

**Teeter-tottering Between Worlds:  
Newcomer Children's Voices & Stories on Identity in Canada**

by

Tatiane Rigonati Silva

B.Ed., Universidade Anhembi Morumbi, 2019

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of

MASTER OF ARTS

in the Department of Curriculum & Instruction

© Tatiane Rigonati Silva, 2024  
University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.

Teeter-tottering Between Worlds:  
Newcomer Children's Voices & Stories on Identity in Canada

by

Tatiane Rigonati Silva

B.Ed, Universidade Anhembi Morumbi, 2019

**Supervisory Committee**

Dr. Jodi Strelasky, Supervisor

Department of Curriculum and Instruction

Dr. Michael Paskevicius, Committee Member

Department of Curriculum and Instruction

## Abstract

In recent years, a significant number of people across the globe have crossed borders in search of safer homes, better health care, education, and economic opportunities (International Organization for Migration, 2022; UNICEF, 2023). For the children who have experienced migration, they are more likely to face a discontinuity between their cultural heritage and the culture of their new society. In this study, the importance of listening to newcomer Latin American children's experiences in Canada was addressed in relation to their sense of belonging and identity development in a new country. Framed by sociocultural theory, funds of knowledge, multimodality, and translanguaging, 4-year-old Latin American newcomer children's experiences, (transnational) funds of knowledge, and identity development were examined across multiple contexts, such as their homes and daycare environments. Findings revealed that children combined and compared symbols, knowledge, experiences, and language from their home countries with those in Canada to develop their identities and sense of belonging in a new country. This study also provides additional insight on the significant role adult caregivers played in the children's worlds and resettlement journeys. Findings highlighted the importance of parents and early childhood educators engaging in translanguaging practices to accommodate newcomer children's needs and welcome their languages, knowledge, and identities in diverse environments. This study also offers recommendations for early childhood educators on potential ways to welcome and include newcomer children's funds of knowledge, languages, culture, and identities in early learning contexts.

## Table of Contents

Supervisory Committee .....	ii
Abstract .....	iii
Table of Contents .....	iv
List of Figures .....	vii
Acknowledgments.....	viii
Chapter 1 .....	1
Introduction.....	1
Rationale .....	3
Significance.....	4
Theoretical Influences.....	5
Summary.....	6
Chapter 2 .....	8
Introduction.....	8
Sociocultural Theory.....	8
Funds of Knowledge.....	9
Multimodality .....	10
Translanguaging.....	11
The Role of Caregivers in Children’s Migration Experiences & Families’ Funds of Knowledge .....	12
Identity Development.....	17
Early Childhood Educators Supporting Newcomer/Immigrant Children.....	22
Summary .....	27
Chapter 3 .....	29
Introduction.....	29
Methodology.....	29
Phenomenological Case Study.....	30
<i>Case Study and Generalizability</i> .....	30
Researcher Positionality.....	31
Reflexivity.....	32
Participant Recruitment .....	33
Participants.....	35

Research Contexts.....	36
<i>Home</i> .....	36
<i>Daycare</i> .....	36
Data Collection .....	37
<i>Semi-structured Interviews with Adult Caregivers</i> .....	38
<i>Conversations</i> .....	40
<i>Observational Field Notes</i> .....	40
<i>Children’s Drawings</i> .....	41
Data Analysis .....	41
<i>Phase 1: Organizing the Data</i> .....	42
<i>Phase 2: Thematic Analysis – Coding the Data</i> .....	42
<i>Phase 3: Thematic Analysis - Inductive Approach</i> .....	43
<i>Phase 4: Visual Data Analysis</i> .....	43
<i>Phase 5: Generating Themes</i> .....	44
<i>Phase 6: Cross-case Analysis</i> .....	44
Trustworthiness: Dependability, Credibility, Confirmability, and Transferability .....	44
Ethical Procedures .....	46
Summary .....	46
Chapter 4.....	47
Child #1 – Naomi.....	47
<i>Language and Social Connections</i> .....	48
<i>Home and (Transnational) Belonging</i> .....	52
Child #2 – Antonio.....	55
<i>Spanish at Home, English Elsewhere</i> .....	56
<i>Recollection of Memories and (Transnational) Connections</i> .....	58
Child #3 – Fernando.....	62
<i>Views on Migration &amp; Transitions</i> .....	63
<i>Affection, Social Ties, and Communities</i> .....	67
Child #4 – Adyana .....	68
<i>People, Places, &amp; Migration</i> .....	69
<i>Representativeness</i> .....	71
Summary.....	75
Chapter 5.....	77

Introduction.....	77
<i>Theme #1: Migration: Challenges, Strategies, &amp; Experiences</i> .....	77
<i>Theme #2: Navigating Diverse Worlds and Children’s Transnational Funds of Knowledge</i> .....	78
<i>Theme #3: Ways of Being</i> .....	79
<i>Theme #4: Ways of Belonging</i> .....	82
Summary.....	83
Chapter 6.....	84
Conclusion .....	84
Contributions of the Study to Existing Research.....	87
Implications for Early Childhood Educators .....	88
Implications for Latin American Newcomer Children .....	89
Limitations .....	89
Recommendations & Future Research.....	90
References.....	93
Appendices.....	105
Appendix A.....	105
Appendix B.....	107
Appendix C.....	108
Appendix D.....	109
Appendix E.....	110
Appendix F.....	114
Appendix G.....	115
Appendix H.....	118
Appendix I.....	119
Appendix J.....	123
Appendix K.....	124
Appendix L.....	125

## List of Figures

Figure 1 .....	40
Figure 2 .....	43
Figure 3 .....	52
Figure 4 .....	53
Figure 5 .....	54
Figure 6 .....	59
Figure 7 .....	59
Figure 8 .....	61
Figure 9 .....	64
Figure 10 .....	65
Figure 11 .....	66
Figure 12 .....	66
Figure 13 .....	74

## Acknowledgments

This is not a one-person journey. Therefore, I would like to acknowledge many people for their support.

With much gratitude, I acknowledge my supervisor, Dr. Jodi Streelasky. Thank you for your constant support, guidance, feedback, and kind notes. I grew and learned a lot from you. I also want to thank Dr. Michael Paskevicius for accepting to be a second reader for my thesis and Dr. Ruthanne Tobin for encouraging and supporting me in the academic field.

To my husband, Felipe, who embarked on this migration journey with me so I could pursue my dreams. I could not have done without your endless support.

To my parents and brother who encouraged me from afar and are always present to love and celebrate me. To my grandparents, who helped raise me and played an enormous part in shaping who I am today - I miss you all dearly.

Lastly, to all the children (and their families) who allowed me to become a researcher of their stories, experiences, perspectives, and interpretations that are so unique and powerful about themselves and the world around them. I bring with me their joy, conversations, and ideas - their voices and stories in another country deserve all the attention, research, analysis, and care.

## Chapter 1

Where are you from? - they ask.  
Is your mom from here? Is your dad from there? - they ask.  
I am from here, from today, same as everyone else - I say.

(Mendéz, 2019, pp. 1-3)

### Introduction

The migrant population has risen considerably in the 21<sup>st</sup> century, revealing unprecedented complexity. The current migratory flow is the largest ever recorded due to the increase in natural disasters, poverty, violence, and social, economic, and political challenges across the globe (International Organization for Migration, 2022). People who embark on the migration journey do so for a variety of reasons: seeking better health and education systems; to work, study, or stay alive (Bartlett, Rodríguez, & Oliveira, 2015; Daniel & Moro, 2022). For many people, migration is a promise of hope. According to the International Organization for Migration (IOM, 2022), of the 281 million people who migrated to a new place for work-related reasons or to pursue a better life, 43.3 million of them were children (UNICEF, 2023). The top destinations for immigrants are the United States, Germany, Saudi Arabia, Russia, the United Kingdom, France, the United Arab Emirates, and Canada (IOM, 2022).

Migration influences the diverse and complex dynamics of societies. Many aspects of life can be affected by migration, including cultural values, social norms, and lifestyles (Beauregard, Papazian-Zohrabian, & Rousseau, 2017; Moskal, 2015). Changing environments require people to manage their affiliations with different cultural and social groups, and if possible, integrate them into a cohesive sense of self (Comănanu et al., 2018). According to Woodward (2008):

migration experiences produce different results in terms of identity. The cultural homogeneity promoted by the global market can lead to a distancing of identity from the local community and culture. Alternatively, it can lead to a resistance that can

strengthen and reaffirm some national and local identities or lead to the emergence of new identity positions (p. 20).

Phinney and Ong (2007) contended that for immigrant newcomers, both the individual culture and the common culture are fundamental for the development of their identity. Identity, and consequently, the sense of belonging to their culture of origin, are the main factors in the way newcomers adapt and face the challenges in their new country.

Mobility plays an important role in children's identities (Parejo, Molina-Fernández, & González-Pedraza, 2021), as their identities are developed, influenced, entwined, and in constant inner negotiation in the social environments they inhabit (Frie, 2011; Sánchez-Flores, 2018). Research has shown that self-identification develops between the ages of three and four (Alves & Machado, 2018; Bartlett, Rodríguez, & Oliveira, 2015; Husband, 2012). At this age, children have already developed stereotypes due to their exposure to misinformation, both positive and negative, particularly regarding people from different backgrounds than themselves (Tatum, 2017; Van Ausdale & Feagin, 2001; Yu, 2020). Pacini-Ketchabaw et al. (2015) stated that "children's identities are embedded within discourses, such as those that shape gender, race, ethnicity, class, language, and immigration status" (p. 46).

Children who have migrated from other places can also experience a sense of discontinuity between their culture of origin and their new society's culture, which can influence the way they develop and express their identities (Beauregard, Papazian-Zohrabian, & Rousseau, 2017). Hence, for newcomer children, their identities can be profoundly shaped by their immigration experiences (Beauregard, Papazian-Zohrabian, & Rousseau, 2017; Lima Becker & Oliveira, 2022; Gonçalves, 2019; Ibrahim, 2016; Moskal 2015; Oliveira, 2022). Phinney and Ong (2007) added that developing a cohesive and meaningful identity is a source of strength that fosters immigrant children's well-being and sense of belonging.

Although researchers have acknowledged the factors impacting the development of children's identities who have migrated from other places (Barlett, Rodriguez, & Oliveira, 2015; Gonçalves, 2019; Moskal, 2015), they have rarely explored these matters from the child's perspective and narrative.

In this study, I investigated four 4-year-old Latin American newcomer children's identity development and sense of belonging in Canada. I emphasized the ethical, political, and societal need to listen to culturally-diverse children, especially from minority groups such as Latin Americans. Although this is one of the fastest-growing immigrant groups in Canada, little is known about these children's development, strengths, and vulnerabilities (Hamel, Abdelmaseh, & Bohr, 2023). To that end, the following questions were addressed:

- i. What experiences and funds of knowledge do Latin American newcomer children bring with them to Canada?
- ii. What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?
- iii. In what ways can Latin American children's identities and funds of knowledge be valued and supported in Canadian early years contexts?

These questions provided an understanding of the experiences Latin American newcomer children bring with them to Canada. Factors impacting newcomer Latin American children's sense of belonging and identity development in Canada were also explored.

### **Rationale**

As a former early childhood educator, I have always prioritized, legitimized, and respected what children do, say, and think about their experiences and daily lives. Thus, I base my work on observing, listening, and welcoming children's cultural, social, and personal processes. I also extend this practice into my work as a researcher. As a researcher and an immigrant, I recognize the need to listen to and value children's stories who have migrated

from other places – particularly their process of developing their identities in a new country. When considering children’s narratives, I seek to understand human experience by reflecting on the lived stories of individuals within a social context. Thus, in this study, I advocate for the importance of acknowledging what newcomer Latin Americans are saying and expressing by learning about their feelings, perceptions, emotions, moments, and thoughts on their everyday lived experiences.

I am currently an instructor in a postsecondary early childhood education program. In my role, I continuously bring attention to the critical importance of educators in listening to and valuing children’s perspectives from diverse backgrounds. Similarly, fostering and engaging in conversations about newcomer children’s funds of knowledge, migrant experiences, identities, and sense of belonging is necessary to challenge Western discourses that are often dominant in developmental theories. By doing so, I aim to challenge biases and Eurocentric views on newcomer children’s language acquisition, funds of knowledge, and cultures.

### **Significance**

Canada has a long history of immigration, being home to 8.3 million immigrants. Of these newcomers, 2.2 million of those people are children less than 15 years old (StatCan, 2021). There has been a growing number of research studies about newcomer children in Canada (e.g., Beaugard, Papazian-Zohrabian, & Rousseau, 2017; Crump & Phipps, 2013; Tardif-Grenier, Gervais, & Côté, 2023). For example, Beaugard, Papazian-Zohrabian, and Rousseau (2017) addressed the importance of welcoming and honouring multiple narratives to understand different perspectives and experiences. However, there is little information on newcomer children’s perspectives, including their transition experiences in a new social and cultural context. Thus, despite the increase of newcomer children in Canada (StatCan, 2021),

their stories have rarely been heard and acknowledged—especially children from Latin America.

To fill a gap in the literature and to recognize Latin American newcomer children as a group with their own knowledge and experiences, I emphasized the importance of acknowledging and valuing their cultural, social, and language repertoires. My hope is that this knowledge will inform children, families, and educators in Canadian early years contexts.

### **Theoretical Influences**

This research is framed by sociocultural theory (Rogoff, 1990, 2003; Vygotsky, 1978); funds of knowledge (Moll, Amanti, Neff, & González, 1992; Moll & Greenberg, 1990); multimodality (Kress, 2009; Kress & Van Leeuwen, 2001), and translanguaging (Garcia & Wei, 2014; Williams, 1996).

Sociocultural theory (Vygotsky, 1978) proposes a view of human development that cannot be separated from social and cultural contexts. From a Vygotskian perspective, human cognitive activities take place in cultural contexts that are mediated by language; the individual's relationships with others define their subjective life inside the society (Yousef & Mahameed, 2022). This theory acknowledges that social and cultural contexts are significant factors in contributing to children's developing sense of self and identity.

This study is also informed by the work in funds of knowledge (Moll, Amanti, Neff, & González, 1992; Moll & Greenberg, 1990). Rooted in a sociocultural perspective, a funds of knowledge approach refers to the competencies, skills, and knowledge people build throughout their lives. González et al. (2005) noted that funds of knowledge are dynamic in nature, evolving in response to new circumstances, experiences, and cultural influences. A funds of knowledge perspective honours individuals' lived experiences and views cultural,

linguistic, and experiential diversity as resources (González, Moll, & Amanti, 2006; McDevitt, 2021; Moll, Amanti, Neff, & González, 1992).

Multimodality (Kress, 2009; Kress & Van Leeuwen, 2001) also underpins this research. A multimodal perspective focuses on people's various modes of communication and expression to represent or make meaning of their world across diverse sociocultural contexts (Kress, 2009) According to Kress and van Leeuwen (2001), multimodal communication is understood in terms of "modes" which are forms within a variety of sign systems that carry meanings understood and recognized by a social collective.

Finally, translanguaging will be drawn on to address newcomer children's use of multiple languages to make sense of their worlds. Williams (1996) originated the concept of "translanguaging" which represents a holistic and dynamic view of bilingualism, with language practices shifting from context to context and relationship to relationship (Baker & Wright, 2017). Recently, the concept of translanguaging has been receiving recognition in the field of education, particularly by those who believe that individuals naturally use multiple languages to amplify their learning (Baker & Wright, 2017; Garcia & Wei, 2014).

These theories will frame my study as I examine Latin American children's identity development and sense of belonging in a new country.

## **Summary**

In this chapter, I introduced the study and delineated the significance of listening to and acknowledging newcomer Latin American children's stories and narratives on matters that impact their identities and sense of belonging in a new country. As Beauregard, Papazian-Zohrabian, & Rousseau (2017) reported, migrant children may experience discontinuities between their culture of origin and that of their new society, which can impact their identity development. I also outlined the significance of listening to and valuing newcomer children's stories on their lived experiences.

I also shared the theoretical perspectives framing this study: sociocultural theory, funds of knowledge, multimodality, and translanguaging. In the following chapter, I elaborate on the frameworks guiding my study, and I present a review of relevant literature related to newcomer children's narratives on their identity development, sense of belonging, and the challenges they encounter in a new social and cultural context.

## Chapter 2

One must be aware that things relating to children and for children are only learned through children themselves.

(Malaguzzi, 1999, p. 61)

### Introduction

In this chapter, I provide a deeper overview of the theoretical frameworks and approaches that guide my research: sociocultural theory (Rogoff, 1990, 2003; Vygotsky, 1978); funds of knowledge (Moll, Amanti, Neff, & González, 1992; Moll & Greenberg, 1990); multimodality (Kress, 2009; Kress & Van Leeuwen, 2001), and translanguaging (Garcia & Wei, 2014; Williams, 1996). This is followed by a review of the literature. Since there is scarce research on this specific topic and age range in Canada, I share empirical research from several countries and contexts. The literature review focuses on the following bodies of research: i) the role of families in newcomer children's funds of knowledge and experiences; ii) newcomer children's perspectives on their identity development in a new country; and iii) the challenges early childhood educators encounter and the strategies they use to support newcomer children.

### Sociocultural Theory

Sociocultural theory (Vygotsky, 1978) acknowledges that human development results from a complex system encompassing more than just the functions of the individual, and instead includes a system of social interactions. Vygotsky argued that the role of social tools (e.g., language, culture) plays a significant role in children's identity development. Young children's identities are shaped by the way they interact with others and are mediated by cultural and social processes (Vygotsky, 1978). Hence, identity is not perceived as a solitary and internal process, but rather as the result of a dynamic interaction between the child and their social and cultural environment.

In this study, I acknowledge children as capable and critical human beings who can participate, question, and share their stories. From a sociocultural perspective, children's meaning construction is deeply entwined with their social and cultural environment, as it emphasizes a dialogic interaction between the individual and their culture (Marginson & Dang, 2017). As a result, a sociocultural perspective highlights the mediating and change-making influence of social conditions and culture, as well as the role of agency, language, and power (Rajagopal, 2021).

Similar to Vygotsky, Rogoff (1990, 2003) suggested that one's development occurs in the interaction between the individual and the environment and is an ongoing ecological and historical process of knowledge construction. Rogoff (1990, 2003) also believed that children's interactions, communication, and learning are collaborative. This view acknowledges the impact of particular and diverse cultural aspects on children's development, recognizing that communities have different cultural tools that are not limited to ethnic or national groups, and one can participate and learn from more than one community. In regard to knowledge acquisition, Rogoff's focus is on "participation rather than membership" in a certain community (Petroni, 2020, p. 47). Participation also takes place through nonverbal modes of expression, such as gestures, facial expressions, and body postures. Accordingly, participation is an interpersonal process where individuals are actively observing and/or using communicative strategies beyond verbal communication.

### **Funds of Knowledge**

A funds of knowledge approach refers to the competencies and knowledge that people build throughout their lives. According to González et al. (2005) "the concept of funds of knowledge is based on a simple premise: people are competent, they have knowledge, and their life experiences have given them that knowledge" (p. 625). Thus, considering newcomer children, a funds of knowledge approach provides opportunities for them to share stories

about their lives, whose experiences are deeply intertwined with immigration, cultural, and language differences (Goodwin, Cheruvu, & Genishi, 2008). Additionally, this approach honours their diverse cultures, languages, and experiences rather than treating them as limitations (McDevitt, 2016).

In this study, I explored funds of knowledge from a transnational lens to prevent viewing children's experiences in terms of binary understandings (here/there; immigrant/citizen). This approach to funds of knowledge provides insight into newcomers' complex, multiple, and fluid experiences, their forms of knowledge, and their ways of belonging. From a transnational funds of knowledge perspective, children's multiple forms of knowledge and experiences are cultivated in the development of their identities, sense of belonging, migration flows, and border-crossings (Compton-Lilly et al., 2019; Cuero, 2010; Dabach & Fones, 2016). In this study, children's identities, sense of belonging, and the ways they make meaning of their multiple experiences with people, places, and the world around them are explored.

### **Multimodality**

A multimodal approach refers to the wide network of modes used by people as they participate in social interactions (Kress & Van Leeuwen, 2001). A multimodal approach recognizes that modes "rarely, if ever, occur alone" (Jewitt & Kress, 2003, p. 2). Every communicative event involves multiple simultaneous modes that allow for the creation of meaning and more complex expression of ideas. This approach emphasizes how meanings are made and exchanged through social forms of expression and communication, extending beyond verbal speech and writing to include all modes such as images, drawings, speech, layout, gestures, and body language (Jewitt & Kress, 2003; Kress, 2009).

For children, all communication is multimodal (Kress & van Leeuwen, 2001) as they use diverse languages to communicate (Malaguzzi, 1987) and make meaning of their

sociocultural contexts. In this research, I employed a multimodal approach by using a range of participatory methods such as oral narratives, drawings, gestures, and body language to explore how newcomer children make meaning of their lived experiences.

### **Translanguaging**

According to Gracia and Wei (2014) translanguaging is a theoretical and pedagogical approach concept that refers to the multiple and dynamic language practices bilingual or multilingual speakers use in the process of constructing and negotiating meaning. From a translanguaging theoretical perspective, children use language in dynamic and simultaneous ways that support their continuous identity development when entering new social and cultural contexts. Translanguaging enables the acknowledgment of “new practices of languages that make visible the complexity of linguistic exchanges between people with different backgrounds” (García & Wei, 2014, p. 21). As a pedagogical and sociolinguistic approach, translanguaging encourages individuals to use all their language knowledge and resources to support and maximize their learning, rather than imposing limits to their languages in diverse social contexts (Baker & Wright, 2017; Garcia & Wei, 2014; Wei, 2018; Williams, 1996). A translanguaging pedagogical approach encourages educators to rethink multilingual communication as a more complex type of discourse which challenges a monolingual approach to teaching and learning.

A translanguaging perspective also provides a deeper understanding of how newcomer children construct their language practices in dynamic ways while highlighting their agency in navigating diverse social, language, and cultural worlds (Garcia & Wei, 2014; Williams, 1996). This theoretical and pedagogical approach views children as critical beings and acknowledges their competency in understanding and navigating diverse and complex language systems by drawing on all the language repertoires available to them. Additionally,

a translanguaging perspective shares insight on the role of adult caregivers on children's language development, identity development, and sense of belonging in a new country.

In the following section, I share a review of three interconnected areas of literature that support my study's research questions, specifically: the role of families in supporting their children during the migration process and families' funds of knowledge and experiences; newcomer children's perspectives on their identity development in a new country; and the ways early childhood educators support newcomer children in early childhood contexts.

### **The Role of Caregivers in Children's Migration Experiences & Families' Funds of Knowledge**

Children's migratory processes are impacted by several factors, such as their families' reasons for migrating, age, socioeconomic realities, and support received before, during, and after migration (Gervais et al., 2021). The studies in this section of the literature review outlined the role of adult caregivers in supporting children in their home countries, during the migration process, and in their settling process in a new country.

A mixed-method approach was used by Tardif-Grenier, Gervais, and Côté (2023) to explore parent-child interactions in newcomer families. In their study, they compared the children's interactions and experiences with their primary caregivers before and after immigrating to Canada. Data were collected between March 2017 and May 2018 with 33 children from different global contexts, such as Latin America, Europe, the Middle East, and Northern and sub-Saharan Africa. Data were obtained from child interviews and circular mapping (Samuelsson, Thernlund, & Ringström, 1996) which offered children the opportunity to describe their family's actions that supported their integration in a new country. A thematic analysis of qualitative data was conducted and codes were developed using NVivo software.

Findings emphasized the importance of the family as a source of support for the children and underlined the significance of increased time spent with parents, especially fathers, following immigration that may foster resilience in newcomer children (Tardif-Grenier, Gervais, & Côté, 2023). Findings also suggested the importance of closeness, love, time together, mutual support, trust, supervision, care, and intergenerational transmission in their families. For example, one child described their family as “people that you share everything with: secrets, joy, love, things like that.” Another child stated “I have a lot more confidence in my family than in a friend. I also feel more comfortable with my family” (p. 983). Additionally, many children outlined the importance of play in their worlds, especially with their fathers, and connected these experiences to care and love. These acts can impact family dynamics and newcomer children’s resilience and settlement in a new country (Tardif-Grenier, Gervais, & Côté, 2023).

