which can in turn be used to create an afterschool newcomers program that is relevant and interesting for immigrant students. This is in line with research on the evaluation of afterschool newcomers programs, which revealed that the main strength of the Child Development Program (CDP) leading to its success is the program’s cultural relevance and responsiveness to its participants (Harris, 2004, p. 12). The participants of this study identified that networking with teachers is not only beneficial for the successful facilitation of the Newcomers Club, it is also beneficial for immigrant youth learning development and social wellness.

4.1.3 Networking with Non-education Institutions

In both interviews, participants networked with non-educational institutions in order to work together to not only offer multiple new opportunities for immigrant students in the school, but also make those opportunities available and easily accessible for them. Sarah expressed in her interview that she would like to network with theme parks such as Canada's Wonderland. She states that, "We can take students to experience things that they normally would not be able to experience because they are new to the country, for example Canada's Wonderland trips." While Sarah would like to network with non-education institutions, Mark described in his interview that he is already networking with non-educational institutions such as the YMCA. In the interview Mark describes, "Every Tuesday and Friday we have that additional support piece in place. We have guest speakers from the YMCA leadership program come in and do regular presentations with our kids about March break activities, and summer activities." Mark's intention for networking with outside organizations such as the YMCA for the newcomers program is to connect immigrant students with their local community. Mark states that, "the most
important thing for them is not only that they’re experiencing and getting to impact the community, but they're also connected to it – they're making connections that they otherwise wouldn’t be able to have." Similarly, current research on afterschool newcomers programs in the Greater Forest Lawn area found that offering mentorship opportunities to immigrant youth through these afterschool programs allows them to become leaders and active citizens in the community (Taylor, 2005, p.59). Both Sarah and Mark described how support is obtained by networking with outside organizations in order to bring new opportunities to the immigrant students in the Newcomers Club and allow them to create connections with the outside community.

4.2 Lack of Funding

Both study participants identified in the interview that the facilitation of their newcomers program is highly dependent on the amount of funding received by the financial support systems in place. They both felt their programs were not financially supported due to the limited funding they received for the Newcomers Club from the school. In Mark's interview he expressed his struggle to facilitate the program with the little funding he received from the school. He explained during the interview, "My budget for the entire year is only 500 dollars. And I’m being charged per paperclip out of those 500 dollars. Every time I use a paperclip, every time I give a pencil." Likewise, Sarah expressed during the interview that due to the lack of financial support she received for her newcomers program, the students could not go on a field trip to University of Toronto, until another school came through and agreed to pay for their share of the trip. The findings from both interviews is in contrast to the findings from the study conducted by Belanger et al. (2015), which portrays that members facilitating the newcomers program the Alliance Homework Club, strongly believed their program functioned best without the need for any
subsidies or government funding (p. 36). Although the literature did not stress the need for subsidies, grants, or government funding, both interviewees highlighted that the amount of funding they receive from the school is insufficient for the successful facilitation of their Newcomers Club.

4.2.1 Program Participation

During the interview process, both Sarah and Mark mentioned that the number of program participants has a huge impact on the amount of funding and resources provided to the program. It was clear during the interview with Mark that his newcomers program had a high number of participants. He explicitly stated during his interview, "We haven’t had any problems with lack of engagement." However, he did understand how his program would be different if he did not have a high number of participants. During the interview he includes that, "If you have only 2 or 3 newcomers, then you definitely would not have been given accommodations that we have here, like your own room, and fridge, and microwave." Unlike Mark's program, Sarah's newcomers program consists of a very small number of participants which affects the amount of funding her program receives from the school administration. She expresses concern during the interview by stating that, "When you are going up against groups that have 20 or 30 members versus 6 members, obviously the group with 20 or 30 members will get more financial support when we go to SAC to get money." Both interviewees concluded that the funding and resources they receive for their program is dependent on the number of program participants. This is in contrast to current literature that states that the subsidies and grants offered to newcomers programs is dependent on whether the program activities are in accordance with the ideas and plans of the funding providers (Belanger et al., 2015, p. 38). The interviewees and the literature
have differing ideas of the factors that influence the funding provided to afterschool newcomers programs.

