



Nataliia Demeshkant

<https://orcid.org/0000-0002-2215-0988>

University of the National Education Commission, Krakow, Poland

nataliia.demeshkant@uken.krakow.pl

Viktoria Kozak

<https://orcid.org/0009-0007-3831-9833>

University of the National Education Commission, Krakow, Poland

viktoria kozak51@gmail.com

Adaptation of refugee children in Polish schools: Teacher-parent collaboration as a strategy for overcoming challenges

Submitted: 31.10.2024

Accepted: 28.05.2025

Published: 27.06.2025



Abstract

Research objectives and problems: The aim of the study is to examine teachers' opinions about the adaptation of refugee children to Polish primary schools. The research problems are as follows: What are the main challenges in the adaptation of refugee children in Polish primary schools? How does teacher-parent collaboration contribute to the adaptation of refugee children in primary schools?

Research methods: This study utilized a qualitative research strategy, combining a diagnostic survey with structured interviews and a case study method supported by observational techniques. Ten teachers from primary schools in Krakow (Poland) participated in structured interviews to share their insights into the challenges faced by refugee children.

Process of argumentation: The adaptation process significantly influences a child's school readiness, cognitive development, and academic achievement. This issue becomes especially critical for refugee children, who must overcome additional challenges within a new educational and social environment.

Research findings and their impact on the development of educational sciences: The study's results indicate that language and cultural differences are major barriers to the adaptation of refugee children. The adaptation process is closely tied to communication, emotional

Keywords:

adaptation,
refugee child,
primary school,
teachers, parents

well-being, facilitation of learning in school, and the ongoing psychological support necessary in a new environment. A key factor determining the success of this process is the level and quality of cooperation between teachers and parents.

Conclusions and/or recommendations: The adaptation of a refugee child is an extremely complex and multifaceted process that requires the involvement of both teachers and parents. In this context, an integrative approach is essential, as the success of teaching and learning depends on the quality of cooperation between these two stakeholder groups. Adaptation extends beyond language acquisition; it also includes emotional, social, and cultural support. Therefore, teachers must be adequately prepared to meet the challenges involved in integrating refugee children.

Introduction

The adaptation process plays a crucial role in shaping a child's school readiness, cognitive development, and academic achievement. This issue becomes especially important in the case of refugee children, who must confront additional challenges in an unfamiliar educational and social environment, compounded by the trauma of being forced to leave their homes due to difficult life circumstances and relocate to a foreign country, often accompanied by only one parent or a grandparent (Karbowniczok et al., 2022; Lunneblad, 2017; Murray, 2019; Januszczyńska, 2010; Capo et al., 2019).

Some of these challenges act as barriers and require targeted responses to improve the effectiveness of the adaptation process. Successful adaptation enables refugee children to acquire essential academic skills and social competencies needed to thrive in school. Moreover, it fosters intercultural competencies among all students – an important benefit in classrooms that increasingly encompass children from diverse cultural backgrounds (Batanero et al., 2021; Müller et al., 2020; Cushner & Mahon, 2009).

The benefits of a successful adaptation process are extensive and multifaceted. For refugee children, adaptation contributes to higher self-esteem, improved academic performance, meaningful social interactions, the formation of peer relationships, stress reduction, and the development

of individual skills and talents (Tobin, 2020; Todorovska-Sokolovska, 2010; Januszewska & Markowska-Manista, 2017). It also enhances communication skills and teamwork skills in classroom groups (Raghallaigh, 2018; Daniel et al., 2020). Moreover, there is a direct connection between the successful adaptation of refugee children in primary school and their greater social integration in the classroom, which in turn supports their emotional well-being (Maegusuku Hewett et al., 2007; Hamilton, 2003). These benefits highlight why the adaptation of refugee children is of such paramount importance in contemporary educational research and pedagogy.

Specific aspects of refugee children's adaptation in primary school

The adaptation of refugee children in primary school involves unique challenges, particularly the need to adjust to a new language and cultural environment. One of the primary difficulties for these students is learning in a language that is not their mother tongue. They must acquire the ability to understand and use the new language both in academic contexts and in social interactions with peers and teachers, which often proves to be particularly demanding (Lang, 2014). Research has shown that linguistic elements such as pronouns, adjectives, and nouns can influence the expression of intergroup prejudice (Graf et al., 2013; Perdue et al., 1990). Limited proficiency in the dominant language plays a significant role in processes of stigmatization and discrimination. The way a minority group is portrayed – even unintentionally – can shape public support for, or resistance to, social equality (Fasoli et al., 2015).