Similar to Tardif-Grenier, Gervais, and Côté’s (2023) study on the importance of parent’s support, love, and care to children’s settlement, McGovern and Devine (2016) investigated immigrant families’ dynamics of care, love, and solidarity throughout the migration process to understand how this shaped children’s identities and belonging in the settlement country. The authors also considered families’ social, economic, and cultural resources as important factors that can impact children’s migration transitions. Using a reflexive qualitative methodological approach, McGovern and Devine collected and analyzed interviews and used photovoice<sup>1</sup> to share 10 diverse newcomer children’s experiences in their homes, communities, and schools in Ireland. Findings revealed that children who had strong ties to grandparents experienced separation anxiety, loneliness, and longing. The adult participants in the study, such as parents and other family members, strived to remain

---

<sup>1</sup> Photovoice is a research method that uses participants’ photos to acquire their perspectives on matters that impact their lives. This method provides a voice to participants who have been historically excluded from decision-making processes and policies that impact their lives (Luttrell, 2010)

connected to reduce these pre- and post-migration experiences for children. Findings also emphasized the importance of maintaining fluency in their home language which supported children's hybrid identities. Further, children's hybrid identities at home and school seemed to support their process of belonging-making in the new environment. For example, one child stated "in my own country I belong there because I was born there, and here I have lots of friends and when I'm at school I feel I belong here as well" (p. 45). McGovern and Devine (2016) also discussed the types of support provided by educators and friends as secondary care relations in mediating children's affective experiences.

Considering the maintenance of children's fluency in their home language, Mak et al. (2023) explored families' perceptions of children's language and literacy development in their bilingual households. In this study, 132 immigrant families from Mexican and Chinese backgrounds with 3- and 4-year-old children were recruited from Head Start programs in California. Data collection methods included parental interviews and individual assessments of children's home language oral proficiency.

Findings revealed that the parents' believed that their children's use of English will offer them better economic opportunities in the United States. In terms of families' perceptions of bilingualism, both immigrant Mexican and Chinese families associated this with their children's home language oral proficiency (Mak et al., 2023). To support children in maintaining their home language skills, parents engaged in shared reading practices in the children's home language. Further, parents' perceptions of children's biliteracy led to more success in school and the job market and resulted in the children becoming culturally competent and developing strong thinking skills. According to the parents, losing their home language would mean losing one's cultural identity and community, and the ability to communicate with their extended families (Mak et al., 2023).

Parents' perceptions of bilingualism and their efforts to retain children's home language were also analyzed by Surrain (2018) who examined Spanish-speaking mothers' perceptions of bilingualism. The researcher aimed to shed light on the beliefs and practices of 14 mothers in maintaining their home language alongside the English learning of their preschool children in the United States. Semi-structured interviews with the mothers took place and data were analyzed in four stages: i) transcription of semi-structured interviews; ii) thematic coding of the semi-structured interviews; iii) a codebook was developed to add codes the researchers had predicted in light of the relevant literature and research questions (e.g., family and language policy); iv) member-checking took place with participants to ensure accuracy.

Based on the data, the mothers valued bilingualism, and shared that home and school played different roles in their children's language acquisition. While some mothers adopted a Spanish-only policy at home to counterbalance their child's English learning at school, others advocated for more Spanish support from their children's preschool teachers. Lastly, the participants acknowledged the importance of keeping their home language alive for the children to have better economic opportunities and to preserve family ties and cultural heritage (Surrain, 2018).

In their qualitative research, Compton-Lilly et al. (2019) investigated transnational awareness among children in immigrant families over three years. The participants included ten 4- to 9-year-old children from immigrant families who recently moved to the United States from different countries. The researchers aimed to gain a comprehensive understanding of how transnational literacy practices and funds of knowledge evolved as children engaged with their immigrant backgrounds. Data collection methods included observations, conversations, photos, and drawings to acquire information on children's experiences, interests, and literacy practices in relation to their transnational identities and connections.

Data were first coded (e.g., child identity, home literacy practices, school literacy practices), then the researchers used grounded analysis resulting in additional codes (e.g., pop culture, language practices, native country) to identify transnational spaces and insights on children's emerging and transnational awareness.

Findings outlined that the children demonstrated an understanding of people having different and valid ways of being, acting, and making meaning of the world. Findings also revealed that parents played a significant role in actively engaging children in transnational activities while living in a new country. Through this participation, children acquired transnational funds of knowledge such as language skills, cultural knowledge, and an appreciation for diversity (Compton-Lilly et al., 2019). Furthermore, findings highlighted the importance of recognizing and honouring the transnational funds of knowledge and literacy practices of immigrant families.

These reviewed studies emphasized the importance of the family as a source of support for children throughout their migration process. According to the literature, parents provided support to their children in several ways such as engaging in reading practices and the use of their home language at home to support children in maintaining their home language skills (Compton-Lilly et al., 2019; Mak et al., 2023; Surrain, 2018). Love, solidarity, time spent as a family, trust, and care were also outlined as other ways of supporting newcomer children, helping them settle and develop resilience in a new country (McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023). The review of the literature also revealed that parents play a crucial role in actively supporting children's funds of knowledge such as language skills, literacy practices, and cultural knowledge (Compton-Lilly et al., 2019).

## **Identity Development**

Building one's identity is a set of processes that operate within the contexts of meaning-making, social and cultural relations, and power dynamics within the context of one's life (Sánchez-Flores, 2018). This section of the literature review focuses on children's voices and stories on their identity development in a new country. This section of the literature review also connects different researchers' work which constructs a narrative that provides insight into newcomer children's social contexts, experiences, identities, funds of knowledge, and sense of belonging in new countries.

Through an ethnographic biography approach, Varvantakis et al. (2019) examined the lived experiences of a Greek-Albanian child to acknowledge how he understood, experienced, and negotiated his (trans)national identities and sense of belonging in Greece. The data collection and analysis focused on the researchers' observations of the child's everyday family life and interactions, conversations with the child (e.g., during play and neighbourhood tours they did together), and a collection of drawings by the child of the meaningful people and places in his life.

Key findings demonstrated that the child's identity was influenced by his experiences of stereotypes about race and ethnicity, as well as his connections with his neighbourhood in Greece and his village in Albania. The child also acknowledged his complex and conflicting (trans)national identities, thus often negotiating and practicing his transnational identity by using a range of cultural resources (e.g., Greek stories; historical facts; and their socioeconomic status) to establish a sense of belonging (Varvantakis et al., 2019). For example, the child shared a desire to speak ancient Greek "it would be great to speak it one day" (p. 5) as well as an admiration for the Greek culture "it is really nice" (referencing the ancient pots, the Acropolis, or Athena's temple) (p. 7). In addition, the child also negotiated his identity by acknowledging his belonging to Greece and to his village in Albania, where he

spent his holidays with family. When referring to Albania, the child shared that he “dreams of this place sometimes” and “can get goat’s milk everywhere” which he prefers, while in Athens “it is more expensive because it is scarce” (p. 7).

Children’s narratives and perceptions of their identity in a new country were also explored by Beauregard, Papazian-Zohrabian, and Rousseau (2017). Beauregard et al. (2017) investigated four immigrant children’s identity expression and their development of plural identities using drawings as classroom-based creative expression activities. The study was conducted at an elementary school in Quebec (Canada) where more than 90% of students were born abroad or had at least one immigrant family member. Data collection methods included semi-structured interviews with the children, interviews with parents, field notes, and children’s drawings. Interviews were focused on families’ stories, languages, religious beliefs, and friends, as well as children’s stories about their drawings. Through an interpretative paradigm, the meanings embedded in the children’s drawings were analyzed by the researcher and participants.

As defined by the authors, symbols were characteristic in children’s drawings which represented their feelings, experiences, identity conflicts, and included connections to their countries of origin and their new countries. Findings revealed that children from immigrant backgrounds tried to resolve their internal identity conflicts by using symbols such as fortified castles, tents, houses, or monsters that evoked identity conflict and protection. For example, one of the participant’s explained that their drawing represented an “empty tent having no door (in Canada). Because the tent has no door, a tiger can get in” (p. 91).

Meanwhile, symbols used by the children also suggested their wish to neutralize differences between opposing cultures. In their drawings and stories, the children also included images and vocabulary used by their Canadian peers (e.g., superheroes, vocabulary, games) to identify with the common culture.

By focusing on children's perceptions and interpretations of their identities, Ibrahim (2016) discussed the concept of hybrid identities and explored how pre-primary and primary children from immigrant backgrounds constructed their multilingual identities. By employing a multi-method approach to collecting and analyzing data, the author gathered information from interviews with 13 children aged 5-17, all of whom spoke French, English, and their heritage language (e.g., Korean, Spanish, Persian, Russian, and others) as well as parents, and teachers. Written and pictorial representations of children's perceptions and interpretations of their identity and symbolic objects chosen by the children were also collected as data (e.g. toys, books, T-shirts with Russian cartoon characters).

Findings revealed three overarching themes: children's reference to people, place, and experiences. The construction of children's identities was rooted in real-life experiences, such as interacting with people, going to places where languages and cultures meet, and participating in activities that they valued (Ibrahim, 2016). For example, each child's primary language was linked to their familial relationships, while French was the language of friendship. One child stated, "I need to speak French because I live in France, [and] Persian because my parents are Iranian...I think it's important to speak the language of the parents...[and] English because it's the most important language of the world" (p. 79). The researcher also revealed that the resources available to children (linguistic, cultural, pictorial, and artefactual) provided them with opportunities to constantly negotiate their identities in diverse contexts. For example, according to the researcher, the children seemed to develop complementary rather than conflicting identities. That was outlined by the children when sharing "when we think about learning and speaking three languages it seems difficult but when we do it, it's normal" (p. 87).

In their work, Moskal and Sime (2016) examined the role of language in fostering a sense of identity and belonging for Polish immigrant children in Scotland, and the role their

families play during this process. Data were collected through two research projects with newcomer children between 5 and 17 years old. Both studies explored children's experiences with migration and how it impacted their families and children's school lives. Each study was conducted by one of the authors. Data collection methods included individual interviews with children, parents, and teachers individually, and observations of children's interactions in their schools and homes children's drawings of their everyday experiences and photographs to support children in thinking of the diversity of places in which they used language.

Findings revealed that the children's language practices and identities were shaped by their interactions in different contexts, such as school and home. The children used both Polish and English to communicate and language played a significant role in fostering multiple ways of being and belonging for the Polish migrant children in Scotland. For example, the participant children reported how language was a barrier to socializing and feeling included. For example, one child stated, "I have many Polish friends, and among the Scottish schoolmates no one wants to play with me, because I am Polish, and when I play football no one want to pass me the ball" and another child shared, "I tried to make English friends, but it is difficult, as I do not communicate as easily as they do" (p. 39). Findings also revealed how children often had to manage and negotiate their identities and choose between cultural affiliations based on the circumstance. For example, one child reported using a Scottish accent to feel welcome at school whereas at home, they considered themselves Polish. The child added that, because of this difference in language and its use, they "felt a different identity at home" (p. 9).

Building on the concept of identity, Lima Becker and Oliveira (2022) investigated children's transnational funds of knowledge, sense of belonging, and belonging-making while living in the United States. Over 15 months, the authors observed 5–7-year-old Brazilian children in their classrooms for 3 hours twice a week. Data collection methods also included

child interviews and written and recorded field notes. The interviews were fluid conversations prompted by the question “Where are you from?” Four bilingual teachers (Portuguese and English-speaking), and 84 students in kindergarten and first grade participated in the study. Sixty-six of the children had an immigrant background, either as second-generation immigrants or newcomers. Data were analyzed using a combination of inductive and deductive coding.

The researchers’ observations and interviews with children revealed that connections to their homeland were important to them as they discussed memories, their loved ones in their home country, and claimed identities as Portuguese speakers. For example, when recounting their memories, the children often used “in Brazil I used to” to share memories with their class and claim their prior experiences and knowledge. In addition, through their daily discursive practices, the children constructed spaces of belonging in their social worlds (Brazil and the United States) by comparing and linking experiences from the two places. For example, while celebrating “College Day” at the school, a participant child shared that in Brazil “é o dia do trabalhador” (It is labour day). Furthermore, children made references to their home country when connecting colours with food in Brazil and singing soccer chants that were inspired by a word the teacher used in class. Lima Becker and Oliveira (2022) argued that understanding a child’s belonging-making process requires acknowledging their social location. This recognition also supported children's transnational sense of belonging and identities that are “assembled across terrains” (p. 41), therefore are not rooted in one single nation (Lima Becker & Oliveira, 2022).

Findings from the reviewed studies revealed two key aspects of children’s identity development process. For instance, children who went through a migratory process often experienced living between two worlds and constantly negotiated identities (Beauregard, Papazian-Zohrabian, & Rousseau, 2017; Moskal & Sime, 2016; Varvantakis et al., 2019).

However, while negotiating their identities, findings also revealed that children often understood their identities as being complementary and not conflictive (Ibrahim, 2016; Lima Becker & Oliveira, 2022).

### **Early Childhood Educators Supporting Newcomer/Immigrant Children**

Early childhood education contexts (e.g., daycares, preschools) are often the first settings where immigrant children encounter social and cultural norms from a new country, thus playing a critical role in their adjustment and well-being (Kim-Bossard, Choi, & Meneses, 2018). Due to this, early childhood educators and administrators play a crucial role in supporting newcomers' inclusion in a new community. The following body of literature focuses on the role of early childhood educators and administrators in supporting newcomer children.

An action research study by Harju and Åkerblom (2020) investigated the transformation of immigrant children's language practices in a Swedish preschool. The researchers focused on the inclusion of children's perspectives on their everyday experiences and the introduction of translanguaging (García & Wei, 2014) as an approach to language practice. To examine the strengths, challenges, and strategies in educators' pedagogical practices, the authors and four educators engaged in collaborative discussions with all the participating educators once a month over two years. Data were then analyzed to identify patterns, themes, and changes in pedagogical practices.

In the group discussions, the educators highlighted the main language practice challenges in relation to supporting immigrant children new to the majority language. Challenges discussed were: i) monolingual assumptions (e.g. the assumption that people with access to multiple languages must master one language before learning another); ii) lack of support for multilingualism in pedagogical practice; iii) deficit perspectives (that focus on the 'lack of the majority language used' rather than acknowledging migrant children's multiple

languages); and, iv) competing norms, highlighting the complex position of educators in balancing teaching the majority language while supporting children's language diversity. During the study, educators shifted towards a multilingual approach through the introduction of translanguaging and the inclusion of children's perspectives on their everyday experiences. For example, one of the strategies used by educators was giving children cameras to take photos of their daily activities. The photos prompted educators' dialogues with children and t revealed the children's competencies. Through their photos, children were able to communicate their interests and preferences, which led to a shift from teacher-directed activities to children participating in preschool activities of their choosing. This improved the relationships between the educators and children, and children's agency was increased. Other strategies used by teachers included encouraging the children to make their own books based on their pictures and stories and engaging in multilingual language games.

McDevitt (2021) conducted a qualitative case study that focused on the challenges encountered by, strengths of, and strategies used by two early childhood educators when teaching newcomer children. The two participant teachers also shared immigrant backgrounds, having migrated to the United States from Vietnam and Israel. Data collection included three interviews with the two teachers in two different early childhood centers with a significant enrollment of newcomers from diverse countries (e.g., Latin American countries, China, United States) in New York City. Classroom observations, as well as photos and videos of the classrooms and teachers' personal experiences were also collected. Data were analyzed using inductive thematic analysis and revealed three overarching themes: i) teachers advocating for immigrant children; ii) pedagogical challenges encountered by teachers; and iii) inclusion through the use of multiple languages.

Findings revealed that the educators advocated for those children who required more language support by empowering their language skills. One of the strategies used by the

educators was to integrate multiple language strategies, such as asking direct questions to include the children in conversations and translation. These strategies facilitated the children's learning and fostered inclusivity by welcoming multiple languages in the classroom (McDevitt, 2021). Lastly, the findings outlined the importance of listening to immigrant educators' stories and the implications for culturally sensitive and responsive teaching and caring for newcomer children.

In their study, Escamilla, Alanís, and Meier (2023) explored pedagogical documentation and took a translanguaging approach to support Latin American children's emerging language development in a preschool in a large urban American setting. The researchers also investigated the connection between children's funds of knowledge, their ability to use their cultural languages and non-verbal modes of communication in their play and social interactions. Data collection methods included learning stories<sup>2</sup> (Carr, 2001; Carr & Lee, 2019) which sought to make children's bilingual identities visible by portraying the children's families, their communities, and languages. Reflexive journaling, observations, field notes, group meetings with the preschool teachers and bilingual instructors, and parents' feedback and their perspectives on their child's learning stories were also collected as data.

Findings outlined the importance of using documentation or learning stories to support children's bilingual and social identities. According to Escamilla, Alanís, and Meier (2023), this type of pedagogical documentation played a crucial role in understanding children's translanguaging experiences. For example, learning stories captured children's play in which they demonstrated the ability to use them in meaningful ways by fluidly switching between languages to communicate and make meaning "*Todos los niños deben ir a la*

---

<sup>2</sup> Learning Stories are a form of narrative assessment, based on the principles of noticing, recognizing, and responding to children's learning. Learning Stories enable early childhood educators to engage in practitioner research and use assessment methods focused on children's strengths, agency, learning identity, and life experiences (Blaisdell, McNair, Addison, & Davis, 2022; Carr & Lee, 2019).

*escuela para aprender Letras, números, silabas, leer cantar y trabajar*” (“All the children must go to school to learn the letters, numbers, and syllables, and to read, sing, and work”) (p. 10). In addition, findings showed that fostering a translanguaging pedagogical lens enabled educators to understand children’s translanguaging experiences and funds of knowledge. Parents’ involvement in supporting children’s funds of knowledge and social and bilingual identities was also revealed to be significant. Through their active participation in documenting their children’s learning, parents shared their ideas, feelings, and expectations on their children’s language choices (Spanish or English).

Drawing from a case study in Aotearoa New Zealand, Bateman and Mitchell (2023) discussed storytelling and drawing as pedagogical tools for 3- and 4-year-old newcomer children. Through these pedagogical methods, the children were able to express their connections and sense of belonging in a new country, while maintaining connections to their home country. The researchers used an ethnomethodological framework (Garfinkel, 1967) to investigate the interactions between newcomer children and early childhood educators during drawing activities. The data were drawn from a larger research project, collected over two years in four culturally diverse ECE centres. Data included conversations between the educators and children while the children engaged in drawing and video recordings of their routines at the preschool. In addition, data from interviews with family member and documentation, such as wall displays at the centres and assessment documentation, were collected and analyzed.

Findings from this study revealed storytelling and drawing as effective tools to enable newcomer children’s participation and expression of their experiences. For example, prompted by the teachers that asked them to draw where their families are from and what are their favourite places in New Zealand, the children had the opportunity to share about their family members, heritage, and views on their social worlds. This study highlighted that

through their drawings and stories, children also shared their cultural knowledge (e.g., praying to Allahu with their dad).

Guo (2017) conducted a comparative study to explore how people, places, and learning approaches supported immigrant children's beginning experiences in early childhood settings in Aotearoa New Zealand. The study was based on the Aotearoa New Zealand Early childhood curriculum Te Whāriki's five learning outcomes (well-being and trust, belonging and purposeful activity, contributing and collaborating, communicating and representing, and exploring and guided participation). Data were collected from three immigrant children with limited English from Mainland China, Sri Lanka, and Taiwan. Data collection methods included observations of children's social interactions and play, and interviews with each child focused on their perspectives and experiences in the learning environments. The researcher also collected data on the children's language use and the people involved in the children's communicative events. Data were also collected from semi-structured interviews with each child's parents on their families' background and expectations for their children, and with the children's teachers regarding their expectations of, approaches, and experiences with supporting immigrant children. A thematic analysis approach was used to analyze data.

Findings revealed that children's motivation to learn, the caring environment provided by the teachers, and peer support were particularly valuable for children's integration and learning. Findings also identified that children's interactions with the childcare environment when free exploring it, different people, and approaches such as pairing children with those who speak the same home language and share similar cultural backgrounds, created a supportive environment for the children. To illustrate, the author described situations in which a Chinese peer helped the Taiwanese participant child by connecting and integrating them into a Chinese peer group. By using similar home language, peers also offered support

to scaffold immigrant children's learning of new cultural practices. The teachers also focused on the inclusion of children's home cultural practice to support children's integration and learning.

Findings from this body of literature documented the challenges early childhood educators encounter and the strategies they used to support newcomer children. The research outlined that educators used multiple language strategies, such as informal conversations, asking questions, translating, photos, storytelling, and drawing to support children's inclusion, language development, and expression of their experiences (Bateman & Mitchell, 2023; Guo, 2017; Harju & Åkerblom, 2020; McDevitt, 2021). The use of learning stories, and a translanguaging pedagogical approach were also used by early childhood educators to understand and support children in early childhood educational settings (Bateman & Mitchell, 2023; Escamilla, Alanís, & Meier, 2023).

### **Summary**

In this chapter, I shared the theoretical frameworks that informed my research, followed by a review of the literature that supported my research questions. The review of literature focused on newcomer children's identity development and sense of belonging in a new country, and the role of adult caregivers, such as parents and early childhood educators, in supporting these children. Key findings revealed that newcomer children demonstrated awareness of navigating diverse social, cultural, and language worlds. Newcomer children also shared strong connections with their home country while acknowledging the differences between their home country and the new country. Research demonstrated that newcomer children acknowledged their identity development as complementary, rather than conflicting between two places. Data in these studies also showed that newcomer children constructed spaces of belonging in their social worlds and their identities were rooted and influenced by

engaging in activities that they valued, interacting with people, and going to places where languages and cultures intersect.

Parents and early childhood educators also played a crucial role in supporting newcomer children. Several themes emerged from the studies, highlighting the importance of care, love, and increased time spent together by parents to support their children throughout their migratory processes. Another key finding was the importance of maintaining children's home languages. Studies further revealed the role of early childhood educators in supporting children's home language while employing multiple strategies to value new children's knowledge and support them in their settlement and learning processes. In the next chapter, I share the methodology that guided my study, including descriptions of my positionality, the participants, procedures, and data collection methods and analysis.

### Chapter 3

Escutar a criança é uma forma ética de estar e de relacionar-se com ela. Esta escuta é uma possibilidade dos adultos perceberem e tornarem-se conscientes das tantas riquezas e potencialidades das crianças (Listening to children is an ethical way of being and relating to them. Listening to them offers adults the possibility to perceive and become aware of the unique qualities and potential of children).

(Redin & Fochi, 2014, p. 15)

#### **Introduction**

In this chapter, I discuss the methodology that guided this study and include a researcher positionality statement. Additionally, I present the participants and the research contexts, as well as phases of the data analysis. This is followed by a description of the trustworthiness of the study and the ethical procedures I followed throughout the research.

#### **Methodology**

A phenomenological case study approach was used to explore 4 Latin American newcomer preschool children's experiences, funds of knowledge, and identities, and the factors that have impacted these children in relation to their identity development and sense of belonging in Canada. A phenomenological case study approach enabled me to describe a complex phenomenon, providing vivid and detailed accounts of the participant children's individual experiences (Johnson & Christensen, 2012). A variety of data collection methods, such as observations, interactions, conversations with the children, children's drawings, and interviews with parents and educators were used to answer the research questions.

Data were collected over two months and focused on weekly meetings for one hour with each child. Most of these meetings took place in the children's homes, where I could interact and play with them, as well as observe their interactions with family members. I also spent time with the children at their daycare centre where I collected data through observations.

A phenomenological case study approach enabled me to analyze the data I collected from each participant and the significant people in their worlds. Four case studies were developed, which provided me with the opportunity to examine the overlapping and contrasting features within and between these multiple cases (Yin, 2009).

### **Phenomenological Case Study**

To acquire a deeper understanding of Latin American children's lived experiences, and the phenomenon of migration and identity development from their perspectives, a phenomenological case study was used. A phenomenological case study approach aims to reveal the "lived experiences of the people encountering the phenomena and how they interpret these experiences" (Bogdan & Biklen, 2003, p. 48).