4.2.2 Fundraising as a Solution

Fundraising was brought up during the interviews in regards to obtaining funding for the newcomers program, as a solution for the lack of financial support from the school the program receives. Sarah described in her interview, "The more students involved, [the more] we would be able to get them to do fundraising to get more money which would make it possible to take the students in the club to different areas." Like Sarah, Mark's solution for obtaining funding for the newcomers program in his school, is by networking to collect donations from different organizations and committees such as, "YMCA leadership program members, Knights of Columbus, and now Parent Council." This is in accordance with research conducted by Social Planning Toronto (2016) that determined that through fundraising some schools are able to subsidize fees for extra-curricular activities offered through afterschool programming (p. 20). Overall both study participants concluded that due to the limited funding available for the Newcomers Club, interviewees felt there is a lack of financial support from the school, for successful facilitation of the program.

4.3 Immigrant Student Identity

The participants of this study included that aside from the support the program receives, there are additional factors that impacts the facilitation of the Newcomers Club. Student identity was described as a significant factor that impacts the participation and facilitation of the afterschool newcomers program. Study participants in both interviews explained that they feel the negative stigma often attached to newcomer students in schools highly influences how
immigrant students see themselves and construct their self-identity. Both interviewees admitted to the fact that the negative stigma attached to newcomer students in the school is a huge barrier immigrant children face that prevents their active involvement in the newcomers program. Sarah explains during the interview:

> But the bigger the program gets the more we would be able to do around the school and more people would take notice. But it's also about their comfort level, being new to the country and new to the school, they may not want to put themselves out there to be noticed, so it really depends on the group of kids you have.

Likewise, Mark made a similar comment during his interview, stating:

> Yes, I feel that they didn’t try to become visible. You would probably not want attention around you if you don’t speak the language or have an accent, or you’re new in the country, you don’t necessarily want to be the most famous person in the school for those reasons.

Both teachers facilitating the *Newcomers Club* felt that immigrant students do not want to be identified as newcomers within their school environment. Both interviewees mentioned this in order to highlight that how immigrant students see themselves in the school environment influences their decision to participate in the afterschool newcomers program, for participating in this program can bring on the attention and label of being a newcomer student. Although, Mark understood the reasons behind immigrant students desire to be invisible in the school, he explained during the interview how his newcomers program changes that. He states:

> Having said that, yes, some of them wanted to be invisible, but we don’t let them anymore. We welcome them here. This classroom provide[s] them with the confidence
that they need to become successful in the school. We’re not here to protect them and not let them get away from us. We’re here making sure we empower them and we encourage them to become successful within the school community.

This is supported by research on afterschool newcomers programs across Canada, which acknowledges that newcomers programs in Canada are designed to offer opportunities to immigrant youth that help them strengthen their resiliency (Taylor, 2005, p. 59). Teachers facilitating the Newcomers Club understand how the negative attention and label that can come with being a part of the program influences immigrant student self-identity. However, the way teachers choose to facilitate the newcomers club can empower immigrant students and help them to gain confidence in themselves, which can positively influence their self-identity.

4.3.1 Sense of Belonging

Since both study participants are aware of the negative stigma attached to immigrant students in the school environment, both interviewees stressed how the facilitation of their program is geared towards helping integrate the newcomers to the school and outside community and establishing a sense of belonging, so that immigrant youth can self-identify as a part of the smaller school and larger outside communities. Sarah brought up during the interview that her rationale for incorporating field trips to places like Canada's Wonderland and the University of Toronto in the newcomers program is to allow newcomer students to have the same experiences other students in the school get all the time. Similarly, Mark emphasized the incorporation of field trips in his newcomers program in order to ensure that immigrant students get a chance to take part in all the opportunities offered in the school. During the interview, he explained:
We believe in trips. If you want to establish community, you don’t want any kids left out or sitting alone. We don’t want any kids missing out on fun opportunities. On prom, our entire grade 12 group went together as friends, and took pictures together, kids from all over the world, who support each other. And the way we made that happen was by participating in the *Inside the Dream* program, which is an organization that allows you to pick out your prom dress and suits for free, which frees the student from prom finances.