Refugee children bring with them diverse cultural traditions and unique life experiences. Integrating these elements into the school environment is key to helping students adapt and thrive academically (Mikulska, 2018). The development of communicative competence in the new language is especially crucial to successful adaptation (Szybura, 2016). Refugee children also face the challenge of balancing their family culture with the culture of the school. In educational institutions that promote

the acceptance of cultural diversity, students are more likely to feel welcomed and confident, which facilitates their adaptation process. Consequently, it is easier for them to develop communication skills and build cooperative relationships with both peers and teachers (Kornecka & Czyżewska, 2022; Mikulska, 2018; Szybura, 2016).

Effective collaboration between refugee families and teachers requires several key conditions: mutual trust, open communication (often supported by translation services), cultural sensitivity, and active school engagement with parents. When these elements are present, families are more likely to participate in school life, which significantly supports the adaptation and educational progress of their children (Garbat & Szplit, 2023). It is important to note that a lack of peer interaction often leads to reduced academic support, as children frequently learn from and assist one another in overcoming educational challenges. Furthermore, social exclusion hinders refugee children's ability to understand and connect with the culture and traditions of their host country (Stankiewicz & Żurek, 2022).

The crucial issue is the social perception of refugee children and their families. As researchers point out, the term “*refugee*” can carry a stigmatizing connotation, potentially triggering unconscious discrimination against foreign children by the Polish majority (Billing & Tajfel, 1973; Fasoli et al., 2015; Trusz, 2018). When a child experiences intolerance and prejudice from those around them, it can hinder their ability to concentrate on learning. The distress caused by social and emotional challenges may distract them from their education and ultimately lead to lower academic performance (Majewska & Northeast, 2019). In such circumstances, a student may lose trust in their peers and perceive school as an environment where they do not feel safe or accepted (Nazaruk, 2016).

Overcoming the barriers to a refugee child's adaptation necessitates proactive measures within the school to promote tolerance, educate students about cultural diversity, and create an environment in which every child feels accepted and supported. In this context, *proactive* refers to deliberate, anticipatory actions taken by teachers and school staff to prevent problems and promote inclusion, rather than reacting to issues after they arise. According to Brophy (2006), proactive teaching involves planning

and organizing the classroom environment and interactions in ways that encourage student engagement, support positive behavior, and prevent conflict. This includes setting clear expectations, building positive relationships with students and families, and embedding inclusive practices into daily routines. Such an approach is especially important for refugee children, as it creates a stable and welcoming learning environment that addresses their specific social, emotional, and educational needs before problems escalate.

Collaboration with parents and students can build a welcoming and inclusive school atmosphere that supports the adaptation process (Mikulska, 2018). It is also worth highlighting the importance of structured procedures that promote inclusive adaptation by encouraging positive intergroup contact. A well-documented example is Elliot Aronson's *jigsaw classroom* technique, which promotes mutual dependence and collaboration among students by assigning each child a unique and essential role in completing a group task. This method not only improves academic outcomes but also reduces prejudice and fosters empathy among culturally diverse students (Aronson, 2002). Implementing such strategies can significantly enhance refugee children's social integration by encouraging positive peer relationships and reinforcing a sense of belonging in the classroom community.

The role of teacher-parent collaboration in facilitating a child's adaptation process

Collaboration between parents and teachers is a central aspect of successful educational practice (Musiał, 2019; Guan & Benavides, 2021; Myende & Nhlumayo, 2022). The effectiveness of parent-teacher collaboration significantly impacts a child's adaptation process in school. Parents possess valuable insights into their children's needs and the most appropriate ways to address them, while teachers have a deeper understanding of how the child is managing the learning process and adapting to various conditions in the school environment. The exchange of information

and experiences between parents and teachers offers numerous benefits, primarily for the student.