This case study approach allowed me to collect comprehensive and in-depth data and gather information on Latin American newcomer children's personal experiences and stories. Merriam (1988) discussed case study as a strong research approach that supports "a rich description of the phenomenon under study" (p. 11). In this study, a qualitative phenomenological case study also supported the use of a range of methods (e.g., interviews, observations, multimodal texts) to produce a rich description of children's experiences and identities and elucidate their stories and meaning making. In the same way, by using a variety of participatory research methods, I was able to triangulate the data which enriched my understanding of Latin American newcomer children's experiences in Canada.

### ***Case Study and Generalizability***

Generalizability refers to the applicability or not of a study's findings to broader populations or contexts (Stake, 1995; Yin, 2009). Due to the nature of case study, which typically focuses on a small sample size to allow for rich description, their generalizability is often limited (Yin, 2009). In addition, since case study explores a particular phenomenon within its real-life context, findings from case studies may be specific to a particular case or

cases under investigation. However, when providing rich descriptions of case studies' contexts, researchers can instead compare, transfer, or enhance the applicability of the findings to other contexts (Lincoln & Guba, 1985).

### **Researcher Positionality**

According to Savin-Baden and Major (2013), positionality “reflects the position that the researcher has chosen to adopt within a given research study” (p. 71) The term also refers to one’s worldview and their social and political positions regarding the context of the research (Holmes, 2020). In addition to being a MA student, I acknowledge my participation as a Brazilian, multilingual immigrant, early childhood educator, and post-secondary instructor. All these identities helped me to “occupy the space in-between, where the researcher is an insider-outsider” (Bayeck, 2022, p.1). In this insider-outsider dance, I moved between positions and shared a fluid positionality shaped by the ways my identities intersected.

It was impossible for me to completely remove myself from my own worldview, migrant experiences, and identities. For example, while identifying and articulating my positionality in this research and the identities I carry with me, I also recognized a set of experiences immigrants may encounter in their journey as I also live them myself. In addition, holding an insider position and sharing similar languages as the children (Portuguese, Spanish, and English) allowed me to connect with the participating families. During the data collection sessions, I played and had conversations with the children, chatted and shared meals with the families, expanded my and their community support, and validated their languages, cultures, voices, and perceptions by respecting, listening, consulting, and involving them in my research. This insider position and the connections made with the participating families enabled me to collect rich data and develop a sense of familiarity and trustworthiness with the families.

However, I also attempted to move from an insider to outsider position to challenge my knowledge and biases. I was aware of my outsider role as a researcher and the power imbalance that comes with that role. With efforts to reduce issues of power and my own immigrant perceptions to amplify children's experiences, I recognized my potential bias, due to having a personal post-migration experience, in analyzing the data. This movement of stepping into the outside space was important because, although the children, their families, and I shared similarities due to our social and political contexts and shared languages, our migrant journeys (pre- and post-) have been completely different. Similar to the participating children, I also embarked on a journey of discovering who I am in this new place and where I belong in this world. My experiences, understandings, and perceptions are far different from the children's.

In this ongoing dance of insider-outsider position, my position as an early childhood college instructor and former early childhood educator helped me to acknowledge the work of early childhood educators in supporting newcomer children. Holding an emic position (Lett, 1990) allowed me to get a broader understanding and scope of educators' intentions and pedagogical approaches. At the same time, I was conscious of how my biases and assumptions on different pedagogical choices and approaches than those I practice, teach, and believe could affect data analysis.

### **Reflexivity**

In so many ways, adults determine the boundaries of children's social worlds...

Recognizing children as social beings should lead us to shift our scholarly analysis, our politics, and our practice in ways that respond to children's rights and interests, and to listen to what children can teach us about being a child in the world (Dumas & Nelson, 2016, p. 33).

Reflexivity describes a process whereby researchers engage in constant dialogue and critical self-analysis of their positions as well as their impact in the research process and outcomes (Berger, 2015). As a Brazilian, newcomer to Canada, and researcher, I reflected on my biases, assumptions, and methodological approaches throughout the study, and interrogated possible power imbalances. As an immigrant, I embarked on a reflexive journey every time I met with the children. I reflected on my research and the ways I constructed meaning about my practice, sharing links with “the ways in which one may affect and be affected” (Attia & Edge, 2016, p. 35). For example, when collecting data with the children, I validated their voices and perceptions by respecting, listening, consulting, and involving them in my research. At the same time, I also learned with the children and was exposed to? the immigrant journey through a new lens, which enabled me to reflect on my own fluid identity while learning how the children were building their identities.

I also reflected on and recognized that my experience as an immigrant helped me understand and investigate what I was observing and what they children were telling me. This aided in my interpretation of the children’s verbatim and multimodal texts as I had an understanding of their cultural and language influences and backgrounds. Throughout the data collection process, I spoke with the children and their families in their primary language (Portuguese and Spanish). This enabled me to develop a sense of familiarity and trust with this child, and present myself as a researcher who shares the same languages and potentially similar migrant experiences. I believed these similarities helped to diminish power imbalances between myself and the children.

### **Participant Recruitment**

Initially, the recruitment process included contacting some of my Latin American peers who migrated to Canada with their children. A purposive sampling frame (Douglas, 2022) was developed using my personal network as a basis to recruit participants for the

study. I emailed potential participants to share information about the research and ask for consent. Once they provided consent, a recruitment script (see Appendix A) and flyers about the study were shared (see Appendix B, C, and D). The flyers were written in English, Portuguese, and Spanish to address the diversity of families who may be interested in participating. Simultaneously, I posted the recruitment script and flyers on WhatsApp and Facebook groups composed of Latin Americans<sup>3</sup> living in Victoria, B.C. I also used snowball sampling (Naderifar, Goli, & Ghaljaie, 2017) to reach a broader number of potential participants which resulted in one of the families participating in my research.

Following this, I contacted licensed daycare centers in Victoria to share information about the study and acquire permission to recruit potential Latin American families who might be interested in participating in the research. This was done by email and a meeting was arranged with the manager to further explain the proposed study. With the families' consent, the daycare managers shared the flyers<sup>3</sup> about the study with potential families. Those who were interested in participating contacted me for more information. During the recruitment process, I focused on children and families from different Latin American countries to explore different experiences, and social and cultural perspectives.

Before collecting data, I contacted the four families who expressed interest in participating in the study to arrange an in-person meeting to share the consent letter (see Appendix E). I also met the children, explained the purpose of my visits, and asked for their verbal assent to participate in the research (see Appendix F). This was done using child-friendly in their primary language. For example, when first meeting each child, I introduced myself and spoke their home language. During that meeting, I asked if I could spend some time with them as they played and interacted with others. I also shared that I attended school

---

<sup>3</sup> These groups were: Brasileiros em Victoria; Colombianos en Victoria; Chilenos en Victoria; and Mexicanos en Victoria.

and was curious about children who speak Portuguese or Spanish living in Canada. I asked if they would like to participate in my project and if I could spend some days and time talking, playing, and observing them at their home and their daycare centre. The children's assent was asked throughout the data collection process, and weekly meetings were scheduled to respect and accommodate the children's and families' schedules.

Once the parents signed the consent forms, I contacted the daycare centres the children attended. A consent letter was also shared with the daycare managers in an in-person meeting where I explained the research and asked for consent to observe the child at the daycare (see Appendix G). Additionally, to explain the reasons of my visits to all the families in the daycare centre who were not participating in the research, an informational letter was shared (see Appendix H). After managers consented to my visits, a consent letter was shared with the educators (see Appendix I). In that consent letter, I shared my intent to conduct a one-hour interview with each educator to better understand the children's lived experiences and sense of belonging in their daycare context. Educators' schedules were taken into consideration when arranging the interviews.

### **Participants**

Participant identifiers were removed, and children's names were replaced by pseudonyms that are common names in their home countries. Two of the pseudonyms were chosen by the children and their families. These names were chosen to honour family members and to celebrate their cultures.

The focal participants in this study were four children from different countries in Latin America: Naomi, from Brazil; Antonio, from Peru; Fernando, from Ecuador; and Adyana, from Chile. All participants were four years old and were learning English while also being fluent in their primary language (Portuguese or Spanish). All the children moved

to Victoria, British Columbia, less than three years ago with their primary caregivers<sup>4</sup> and attended a daycare throughout the data collection process. The children's parents and daycare educators also participated in the study to provide a deeper understanding of these children's prior experiences and continuous identity development.

## **Research Contexts**

### ***Home***

The data collection visits at the children's homes took place once a week and lasted one hour. The visits varied from participant to participant. For instance, I visited Naomi's home two times, whereas I visited Adyana, Antonio, and Fernando five times in their homes. During these visits, I observed their interactions with their parents and observed their play and other experiences in their homes.

During these visits, the children also invited me to part of their play. These interactions not only enriched the data but also enabled me to connect with the children and build trusting and respectful relationships. During the visits, the children led our interactions as they showed me their toys, favourite books, cartoons on the television, and photo albums. We also played with playdough, puzzles, and games, such as soccer.

### ***Daycare***

The children in the study attended three different licensed daycare centres in Victoria, British Columbia. Prior to my research visits, I had already built trusting and respectful working relationships with some of the managers and educators in the daycares in my role as a college instructor. Due to my position at the college, I had previously visited two of the centres as I had supported practicum students in these settings.

Fernando and Antonio attended the same daycare, whereas Adyana and Naomi attended two different daycares. I visited Fernando and Antonio three times in their daycare

---

<sup>4</sup> All the children's primary caregivers were their mother and father.

centre. Two of these times, they were in the same room but in separate groups. On my third visit, Fernando and Antonio were interacting together during a free-play moment in which both small groups were together. I visited Adyana and Naomi two times in each of their daycare centre. Each visit was one hour, and I took field notes of all my observations.

All visits were scheduled during free play time so I could observe the children interacting with materials, the environment, their educators, and their peers. These visits enabled me to observe the children in a larger social environment with children their age. The daycare visits also provided me with rich data regarding the children's interactions, language use, and sense of belonging, as well as how they made meaning of their experiences in an English immersion environment. Other contexts in which I met children are addressed in each child's specific case in the following chapter.

### **Data Collection**

In seeking a child-centered and democratic approach between the children and I, qualitative participatory data collection methods were used in this study. Qualitative participatory methods support children in sharing power as co-creators of knowledge, conceptions, and perceptions, thus allowing children to be involved in issues that matter to them (Clark et al., 2013). Parejo et al. (2021) highlighted the importance of acknowledging how children perceive their realities. Qualitative participatory methods also reinforce the image of a child as a curious and critical meaning-maker who experiences the world (Brown et al., 2020) and can reflect on their lives.

In this study, observations, participant observations, interactions with children, field notes, interviews with parents and early childhood educators, and children's drawings were methods used to collect data. Eight data collection sessions took place with each family over a two-month period in various contexts. For example, meetings were held in the children's homes, a shopping mall, a park, an arts and crafts workshop at Home Depot, and at

MacDonald's. Meetings with the children always took place in the presence of the parents or educators; however, they did not interfere in the conversations and interactions I had with the children. During all the visits, I took field notes of my observations and interactions, and photographs of the children's drawings.

In this study, I chose not to audio record my conversations with the participating children. I was mindful of the possible interference of external noise and how it could comprise the data being collected, especially when being outdoors with the children (e.g., in the park, the backyard at the children's house, and other public places). My choice to not audio record my conversations with the children included to avoid distracting them by using a mobile device to record our conversations. In addition, I focused on methods that included all the multiple modes the children used to communicate with me. This also enabled me to focus on the children's communicative strategies that go beyond verbal communication. For example, I observed the children's body language while they shared their stories, and facial expressions when playing and talking with me and their peers. I also took field notes on the children's gestures as they communicated their migration experiences. All the children's use of multiple modes of communication were documented in field notes.

I also transcribed all the conversations that took place between the children and me immediately after each data collection session. During our conversations, I asked each child to clarify what they said, if necessary, by rereading our conversations. For example, when taking notes, I repeated the children's words as a question to ensure the data were captured accurately.

### ***Semi-structured Interviews with Adult Caregivers***

One-hour semi-structured interviews were conducted with the children's parents and their early childhood educators to acquire a deeper understanding of the children's prior experiences and daily lives. Semi-structured interviews enabled me to include some intended

questions and also follow the lead of the participants and engage in new trajectories of conversation based on their comments.

I emailed the exploratory questions to the children's parents before interviewing them to accommodate their request to better prepare for the interview (Appendix J). Five parents (four mothers and one father) participated in the interviews. Three of the interviews took place in the families' homes and one interview took place in a cafe at a shopping mall. All the parents also included anecdotal notes on the questions that they shared with me to help guide our interviews. At the beginning of each interview, I asked the parents about their experiences in their home countries and their reasons to migrate as well as additional questions. Following their answers, I asked further open-ended questions to acquire a broader picture of their experiences which enabled me to generate more detailed and rich data. The additional answers were added to the parents' notes and shared with them at the end of the interview to verify accuracy.

Three early childhood educators participated in the interviews. The early childhood had access to the guiding questions prior to our meetings, as they were shared in the Letter of Information for Consent: Educator (Appendix H). I met with two of the educators at their daycare centres and met with another educator at a cafe at the university where the daycare is located. The participants chose the locations and times. All the educators shared a printed copy of their answers with me and one of the educators also emailed me their answers prior to our meeting. During our interviews, I also asked for additional details or examples linked to their previous responses, and asked open-ended questions to acquire a more comprehensive understanding of the children's social interactions, sense of belonging, and settlement processes. A copy of the additional answers was shared with the educators at the end of the interview to ensure accuracy.

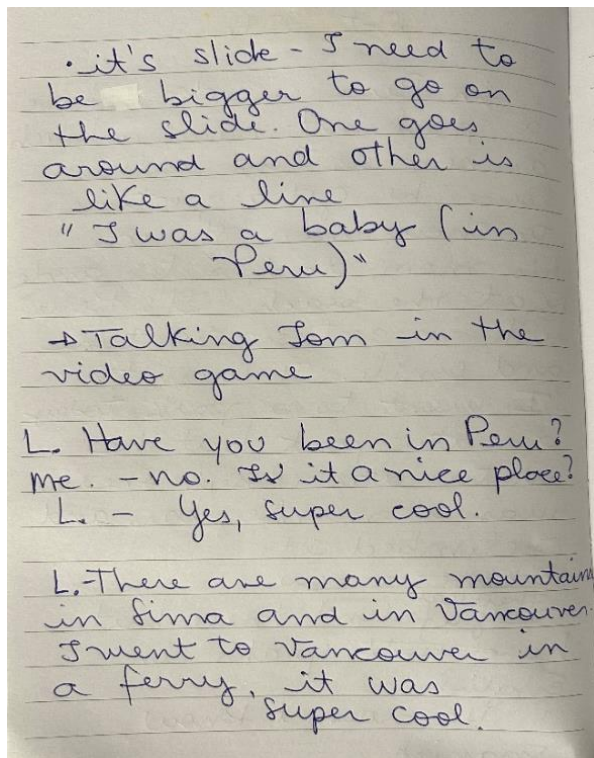
## **Conversations**

Spontaneous conversations also took place with the children which provided a deeper understanding of their experiences, insights about their migration experience, and their meaning making. These conversations also enhanced my understanding of their identity development, sense of belonging in a new country, the support provided by others in their settlement process, and the challenges they encountered due to their migration context.

During and after our conversations, I took field notes of these interactions (see Figure 1).

### **Figure 1**

*Field Notes: Personal Communication*



### **Observational Field Notes**

During the data collection visits in the children's homes, I took field notes of the children's engagement and communication with their parents. When observing the children in their daycares, I positioned myself away from the children, so as not to distract them with my presence. Observations in the daycare settings were documented in field notes.

### ***Children's Drawings***

As a mode of communication, drawings help children construct, make meaning, and convey ideas, knowledge, and experiences. Children's drawings provide them with opportunities to pose questions, reflect, and participate in the research process by sharing their perspectives on their lives (Clark, 2010; Moskal, 2010, 2015). For young children, they see themselves reflected in images in a way they may not see themselves reflected in words. Stille and Prasad (2015) argued for the importance of children using communicative resources, such as drawing, to articulate engaging narratives about themselves.

During my research visits in their homes, the children engaged in many drawings of their lived experiences. The children created their drawings in response to my prompts, which focused on their favourite things in Canada and what they liked doing in their home countries. The children also spontaneously created drawings, such as flags and their buildings, to support their answers. Twenty-one drawings were collected throughout the study, and a sample of the children's drawings and narratives are shared and analyzed in the following chapter.

### **Data Analysis**

In this study, I used a within-case (Eisenhardt, 1989) and cross-case analysis (Stake, 1995; Yin, 2014) approach. The within-case analysis approach allowed me to focus and analyze in detail each child's case separately, recognizing each one's individual experiences and perceptions of their world. In this first analytic process, I sought to answer my research questions and understand the unique ways each of the children made meaning of their experiences. The within-case analysis is presented in Chapter 4. After looking at each child case, I engaged in a cross-case analysis to highlight the similarities displayed across the four single cases. Cross-case analysis, according to Khan and Van Wynsberghe (2008), enables researchers to assemble knowledge from individual case studies in order to compare and

contrast cases and create new knowledge. As a result of combining similarities from the four different cases, I was able to construct a broader understanding of the phenomenon (Ragin, 1987). A cross-case analysis of data is shared in Chapter 6. Each phase of data analysis is outlined in the following sections.

### ***Phase 1: Organizing the Data***

The children's narratives of their perceptions and the ways they made meaning of their migrant experiences, contexts, and sense of belonging were largely recorded as field notes in this study. All field notes related to my interactions with, and observations of the children were transcribed after each meeting with the children. Data were then sorted into four different files for each participating child. Transcripts of parents' and educators' interviews were also included in these individual folders. After organizing each child's data, I reviewed all field notes and the children's narratives to acquire a deeper picture of the data (Creswell & Creswell, 2017).

### ***Phase 2: Thematic Analysis – Coding the Data***

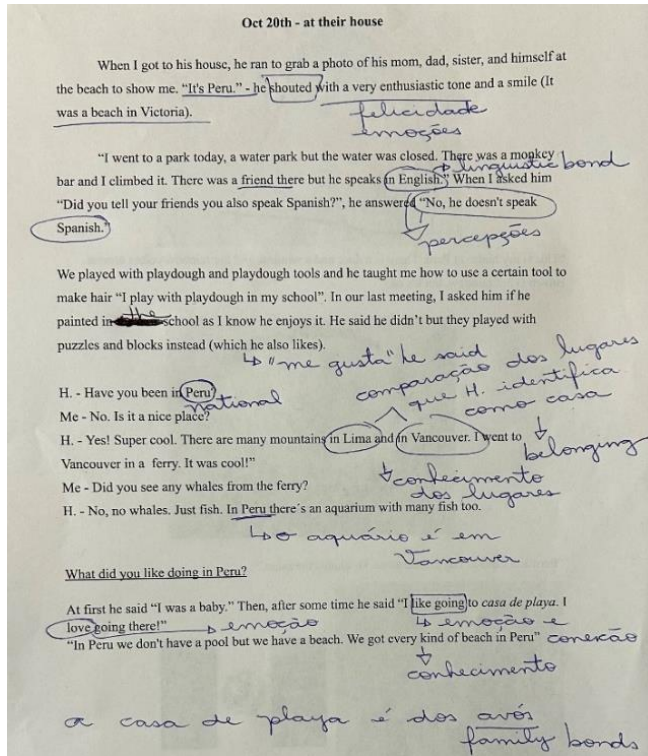
In this phase, I engaged in a thematic analysis (Clarke & Braun, 2017) to identify words or phrases relevant to the research questions: i) What experiences and funds of knowledge do Latin American newcomer children bring with them to Canada? and ii) What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?

Data from observations, interactions with the children, and parents' and educators' interviews were manually coded (Figure 2) and codes correlated to their experiences, funds of knowledge, identities, and sense of belonging were created (e.g., language, perceptions of migration, social experiences, sense of belonging, linguistic bonds, emotions, longing, funds of knowledge, linguistic perceptions, home, and national identifiers). In relation to the

children in this study, their gestures, facial expressions, movements, and body language were also recorded and analyzed when the children shared their stories.

## Figure 2

### Data Analysis



### Phase 3: Thematic Analysis - Inductive Approach

In this phase, I reread all field notes and used an inductive approach to enable new codes to emerge from the data (e.g., family bonds, silence, representativeness, common interests, location of people, places, friends, food). I colour-coded the new codes to differentiate them from the previous ones. All codes were organized in a chart aligned with each child's name. That enabled me to acquire a broader picture of all codes.

### Phase 4: Visual Data Analysis

I also engaged in visual data analysis (Rose, 2006) of the children's drawings. Drawings as a visual research method help children to make their things and thinking visible. According to Rose (2006), the analysis of visual research methods such as drawings should be conducted from a critical perspective, taking into account one's assumptions regarding

what is seen and how it was culturally constructed. While listening to the children's narratives about their drawings, I took notes and asked questions to clarify my understanding of their representations. In this analytic process, I sought to critically understand and analyze children's drawings acknowledging that visual representations are "embedded in social and cultural practice" (Rose, 2014, p. 26). Children's drawings were analyzed to either endorse existing codes or add new ones. New codes were then created (e.g., flag, grandparents, favourite thing to do in Canada, favourite thing to do in their home country).

### ***Phase 5: Generating Themes***

I combined the narrative and visual data analysis to outline codes and create themes. I reviewed and analyzed the themes to combine, rewrite, or remove, focusing on creating two main themes per case. Themes of each case (within-case analysis) are presented on Chapter 4.

### ***Phase 6: Cross-case Analysis***

In the final phase of analysis, I engaged in a cross-case analysis to highlight the similarities between themes within each case and across cases. This process enabled me to highlight each case study and create new themes. Thus, I engaged in a thematic analysis approach (Clarke & Braun, 2017) to analyze the data collected to further identify the factors that can impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada. In addition to the first two research questions, in this phase, I also sought to answer my final research question "In what ways can Latin American children's identities and funds of knowledge be valued and supported in Canadian early years contexts?" An overview of the themes across the cases is presented in Chapter 5.

### **Trustworthiness: Dependability, Credibility, Confirmability, and Transferability**

In qualitative research, trustworthiness is the degree to which the reader is able to determine whether the researcher was honest in how they conducted their research and reasonable in their conclusions (Pratt et al., 2020). In this study, I addressed the criteria of

dependability, credibility, confirmability, and transferability in order to achieve trustworthiness (Lincoln & Guba, 1985).

For example, in my research, potential questions to include in the semi-structured interviews were discussed with my supervisor to ensure their relevance to the study's purpose. To assure the dependability (Lincoln & Guba, 1985) of this study, data were analyzed and triangulated. According to Maxwell (2008), triangulation can be achieved by "collecting information from a diverse range of individuals and settings or using a variety of methods" (p. 258), which is highlighted using a phenomenological case study as a methodology (Yin, 2014). Data were collected using multiple methods (e.g., observations, field notes, semi-structured interviews, and children's multimodal texts) to increase reliability and provide a broad overview of the children's experiences and perceptions, and account for similarities and differences across cases. In this study, I attempted to understand and develop accounts of the children's meaning making to develop the type of thick description (Geertz, 1973) needed to represent the beliefs, values, identities, and funds of knowledge of the participants (Streelasky, 2011).

Member-checking (Lincoln & Guba, 1985) was also used to validate, verify, or ensure the adult and children's comments. For example, transcribed field notes, the children's multimodal texts (drawings and comments about them), and semi-structured interviews with parents were provided to the families and children to check for accuracy. The semi-structured interviews with educators and observational notes taken in the daycare environments were shared with the educators at the end of their interviews. Lastly, to ensure confirmability, the findings in this research are also similar to other studies that focus on newcomer children (e.g., Compton-Lilly et al., 2019; Escamilla, Alanís, & Meier, 2023; Gervais et al., 2021; Harju & Åkerblom, 2020; Ibrahim, 2016; Lima Becker & Oliveira, 2022; Mak et al., 2023;

McGovern & Devine, 2016; Moskal & Sime, 2016). This ensured the findings from this research were comparable and applicable to additional sites or contexts.

### **Ethical Procedures**

Ethics approval was obtained from the University of Victoria Human Research Ethics Board prior to data collection with children, their parents, and educators (see Appendix K and L). The children's parents, educators, and daycare managers all provided written consent to participate. Children provided verbal assent to participate in the study and also provided permission to photograph the drawings they created.