Through the newcomers program, both interviewees described their efforts to integrate immigrant students into the community and make them feel like they belong. This is brought forth in research on the evaluation of successful newcomers programs, which states that in order to engage and prolong participation of immigrant students in newcomers programs, these programs must offer special activities that make them feel welcomed and included in the society and neighbourhood (Wong, Go, & Murdoch, 2002). Through the *Newcomers Club*, both teachers assisted club students in connecting to the school and outside community, in order for them to self-identify as a part of the school and outside communities.

4.3.2 Immigrant Student Voice

The successful facilitation of the *Newcomers Club* is also dependent on the program’s ability to provide for the needs and interests of the program participants. In both interviews, student voice was expressed as a valuable asset, used to determine and fulfill the needs of immigrant students through the newcomers program. Sarah showed value for the voice of students in her newcomers program by "speaking with them, having conversations, getting to know what their interests are, getting to know if they have things that they are struggling with."
She also added that having conversations with the students is one way she determines how successful the program is. Sarah describes in the interview:

Through conversations with students, with students coming back to the meetings once a month and wanting to be here, watching students blossom and grow within the school community outside of the ESL classes, ESL friends, and the newcomers program. These are ways I see the program is successful.

Similarly, in Mark's interview, he showed value for student voice by using it to determine the activities and events to facilitate in the newcomers program. Mark explains during the interview:

You also look at their interests and you make the proper referrals. If there’s a student who’s very passionate about soccer, you make a referral to the Soccer Centre. It’s a good thing for them. They would be doing something they like and would be connecting with people that share the same interest.

Both study participants valued student voice for determining and fulfilling the needs and interests of program participants in order to create an engaging and relevant newcomers program. This is supported by recent research on the success criteria for a well-developed newcomers program which identifies the programs responsiveness to the needs and desires of immigrant youth as a key determinant of the program's success (Social Planning Toronto, 2016). In addition, research by Karanja (2007) found that the lack of relevance of the program to immigrant students' own culture is a barrier for their engagement and continuous participation in the afterschool program. Therefore it is essential to value immigrant student voice and incorporate it into the newcomers program in order to create a program that is interesting and relevant for them. In addition to obtaining the necessary support required to facilitate the
Newcomers Club, teachers need to take into consideration other factors which influence the participation and facilitation of the club such as immigrant student identity, their sense of belonging, and their voice.

4.4 Conclusion

Overall this chapter reported the findings from interviews of two teachers facilitating the Newcomers Club, to determine how they acquire support for the facilitation of their program. Teachers felt that networking inside and outside of the school was the most effective way to obtain support for the club. Teachers also pointed out that due to the limited funding provided to the Newcomers Club, they felt that the program was not financially supported by the school. Although a lack of funding for the program was a common problem both teachers expressed, their solution to obtain funding was different. Teachers consistently described how different types of support offered to the program effects the successful facilitation of their Newcomers Club, however they included that aside from support there are other factors that determine program success. Teachers identified immigrant student identity, their sense of belonging, and student voice as significant factors that impact immigrant student participation, as well as successful facilitation of the Newcomers Club. As this chapter described the findings from the interviews conducted, the next chapter explains the implications of these findings.
Chapter 5: Conclusion

5.0 Introduction and Overview of Key Findings

The purpose of this study was to explore the available support for teachers facilitating the Newcomers Club. Specifically teachers were asked the question, "How do you go about acquiring support that is needed to successfully facilitate the Newcomers Club?" The findings from teachers suggest that networking inside and outside the school is the most effective way to obtain the support needed to facilitate the program. However, obtaining support for the program is not enough as there are other factors that influence the successful facilitation of the club. The results of this study provide implications that are relevant to teachers facilitating afterschool programs for immigrant students such as the Newcomers Club as well as to the broader educational community. In addition, findings from this study provide recommendations for new and existing teachers facilitating afterschool programs for immigrant students. Lastly, the research findings have brought forth many related questions that require further research and investigation to answer.