Participants in the study were given the opportunity to withdraw from the study at any time. The adult participants' identities were anonymized, and the children's names were replaced by pseudonyms that represented common names in the children's home countries. All other names, such as friends and family members mentioned by the children, were also replaced by pseudonyms.

### **Summary**

In this chapter, a description of the research context and research participants were provided. This chapter also included an overview of the methodology, including the data collection methods (e.g. observations, field notes, children's drawings, semi-structured interviews) used to investigate Latin American newcomer children's experiences, identity development, and sense of belonging in a new country. The phases of data analysis used in the study were also presented. Finally, I discussed my positionality and outlined ethical considerations. In Chapter 4, I present four case studies which describe each newcomer child's experiences and interactions across a range of contexts.

## Chapter 4

Dizeres:

Que as crianças me deem licença  
 De poetizar duas vidas  
 De trazer para a minha  
 Suas dizeres, suas pérolas.  
 Que são tantas, tão profundas,  
 Muitas perdidas, esquecidas.  
 Tantas vezes ditas,  
 De tão diversas maneiras,  
 A maior parte ignoradas,  
 Algumas quiçá enxergadas.  
 As trago para a frente do palco da vida,  
 Para que possam ser sentidas,  
 Para que possam ser partilhadas,  
 Para que possam ser integradas...  
 Às nossas vidas.  
 Que as crianças me deem licença.

Sayings:

May the children allow me  
 To poeticize their lives  
 To bring to mine  
 Their saying, their pearls.  
 That are so many, so deep,  
 Sometimes lost, forgotten.  
 Said so many times,  
 In so many different ways,  
 Oftentimes ignored,  
 Not usually seen.  
 To bring them to the forefront of life's stage,  
 So they can be felt,  
 So they can be shared,  
 So they can be present...  
 In our lives.  
 May the children allow me.

(Friedmann, 2013, p. 85)

In this chapter, data from the four single cases will be shared and analyzed. Each case study begins with an overview of the child's context, including their home country and migrant context, experiences, and funds of knowledge. Then, a within-case analysis of the data will be presented.

### Child #1 – Naomi

Naomi was born in Brazil and moved to Canada with her primary caregivers at the end of 2021. I met Naomi eight times over August and September 2023. The meetings took place in the family's home, at a shopping mall, at an arts and crafts workshop at her father's work, and at McDonald's. At every meeting, we spoke Portuguese. I also observed Naomi's experiences at the daycare centre she attended.

Naomi is an only child, and while living in her home country, she had a close relationship with her grandparents as well as other family members (e.g., aunts, uncles).

Naomi's father's family has a Japanese background; thus, Naomi is also immersed in

Japanese culture. This enabled Naomi to acquire a range of cultural knowledge due to experiencing and engaging in valued practices from different cultures (Moll, Amanti, Neff, & González, 1992; Moll & Greenberg, 1990). In their household, the family spoke Portuguese and read books in Portuguese at Naomi's request. They also maintained their culture by listening to Brazilian songs, eating mostly Brazilian food, and playing Anime games.

Naomi enjoyed riding their bike, dancing to Brazilian and American songs, and painting and drawing. Naomi also liked to pretend play by helping her parents bake cakes and imitating her parents' movements, such as sprinkling and whisking sand and rocks. During one of my observations, Naomi stated: "*Eu tô cozinhando igual o papai. Quer dizer, eu to fingindo que sou o papai e tô fazendo bolo*" (I am cooking like my dad. I mean, I am pretending I am my dad, and I am baking a cake) (personal communication, August 18, 2023). This play demonstrated how she drew on familiar experiences and knowledge to make-meaning.

Before coming to Canada, Naomi's parents enrolled her in a daycare; however, shortly after, the COVID-19 pandemic resulted in all educational settings being closed in Brazil. As a protective measure, the government also mandated the closure of parks, playgrounds, beaches, restaurants, swimming clubs, and other social spaces. In 2021, Naomi joined an English-Portuguese bilingual daycare. At that time, the family had plans to migrate and concluded that a bilingual daycare would be beneficial. Naomi and her family then moved to Canada, aiming to live in a safer place than their home country.

### ***Language and Social Connections***

During my observations, Naomi moved between Portuguese and English according to the environment and her needs. For example, during my visit to her daycare centre, Naomi comfortably spoke in English "I am going to make a cake for our party. We get small rocks to be the *granulado* (sprinkles)." Naomi's fluid use of English and Portuguese words revealed

how she engaged in translanguaging to communicate with her peers. In that occasion, Naomi also greeted me in Portuguese “*Oi Tati*” (Hi Tati) (personal communication, August 18, 2023). During my observations, it was apparent that Naomi did not restrict herself solely to verbal language when interacting with educators and peers. She also used their body language by hugging them and used gestures to indicate toys she wanted, and to set boundaries when others approached her game (e.g., thumbs up to say yes, stop sign with their hands).

In a conversation I had with Naomi in her home, the following story was shared revealing her understanding and perceptions of both languages:

Naomi: *Eu falava igual esse barulho. Quando eu era pequena eu falava igual a mamãe e o papai e você, igual ao Brasil. Daí eu cresci e falei em Inglês também.* (I used to speak this same noise as you. When I was little, I used to speak the same as my mommy, daddy, and you do, in Portuguese; just like we did in Brazil. Now that I am growing up, I also speak English).

Tatiane: *Você já contou aos seus amigos que você fala Português?* (Have you ever told your friends that you speak Portuguese?)

Naomi: *Não contei por que eles vão ficar um pouco confusos porque não sei se eles sabem todas as línguas e acho que não vão me entender. Eu só converso com você, o papai e a mamãe, e as pessoas do Brasil. E também com a tia Paula, a Mariana, e meu amiguinho Lucas.* (I didn't because they will get a little confused. I only speak (Portuguese) with you, my daddy and mommy, and the people in Brazil. I also speak (Portuguese) with Paula, Mariana, and my friend Lucas).

(personal communication, August 31, 2023)

Naomi also recognized the phonetic differences in the two languages by pronouncing them in two ways:

Naomi: *Como fala seu nome em inglês?* (How do we pronounce your name in English?)

Tatiane: *O meu fala Tatiane. E o seu?* (My name is pronounced Tatiane [I pronounced my name with an English accent] What about yours?)

Naomi: *O meu é Naomi.* (My name is Naomi [They pronounced their name with an English accent])

Tatiane: *Do que você prefere que te chamem?* (How do you prefer people to call you? [I then pronounced their name both with a Brazilian and English accent])

Naomi: *Em inglês pois é como meus amigos me chamam. Na verdade eu gosto que me chamem de tudo.* (I prefer it in English because this is what my friends call me.

Actually, I like all the names, in Portuguese and English).

(personal communication, September 8, 2023)

Naomi's conversations with me appeared to reveal her understanding of hybrid identities, as both a Portuguese and English speaker. This supports the work of Ibrahim (2016) and Moskal and Sime (2016) who contended that language plays a significant role in shaping newcomer children's identities and sense of belonging. Naomi's language use and perceptions also highlighted the ways she accessed different language resources to make meaning of her world (García & Wei, 2014). Although Naomi easily navigated between these two languages, one of her biggest challenges was the lack of vocabulary in English to emotionally express herself. For example, according to her parents, Naomi would often get frustrated when she encountered a situation in which she could not fully communicate her ideas and emotions. In these situations, Naomi verbalized to her parents her *saudade* (longing) for people with whom she shares bonds and language by stating "*Pegar um avião e*

*voltar para o Brasil*” (I will get on a plane and go back to Brazil) (personal communication, August 31, 2023).

Naomis understanding of language was also revealed in her interactions with others “*O que é Spanish? Minha amiga disse que fala em Espanhol. Eu sei um pouco do que ela fala*” (What is Spanish? My friend told me she speaks Spanish. I understand a bit of what they say [in Spanish]) (personal communication, September 8, 2023). When immersed in an English environment, such as the daycare centre, Naomi played and shared commonalities with peers from Latin America. One of the strategies used by the educators at the daycare was to connect Latin American children with each other to support them. These connections were also strengthened by Naomi’s identification with those who shared similar experiences (e.g., migration experience, English not being their primary language, and physical similarities). According to an educator, upon their introductions, these families began to connect with each other and build a community within and outside the center.

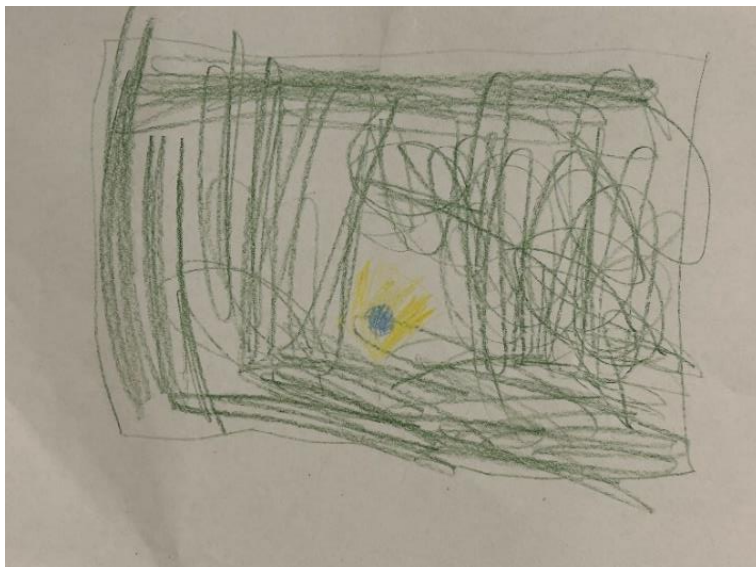
The educators also used other ways to welcome newcomer children and support multilanguage learners. For example, to honour Naomi’s primary language and facilitate communication, the educators asked her parents to translate comforting/basic instruction sentences. They also asked Naomi’s parents to teach them how to pronounce these instructions. Regarding children’s primary languages, the educators constantly “engaged with literature regarding diversity and equity to reflect on bias around care in the center” (personal communication, September 7, 2023). The use of translanguaging pedagogical practices (e.g., the combination of multiple communicative practices such as translation to communicate with Naomi by using her primary language and learning different language phonetic sounds) supported Naomi’s hybrid identity development and her feeling of comfort and belonging in that space.

### *Home and (Transnational) Belonging*

In our meetings, Naomi's understandings of and connections to life in Brazil and Canada were manifested through the combination of diverse modes such as her verbal stories, drawings, and narratives on these texts (Kress, 2009; Kress & Van Leeuwen, 2001). These connections also highlighted Naomi's feelings of what home meant to her and the impact of "home" on her identity and sense of belonging in a new country. In most of our conversations, Naomi reinforced her migration process and connections to home by relating her experiences to those of other Brazilians "*Eu vim de avião do Brasil pra cá. Você também, né? Você também morava em São Paulo né?*" (I came to Canada by plane. You did too, right? You also lived in São Paulo, right?) (personal communication, September 8, 2023). To answer my questions "What do you like doing in Canada?" and "What did you like doing in Brazil?", Naomi drew the Brazilian and Canadian flags (Figures 3 and 4) which furthered her reference and feelings of home and demonstrated hybrid identities.

#### **Figure 3**

##### *Brazilian Flag*



## Figure 4

### *Canadian Flag*

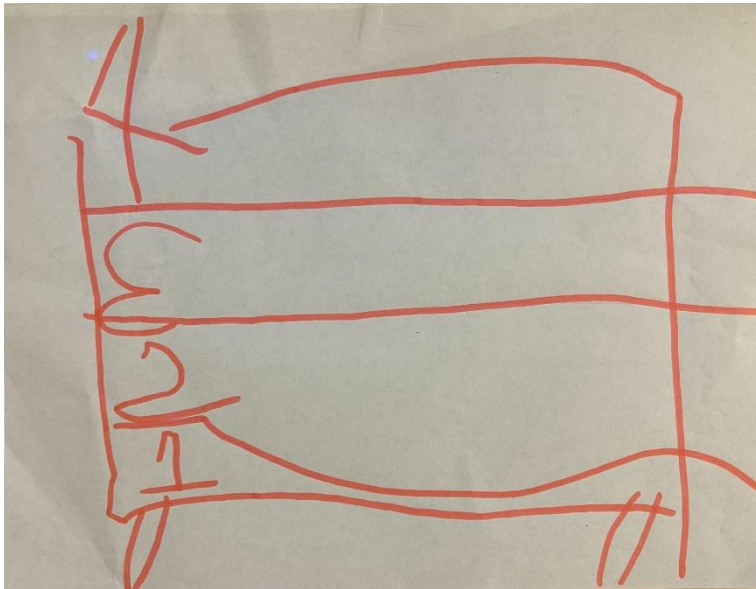


*Note.* Naomi's mother drew the maple leaf as Naomi asked her for help. Naomi then coloured the leaf. The right side of the flag was coloured by Naomi while the left one was done by me, as requested by Naomi.

While drawing the flags, Naomi narrated each feature and compared them by describing their shapes and colours “Aqui tem um triângulo assim e outro assim que são amarelo. Aí tem um círculo no meio e é azul. Aí tudo é verde, igual as florestas.” (There are two yellow triangles. Then there is a circle in the middle and it is blue. The rest of it is green like the forests [This is the Brazilian one]), “Na do Canadá tem uma folha no meio, não um círculo. E dos lados é vermelho e eu não sei por quê.” (In the Canadian one, there is a leaf in the middle of it. The sides [of it] are red and I don't know why) (personal communication, August 31, 2023). Naomi's multimodal perspectives outlined the ways she made meaning of her experiences to develop her sense of belonging to both countries. Following these drawings and references, Naomi spontaneously drew her building in Canada as another representation of her new home (Figure 5).

## Figure 5

### *Naomi's Building*



Naomi's multimodal texts depicted an idea of transnational belonging (Lima Becker & Oliveira, 2022). When describing her drawing, Naomi said all the numbers in English and shared information about the other Brazilians in her world:

*“A tia Paula mora no dois. Eu moro no quatro. A tia Paula tem um cachorro. A minha avó também tem um cachorro. Eu tinha dois gatos, a Sami e o Yan. Eles eram preto e branco, um monte de preto. Olha eles na foto. Eu tenho saudade”* (Paula lives on the second [floor]. I live in the fourth [floor]. Paula has a dog. My grandma also has a dog. I had two cats, Sami and Yan. They were black and white, very black. Look at them in this picture. I miss them).

(personal communication, August 31, 2023)

In this overview of Naomi's meaning making, her stories, multimodal texts, and perceptions of language highlighted her hybrid identities by claiming identities as both a Portuguese and English speaker. While navigating between and sharing perceptions of these languages, Naomi engaged in translanguaging practices as she fluidly and dynamically made meaning of her experiences in a new country (Garcia, 2009; García & Wei, 2014). This single

case also outlined Naomi's connections with Brazil and Canada which revealed her sense of belonging in both countries. Similar connections are also reported by other Brazilian children living in a new country (Lima Becker & Oliveira, 2022). It is apparent that Naomi was building her identity and sense of belonging in Canada by combining aspects of both languages and places, thus not seeing them as separated.

### **Child #2 – Antonio**

Based on my observations, Antonio is a curious, observant, attentive, and artistic Peruvian child who migrated to Canada with his primary caregivers, older sister, and dog "Pluto came from Peru, in the airplane" (personal communication, September 15, 2023). Antonio and I met five times at his home and three times at the daycare centre. Despite knowing that I also speak Spanish, Antonio chose to communicate in English with me; however, he progressively included Spanish words and sentences in our conversations. I believe this was due to the growing trust in our interactions and my interest in his stories, language, and culture. Moments when Antonio spoke in Spanish to me, I replied in Spanish as well. Throughout our meetings, he shared his passion for painting, drawing, riding his bike, playing soccer, and video games. He also enjoyed watching Talking Tom and Paw Patrol in English or Spanish. Antonio also shared interests in numbers and letters, and building things with blocks, "It's a rocket ship. *Un cohete en Español*" (personal communication, August 16, 2023).

In Peru, Antonio and his family had a large social support network comprised of his grandparents, aunts, uncles, and cousins. However, due to the COVID-19 pandemic that imposed physical distance for almost a year in Peru, Antonio's social interactions were reduced mainly to his mother, father, and sister. Upon their arrival in Canada, his parents enrolled him in a daycare centre to interact with children his age and learn English. His parents also supported him by reading English books at home and watching English TV

shows as a family. At first, Antonio requested that his parents read Spanish books or translate English books into Spanish. However, as time progressed, Antonio became more comfortable with the inclusion of English books at home that aligned with his interests. In Canada, Antonio's family mainly interacted with other Peruvian or Latin Americans.

### ***Spanish at Home, English Elsewhere***

During my data collection sessions in Antonio's home, he was very expressive in both languages. However, at daycare, he positioned himself as a quiet and observant child, despite having verbal English communication skills. Being able to communicate in Spanish and English facilitated Antonio's ability to navigate different environments and social contexts. For example, while his primary language was linked to family and friends, he used English to interact with others in English social environments, such as the daycare which illustrated the different roles of home and educational settings in language acquisition (Surrain, 2018). Such separation of language and its use in different environments can reinforce a disjuncture between children's primary languages and monolingual language assumptions educational settings often held by educators regarding newcomer children (Zhao & Flewitt, 2020).

Like any newcomer in the process of learning a new language, Antonio could not fully verbally express himself when first enrolled at the daycare. According to the educators, Antonio's social and English language development was best supported through "established social arrangements and following routine instructions" (personal communication, August 24, 2023). For example, the educators used the PECS<sup>5</sup> program "pictures with English instructions" to support Antonio's understanding of routines and behavioural expectations, and also used "simple language, as he needed to understand routines and expectations" (personal communication, August 24, 2023).

---

<sup>5</sup> The Picture Exchange Communication System (PECS) program is based on pictures designed to assist individuals with limited or no speech abilities in communicating and/or autism (Bondy & Frost, 2001). It uses pictures to support children without spoken language skills to describe what they see and initiate and participate in conversations.

Not being able to fully communicate in English and comprehend instructions led Antonio to act differently than was expected by the educators. For instance, he used various modes of communication and expression available to him to communicate with others (Kress, 2009). During my visits to the daycare centre, I observed Antonio using his body as an additional way to communicate, whether poking friends to get their attention or following them while saying “hey” to join their play. However, these actions were often negatively viewed by his educators and some peers. Additionally, his educators believed that he “exhibited difficult behaviour due to communication issues” (personal communication, August 24, 2023). It appeared that Antonio was drawing on coping behaviours to adapt to new environments, feel socially included, and build a sense of belonging in a certain community. However, I also observed that Antonio appeared to be comfortable playing by himself. While immersed in an English environment, it seemed that Antonio was constantly negotiating identities to validate their membership and participation within a particular community (Ibrahim, 2016; Varvantakis et al., 2019). He also seemed to be happy in that environment, creating his own games and play narratives, and eventually, Antonio’s peers approached him to engage in their play which enabled him to feel included and develop a sense of community with his peers.

Since Antonio’s language and cultural knowledge did not appear to be valued in the daycare, it was apparent that Antonio internalized that only English would be relevant in that space. Often, he would explain to me that most of his peers and educators did not understand Spanish, so they would “get confused” if he spoke Spanish (personal communication, October 5, 2023). Antonio also seemed to understand living between social and linguistic worlds, which supports the understanding that children’s language practices and identities are shaped by their interactions in diverse contexts (Moskal & Sime, 2016). That understanding

also supported Antonio's use of translanguaging as he adjusted his language to communicate with English speakers, as well as to support his belonging in the daycare centre.

Antonio also experienced the dynamics of languages when communicating with Fernando<sup>6</sup> one of his Spanish-speaking peers at the daycare. For example, Antonio translated Fernando's attempts to communicate in English with others. During my observations in the daycare, Antonio rarely spoke Spanish with Fernando and used a range of modes to communicate (e.g., pointing, hugging, eye contact, drawing). The use of their primary language was used exclusively in situations in which Fernando did not understand what Antonio was trying to say. According to their parents, outside of daycare, both children spoke Spanish in their interactions. By moving between languages in diverse environments and using a range of modes to communicate, Antonio demonstrated his ability to engage in translanguaging practices to cultivate language, social, and emotional bonds with others (Garcia & Wei, 2014; Wei, 2018).

### ***Recollection of Memories and (Transnational) Connections***

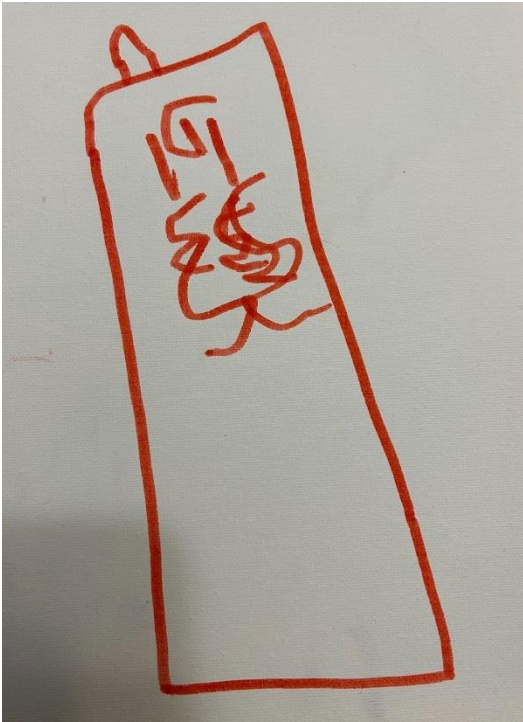
Throughout our data collection meetings, Antonio's stories and connections between Canada and Peru became evident as time progressed. For example, Antonio's stories about Peru seemed to be an extension of his connections to Canada, which were represented by his drawings and narratives, and symbolized his sense of belonging to both countries. Antonio's drawings not only represented his experiences but also his understanding of the world (Kress, 2009; Rose, 2006). When drawing his home in Canada (Figure 6), he also shared information about his home in Peru "I put all the numbers here one, two, three, *uno, dos, tres*. In Peru, I lived in an apartment too, but in Canada it's more large" (personal communication, September 22, 2023) (Figure 7)

---

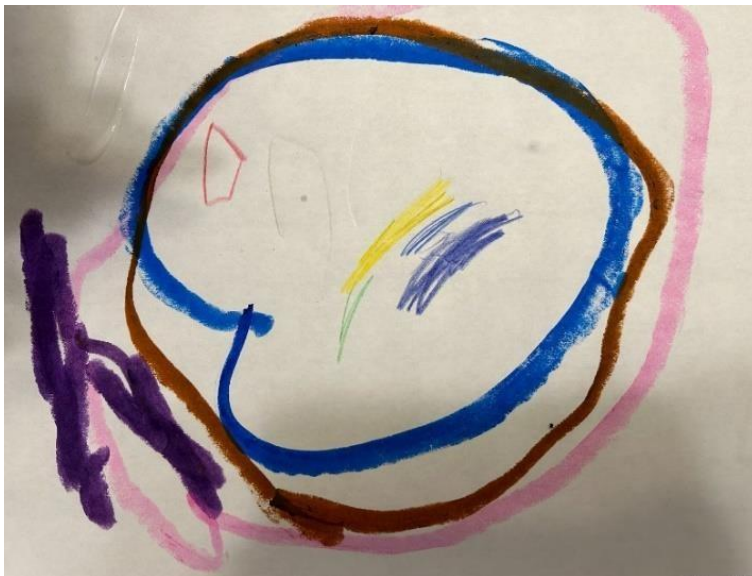
<sup>6</sup> Fernando is also a child participant in this research. Spanish is also Fernando's primary language.

**Figure 6**

*Antonio's home*

**Figure 7**

*Home in Lima*



To fully understand what he was trying to say, I asked Antonio about the word “large” to understand its meaning in this context. He then stretched his hands and arms as if he was measuring the building, explaining how tall the building was “yes, large, *como* (like) *largo*,

*como big*” (personal communication, September 22, 2023). In Spanish, *largo* means long. It seemed that Antonio meant to say his building in Canada is taller than the one in Peru by using a word that, albeit having different translations, their spoken form is similar in both languages. Antonio’s multimodal texts and the ways he used his vocabulary in Spanish to bridge with the one in English to communicate his ideas outlined his translanguaging to enhance his narrative of developing a sense of belonging to both countries. That also demonstrated the ways Antonio crossed borders using the resources available (e.g., different languages, word choice, translation).

During our conversations, Antonio also linked his lived experiences from one country to the other:

“(In Canada, I like to) go to the pool. I go with a friend and they speak Spanish. There’s a big slide that goes (used his body to demonstrate the slide’s shape) like a circle. I need to be bigger to go on the slide. In Peru, we don’t have a pool, but we have a beach. We got every kind of beach in Peru. My grandpa has a house on the beach.”

(personal communication, September 22, 2023)

On my last visit to his home, Antonio asked me about some words in Portuguese (e.g., ball, bicycle, colours, numbers, animals) and we compared how some are similar to Spanish while others are very different. Oftentimes, when we spoke Spanish, I also shared some words in Portuguese at his request. On that day, he also asked me how I learned to speak Spanish. This question prompted a conversation about grandparents, traveling history, and other Spanish-speaking countries in Latin America. Following that interaction, Antonio recollected our conversations about our home countries and Canada:

Antonio: Have you been in Peru?

Tatiane: No. Is it a nice place?

Antonio: Yes! Super cool. There are many mountains in Lima and in Vancouver. I went to Vancouver in a ferry. It was cool!

Tatiane: Did you see any whales from the ferry?

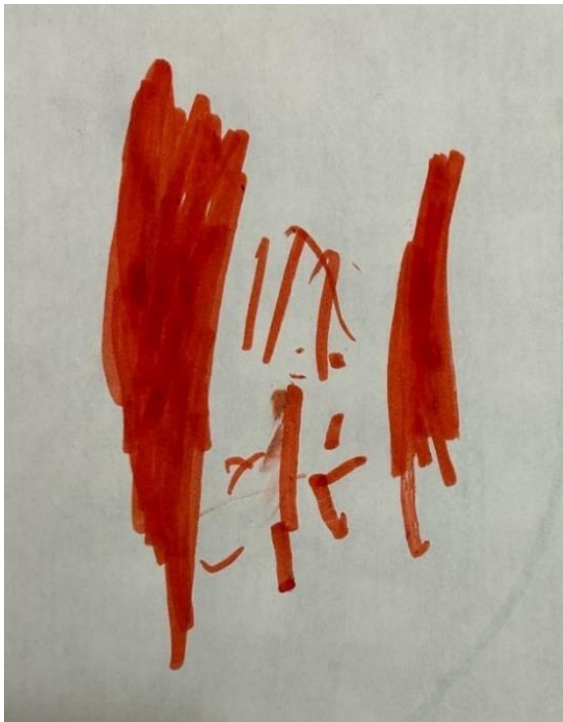
Antonio: No, no whales. Just fish. In Peru, there's an aquarium with many fish too, just like in Vancouver.

(personal communication, October 20, 2023)

In Antonio's stories and multimodal texts, it appeared that he was proud of his origins and comfortable in his settlement process in Canada. At the same time, he connected his knowledge about his experiences in Canada when noting the similarities between the Peruvian and the Canadian flags "Peru and Canada flag are the same. Or almost the same" (personal communication, October 20, 2023) (Figure 8). This exchange highlighted how his identity development was both hybrid and multifaceted, and how he identified as belonging to both places.

### **Figure 8**

*Flags*



This case provided insights into Antonio's process of identity development in a new country. Lewis et al. (2007) defined identity as a "fluid, socially, and linguistically mediated construct" (p.4). Data from this case revealed that Antonio's identity is a product of his experiences with language in diverse environments. Although McCarthy and Moje (2002) posited that, "power plays a role in how identities get enacted and how people get positioned" (p. 231), Antonio's dynamics with the English language did not significantly interfere with his sense of belonging in a new country. Antonio identified himself as belonging to Peru and Canada by connecting both places while recollecting transnational memories as outlined in his drawings and narratives.

### **Child #3 – Fernando**

Fernando moved from Ecuador to Canada with his primary caregivers in 2023. Of the eight times I met Fernando; five times were at his house, and three times were at his daycare. During my first visits in his home, Fernando positioned himself as an observer, questioning his mother about my presence at their house. In most of our meetings, Fernando's communication with me was through gestures and movement. For example, pointing to toys to call me to play, answering my questions by nodding or moving his pointing finger side to side to say "no," inviting me to sit and draw by placing a chair beside him, running around me and laughing when curious about my presence, and hugging me when seeing me at the daycare centre. Fernando also used other strategies to interact with me such as replying to my questions using a few words or relying on his mom to communicate for him. As Fernando began to trust me, he became more verbally communicative. He preferred to speak to me in Spanish, and throughout the data collection sessions, Fernando was an energetic, affectionate, and curious child. He liked to play with dinosaurs, read books, ride his bike, go to the beach, watch Paw Patrol in Spanish, and draw.

Prior to the family's migration, Fernando had a close relationship with his extended family, especially his grandparents. During the COVID-19 pandemic, considering the family had already planned to migrate to Canada, Fernando's mother created an English-immersive environment for him by solely speaking in English with him at home. His family's reasons for migrating to Canada included living in a safer environment and having better economic and educational opportunities. In Fernando's Canadian home, they spoke Spanish, ate Ecuadorian food, listened to their home country's songs, and read picture books in Spanish. Their social circle in Canada was composed of Ecuadorians who shared strong bonds with the Ecuadorian community. Having a safe environment in which Fernando used his primary language supported the ways he made meaning in his world.

### ***Views on Migration & Transitions***

According to his parents, Fernando's most significant challenge was moving away from everything and everyone he was familiar with in Ecuador. For example, his parents shared that Fernando demonstrated signs of discomfort as well as distress by crying when immersed in a new setting, such as the daycare and other unfamiliar English environments. Learning a new language is an example of the challenges associated with Fernando's migration experience and transition. Although Fernando understood English, he did not fully speak the language. Intending to support Fernando's settlement in an English-speaking country, his parents tried to support him by encouraging the use English at home, as well as reading English books.

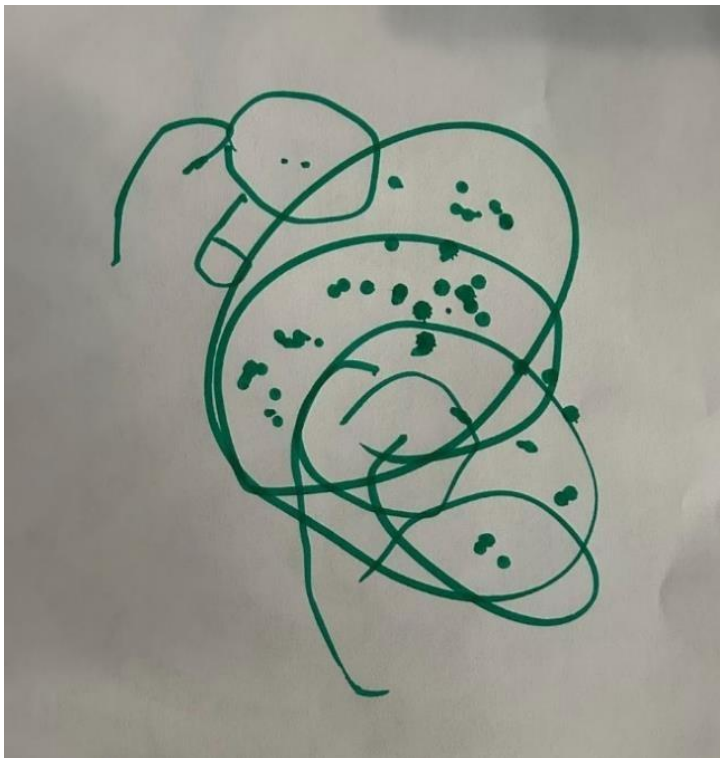
Another strategy used by his parents was to play Fernando's favourite TV show, Paw Patrol, in English. However, they shared that Fernando was largely opposed to English immersion at home and asked his parents to read books and watch TV shows in Spanish. Keeping his culture and language helped support Fernando during the migration process. This

also supported his evolving hybrid identity and sense of belonging in a new country (Compton-Lilly et al., 2017; Mak et al., 2023).

Transitions were also challenging for Fernando who constantly recounted his memories of Ecuador and often asked his parents when he would see his grandparents again (Figure 9). In one of our meetings, Fernando asked me about my grandparents and shared how much he missed his grandparents. In his drawings, the dots represented people's eyes (himself, his father, mother, and grandparents).

### **Figure 9**

*Fernando and his grandparents*

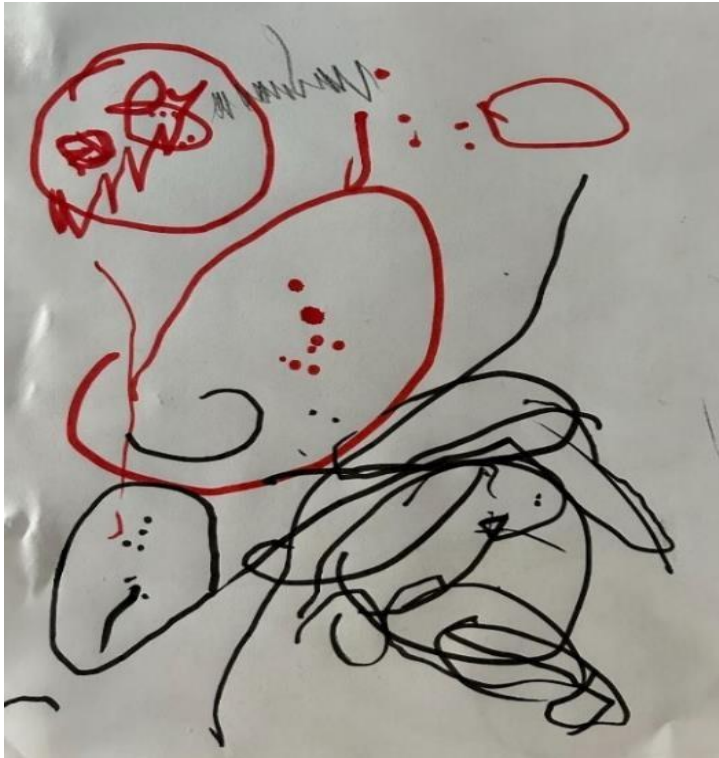


In his second drawing, Fernando drew his grandparents, father, and mother, and wrote his mother's name (Figure 10). His drawing supported my question "What did you like doing in Ecuador?" and shared his strong bonds with not only his grandparents but also his parents. Through this drawing, Fernando demonstrated how he made meaning of his relationships and

memories from Ecuador by highlighting the importance of his family support in his transition to Canada.

### Figure 10

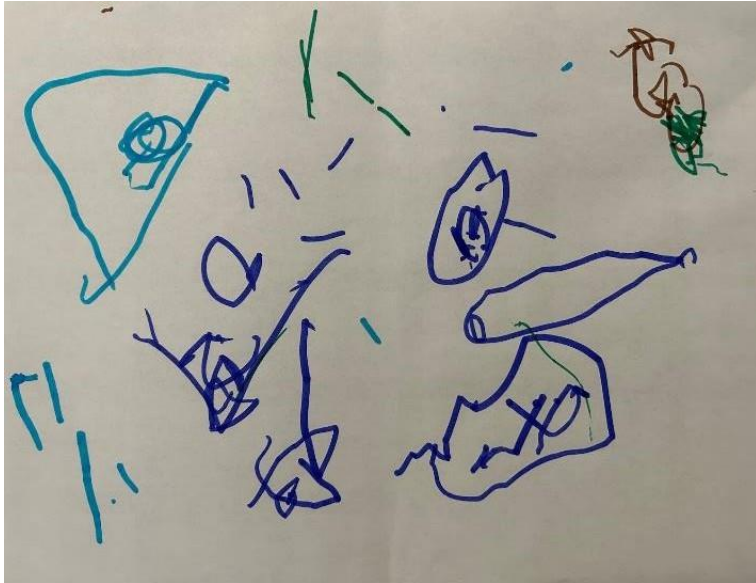
#### *Memories from Ecuador*



Similar to findings from previous research (McGovern & Devine, 2016), Fernando experienced longing for his grandparents. Fernando's drawings also highlighted the importance of his family in his migration journey and as a constant source of support (McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023). His parents shared that Fernando also referred to his home as the one in Ecuador and asked why they could not go back home and see his grandparents. When I asked Fernando about what his home looked like, Fernando first described his home in Ecuador, and then drew a house with trees which he said was his house in Canada (Figures 11 and 12).

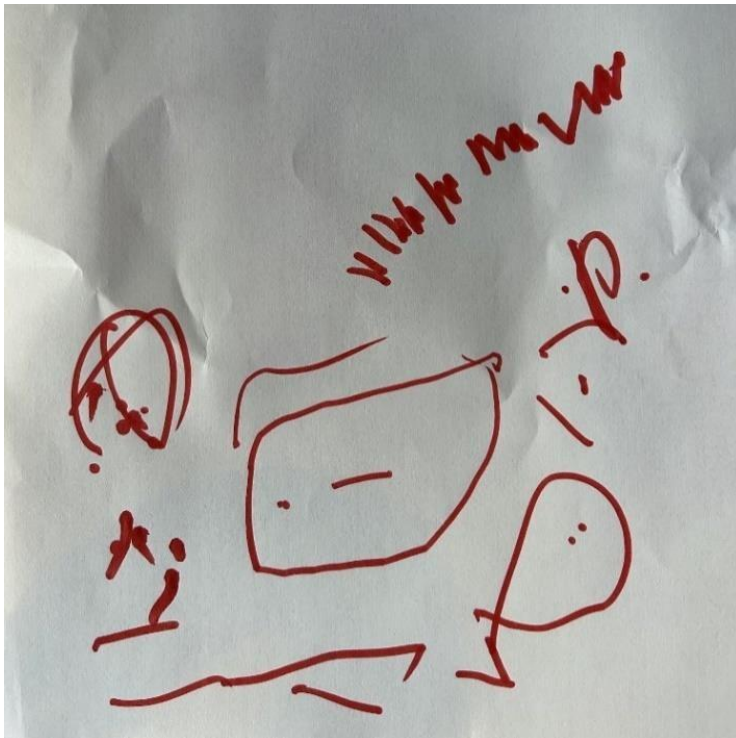
**Figure 11**

*Home in Canada: Balcony and Tress*



**Figure 12**

*Home in Canada: a shark and a bicycle*



His drawings also featured symbols such as a shark that represented a beach in Victoria that he goes to in the summer with his family, and a bike, as cycling was a regular family activity in both countries “un tiburón y una bici” (“a shark and a bicycle”) (personal

communication, September 20, 2023). In Figure 12, Fernando also wrote the names of his mother and grandparents.

These drawings provided a deeper understanding of how he developed his sense of belonging and identity in Canada and provided insights on the importance of Fernando's family in his migrant journey. Similar to previous research on children's resettlement experiences (McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023), Fernando's parental care and support and the time they spent together were crucial to his settlement process in a new country.

### *Affection, Social Ties, and Communities*

During my observations of Fernando's interactions at his daycare, he expressed openness to those who approached him by smiling, hugging, and inviting his peers to play with him. For instance, Fernando and his friends created a play narrative for dinosaurs with blocks and cars. As other children verbally engaged in play, Fernando reproduced car and dinosaur sounds (vrooming and roaring) which highlighted his use of multimodal strategies to engage with others, the materials, and the environment (Ahrenkiel, Holm, & Eilenberg, 2021). Furthermore, during those situations, Fernando attempted to verbally communicate with peers by uttering some words in English such as 'yes', 'no', and 'come' to express his wishes. These words were accompanied by hand gestures to complement his ways of communicating. For instance, when saying 'yes,' Fernando nodded his head or hugged his peers; and to call his them to play, Fernando waved his arms while saying 'come.' By using diverse modes and attempting to communicate in a different language than his primary, Fernando's translanguaging practices (García & Wei, 2014) supported his resettlement journey and identity development in a new country.

To support Fernando's social bonds in Canada, his parents also maintained a strong relationship with other Latin Americans. Oftentimes, Fernando's parents invited Colombian

and Ecuadorian peers for playdates. During one of my visits, Fernando enthusiastically shared that two girl friends from Ecuador were going to play with him after his afternoon snack “*Maria y Liliana. dinos y Paw Patrol*” (Maria and Liliana. [we will play with] dinosaurs and Paw Patrol [toys]) (personal communication, October 5, 2023).

This case study revealed Fernando’s strategies as he navigated his migration journey. The data also highlighted the importance of parental (Mak et al., 2023; McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023) and peer support (Guo, 2017) in his hybrid identity development and sense of belonging in a new country. In addition, Fernando navigated his transitions by demonstrating affection and developing social bonds with peers by using a range of communicative modes.

#### **Child #4 – Adyana**

Adyana moved from Chile to Canada with her primary caregivers in July 2022. We met eight times over September and October 2023 and most of the data collection visits took place at her house, where I could interact with Adyana and observe her engagement with her family members. Adyana is a cheerful, active, and communicative child who is enthusiastic about dolls, drawing, painting, dancing, and singing. She also liked pretending to cook and playing the role of Disney princesses. We spoke Spanish every time we met, and only a few words of English were used in our interactions. We also met once at a park and twice at her daycare. In both environments, I observed Adyana socializing with children her age.

Adyana’s parents, who were both born in Venezuela, have previous experience with migration. They moved from Venezuela due to the country’s socio-political-economic context, first to Argentina, then to Chile, and eventually, migrated to Canada. Due to her parents’ past migration experiences, Adyana had strong bonds with friends and family in Venezuela, Argentina, and Chile. During our meetings, Adyana shared her understanding of places and people by often stating “*My abuela es de Venezuela, y mi papa y mi mama. Nasci*

*en Chile y después vine a Canadá. Hablo Español como mi papa y mi mama, y ahora también hablo en Inglés*”(My grandma, daddy, and mommy are from Venezuela. I was born in Chile and moved to Canada. I speak Spanish like my dad and mom; and now I also speak English) (personal communication, October 18, 2023). That conversation outlined Adyana’s understanding of hybrid identities as she identified as both a Spanish and English speaker.

Before moving to Canada, Adyana had extensive family support, comprised of grandparents, aunts, uncles, cousins, and family friends. However, her social circle was reduced due to the COVID-19 pandemic. For the nine months that followed, Adyana spent the majority of time with her parents at home. After the lockdown, Adyana’s parents initiated their plans to migrate to Canada to pursue better work, study, and economic opportunities. They also wanted to offer Adyana opportunities to learn other languages and cultures outside of Latin America. Additionally, they chose Canada because they believed it provided a safe environment. In her household, Adyana and her family spoke Spanish. According to Adyana’s parents, when they arrived in Canada, Adyana was uncomfortable around English speakers and only wanted to speak in Spanish. Over time, Adyana appeared to become more secure with her understanding of the English language and started to include English words in her Spanish sentences at home. In situations in which Adyana attempted to start a sentence with “me” such as “*me quiero un jugo*” (“me” [I] want juice) (personal communication, October 18, 2023), her parents promptly supported her in switching back to Spanish. In Canada, the family’s social interactions were mainly with other Latin Americans.

### ***People, Places, & Migration***

Before coming to Canada, Adyana’s parents explained to her some of the changes they believed she would encounter when migrating, such as learning a new language, being immersed in another culture, being separated from family and friends, and engaging in the process of making new friends. To accommodate her wishes to remain connected to her home

country, relatives, and friends, her family compiled a photo album with pictures from Adyana's life so she could recount life experiences and places that were meaningful to her in Chile:

*“Mi abuela está en Venezuela. Este tío y tía sons papás de Luis. Estaban en Chile y no se mudaron. Ahora están en Chile. (Y también hay) otro primo y mi abuela. En Chile tengo también un perro. Primero estaba en Chile y después vine a Canadá, de avión. En Chile es divertido, hay muchas cosas y también me gusta Canadá porque en Canadá hay muchos amigos. (En Canadá) hay una amiga que habla Inglés y Español.”* (My grandma is in Venezuela. This uncle and aunt are Luis' parents. They were in Chile and didn't move [to another country]. Now they are in Chile. [There is also] another cousin and my grandmother. In Chile, I also have a dog. First, I was in Chile, and then I came to Canada by airplane. It was fun in Chile, there were a lot of things in Chile, but I also like Canada because in Canada I have many friends. In Canada, I have a friend who speaks English and Spanish).

(personal communication, September 18, 2023)

In that narrative, Adyana's idea of place and migration was highlighted when she shared her transnational bonds, migrant journey, and the development of strong ties with friends in Canada because of her settlement process. It appeared that Adyana's understanding of place and migration was rooted in her stories of home, feelings related to the migration experience, and the support she received during that transition. This data supports the importance of family as a source of support in newcomer children's pre- and post-migration experiences (McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023).

Due to Adyana's transnational bonds, she also demonstrated cultural and social knowledge that encompassed different cultural components *“este es Messi. Messi es de Argentina, y tengo un amigo que también vive en Argentina”* (This is Messi. Messi is from

Argentina, and I have a friend who also lives in Argentina) (personal communication, November 8, 2023). Adyana's transnational funds of knowledge also extended to how she used language by combining words and phrases that were particular to Chile, Venezuela, and Canada. For instance, during one of my observations, Adyana explained to her mom why she wanted to put their or her painting by the window "*Acá estás bueno porque me gusta acá, cachai?*" (Here is good because I like it here, *cachai?*) (personal communication, October 25, 2023). When I asked Adyana the meanings of this language expression, she translated it to English "*como* (like) 'do you get it?' *Cachai?!*" Her mom added that *cachai* is a Chilean expression that was frequently used by Adyana. Her use of different cultural language components demonstrated how Adyana's use of translanguaging affirmed her awareness and knowledge of organizing and demonstrated the diverse language resources available to her.

From a transnational funds of knowledge perspective, Adyana's multiple experiences supported her hybrid identity development and sense of belonging (Compton-Lilly et al., 2019; Cuero, 2010; Dabach & Fones, 2016; Kim-Bossard, 2023).

### ***Representativeness***

During my observations, Adyana navigated both languages, quickly switching to English when necessary while mixing some Spanish words between her sentences. When she was around friends who did not speak Spanish, Adyana promptly translated their conversation so others would feel included. While talking to her father about their snack, Adyana shared that she ensured that her friend who did not speak Spanish would be part of the conversation by adjusting her language to communicate with someone from a different background (García & Wei, 2014) "Do you know how to say *pepino*? *Pepino* is cucumber. Do you want some?" (personal communication, September 14, 2023). In addition, Adyana used a variety of ways to express herself such as movements (waving to get her friend's

attention), mimicry, body language, gestures such as pointing to her mouth to demonstrate “eating”, and making sounds (chewing sound).

Adyana’s interest in sharing her primary language was also sparked by noticing others’ primary languages. For instance, in one of our meetings, Adyana interacted with a child at a park and then realized the child did not speak English. Adyana confidently waved and approached the child and stated “I’m talking in Spanish *Hola. Estoy hablando en Español. Tchau*” (... Hi. I am speaking in Spanish. Bye.) (personal communication, September 14, 2023).

Providing opportunities for Adyana to share her primary language was also encouraged by the educators in her daycare centre. To honour and respect Adyana’s background, bridge both languages, foster cross-cultural understanding, and promote diversity in a non-diverse environment, the educators used strategies to welcome and assist Adyana in her transition. For example, the inclusion of Spanish picture books in the environment supported Adyana’s feeling of being represented, as well as her sense of belonging in that environment. During those occasions, her peers and the educators asked Adyana about the pronunciation of words in Spanish which made Adyana proud to speak her primary language with others. Adyana guided her peers and the educators throughout the story by supporting the educator in pronouncing Spanish words correctly. When teaching others how to pronounce Spanish words, Adyana happily stated “*Este es perro. Y este es gato. Estoy enseñando los animales porque no se saben y yo se*” (This is a dog. And this is a cat. I am teaching them the animals [names] because they don’t know) (personal communication, October 12, 2023).

As opposed to solely teaching her English, the educators focused on providing Adyana with opportunities to feel comfortable and safe to express herself in both Spanish and English. For example, while playing the game Twister with her peers, Adyana used both

languages to communicate her wishes and understanding of the game “I wanna try (it). It's my turn. *Puedo tener mi* (can I have my) turn?” and “*la mano* (the hand) is in the yellow, *amarillo*” (personal communication, October 12, 2024). Additionally, I observed Adyana using Spanish to explain her drawing to one of the educators “*todos los círculos en una* (all the circles are in the) basket” (personal communication, October 12, 2024).