5.1 Implications

The results of this study have implications for the broader educational research community, as well as specific implications for my professional identity and practice. The implications for this research provide support for student growth and learning, through the identification of student needs, development of student engagement in learning, and promoting healthy mental and social growth of students. In addition, the implications of this study also include teacher pedagogy for successful facilitation of afterschool programs for immigrant students.
5.1.1 Implications for the Educational Research Community

The implications derived from the findings of this study are important for the broader education community, for it identifies ways to determine student needs, develop student engagement in learning, and support their emotional and social wellness. Results from this study portrays that *Newcomers Club* teachers value and incorporate student voice into the program in order to determine and provide student needs and interests. Likewise, the research literature identifies a successful newcomers program, as one that is responsive to the needs and desires of immigrant youth (Social Planning Toronto, 2016). Recent literature has also highlighted that a huge barrier to immigrant student engagement and participation in a newcomers program is the program’s lack of relevance to the students own culture (Karanja, 2007). A lack of student engagement and participation as a result of not catering to student needs and interests is an issue that applies to all students, not only immigrant children. Therefore it can be concluded that valuing and incorporating student voice can promote student engagement and participation as well as fulfill their interests and needs.

The findings from this study and current literature describe teachers' efforts to integrate immigrant students into the school and outside community through newcomers programs, in order for them to establish a sense of belonging within society. Educators can support students' emotional and social wellness by introducing them to different communities that they can connect with, which in turn will help them feel included and supported. Therefore it can be implied that the integration of children within various different community groups can promote positive development of their emotional and social wellbeing.
5.1.2 Implications for Professional Identity and Practice

The conclusions drawn from this study offer best practices for teachers facilitating after-school newcomers programs. Findings from this study portray that in order to include additional features into the Newcomers Club, resources such as guest speakers, funding, and equipment are required. Current research describes successful after-school newcomers programs as ones which incorporate additional features into the program to make it unique. These features include, but are not limited to; field trips, curriculum activities to familiarize immigrant students of school routines, as well as programs that allow for parental involvement (Short, 2002). Both the results of this study as well as the literature have identified that networking inside and outside of the school are effective ways for teachers to obtain resources as support for facilitating newcomers programs. Hence, teachers require the necessary resources in order to incorporate additional features into their program; such resources can be obtain by teachers through networking inside and outside the school.

This study reveals that the funding and resources the Newcomers Club receives from the school is determined by the number of program participants. However, a study explains that the funding provided to the newcomers program depends on whether or not the activities of the program are in line with the ideas and plans of the funding organizations (Belanger et al., 2015, p. 38). Therefore, it can be concluded that the funding and resources a newcomers program receive from the school is dependent on more than one factor – it is influenced by different aspects of the program such as its size, structure, and activities.

According to the results of this study, teachers felt that due to the limited funding provided to the Newcomers Club, they had to try alternative methods of acquiring funds such as fundraising inside the school and with community organizations. Similarly, current literature
points out that some schools conducted fundraisers in order to subsidize fees for extra-curricular activities offered through afterschool programming (Social Planning Toronto, 2016, p. 20). This is an indication that fundraising inside and outside the school is an effective way teachers can acquire funding to successfully facilitate newcomers programs.

The findings of this study show that teachers offer new opportunities and experiences to immigrant students through the club by networking with non-educational institutions. Recent literature also describe how afterschool newcomers programs in Calgary bring outside organizations into the school in order to offer mentorship opportunities to immigrant youth, which allows them to take on new roles and responsibilities as leaders and active citizens in the community (Taylor, 2005, p. 59). Therefore, it can be concluded that by networking with non-educational institutions, teachers can provide new opportunities and experiences to immigrant students through the newcomers program.