These practices support the notion that educators play a crucial role in supporting newcomer children, particularly in relation to helping children maintain connections to their home country (Bateman & Mitchell, 2023; Garcia & Wei, 2014; Harju & Åkerblom, 2020; McDevitt, 2021). They also provided Adyana and other children with diverse cultural knowledge and an awareness of and respect for cultural differences (Compton-Lilly et al., 2017). Further, these strategies not only supported Adyana’s sense of belonging but also enabled her to learn English at her own pace. Further, valuing Adyana's knowledge in her primary language also aligned with a funds of knowledge framework which acknowledges that people have diverse social and cultural knowledges, including languages (Moll, Amanti, Neff, & González, 1992; Moll & Greenberg, 1990). The educators’ strategies are aligned with sociocultural theory (Rogoff, 1990, 2003; Vygotsky, 1978), which acknowledges the significant role that social and cultural contexts play in children’s identity development.

Adyana appeared to always be confident and proud of her Latin heritage and enjoyed sharing information about traditional meals. As reinforced by Adyana in several of our meetings, her favourite foods included traditional Latin American dishes “*me gusta empanadas y también arroz y carnita y donuts. Pero mi favorito es pan con huevo*” (I like empanadas and rice and meat. But my favourite is bread sandwich with egg) (personal communication, September 18, 2023). In Figure 13, Adyana made a drawing of her favourite sandwich and narrated the entire process: she drew a piece of bread and an egg, then cut them so they could fold and create a sandwich.

**Figure 13**

*Adyana's Favorite Sandwich Pan con huevo*



Her multimodal text (drawing and folding while orally describing their drawing to me) enabled her to expand the way she made meaning and to acknowledge a diverse range of representations newcomer children can use to communicate and express their interests.

Latin-American influenced meals were also what Adyana's mother packed for her lunch at the daycare. In many situations, Adyana questioned why she could not bring similar food to her peers at the daycare and argued that her lunch was "too different" (personal communication, October 25, 2023). However, Adyana's feelings changed when joined by another newcomer child who, according to Adyana, also shared a "different" lunch than other children. To enhance Adyana's sense of belonging, the educators then included different toy foods such as rice, broccoli, and taco shells in the daycare center so all the children could know more about Adyana's cultural background as well as other diverse cultures represented in the daycare. The inclusion of toy foods to accommodate diverse cultural and language practices in that environment seemed to provide diverse learning opportunities for all the children. For example, this increased newcomer children's participation in that community as they used their primary language to interact with others during play. The integration of

translanguaging pedagogical approaches also emphasized early childhood educators' intentions to support pluralistic perspectives on newcomer children's culture and languages.

Based on the data, it seemed that Adyana made meaning of her world and developed her identity by combining experiences, people, places, and languages which linked to her transnational bonds and funds of knowledge. When recognizing herself as a Spanish and English speaker with knowledge from diverse cultures, it was also apparent that Adyana acknowledge her hybrid identity as complementary rather than conflicting between places and languages (Ibrahim, 2016; Lima Becker & Oliveira, 2022).

### **Summary**

In this chapter, I presented four Latin American newcomer children's narratives, stories, and multimodal texts. Each child's meaning-making across significant contexts in their worlds was shared and analyzed as single cases. In Naomi's case, their hybrid identities were highlighted, as well as their attempts to connect with both Brazil and Canada which revealed their sense of belonging across borders. Antonio's case presented the factors that impacted his hybrid identity and his positionality in English- and Spanish-speaking environments. In Fernando's case, I shared his views and feelings on his migration process while also highlighting his efforts to communicate and build social ties. Lastly, the ways Adyana felt represented and her transnational bonds and funds of knowledge revealed her hybrid identity development and sense of belonging in a new country.

Across all the cases, the children's funds of knowledge, experiences, translanguaging practices, and connections to their home countries were shared. Analyzing the cases together, it became evident that people, places, and languages are significant elements of their identity development and sense of belonging in a new country. The significant role of parents, educators, and peers in the children's worlds was also evident across cases. In the next

chapter, I present the similarities, differences, and significant themes across the four cases shared in this chapter.

## Chapter 5

ao contar estórias, situamos os outros e a nós mesmos numa rede de relações sociais, crenças, valores, ou seja, ao contar estórias, estamos construindo identidades (by telling stories, we situate others and ourselves in a circle of social relationships, beliefs, values; that is, by telling stories, we are developing [our] identities).

(Bastos, 2005, p. 81).

### **Introduction**

In this chapter, I present a cross-case analysis of the single cases focused on each child's meaning making, identity development, and interactions with others. In this research, sociocultural theory and the work in funds of knowledge, multimodality, and translanguaging were used to interpret the children's interactions with others and their valued modes of communication. The data across the cases revealed several similarities with four overarching themes evident across all cases: i) migration: challenges, strategies, & experiences; ii) navigating diverse worlds and children's transnational funds of knowledge; iii) ways of being; iv) ways of belonging.

### ***Theme #1: Migration: Challenges, Strategies, & Experiences***

The four children's stories and texts provided insights into their experiences, views on, and challenges regarding their migrant experiences. Such experiences and perceptions informed how the children developed their identities in accordance with living in diverse social and cultural contexts (Rogoff, 1990, 2003; Vygotsky, 1978). For example, Naomi, Adyana, and Fernando described missing their grandparents and experiencing a longing feeling due to the distance between them and their extended families.

Several researchers have addressed the importance of parental support on newcomer children's resettlement (Compton-Lilly et al., 2019; Mak et al., 2023; McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023). This theme also underlines how each child was supported by their parents and how they created strategies to deal with their migrant challenge. These strategies included making picture books of their family members, inviting

grandparents to visit them, recounting memories together, and keeping their culture and language alive at home.

Being immersed in larger Latin American communities also supported the children in their migration challenges. For instance, the children's social networks in Canada included their primary caregivers and siblings, educators and peers from their daycare centres, and Latin American friends from small community groups.

In relation to language, upon their arrival in Canada, Antonio, Naomi, Fernando, and Adyana appeared to be uncomfortable with speaking English in their homes. All the children were supported by their parents who accommodated their request by speaking their primary language at home. That practice also supported children in keeping their home country's culture alive. Eventually, each child became comfortable with English and moved between both languages according to the environment and their needs, highlighting how their multiple communicative practices supported them as they made meaning of their worlds (Garcia & Wei, 2014; Wei, 2018).

### ***Theme #2: Navigating Diverse Worlds and Children's Transnational Funds of Knowledge***

This theme highlights how each child shared a rich cultural, social, and language background that influenced their ways of knowing and making meaning of their worlds. The children's transnational funds of knowledge were evident as they engaged with their backgrounds (e.g., language, culture, and migrant) and diverse and blended worlds. In this theme, a variety of examples will be shared focused on the children's rich cultural knowledge that aligned with their home countries and current countries. For example, Fernando's drawings represented how he navigated diverse worlds by referencing elements (e.g., shark that represented a beach in Victoria and a bicycle as a regular family activity in both countries) and people (e.g., his mother's and grandparents' names) to link Ecuador and Canada.

Antonio's multimodal texts also revealed how he created meaning of different sociocultural contexts (Jewitt & Kress, 2003; Kress, 2009). For example, Antonio's comparisons of the flags of Peru and Canada revealed his knowledge of both countries. In the same way, Naomi demonstrated knowledge when sharing details of the Brazilian and Canadian flags by drawing their unique features and highlighting their different colours and cultural elements (e.g., the green in the Brazilian flag representing its forests and the maple leaf in the Canadian flag). Adyana and Naomi demonstrated knowledge of their language and cultural components (e.g., Naomi and her Japanese culture; Adyana and the multiple languages she spoke and understood - Venezuelan, Chilean, and English). When navigating between languages and their cultural components, the children's translanguaging practices included their representation of knowledge of diverse language repertoires and revealed how they used these languages to navigate diverse environments.

### ***Theme #3: Ways of Being***

This theme spotlights children's hybrid identity development in Canada. It also addresses one of the research questions by providing evidence on the factors that impacted the children's evolving identities in a new country. In all cases, the children demonstrated awareness of living between social and cultural worlds. It was also evident that language played a crucial role in the children's identity development across all the cases (Ibrahim, 2016; Moskal & Sime, 2016; Rogoff, 1990, 2003; Vygotsky, 1978). According to Ibrahim (2016), "children's identity construction is anchored in lived experience through the languages they know and use" (p. 81). Considering the relationship between language and identity development, despite being in different stages of English language acquisition, the children navigated between languages and social contexts (Baker & Wright, 2017; Garcia & Wei, 2014; Wei, 2018).

Their conversations and interaction with me as well as with others (e.g., parents, peers, and educators) revealed their understanding of hybrid identities – as both Portuguese/Spanish and English speakers. For example, Naomi, Antonio, and Adyana combined aspects of both languages by mixing Portuguese/Spanish and English words by saying the numbers of the floors in both languages when drawing their home. That also revealed their competency and agency in diverse language communities. In Adyana's case, that was reinforced by the ways she felt represented and acknowledged in her primary language and culture in the daycare centre. Similarly, Fernando also revealed his language understanding by attempting to communicate in English with their peers and using sounds to include himself in their play. In addition, all four participant children used various modes to express themselves and interact with others such as verbal and body language, gestures, sounds, and drawings (Garcia & Wei, 2014; Wei, 2018).

The data also revealed that the children's identities were being developed not only from their perceptions but also from the limits imposed on language and social contexts. This reality offered further insights regarding how the participant children experienced, made meaning, and developed their hybrid identities in a new country. In this theme, the support received by their parents contributed to their identity development. Parental support included keeping their culture and language alive by speaking, listening to songs, and readings books in their primary language at home, recounting memories together using pictures of family members, maintaining contact with the children's grandparents in their home countries, and building a strong relationship with other Latin Americans in Canada.

In addition to parental support, the children's educators also played a significant role in their identity development due to the children's English immersive daycare environments. Educators' strategies focused on connecting Latin American children with each other, especially to support newcomer families, and the inclusion of picture books in the children's

primary languages and toy foods (e.g., rice, broccoli, and taco shells) to represent diverse cultures in the daycare centre. Additional strategies included translating words to children's primary language, reflections on biases, diversity and equity, and the use of pictures to illustrate routine events and simple language to assist children.

Variations in pedagogical practices between educators to support these children in their identity development were evident within this theme. While some educators honoured and fostered the children's primary language at their daycare centres, others focused on monolingual practices. For example, Naomi and Adyana were communicative at home and the daycare centre, constantly mixing English and Portuguese/Spanish words to communicate. Having their primary language validated by the daycare educators leveraged the children's confidence to develop meaningful identities in diverse environments. From a translanguaging perspective, including newcomer children's primary language in English-immersed environments also "helps to disrupt the socially constructed language hierarchies that are responsible for the suppression of the languages of many minoritized peoples" (Otheguy, García, & Reid, 2015, p. 283). In contrast to Adyana's and Naomi's experiences, Antonio positioned himself differently at home than at daycare, where the educators' focus was on explicitly using English. That led Antonio to hide his Spanish language skills at the daycare which demonstrated his understanding of the language limits imposed on him, as well as the power dynamics in that environment. Meanwhile at home, he was very expressive and used both languages to communicate with people.

It was also evident that, in all cases, the children acknowledged their hybrid identities as complementary rather than conflicting, by incorporating elements from both their home and new country.

#### ***Theme #4: Ways of Belonging***

Across all the cases, the children made references and connections to both their home countries and Canada. The children's stories and multimodal texts indicated how they constructed these connections by recollecting memories, people (e.g., family members, friends), and places. All four participants recounted memories from their home country and linked them to experiences in Canada to make meaning of their experiences and sense of belonging in a new country. For example, when sharing her experiences in Canada, Adyana first discussed her family members in Chile as she mentioned that she was born in Chile and speaks Spanish like her grandmother who was born in Venezuela. Adyana also shared that in addition to speaking Spanish, she also spoke English to talk to her friends in Canada.

Naomi's, Fernando's, and Antonio's connections to their home country were extended to their perceptions of home in Canada, as outlined in their drawings and stories about them. In Naomi's case, stories from their home country were also linked to Brazilians who live in Canada. Fernando drew on his memories with his grandparents to link to his experiences with his parents in Canada and his feelings of home to both places. In the same way, Antonio's stories about Peru were enriched by his connections to and experiences in Canada. For example, Antonio drew his building in Canada and connected it to his home and his grandfather's home in Peru. Symbols such as flags and drawings of their homes were also used to illustrate the children's sense of belonging.

In the study, all four participating children made references to "I was born-lived in... then moved to...", "I came here...", and "In Peru/ Brazil/ Chile/ Ecuador, I... now in Canada, I...", "My house in Peru/ Brazil/ Chile/ Ecuador and in Canada..." to assemble cross-border connections and belonging to both countries. In all cases, the children were supported by their parents as they navigated the complexities of migration. It appeared that the children developed a sense of belonging that extended beyond the binary "here" and "there" as

disconnected places. Instead, the children combined their experiences and connections to people across both places indicating their transnational belonging (Lima Becker & Oliveira, 2022).

### **Summary**

In this chapter, I presented a cross-case analysis of the four case studies presented in Chapter 4. Similarities and differences from the children's experiences were outlined in four overarching themes that were developed based on the evidence presented in each of the case studies. The children's identity development and sense of belonging were explored by acknowledging their rich and transnational funds of knowledge, ability to navigate diverse social and cultural environments, and how they linked their knowledge and experiences in their home country and Canada to make meaning of their worlds and sense of belonging to both places. As the children moved between languages and social contexts, they also shared knowledge and translanguaging practices that assisted their resettlement in a new cultural, social, and language environment. Further, the role of parents and early childhood educators in supporting children's experiences and settlement in a new country was evident.

In the next chapter, I share contributions of the research, limitations of the study, and outline possible trajectories for future research.

## Chapter 6

The stories people tell have a way of taking care of them. If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story; that is why we put these stories in each other's memory. This is how people care for themselves.

Lopez, B. (1998, p. 48)

In this study, I examined the ways four preschool Latin American newcomer children navigated their experiences and sense of belonging in Canada. My aim was to provide a rich description of their perceptions and experiences as they moved across diverse cultural, social, and language contexts. I also interviewed their primary caregivers and early childhood educators to acquire a broader understanding of these children's experiences. In this chapter, I return to the research questions that guided my investigation: i) What experiences and funds of knowledge do Latin American newcomer children bring with them to Canada?; ii) What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?; and iii) In what ways can Latin American children's identities and funds of knowledge be valued and supported in Canadian early years contexts?

I also address the contributions of the study to existing research and share implications for early childhood educators and Latin American newcomer children. Lastly, I present the limitations of the study and suggest further research directions.

### Conclusion

In this study, I drew on sociocultural, funds of knowledge, multimodality, and translanguaging approaches to examine four 4-year-old Latin American newcomer children's stories and experiences regarding their identity development and sense of belonging in Canada. I also advocated for the need to listen to and honour diverse children's voices, such as Latin American children, in matters regarding their lives. The concept of listening to children recognizes them as the protagonists of their stories and active agents rather than simply objects of research (Alderson, 1995). By acknowledging their stories and sharing their

words and voices, I defined children's stories and narratives as verbal, bodily, sentimental, social, and cultural actions that related to their processes of identity development and sense of belonging in a new country.

Findings from this study resonate with previous research on the importance of listening to children's voices (Clark, 2005; Crump & Phipps, 2013; Friedmann, 2020; McTavish, Streelasky, & Coles, 2012; Rajagopal, 2021). During many of our conversations, I followed the children's lead and further engaged in spontaneous conversations that led to even richer data to being collected. As children's identity development is embodied in their social, cultural, and language environments (Frie, 2011; Garcia & Wei, 2014; Parejo, Molina-Fernández, & González-Pedraza, 202; Rogoff, 1990, 2003; Sánchez-Flores, 2018; Vygotsky, 1978), putting the children's narratives at the centre of the analysis allowed me to understand the plurality of ways children make meaning of their diverse worlds.

Although each of the four cases revealed diversity in children's stories and experiences, common themes across the cases highlighted that newcomer children used multiple modes to communicate their hybrid identity development as fluid and dynamic. The findings of this study also indicated that having their language needs accounted for at home and being part of larger Latin American communities as well as actively participating in English immersion environments supported children in developing complementary identities (Ibrahim, 2016; Garcia & Wei, 2014; Wei, 2018). Participating in diverse language communities supported the participant children's agency and translanguaging practices as they made meaning of their experiences. By exercising their agency in navigating diverse language worlds, and engaging in complex and dynamic language practices, the children demonstrated their understanding of language and its social use and dynamics.

To develop their identities in a meaningful way, the children further compared and combined symbols, people, knowledge, and experiences with language from their home

country to those in Canada. As outlined in Chapters 4 and 5, the children's multiple strategies were influenced by their diverse needs, perceptions, and experiences. Furthermore, these connections also provided evidence of children's transitional funds of knowledge and fostered their sense of belonging to both places. Moreover, these findings highlighted the importance of community, language, and representativeness in supporting these Latin American newcomer children's settlements in Canada.

This study also revealed the pivotal role of parental support and how newcomer children's experiences were nurtured by them. In accordance with previous research (Compton-Lilly et al., 2019; Tardif-Grenier, Gervais, & Côté, 2023; McGovern & Devine; 2016), parental support played a significant role in maintaining the children's primary language and culture alive as well as facilitating their settlement in Canada. However, in contrast to previous studies (Mak et al., 2023; Surrain, 2018) that addressed parents' focus on maintaining their primary language for better economic and professional opportunities for children, this study demonstrated that parents prioritized maintaining their primary language to accommodate their children's needs and requests. The children's request to solely speak their primary language at home also outlined how they understand language dynamics across diverse contexts.

Finally, findings from this study also presented pedagogical practices used by early childhood educators to welcome, include, and accommodate newcomer children's needs, languages, and identities that aligned with previous research (Guo, 2017; Harju & Åkerblom, 2020; McDevitt, 2021). These strategies included connecting Latin American children who attended the centre, reflections on biases, diversity, and equity, and translanguaging practices with the inclusion of children's primary language (e.g., using picture books, asking children to teach them words in their primary language, translation, and connecting with parents to learn proper Portuguese or Spanish words pronunciation) to welcome children's hybrid

identities and their plural, fluid, and dynamic ways of communicating (Garcia & Wei, 2014; Wei, 2018). At the same time, however, other strategies included monolingual practices which contrasted with translanguaging practices. These strategies sustained normative practices that do not acknowledge newcomer children's cultural and language knowledges, and emphasized the relationship between language, power, and monolingual assumptions.

### **Contributions of the Study to Existing Research**

With the increase in migration flows across the globe and the rise of the number of newcomer children in Canada (StatCan, 2021), this study contributes to the growing body of literature on newcomer children, especially those from Latin America countries. The findings of this research reinforce what has been previously explored in the literature (Clark, 2005; Crump & Phipps, 2013; Friedmann, 2020; McTavish, Streelasky, & Coles, 2012; Rajagopal, 2021) in relation to listening to children and honouring their voices and stories. By doing so, I acknowledged the valuable stories, experiences, transnational funds of knowledge, and identities Latin American newcomer children bring with them when migrating to a new country.

The study also highlighted the complex and diverse ways children make meaning of their experiences and how their identities evolved. Additionally, the study also revealed the children's sense of belonging in a new country, and how they maintained connections to their home countries (Bateman & Mitchell, 2023; Beauregard, Papazian-Zohrabian, & Rousseau, 2017; Ibrahim, 2016; Lima Becker & Oliveira, 2022; Moskal & Sime, 2016; Varvantakis et al., 2019). Further, the findings of this research also corroborated with previous findings in the literature regarding the role of primary caregivers (Compton-Lilly et al., 2019; McGovern & Devine, 2016; Tardif-Grenier, Gervais, & Côté, 2023) and early childhood educators (Bateman & Mitchell, 2023; Escamilla, Alanís, & Meier, 2023; Guo, 2017; Harju & Åkerblom, 2020) in supporting newcomer children's resettlement. Lastly, this study

emphasized children's diverse communicative modes and their ways of representing and meaning making (Garcia & Wei, 2014; Wei, 2018) which aligns with a funds of knowledge perspective and multimodality (see Compton-Lilly et al., 2019).

### **Implications for Early Childhood Educators**

Findings from this study revealed the significant role of early childhood educators in supporting Latin American newcomer children in their centres, and the importance of listening to these children's stories. However, I also acknowledge the challenges early childhood educators encounter across British Columbia and in other parts of the country, such as labour shortages and a lack of certified early childhood educators who are educated in supporting newcomer children.

My hope is that the cases shared in this thesis spark conversations and offer valuable insights into the importance of valuing newcomer children's home languages and culture in early childhood contexts. This approach can support their identity development and foster a greater sense of belonging in a new country. An important implication for early childhood educators is to engage in translanguaging practices and celebrate and welcome children's funds of knowledge in ways that integrate their language and culture. When early childhood educators are supportive and willing to include Latin American newcomer children's primary languages, cultures, and funds of knowledge, children have ample opportunities to feel valued and welcomed. That can also lead early childhood educators to challenge their assumptions and question and resist colonial perspective on language. In addition, such a position can contribute to challenging power relations between children and educators.

Even though early childhood educators may have good intentions in welcoming and supporting Latin American newcomer children, there is also a need for a more comprehensive understanding of the ways they communicate, especially those who are in the process of developing their verbal English skills. This supports the work of Ahrenkiel, Holm, and

Eilenberg (2021) who contended that “children’s language must be understood as a messy, multimodal, contextualized, and interactional activity” (p. 421). Challenging monolingual assumptions and drawing instead on a translanguaging approach in early childhood settings, can help newcomer children engage with all of their language resources, including language-based and other modes of communication.

### **Implications for Latin American Newcomer Children**

The findings in this study have several implications for Latin American newcomer children. For example, the children shared several meaningful and insightful stories on their identity development and a sense of belonging in a new country. They also shared their knowledge and perspectives on their worlds.

This study also emphasized the importance of listening to children beyond their verbal words. The findings spotlighted the children’s multiplicity of languages (Malaguzzi, 1987) and the diverse use of modes (Kress, 2009; Kress & Van Leeuwen, 2001) they used to communicate and express themselves, especially those who have not yet developed their English skills. Being open to attentive listening to Latin American newcomer children’s stories honours their voices, emotions, thoughts, feelings, perceptions, and countless means of communicating. Indeed, an inclusive environment that provides these children with opportunities to share their languages and cultures can support newcomer children in developing meaningful identities and a sense of belonging in a new country.

### **Limitations**

In this phenomenological case study, I focused on the ways four 4-year-old Latin American newcomer made meaning in their lives. To that purpose, I collected data over a two-month period and focused on eight sessions for one hour with each child. Due to this short period of time, I only acquired a partial understanding of the children’s contexts, interactions, and experiences. Furthermore, throughout the study, I spent the majority of time

in their homes. Although their home environments provided me with opportunities to verbally interact and play with the children, this environment was also limiting as it provided me with insight into only a part of the children's lives. Similarly, one of the limitations that I encountered in this study was the lack of opportunities to frequently observe the children interacting with other Spanish- or Portuguese-speaker children their age. Being a newcomer, I was aware of the parents' work schedules, studies, and other commitments in a new country. Hence, the daycare centres were often the only place where these newcomer children had the opportunity to interact with other children their age.

Another limitation was the small participant sample. While this study focused on a particular group of children and presented unique outcomes related to these children's lived experiences, its generalizability is limited as children who experience migration may hold unique and diverse stories. In this study, the case studies shared in Chapter 4 informed theoretical frameworks that may have broader applicability (Yin, 2014). Pursuing this further, the triangulation of each case study also allowed for transferability and comparability (Goetz & LeCompte, 1984).

Finally, data reduction was necessary considering the amount of data collected on conversations with the children, their parents, and the educators. Although there were several rich and spontaneous conversations on diverse topics (e.g., friends, cultural elements, books and movies, food, family members) initiated by the children that extended my field notes, and additional drawings created by the children, I included data that directly related to my research questions.