Lastly, the results of this study have specific implications for myself as a new teacher. The interviews conducted for this study have brought forth the various ways teachers obtain resources for the facilitation of extra-curricular programs, such as obtaining volunteers and donations from local community organizations, as well as fundraising inside the school and in the community. As a new teacher facilitating extra-curricular programs for the first time, the findings of this study have exposed me to the available resources for teachers and the various methods of acquiring resources. In addition, the study results portray that immigrant student needs can be provided through Newcomers Clubs, such as supporting the development of their identity, and helping to establish their sense of belonging. As a Canadian teacher of current and future immigrant and refugee children, the findings of this study has given me new insight into
the specific needs of immigrant children and how to provide those needs through afterschool programming.

5.2 Recommendations

The findings of this study have brought forth recommendations for new and existing teachers facilitating afterschool newcomers programs for immigrant students. It is recommended that teachers reach out to people inside and outside the school and ask for the resources needed to successfully facilitate the newcomers program. In order to engage immigrant students to participate in the club and prolong their participation, it is recommended that teachers value and incorporate immigrant student voice into the program. Specific ways to incorporate student voice into the program include having immigrant children partake in writing for school newsletters, establish a student government system, create their own activities for the program, and assist in budgeting and program planning. Lastly, in order to support the social and emotional wellbeing of immigrant students, it is recommended that through the newcomers program, teachers connect immigrant youth to various community groups inside and outside the school in order for them to establish a sense of belonging in society. Collaborating with Newcomers Clubs in other schools to facilitate activities like soccer games can promote the integration of immigrant students with communities outside of school. In addition, getting immigrant students to volunteer at the local community center in programs such as the Big Brother Big Sister program is yet another way to help immigrant youth integrate into the community in order to establish a sense of belonging.

5.3 Areas for Future Research

This study portrays that the acquisition of various types of support such as resources and funding is not enough to establish a successful newcomers program. Teachers believe that there
are other factors that define program success, such as immigrant student identity and the representation of their voice in the program. This raises further questions such as, what do Newcomers Club participants define as a successful program? What factors influence immigrant students' decision to participate or not participate in the Newcomers Club? Due to the limitations of this study, the perspectives of the Newcomers Club participants could not be incorporated, therefore the examination of this part in future studies can provide a new lens into this topic. The small sample size of this study raise further questions such as, do all Newcomers Clubs face the same obstacles and barriers with regards to receiving support for their program? Is the definition of a successful Newcomers Club the same across different program facilitators? Incorporating more Newcomers Clubs in the study through a larger sample size of program facilitators in future studies can offer new insight into afterschool newcomers programs for immigrant students.

5.4 Concluding Comments

As a future Canadian educator to immigrants and non-immigrants alike, I recognize that it is essential to construct educational programs that are responsive to the needs of the students. The findings of this study provides insight into the facilitation of a successful newcomers program for immigrant students. More specifically, ways to determine and provide for immigrant student needs and interests. Not only does it describe the best practices for teachers facilitating newcomers programs, it brings forth common obstacles teachers facilitating newcomer programs face, such as lack of funding and program participation. Lastly, this study provides possible solutions to overcome these challenges such as fundraising and incorporating immigrant student voice. Immigrant students require additional support to be successful both while in school and out, particularly when they enter into the real world. This support can be provided to them outside of class time through the facilitation of a successful Newcomers Club.
REFERENCES


Appendix A: Letter of Signed Consent

Date: March 1, 2016

Dear _______________________________,

My name is Muntaka Saima Syeda, and I am a student in the Master of Teaching program at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). A component of this degree program involves conducting a small-scale qualitative research study. My research will focus on the available support for teachers facilitating afterschool Newcomers programs. I am interested in interviewing teachers who teach in schools within the Greater Toronto Area and participate in afterschool programs for immigrant youth. I think that your knowledge and experience will provide insights into this topic.