### **Recommendations & Future Research**

My research points to several potential future research of Latin American newcomer children. The findings from this study offered a glimpse into Latin American newcomer children's experiences and the ways they make meaning of their worlds. Investigating

newcomer children's experiences and sense of belonging in new countries is an important area of research due to the increased global migrant movement (Brown et al., 2020; IOM, 2022). Due to migration, the population of Canada consists of a large number of nationalities and has become increasingly diverse in terms of culture and language (StatCan, 2021). While there has been an increase in newcomer children in Canada (StatCan, 2021), there is a gap in the research on their perspectives - especially those from Latin America. I contend that it might be insightful for early childhood researchers to continue examining Latin American newcomer children's identities and sense of belonging in Canada from diverse geographical locations because each Latin American country has their own cultural, language, and social knowledge, as well as political and socio-economic challenges. Additional studies focused on the experiences of these children as well as other newcomer children will be beneficial for children, families, the early childhood field (research, students, educators, caregivers), and broader communities.

As previously stated, due to the lack of opportunities to observe participant children with other Latin American children their age, it is unclear if the children are developing their identities and sense of belonging in different ways than when only immersed in their English daycare centres. Would the findings be different if I had the opportunity to observe the children interact with Portuguese/Spanish speakers as much as English-speaking children? How would data collected from diverse environments and children's interactions complement my findings?

Globally, unprecedented numbers of people are crossing borders to find safe homes and better health, education, and economic opportunities (Bartlett, Rodríguez, & Oliveira, 2015; Daniel & Moro, 2022; IOM, 2022; UNICEF, 2023). As a result of the complexity of immigration processes, their constant increase, and the ways they change the global dynamics, in-depth studies are necessary, taking their specificities into account. As outlined

in this study, the children's identities were constantly shaped and influenced by the social environments in which they live (Frie, 2011; Rogoff, 1990, 2003; Sánchez-Flores, 2018; Vygotsky, 1978) and migration played a crucial role in their development process.

In light of the complexity of the context studied, I continue to emphasize the need and importance of listening to, honouring, and including Latin American newcomer children's voices and stories on matters regarding their own lives. When exploring the ways these children's identities, languages, and funds of knowledge can be valued and supported in Canadian early years contexts, my hope is that this study helps early childhood educators nurture children's backgrounds and foster connections between their home countries and Canada. In this sense, I also discussed the need for including children's primary cultures and languages at their daycare centres and questioned monolingual practices as a way of supporting children navigating their new social worlds. Assessing one's assumptions about newcomer children and the pedagogical language approaches used to welcome them is important and challenges the "one-size-fits-all" approach by acknowledging that each child is unique, thus needing appropriate support. As shared in this study, this can contribute to continuously support these children's hybrid identity development and sense of belonging in a new country, in a meaningful way. It can also create inclusive, reciprocal, equitable, and responsive environments for newcomer children.

## References

- Ahrenkiel, A., Holm, L., & Eilenberg, L. Ø. (2021). Children's language use in ECEC in a child perspective. *Ethnography and Education, 16*(4), 420-436.
- Alderson, P. (1995). *Listening to children: Children and social research ethics*. Barnados, London.
- Alves, S., & Machado, A. (2018). Desafios da educação para relações étnico-raciais. In S. Alves, & Y. Macedo (Eds.), *Universalização Transversal: Múltiplos Olhares Educativos* (2nd ed., pp. 15-33). Nandyala.
- Attia, M., & Edge, J. (2017). Be(com)ing a reflexive researcher: A developmental approach to research methodology. *Open Review of Educational Research, 4*(1), 33-45.
- Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters Ltd.
- Bartlett, L., Rodríguez, D., & Oliveira, G. (2015). Migration and education: Sociocultural perspectives. *Educação e Pesquisa, 41*, 1153-1171.
- Bastos, L. C. (2005). Contando histórias em contextos espontâneos e institucionais – Uma introdução ao estudo da narrativa. *Calidoscópio, 3*(2), 74-87.
- Bateman, A., & Mitchell, L. (2023). Drawing as a pedagogical resource for immigrant children's stories about belonging. *International Journal of Early Childhood, 55*(3), 1-20.
- Bayeck, R. (2022). Positionality: The interplay of space, context and identity. *International Journal of Qualitative Methods, 21*, 1-9. 16094069221114745.
- Beauregard, C., Papazian-Zohrabian, G., & Rousseau, C. (2017). Connecting identities through drawing: Relationships between identities in images drawn by immigrant students. *The Arts in Psychotherapy, 56*, 83-92.

- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative research*, 15(2), 219-234.
- Blaisdell, C., McNair, L. J., Addison, L., & Davis, J. M. (2022). 'Why am I in all of these pictures?' From learning stories to lived stories: The politics of children's participation rights in documentation practices. *European Early Childhood Education Research Journal*, 30(4), 572-585.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An Introduction to Theory and Methods* (4th ed.). Allyn and Bacon.
- Bondy, A., & Frost, L. (2001). The picture exchange communication system. *Behavior Modification*, 25(5), 725-744.
- Kim-Bossard, M., Choi, J., & Meneses, A. (2018). Navigating different cultural beliefs and practices to support immigrant preschoolers and their families: a Bakhtinian textual analysis on preschool teacher and administrator perspectives. *Early Child Development and Care*.
- Brown, A., Spencer, R., McIsaac, J. L., & Howard, V. (2020). Drawing out their stories: A scoping review of participatory visual research methods with newcomer children. *International Journal of Qualitative Methods*, 19, 1-9. 1609406920933394.
- Carr, M. (2001). *Assessment in early childhood settings: Learning stories*. Sage Publications.
- Carr, M., & Lee, W. (2019). *Learning stories in practice*. Sage.
- Clark, A. (2005). Listening to and involving young children: A review of research and practice. *Early Child Development and Care*, 175(6), 489-505.
- Clark, A. (2010). Young children as protagonists and the role of participatory, visual methods in engaging multiple perspectives. *American Journal of Community Psychology*, 46, 115-123.

- Clark, A., Robb, M., Hammersley, M., & Flewitt, R. (2013). *Understanding research with children and young people*. Sage Publications.
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The journal of positive psychology, 12*(3), 297-298.
- Comănanu, R. S., Noels, K. A., & Dewaele, J. M. (2018). Bicultural identity orientation of immigrants to Canada. *Journal of Multilingual and Multicultural Development, 39*(6), 526-541.
- Compton-Lilly, C., Kim, J., Quast, E., Tran, S., & Shedrow, S. (2019). The emergence of transnational awareness among children in immigrant families. *Journal of Early Childhood Literacy, 19*(1), 3-33.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Crump, A., & Phipps, H. (2013). Listening to children's voices: Reflections on researching with children in multilingual Montreal. *LEARNing Landscapes, 7*(1), 129-148.
- Cuero, K. K. (2010). Artisan with words: Transnational funds of knowledge in a bilingual Latina's stories. *Language Arts, 87*(6), 427-436.
- Dabach, D. B., & Fones, A. (2016). Beyond the "English learner" frame: Transnational funds of knowledge in social studies. *International Journal of Multicultural Education, 18*(1), 7-27.
- Daniel, F. C. G., & Moro, C. (2022). Crianças imigrantes e educação infantil: O que dizem as pesquisas acadêmicas brasileiras. *Revista Teias, 23*(69), 77-90.
- Douglas, H. (2022). Sampling techniques for qualitative research. In M. R. Islam, N. A. Khan, & R. Baikady, (Eds) *Principles of Social Research Methodology* (pp. 415-426). Springer, Singapore.

- Dumas, M. J., & Nelson, J. D. (2016). (Re)imagining black boyhood: Toward a critical framework for educational research. *Harvard Educational Review*, 86(1), 27–47. doi:10.17763/0017-8055.86.1.27
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532-550.
- Escamilla, I. M., Alanís, I., & Meier, D. R. (2023). Translanguaging and learning stories in preschool: Supporting language rights and social justice for Latinx children, families, and educators. *Contemporary Issues in Early Childhood*, 25(2), 162-185. 14639491231164129.
- Frie, R. (2011). Identity, narrative, and lived experience after postmodernity: Between multiplicity and continuity. *Journal of Phenomenological Psychology*, 42(1), 46-60.
- Friedmann, A. (2013). *Linguagens e Culturas Infantis*. São Paulo: Cortez.
- Friedmann, A. (2020). *A vez e a voz das crianças: Escutas antropológicas e poéticas das infâncias*. Panda Educação.
- García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, M. Panda (Eds.), *Social justice through multilingual education* (Vol. 7, pp. 140-158). Multilingual Matters.
- García, O., & Wei. L. (2014). *Translanguaging: Language, bilingualism, and education*. Palgrave Macmillan.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Englewood Cliffs.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.
- Gervais, C., Côté, I., Pomerleau, A., Tardif-Grenier, K., de Montigny, F., & Trottier-Cyr, R. P. (2021). Children’s views on their migratory journey: The importance of meaning for better adaptation. *Children and Youth Services Review*, 120, 1-9.

- Goetz, J.P. & LeCompte, M.D. (1984). *Ethnography and qualitative design in education research*. Academic Press.
- Gonçalves, C. A. (2019). *Ser criança imigrante boliviana na Ocupação Prestes Maia: O cotidiano e os sonhos da infância* [Doctoral dissertation, Universidade de São Paulo].
- González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
- Goodwin, A. L., Cheruvu, R., & Genishi, C. (2008). Responding to multiple diversities in early childhood education: How far have we come? In C. Genishi, & A. L. Goodwin (Eds.), *Diversities in early childhood education: Rethinking and doing* (pp. 3–10). Routledge.
- Guo, K. (2017). A comparative study of immigrant children starting childcare. *Exceptionality Education International*, 27(2), 72-93.
- Hamel, K., Abdelmaseh, M., & Bohr, Y. (2023). An exploration of parenting styles, cultural values, and infant development in a sample of Latin American immigrants in Canada. *Infant Mental Health Journal*, 44(3), 319-334.
- Harju, A., & Åkerblom, A. (2020). Opening up new spaces for languaging practice in early childhood education for migrant children. *International Journal of Early Years Education*, 28(2), 151-161.
- Holmes, A. G. D. (2020). Researcher positionality: A consideration of its influence and place in qualitative research—a new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10.
- Husband, T. (2012). “I don’t see color”: Challenging assumptions about discussing race with young children. *Early Childhood Education Journal*, 39(6), 365-371.
- Ibrahim, N. (2016). Enacting identities: Children’s narratives on person, place and experience in fixed and hybrid spaces. *Education Inquiry*, 7(1), 69-91.

- International Organization for Migration (2022, n.d.). *UN Migration: World Migration Report 2022*. [Interactive World Migration Report 2022 \(iom.int\)](https://www.iom.int)
- Jewitt, C., & Kress, G. (2003). A multimodal approach to research in education. In S. Goodman, T. Lillis, J. Maybin, & N. Mercer (Eds.), *Language, literacy, and education: A reader* (pp. 277– 292). Trentham.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.
- Khan, S., & VanWynsberghe, R. (2008). Cultivating the under-mined: Cross-case analysis as knowledge mobilization. In *Forum: Qualitative Social Research*, 9(1), 1-26.
- Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Kress, G., & Van Leeuwen, T. (2001) *Multimodal Discourse: the modes and media of contemporary communication*. Arnold.
- Lett, J. (1990). *Emics and etics: Notes on the epistemology of anthropology*. Sage Publications.
- Lewis, C., Enciso, P. E., & Moje, E. B. (2020). *Reframing sociocultural research on literacy: Identity, agency, and power*. Routledge.
- Lima Becker, M., & Oliveira, G. (2022). Breaking nation: Brazilian transnational children's construction of belonging in bilingual classrooms. *Childhood*, 29(1), 39-57.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Lopez, B. (1998). *Crow and weasel*. Macmillan.
- Luttrell, W. (2010). 'A camera is a big responsibility': A lens for analysing children's visual voices. *Visual studies*, 25(3), 224-237.
- Mak, E., Nichiporuk Vanni, N., Yang, X., Lara, M., Zhou, Q., & Uchikoshi, Y. (2023). Parental perceptions of bilingualism and home language vocabulary: Young bilingual

- children from low-income immigrant Mexican American and Chinese American families. *Frontiers in Psychology*, 14, 1-10.
- Malaguzzi, L. (1987). The hundred languages of children. *The Hundred Languages of Children (I cento linguaggi dei bambini. Exhibition catalogue)*, 16-21.
- Malaguzzi, L. (1999). História, ideias e filosofia básica. In C. Edwards, L. Gandini, & G. Forman (Eds), *As cem linguagens da criança: a abordagem de Reggio Emilia na educação da primeira infância* (pp. 59-104) Artmed.
- Marginson, S., & Dang, T. K. A. (2017). Vygotsky's sociocultural theory in the context of globalization. *Asia Pacific Journal of Education*, 37(1), 116-129.
- Maxwell, J. A. (2008). Designing a qualitative study. In L. Bickman, & D. J. Rog (Eds.), *The SAGE handbook of applied social research methods* (pp. 214-253). Sage publications.
- McCarthy, S. J., & Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, 37(2), 228-238.
- McDevitt, S. E. (2016). Rediscovering and reconnecting funds of knowledge of immigrant children, families, and teachers. *Childhood Education*, 92(6), 470-475.
- McDevitt, S. E. (2021). Teaching immigrant children: learning from the experiences of immigrant early childhood teachers. *Journal of Early Childhood Teacher Education*, 42(2), 123-142.
- McGovern, F., & Devine, D. (2016). The care worlds of migrant children: Exploring inter-generational dynamics of love, care and solidarity across home and school. *Childhood*, 23(1), 37-52.
- McTavish, M., Streeelasky, J., & Coles, L. (2012). Listening to children's voices: Children as participants in research. *International Journal of Early Childhood*, 44(3), 249-267.
- Mendéz, Y. S. (2019). *Where are you from*. Harper Collins.

- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. Jossey-Bass.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In C. Amanti (Ed.), *Funds of knowledge* (pp. 71-87). Routledge.
- Moll, L.C., & Greenberg, J. (1990). Creating zones of possibilities: Combining social contexts for instruction. In L.C. Moll (Ed.), *Vygotsky and Education* (pp. 319-348). Cambridge University Press.
- Moskal, M. (2010). Visual methods in researching migrant children's experiences of belonging. *Migration Letters*, 7(1), 17-31.
- Moskal, M. (2015). 'When I think home I think family here and there': Translocal and social ideas of home in narratives of migrant children and young people. *Geoforum*, 58, 143-152.
- Moskal, M., & Sime, D. (2016). Polish migrant children's transcultural lives and transnational language use. *Central and Eastern European Migration Review*, 5(1), 35-48.
- Moutinho, K., & Conti, L. D. (2016). Análise narrativa, construção de sentidos e identidade. *Psicologia: teoria e pesquisa*, 32(2), 1-8. <https://doi.org/10.1590/0102-3772e322213>
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball sampling: A purposeful method of sampling in qualitative research. *Strides in Development of Medical Education*, 14(3), 1-4.
- Oliveira, G. (2022, September 1). *School is for Hope*. The New York Times. [Opinion | Education in America: School Is for Hope - The New York Times \(nytimes.com\)](#)

- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307.
- Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2015). *Journeys: Reconceptualizing early childhood practices through pedagogical narration*. University of Toronto Press.
- Parejo, J.L., Molina-Fernández, E., & González-Pedraza, A. (2021). Children's narratives on migrant refugees: A practice of global citizenship. *London Review of Education*, 19(1), 1-17. <https://doi.org/10.14324/LRE.19.1.29>
- Petrone, R. (2020). An interview with Dr. Barbara Rogoff about perspectives on learning. *Literacy Research: Theory, Method, and Practice*, 69(1), 45-57.
- Phinney, J. S., & Ong, A. D. (2007). Ethnic identity development in immigrant families. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.), *Immigrant families in contemporary society* (pp. 51–68). The Guilford Press.
- Pratt, M. G., Kaplan, S., & Whittington, R. (2020). Editorial essay: The tumult over transparency: Decoupling transparency from replication in establishing trustworthy qualitative research. *Administrative Science Quarterly*, 65(1), 1-19.
- Ragin, C. C. (1987). *The comparative method: Moving beyond qualitative and quantitative strategies*. University of California Press.
- Rajagopal, H. (2021). *Listening to stories: Collaborating with children and their teacher to explore the communicative repertoires of young emergent bilinguals* [Unpublished doctoral dissertation]. University of British Columbia.
- Redin, M., & Fochi, P. (2014). *Infância e educação infantil II: Linguagens*. Unisinos.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. Oxford University Press.

- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.
- Rose, G. (2006). *Visual methodologies: An introduction to interpreting visual materials* (2nd ed.). Sage Publications.
- Rose, G. (2014) On the relation between “visual research methods” and contemporary visual culture. *The Sociological Review*, 62(1), 24–46.
- Samuelsson, M., Thernlund, G., & Ringström, J. (1996). Using the five field map to describe the social network of children: A methodological study. *International Journal of Behavioral Development*, 19(2), 327-345.
- Sánchez-Flores, M. J. (2018). Inadequacies of multiculturalism: Reflections on immigrant settlement, identity negotiation, and community in a small city. In C. Walmsley, & T. Kading (Eds.), *Small cities, big issues: Reconceiving community in a neoliberal era* (pp. 213-233). AU Press.
- Savin-Baden, M., & Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. Routledge.
- Stake, R.E. (1995). *The Art of Case Study Research*. Sage Publications.
- Statistics Canada. (2021). *Focus on Geography Series, 2021 Census of Population*. <https://www12.statcan.gc.ca/census-recensement/2021/as-sa/fogs/spg/page.cfm?topic=9&lang=E&dguid=2021A000011124>
- Stille, S., & Prasad, G. (2015). “Imaginings”: Reflections on plurilingual students’ creative multimodal works. *TESOL Quarterly*, 49(3), 608-621.
- Streelasky, J. L. (2011). *A comparative case study of two urban Aboriginal children's meaning making across home, school, and community contexts* (Doctoral dissertation, University of British Columbia).
- Surrain, S. (2018). ‘Spanish at home, English at school’: How perceptions of bilingualism shape family language policies among Spanish-speaking parents of

- preschoolers. *International Journal of Bilingual Education and Bilingualism*, 24(8), 1163-1177.
- Tatum, B. D. (2017). "Why Are All the Black Kids Still Sitting Together in the Cafeteria?": and Other Conversations about Race in the Twenty-First Century. *Liberal Education*, 103(3-4), 46-56.
- Tardif-Grenier, K., Gervais, C., & Côté, I. (2023). Exploring recent immigrant children's perceptions of interactions with parents before and after immigration to Canada. *Children's Geographies*, 21(5), 977-992.
- UNICEF. (2023). *Number of displaced children reaches new high of 43.3 million*. <https://data.unicef.org/topic/child-migration-and-displacement/migration/>
- Van Ausdale, D., & Feagin, J. R. (2001). *The first R: How children learn race and racism*. Rowman & Littlefield.
- Varvantakis, C., Dragonas, T., Askouni, N., & Nolas, S. M. (2019). Grounding childhood (trans) national identities in the everyday. *Children & Society*, 33(1), 68-81.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.
- Wei, Li (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30.
- Williams, C. (1996) Secondary education: Teaching in the bilingual situation. In C.H. Williams, E.G. Lewis and C. Baker (Eds) (1996). *The language policy: Taking stock* (Vol. 12, pp. 193–211). CAI
- Woodward, K. (2008). Identidade e Diferença: Uma Introdução teórica e conceitual. In Silva, T., Hall, S. e Woodward K. *Identidade e Diferença: a Perspectiva dos Estudos Culturais* (pp. 7-20). Editora Vozes.
- Yin, R. (2009). *Case study research: Design and methods* (4th ed.). SAGE Publications.

- Yin, R. (2014). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications
- Yousef, N. T., & Mahameed, M. I. (2022). Reading Yeats' 'A Prayer for My Daughter' in light of Lev Vygotsky's sociocultural theory of learning. *Theory and Practice in Language Studies*, 12(2), 241-247.
- Yu, H. M. (2020). Understanding race and racism among immigrant children: Insights into anti-bias education for all students. *Early Childhood Education Journal*, 48(5), 537-548.
- Zhao, S., & Flewitt R. (2020). Young Chinese immigrant children's language and literacy practices on social media: A translanguaging perspective. *Language and Education*, 34(3), 267–285.

## Appendices

### Appendix A

#### Email/Social Media recruitment script

Hello families,

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and I am a former preschool teacher. I currently teach in the Early Learning and Care program at Camosun college.

In my research, I am examining what factors can impact newcomer Latin American preschool children (ages 3 and 4) in regards to their identity development and sense of belonging in Canada. Therefore, I am writing to request your permission for your child to participate in my study.

The research will be done for 2 months with weekly meetings with the child. Each session will be for one hour and the observations will be organized with you according to what is best for your child. The schedule will be based on your family and your child's schedule and routine. With your permission, I will observe your child's interactions and experiences with peers, educators, and within their family context across multiple environments (for ex., playground). I would also like to visit the child's daycare to observe their interaction with educators and other children.

Your child will also be asked to draw (if they wish) their previous experiences in their home country and current experiences in the foster country. The data and findings will also be shared with you and your child. Potential questions that I will be asking your child to draw are:

- What do you like doing in Canada?
- What did you like doing in "name their home country here?"

A little bit more about me and my research/study: As a former preschool teacher, and current researcher and immigrant, I recognize the need to listen to and value the stories of children who have migrated from other places – particularly in relation to their identity development when living in another country. In this research, I argue for the importance of listening to and honouring the voices of newly arrived Latin American children as they engage in their everyday experiences. This data will help inform early childhood education curricula in British Columbia.

The questions that guide my research are:

- 1) What experiences, knowledge and identities do newly arrived Latin American children bring with them to Canada?
- 2) What factors impact newly arrived Latin American children in relation to the development of their identity and sense of belonging in Canada?
- 3) How can these children's identities and knowledge be valued and supported in early childhood settings in Canada?

A pseudonym will be used for your child to ensure anonymity. Other personal data will also not be used (e.g., address, daycare attended, etc.).

If you are interested in participating in my research, please contact me.

Do not hesitate to email me with more questions if needed.

If you know other Brazilians or Latin Americans who have recently arrived in Canada with their 3- or 4-year-old children, I would appreciate it if you could give me their contact information if you could give me their contact information (they should agree to this) or share mine with them.

Thank you in advance,  
Tatiane Rigonati Silva  
Supervisor: Dr. Jodi Streelasky

## Appendix B

### Study Flyer (English)

Hello families,

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and I am a former preschool teacher. In my research, I am examining what factors can impact newcomer Latin American preschool children (ages 3 and 4) in regards to their identity development and sense of belonging in Canada. Therefore, I am writing to request your permission for your child to participate in my study.

The research will be done for 2 months with weekly meetings with the child. Each session will be for one hour and the observations will be organized with you according to what is best for your child. Your child will also be asked to draw their previous experiences in their home country and current experiences in the foster country. The data and findings will also be shared with you and your child. Potential questions that I will be asking your child to draw are:

- What do you like doing in Canada?
- What did you like doing in “name their home country here?”

I currently teach courses in the Early Learning and Care program at Camosun College. As a former preschool teacher, and current researcher and immigrant, I recognize the need to listen to and value the stories of children who have migrated from other places – particularly in relation to their identity development when living in another country. In this research, I argue for the importance of listening to and honouring the voices of newly arrived Latin American children as they engage in their everyday experiences. This data will help inform early childhood education curricula in British Columbia.

The questions that guide my research are:

- 1) What experiences, knowledge and identities do newly arrived Latin American children bring with them to Canada?
- 2) What factors impact newly arrived Latin American children in relation to the development of their identity and sense of belonging in Canada?
- 3) How can these children's identities and knowledge be valued and supported in early childhood settings in Canada?

A pseudonym will be used for your child to ensure anonymity. Other personal data will also not be used (e.g., address, daycare attended, etc.).

If you are interested in participating in my research, please contact me. Do not hesitate to email me with more questions if needed.

If you know other Brazilians or Latin Americans who have recently arrived in Canada with their 3 or 4 year old children, I would appreciate it if you could give me their contact information (they should agree to this) or share mine with them.

Thank you in advance,  
Tatiane Rigonati Silva  
Supervisor: Dr. Jodi Streelasky

## Appendix C

### Study flyer (Portuguese)

Oi,

Meu nome é Tatiane, moro em Victoria, e estou cursando mestrado em Educação na UVic. Para a minha pesquisa, procuro crianças Latino Americanas de 3 e 4 anos que estejam frequentando Daycare e tenham se mudado para o Canadá nos últimos 5 anos. A pesquisa é focada em compreender como crianças recém chegadas ao Canadá estão construindo sua identidade e seu senso de pertencimento em outro país. Procuro compreender e examinar os fatores que impactam essas crianças.

#### **Gostaria de saber se você aceitaria participar com seu filho(a) da minha pesquisa.**

A pesquisa será feita por 2 meses com encontros semanais de uma hora com a criança. Irei organizar com os pais uma agenda de dias e horários respeitando o que for melhor para a criança (sua rotina e horários). Os horarios e datas serao flexiveis, de acordo com a necessidade de cada familia. A coleta de dados será baseada em observações de alguns momentos da rotina da criança, como interação com outras crianças no daycare, parques, eventos, etc (acordado com os pais), conversas com as crianças e pela valorização de outras formas de comunicação encontradas pelas crianças, como o desenho. Os dados coletados e a análise dos mesmos serão compartilhados com os pais e as crianças para que haja transparência da pesquisa com os participantes.

Por questões de segurança, será pedido aos pais ou cuidadores que assinem um termo de autorização para a pesquisa, assim como pedirei permissão às crianças para adentrar seus mundos por um período.

Para garantir o anonimato e respeitar a privacidade das crianças, nomes e outros dados pessoais não serão utilizados (como endereço, daycare que frequenta, etc.) Caso você tenha interesse em participar como família da minha pesquisa, entre em contato comigo.

Caso você conheça outros brasileiros ou Latino-Americanos recém chegados com crianças nesta faixa etária, eu agradeceria se você pudesse passar meu contato a eles ou me passar o contato deles (eles precisam estar de acordo com isso).

Desde já agradeço,  
Tatiane Rigonati Silva  
Supervisor: Dr. Jodi Streelasky

## Appendix D

### Study flyer (Spanish)

Hola,

Mi nombre es Tatiane, vivo en Victoria y estoy estudiando un Master en Educación en UVic. Para mi estudio, busco niños/niñas latinoamericanos de 3 y 4 años que están en Daycare y se hayan cambiado a Canadá en los últimos 5 años. El estudio está enfocada en comprender cómo los niños recién llegados a Canadá están construyendo su identidad y su sentido de pertenencia en otro país. Busco comprender y examinar los factores que impactan a estos niños/niñas.

**Me gustaría saber si estaría de acuerdo en participar con su hijo/hija en mi estudio.**

El estudio se realizará durante 2 meses con encuentros semanales de una hora con el niño/niña. Organizaré con la familia un horario de días respetando lo mejor para el niño/niña (su rutina y horarios). Los horarios y fechas serán flexibles, de acuerdo a las necesidades de cada familia. La recolección de datos se basará en la observación de algunos momentos de la rutina del niño, como la interacción con otros niños en la guardería, parques, eventos, etc. (acordado con la familia), las conversaciones con los niños/niñas y la apreciación de otras formas de comunicación que encuentran los niños/niñas, como diseño. Los datos recolectados y el análisis de los mismos serán compartidos con las familias para que haya transparencia de la investigación con los participantes.

Por razones de seguridad, se les pedirá a las familias o cuidadores que firmen un formulario de autorización para la investigación, así como el permiso de los niños/niñas para ingresar a sus mundos por un período.

Para garantizar el anonimato y respetar la privacidad de los niños/niñas, no se utilizarán nombres y otros datos personales (como dirección, guardería a la que asiste, etc.)

Si está interesado en participar como familia en mi investigación, comuníquese conmigo.

Si conoces a otros brasileños o latinoamericanos que hayan llegado recientemente con niños/niñas en esta franja de edad, te agradecería que les pasaras mis datos de contacto o me pasaras sus datos de contacto (es necesario que estén de acuerdo con esto).

Muchas gracias por adelantado,  
Tatiane Rigonati Silva  
Supervisora: Dra. Jodi Streelasky

## Appendix E

Letter of Information for Consent: Parent(s)/Caregiver



**University  
of Victoria**

### ***Letter of Information for Consent: Parent(s)/Caregiver***

#### **Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.**

Dear parent(s)/caregivers:

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and I am a former preschool teacher. Since moving to Canada, I have taught courses in the Early Learning and Care program at Camosun College. For my master's degree, my study is focusing on what factors impact newcomer Latin American children in regards to their identity development and sense of belonging in Canada. Therefore, I would like to ask your permission to engage with your child to develop an understanding of their identity development when living in another country. With your permission, I will observe your child's interactions and experiences with peers, educators, and within their family context across multiple environments (i.e., playgrounds). The study will take place over two months. My observations will be previously scheduled with you to respect your child's routine, time, and space. During these observations, my focus will be on your child's play and interactions which will enable me to understand how they experience, discover, interpret, and participate in their worlds. To get a deeper understanding of your child's continuous identity development, I would also like to interview your child's daycare provider /educator and to observe the child in the daycare environment. For that purpose, I will provide a separate Consent Form to their educator. In addition, I will invite your child (if they wish) to draw some of their experiences.

**Research Project Title:** Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.

**Researcher:** Tatiane Rigonati Silva

**Supervisor:** Dr. Jodi Streelasky

**Purpose and Objectives:** My guiding questions for this study with newcomer Latin America children are: 1) What experiences, funds of knowledge, and identities do Latin American newcomer children bring with them to Canada?; 2) What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?; and 3) In what ways can these children's identities and funds of knowledge be valued and supported in Canadian early years contexts?

I seek to examine which factors impact newcomer Latin American children, in terms of developing their identity and sense of belonging in Canada. I will also explore how this knowledge can inform early childhood curriculum in Canadian early years' contexts that are comprised of cultural, racial, and linguistically diverse newcomers. Furthermore, this research will highlight the importance of honouring the voices of newcomer children.

**Importance of this Research:** This proposed research focuses on newcomer Latin American children's narratives to acknowledge the factors that support or inhibit their identity development and sense of belonging in Canada.

Despite the increase of newcomer children in Canada, their stories on identities have rarely been heard and acknowledged—especially those from Latin America. To fill a gap in the academic literature, I will focus on newcomer Latin American children's cultural, social, and linguistic repertoires.

**Participants' Involvement:** I will schedule with you to meet your child for one hour once a week during the period of two months. The schedule will be based on your family and your child's schedule and routine. At all times, I will ask for your child's consent to observe and interact with them. As I interact with them, I will ask them if they want to draw. I will propose drawings based on my potential exploratory questions:

- What do you like doing in Canada?
- What did you like doing in "name their home country here?"

Throughout the period of two months, I will also meet with you for a one-hour semi-structured interview to get a deeper understanding of your child's prior experiences and continuous identity development. The schedule will be based on your schedule and routine.

In-person interviews and observations: Participants will be advised if they have or may have come into contact with an individual who has tested positive for COVID-19. Contact information for participants will be stored in a separate file from research data in the event that follow up is needed.

**Risks and Benefits:** Minimal risks apply in this study. If in any situation and/or day your child feels uncomfortable or appears to not be interested in participating in the research, their choices will be respected.

**Anonymity and Confidentiality:** A pseudonym will be used for your child to ensure anonymity. Other personal data will also not be used (e.g., address, daycare attended, etc.). You will have the opportunity to review their interview transcripts in order to add, delete, or modify their responses. Data such as observation field notes and drawings access will be limited to me and my advisor during the research.

Your child can withdraw from the study at any time. If they choose to withdraw from the study, you can also request the withdrawal of their data.

All research data will be stored securely using fingerprint and password protected computer files in Google Drive. The Google Drive cloud is also protected by a password. Data will be also saved on UVic personal student home storage (University Systems).

Data will be stored for 3 years beyond the successful defense of my dissertation, then destroyed.

**Dissemination of Results:** Findings from this study will be shared in my master's thesis as well as scholarly journals (e.g., Global Studies of Childhood, Children & Society, and/or International Journal of Early Childhood) and conference presentations (Canadian Association for Research in Early Childhood – CAREC; Canadian Society for the Study of Education – CSSE). My master's thesis will also be publicly posted on the UVic Library website "UVic Space."

A one-page overview of findings will also be shared with you. The overview will include your child's scanned images of the children's drawings (names will be removed; possibly their age and gender will be in the picture's reference) and be translated to either Portuguese or Spanish if necessary.

If you provide consent for your child to participate in this study, please sign below.

Sincerely,

Tatiane Rigonati Silva

### Parents/Caregivers' Consent

I, \_\_\_\_\_, hereby give permission for Tatiane Rigonati Silva to observe, interact with, and collect drawings of my child's experiences.

By signing this permission form, I consent that I understand the following:

- the researcher will observe, interact with, and collect drawings of my child's experiences.
- the researcher will do a one hour semi-structured interview with the parents/caregivers to get a deeper understanding of your child's prior experiences and continuous identity development.
- no identifying information about my family and child will be used in the results.
- the researcher will use pseudonyms for my family and our child, and may also change any information that could identify us.
- the findings and their overview will include your child's scanned images of the children's drawings (names will be removed; possibly their age and gender will be in the picture's reference) and be translated to either Portuguese or Spanish if necessary.
- this research will be shared and published for the benefit of the participants, early childhood educational, and knowledge development.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria.  
A copy of this consent will be left with you, and a copy will be taken by the researcher.

Parent/caregiver name:

Child's Name:

\_\_\_\_\_

Signature of Parent/caregiver

\_\_\_\_\_

Date

## Appendix F

### Children's verbal consent script

I will introduce myself to the child, speak their mother tongue and ask if I can spend some time with them, observing, playing, interacting and talking. Every time I see the children, I ask for their consent to spend time with them. To explain why I am meeting them, I will mention that I also attend school and am conducting research in my field. This research will be important for me and others to understand how we can support children from another country in Canada. At this moment, I will connect this idea with my own experience as from another country, just like the children. Then, I will tell them that I want to know what were the things they liked to do in their home country. To that end, I tell them that I will watch them play and interact if they let me. At all times, I will ask for your consent to observe and interact with them. "Can I see you playing?"/ "Can I play with you?"

I will also ask permission to write about the things I see and what they tell me about their experiences – "Is it okay if I write down what you tell me?". As I interact with them, I will ask them if they want to draw. I will propose drawings based on my potential exploratory questions:

- What do you like doing in Canada?
- What did you like doing in "name their home country here?"

If they agree, I ask what materials they will want to use when drawing and I offer them some materials I will have with me (different types and colors of paper, crayons, markers, colored pencils). Children will have the freedom to draw what they want and do how many drawings they wish. I will ask for their consent to keep the drawing. I will inform them that I will return their drawings after completing the survey. If a child doesn't feel comfortable with me taking a picture, I'll ask if I can take a picture of it.

## Appendix G

Letter of Information for Consent: Manager



**University  
of Victoria**

### ***Letter of Information for Consent: Manager***

#### **Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.**

Dear Manager:

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and a former preschool teacher. In Canada, I am teaching courses in the Early Learning and Care program at Camosun College. My research is examining what factors impact newcomer Latin American children's identity development and sense of belonging in Canada. [name of child] and their parents are participating in my study. Therefore, I would like to ask you if you allow me to observe [name of the child] on the premises in the daycare environment. To acquire a deeper understanding of the [name of the child] experiences in your educational and care environment, I also intend to approach their educator for a one hour semi-structured interview (if they consent). This knowledge will complement my understanding of children's (focal participants) identity development. I will provide a separate Consent Form to their educator.

If further recruitment is needed, I will contact parents/caregivers and organize an information session to explain the research to those who are interested in participating in the study. I will provide parents/caregivers with a Consent Form to contact them by email.

**Research Project Title:** Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.

**Researcher:** Tatiane Rigonati Silva

**Supervisor:** Dr. Jodi Streelasky

**Purpose and Objectives:** My guiding questions for this study with newcomer Latin America children are: 1) What experiences, funds of knowledge, and identities do Latin American newcomer children bring with them to Canada?; 2) What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?; and 3) In what ways can these children's identities and funds of knowledge be valued and supported in Canadian early years contexts?

I seek to examine which factors impact newcomer Latin American children, in terms of developing their identity and sense of belonging in Canada. I will also explore how this knowledge can inform early childhood curriculum in Canadian early years' contexts that are comprised of cultural, racial, and linguistically diverse newcomers. Furthermore, this research will highlight the importance of honouring the voices of newcomer children.

**Importance of this Research:** This proposed research focuses on newcomer Latin American children's narratives to acknowledge the factors that support or inhibit their identity development and sense of belonging in Canada.

Despite the increase of newcomer children in Canada, their stories on identities have rarely been heard and acknowledged—especially those from Latin America. To fill a gap in the academic literature, I will focus on newcomer Latin American children's cultural, social, and linguistic repertoires.

**Risks and Benefits:** Minimal risks apply in this study.

**In-person observations:** Participants will be advised if they have or may have come into contact with an individual who has tested positive for COVID-19. Contact information for participants will be stored in a separate file from research data in the event that follow up is needed.

**Anonymity and Confidentiality:** Participants educators and children will be assigned pseudonyms.

All research data will be stored securely using fingerprint and password protected computer files in Google Drive. The Google Drive cloud is also protected by a password. Data will be also saved on UVic personal student home storage (University Systems).

Data will be stored for 3 years beyond the successful defense of my dissertation, then destroyed.

**Dissemination of Results:** Findings from this study will be shared in my master's thesis as well as scholarly journals (e.g., *Global Studies of Childhood, Children & Society*, and/or *International Journal of Early Childhood*) and conference presentations (Canadian Association for Research in Early Childhood – CAREC; Canadian Society for the Study of Education – CSSE). My master's thesis will also be publicly posted on the UVic Library website "UVic Space."

If you provide consent to allow me to observe [name of the child] on the premises in the daycare environment, please sign below.

Sincerely,

Tatiane Rigonati Silva

### Manager's Consent

I, \_\_\_\_\_, hereby allow Tatiane Rigonati Silva to observe [name of the child] on the premises in the daycare environment.

By signing this permission form, I consent that I understand the following:

- no information about myself or the other children in the daycare centre will be used for data and results.
- educator's participation in this study will not interfere with their regular duties in the daycare centre.
- this research will be shared and published for the benefit of the participants, early childhood educational, and knowledge development.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria .  
A copy of this consent will be left with you, and a copy will be taken by the researcher.

Manager's name:

---

Signature of Manager

---

Date

## Appendix H

### Letter of Information



**University  
of Victoria**

### *Letter of Information*

#### **Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.**

Dear families:

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and a former preschool teacher. For my master's degree, I am conducting a study that focuses on what factors impact newcomer children in regards to their identity development and sense of belonging in Canada.

One of the children from [daycare center] is participating in my research. To acquire a deeper understanding of this child's continuous identity development, I will observe hers/his/their interactions and experiences with peers and educators in the daycare environment. My observations will be for one hour, once a week for two or three weeks. The observations will be scheduled respecting the children's routine, time, and space.

While the child may interact with others, no information about other children in the daycare centre will be used for data or shared in the findings. During these observations, my data collection will focus exclusively on the child who is participating in the research.

If you have any questions regarding this study, please contact me or my supervisor.

Researcher: Tatiane Rigonati Silva  
Supervisor: Dr. Jodi Streelasky

Sincerely,

Tatiane Rigonati Silva

## Appendix I

Letter of Information for Consent: Educator



**University  
of Victoria**

### ***Letter of Information for Consent: Educator***

#### **Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.**

Dear Educator:

My name is Tatiane Rigonati Silva and I am a master's student in the Department of Curriculum & Instruction (Faculty of Education) at the University of Victoria. I am Brazilian and a former preschool teacher. In Canada, I am teaching courses in the Early Learning and Care program at Camosun College. My research is examining what factors impact newcomer Latin American children's identity development and sense of belonging in Canada. [name of child] and their parents are participating in my study. As this child's educator, I would like to ask you if you (or the daycare) allow on the premises to observe the child in the daycare environment. I would also like to invite you to be a study participant. Therefore, I am asking your permission to engage with you in one semi-structured interview to acquire a deeper understanding of the [name of the child] experiences in your educational and care environment. This knowledge will complement my understanding of children's (focal participants) identity development. The guiding interview questions will be:

- What strategies are used to welcome and connect with newcomer children?
- What opportunities are created to support Latin American newcomer children in developing their identities and creating their sense of belonging in this environment?

**Research Project Title:** Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada.

**Researcher:** Tatiane Rigonati Silva

**Supervisor:** Dr. Jodi Streelasky

**Purpose and Objectives:** My guiding questions for this study with newcomer Latin America children are: 1) What experiences, funds of knowledge, and identities do Latin American newcomer children bring with them to Canada?; 2) What factors impact newcomer Latin American children in relation to their identity development and sense of belonging in Canada?; and 3) In what ways can these children's identities and funds of knowledge be valued and supported in Canadian early years contexts?

I seek to examine which factors impact newcomer Latin American children, in terms of developing their identity and sense of belonging in Canada. I will also explore how this knowledge can inform early childhood curriculum in Canadian early years' contexts that are comprised of cultural, racial, and linguistically diverse newcomers. Furthermore, this research will highlight the importance of honouring the voices of newcomer children.

**Importance of this Research:** This proposed research focuses on newcomer Latin American children's narratives to acknowledge the factors that support or inhibit their identity development and sense of belonging in Canada.

Despite the increase of newcomer children in Canada, their stories on identities have rarely been heard and acknowledged—especially those from Latin America. To fill a gap in the academic literature, I will focus on newcomer Latin American children's cultural, social, and linguistic repertoires.

**Participants' Involvement:** I will meet with you for a one hour semi-structured interview to get a deeper understanding of (child's name) experiences and continuous identity development in the educational context. The schedule will be based on your schedule and routine. The exploratory questions are:

- What strategies are used to welcome and connect with newcomer children?
- What opportunities are created to support Latin American newcomer children in developing their identities and creating their sense of belonging in this environment?

In-person interviews and observations: Participants will be advised if they have or may have come into contact with an individual who has tested positive for COVID-19. Contact information for participants will be stored in a separate file from research data in the event that follow up is needed.

**Risks and Benefits:** Minimal risks apply in this study.

**Anonymity and Confidentiality:** You will be assigned pseudonyms. You will have the opportunity to review their interview transcripts in order to add, delete, or modify their responses.

You can withdraw from the study at any time. If you choose to withdraw from the study, you can also request the withdrawal of your data.

All research data will be stored securely using fingerprint and password protected computer files in Google Drive. The Google Drive cloud is also protected by a password. Data will be also saved on UVic personal student home storage (University Systems).

Data will be stored for 3 years beyond the successful defense of my dissertation, then destroyed.

**Dissemination of Results:** Findings from this study will be shared in my master's thesis as well as scholarly journals (e.g., Global Studies of Childhood, Children & Society, and/or International Journal of Early Childhood) and conference presentations (Canadian Association for Research in Early Childhood – CAREC; Canadian Society for the Study of Education – CSSE). My master's thesis will also be publicly posted on the UVic Library website "UVic Space."

If you provide consent to participate in this study, please sign below.

Sincerely,  
Tatiane Rigonati Silva

### Educator's Consent

I, \_\_\_\_\_, hereby give permission for Tatiane Rigonati Silva to conduct a one hour interview with me to get a deeper understanding of (child's name) experiences and continuous identity development in the educational setting.

By signing this permission form, I consent that I understand the following:

- no identifying information about myself will be used in the results.
- the researcher will use pseudonyms for me.
- this research will be shared and published for the benefit of the participants, early childhood educational, and knowledge development.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria . A copy of this consent will be left with you, and a copy will be taken by the researcher.

Educator's name:

---

Signature of Educator

---

Date

## **Appendix J**

### Script of Exploratory Questions for Parents

1. What were/are the challenges you feel your child encountered in the process of settling in a new country? In what ways did you support or help your child?
2. How important is it for you to keep your culture and language alive while raising your child? How can/cannot it impact your child's identity? How can/cannot it impact your child's sense of belonging in Canada?

## Appendix K

### Human Research Ethics Board Certificate of Approval



Office of Research Services | Human Research Ethics Board  
 Michael Williams Building Rm B202 PO Box 1700 STN CSC  
 Victoria BC V8W 2Y2 Canada T 250-472-4545 | F 250-721-  
 8960 | [uvic.ca/research](http://uvic.ca/research) | [ethics@uvic.ca](mailto:ethics@uvic.ca)

### Certificate of Approval

PRINCIPAL INVESTIGATOR:	<b>Jodi Streelasky</b> (Supervisor)	<b>ETHICS PROTOCOL NUMBER</b>	<b>23-0265</b>
PRINCIPAL APPLICANT:	<b>Tatiane Rigonati Silva</b> Master's student	Expedited review - delegated	
UVIC DEPARTMENT:	<b>Curriculum and Instruction EDCI</b>	ORIGINAL APPROVAL DATE:	14-Jul-2023
		APPROVED ON:	14-Jul-2023
		APPROVAL EXPIRY DATE:	13-Jul-2024
PROJECT TITLE: <b>Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada</b>			
RESEARCH TEAM MEMBERS: <b>None</b>			
DECLARED PROJECT FUNDING: <b>None</b>			
DOCUMENTS INCLUDED IN THIS APPROVAL: tcps2-eptc2-certificate.pdf - 05-Jun-2023 Observation protocol.pdf - 16-Jun-2023 Potential exploratory questions (1).pdf - 18-Jun-2023 Children's verbal consent script.pdf - 18-Jun-2023 Flyer (2).pdf - 11-Jul-2023 Email-Social Media (Facebook closed groups) recruitment script.pdf - 11-Jul-2023 Letter of Information for Consent Educator.pdf - 12-Jul-2023 Letter of Information for Consent Manager.pdf - 12-Jul-2023 Letter of Information for Consent Parent(s)-Caregiver.pdf - 12-Jul-2023			
<b>Conditions of approval</b>			
This Certificate of Approval is valid for the above term provided there is no change in the protocol.			
<b>Amendments</b> To make changes to the approved research procedure in your study, please submit "Amendments" or "Annual renewal with amendments" form. You must receive research ethics approval before proceeding with your amended protocol.			
<b>Renewals</b> Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.			
<b>Project Closures</b> When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.			
<b>Certification</b>			
This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria's policies for research involving human participants.			

## Appendix L

### Human Research Ethics Board Certificate of Approval – Amendments



Office of Research Services | Human Research Ethics Board

Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2  
Canada T 250-472-4545 | F 250-721-8960 | [uvic.ca/research](http://uvic.ca/research) | [ethics@uvic.ca](mailto:ethics@uvic.ca)

### Certificate of Approval - Amendments

PRINCIPAL INVESTIGATOR:	<b>Jodi Streelasky</b> (Supervisor)	<b>ETHICS PROTOCOL NUMBER</b>	<b>23-0265</b>
PRINCIPAL APPLICANT:	<b>Tatiane Rigonati Silva</b> Master's student	Expedited review - delegated	
UVIC DEPARTMENT:	<b>Curriculum and Instruction EDCI</b>	ORIGINAL APPROVAL DATE:	14-Jul-2023
		APPROVED ON:	04-Aug-2023
		APPROVAL EXPIRY DATE:	13-Jul-2024
PROJECT TITLE: <b>Teeter-tottering between worlds: Newcomer children's voices and stories on identity in Canada</b>			
RESEARCH TEAM MEMBERS: <b>None</b>			
DECLARED PROJECT FUNDING: <b>None</b>			
DOCUMENTS INCLUDED IN THIS APPROVAL: tcps2-eptc2-certificate.pdf - 05-Jun-2023 Observation protocol.pdf - 16-Jun-2023 Potential exploratory questions (1).pdf - 18-Jun-2023 Children's verbal consent script.pdf - 18-Jun-2023 Flyer (2).pdf - 11-Jul-2023 Email-Social Media (Facebook closed groups) recruitment script.pdf - 11-Jul-2023 Letter of Information for Consent Educator.pdf - 12-Jul-2023 Letter of Information for Consent Manager.pdf - 12-Jul-2023 Letter of Information for Consent Parent(s)-Caregiver.pdf - 12-Jul-2023 Letter of Information families daycare centre.pdf - 01-Aug-2023			
<b>Conditions of approval</b>			
This Certificate of Approval is valid for the above term provided there is no change in the protocol.			
<b>Amendments</b> To make changes to the approved research procedure in your study, please submit "Amendments" or "Annual renewal with amendments" form. You must receive research ethics approval before proceeding with your amended protocol.			
<b>Renewals</b> Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.			
<b>Project Closures</b> When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.			
<b>Certification</b>			
This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria's policies for research involving human participants.			