Your participation in this research will involve one 45 to 60 minute interview, which will be transcribed and audio-recorded. I would be grateful if you would allow me to interview you at a place and time convenient for you, outside of school time. The contents of this interview will be used for my research project, which will include a final paper, as well as informal presentations to my classmates. I may also present my research findings via conference presentations and/or through publication. You will be assigned a pseudonym to maintain your anonymity and I will not use your name or any other content that might identify you in my written work, oral presentations, or publications. This information will remain confidential. Any
information that identifies your school or students will also be excluded. The interview data will be stored on my password-protected computer and the only person who will have access to the research data will be my course instructor. You are free to change your mind about your participation at any time, and to withdraw even after you have consented to participate. You may also choose to decline to answer any specific question during the interview. I will destroy the audio recording after the paper has been presented and/or published, which may take up to a maximum of five years after the data has been collected. There are no known risks to participation, and I will share a copy of the transcript with you shortly after the interview to ensure accuracy.

Please sign this consent form if you agree to be interviewed. The second copy is for your records. I am very grateful for your participation.

Sincerely,

Muntaka Saima Syeda
muntaka.syeda@mail.utoronto.ca

Course Instructor’s Name: Dr. Rose Fine-Meyer
Contact Info: rose.fine.meyer@utoronto.ca
Consent Form

I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw from this research study at any time without penalty.

I have read the letter provided to me by _________________ and agree to participate in an interview for the purposes described. I agree to have the interview audio-recorded.

Signature: _________________________________________

Name: (printed) _______________________________________

Date: _______________________________________________
Appendix B: Interview Protocol/Question

Thank you for agreeing to participate in this research study, and for making time to be interviewed today. This research study aims to learn how teachers use available support for the facilitation of Newcomers programs for the purpose of assisting teachers in the development of engaging and effective afterschool programs for immigrant youth. This interview will last approximately 45 to 60 minutes, and I will ask you a series of questions focused on your beliefs, experiences, and challenges regarding support for the facilitation of the Newcomers program. I want to remind you that you may refrain from answering any question, and you have the right to withdraw your participation from the study at any time. As I explained in the consent letter, this interview will be audio-recorded. Do you have any questions before we begin?

Section A – Background Information

To begin can you state your name for the recording?

1) How many years have you been working as a teacher in the Greater Toronto Area?
2) Have you taught outside of the Greater Toronto Area? Where have you taught?
3) What grades and subjects do you currently teach?
4) What grades and subjects have you taught in the past?
5) Apart from teaching, how else do you involve yourself in the school community?
6) What is the Newcomers program you are involved in?
7) Do you have any prior experiences facilitating Newcomers programs?
8) Do you or have you ever interacted with Newcomer students in the school outside of the afterschool Newcomers club? If so, in what ways?

Section B – Teacher Perspectives and Beliefs

1) Do you feel you require support for the facilitation of the Newcomers program?
2) Do you feel you are well supported when running the Newcomers program?
3) What do you define as support for teachers?
4) Does the support you receive have a huge impact in the way you facilitate the program? And how?
5) What types of support in terms of financial, parental, administrative, mental, community, federal, or other do you believe helps to create a successful Newcomers program?
6) What type of support has been the most beneficial for you in running the Newcomers program?
7) Do you feel all types of support are available and accessible to you? Which ones?

Section C – Teacher Practices

1) What are your responsibilities in the Newcomers program?
2) How do you go about fulfilling the responsibilities of facilitating the program?
3) How do you determine the expectations and needs of the immigrant students from this program?
4) How do you fulfill the needs of the immigrant youth through this program?
5) Do you acquire support for the facilitation of the Newcomers club? If so, what types of support do you acquire? How do you acquire it?
6) How does the support you receive or a lack of support effect the facilitation of the program?
7) How does the support you receive or a lack of support impact the structure design and function of the Newcomers program?

8) How do you evaluate the success of the Newcomers program?

9) How do you engage immigrant students to take part in this Newcomers program? And how do you ensure prolonged/continuous participation?

**Section D – Challenges and Next Steps**

1) What obstacles and barriers do you face when attaining support for the facilitation of the afterschool program, Newcomers Club? Do you overcome them? And how?

2) How do you obtain the much needed but unavailable support?

3) What type of support would be most beneficial for new teachers facilitating Newcomers programs?

4) How can new teachers obtain support for the facilitation a successful Newcomers program?

Thank you very much for your time, cooperation, and considered responses.