This collaboration should be grounded in regular communication, rather than limited to ad hoc exchanges of information and mutual expectations. Equally important is the principle of mutual trust and the establishment of true partnerships between parents and teachers. Another vital element of this cooperation is taking joint action when adaptation or educational difficulties are identified in a particular student.

Musiał (2019) identifies several obstacles to effective cooperation between parents and teachers. The main challenges include mutually demanding attitudes, a lack of trust, the tendency to assign blame for a student's adaptation difficulties, and parents' expectations that schools should prioritize academic instruction over the holistic development of students (Musiał, 2019). Górny et al. (2017) emphasize that refugee families often experience uncertainty and disorientation in the school environment, which may hinder their ability to build productive partnerships with educators. Recognizing these psychological and cultural factors is essential for developing strategies that build trust, reduce anxiety, and encourage open communication.

Practical forms of cooperation between parents and teachers in the child's adaptation process include:

- Individual meetings
- Parent-teacher conferences
- Exchange of electronic correspondence
- Collaboration in planning the student's homework (though this may be significantly limited by the demands of the core curriculum)
- Observation of the child's behavior by both teachers and parents, along with the sharing of experiences and opinions
- Joint preparation of a support plan for students facing learning or adaptation challenges
- Participation in the parents' council (Turek, 2006).

The variety of available forms of cooperation between teachers and parents is both a strength and a key factor in shaping a student's success in school adaptation. The quality of this collaboration significantly influences the effectiveness of the adaptation process and can enhance each student's educational opportunities (Zengin & Akdemir, 2020; Kim & Kang, 2024).

Research problems

Given the discussed theoretical assumptions and empirical evidence, the research problems of the present study are as follows:

1. What are the main challenges in the adaptation of refugee children in Polish primary schools?
2. How does teacher-parent collaboration contribute to the adaptation of refugee children in primary school?

Materials and methods

The study employs a qualitative research methodology. Thematic analysis (Braun & Clarke, 2006) was used to identify, analyze, and report patterns (themes) within the data. The research was conducted from September 2023 to April 2024. Data were collected through semi-structured interviews. The interview questions were aligned with the research aims and addressed a predefined set of topics, including the adaptation challenges faced by refugee children, the role of parental cooperation in supporting the child's adaptation to a new learning environment, and the school's readiness to facilitate the adaptation process.

Each interview lasted between 20 and 30 minutes. Participants were informed that the interviews would be recorded and analyzed for scientific purposes. For data analysis, the thematic analysis approach (Braun & Clarke, 2006) was used. Participants' responses were transcribed and reviewed by

all researchers to ensure accuracy. Each researcher independently generated initial codes, which were then compared and discussed to develop a shared coding framework. Manual coding was used to allow close engagement with the data. Codes were grouped into categories and subcategories based on relevance, recurrence, and conceptual coherence. Themes were identified through collaborative discussion. The researchers remained in continuous dialogue throughout the analysis process to align interpretations and ensure consistency in narrative construction and thematic organization.

Participants

Ten teachers from primary schools in Kraków participated in structured interviews to share their insights on the adaptation challenges faced by refugee children. The sampling method used in this study was purposive rather than random, as participants were selected based on their direct experience working with refugee students. All respondents were women aged between 32 and 43, working as class teachers in primary schools in Kraków that serve refugee children, the majority of whom are from Ukraine. Each teacher manages a relatively large class, with student numbers ranging from 25 to 28. Their teaching experience spans from 1 to 8 years. The number of participants was determined based on the principle of theoretical saturation (Glaser, 1978); data collection was concluded when no new themes were emerging from subsequent interviews.

Results

In light of the research problems, this section first outlines the challenges faced by refugee children in adapting to primary school. Subsequently, it presents a reconstruction of teachers' views on school-parent cooperation and its perceived importance in the adaptation of refugee children within the school context.

Challenges faced by refugee children in adapting to primary school

The analysis of teachers' statements revealed several subcategories within the overarching category of *challenges in adapting a refugee child in primary school*. These subcategories include:

- perceived sources of adaptation difficulties,
- teachers' observations regarding differences between Polish and refugee students in terms of school adjustment, and
- the strategies and actions that teachers reported using to support refugee children in overcoming these challenges.

For each subcategory, specific codes have been defined, and relevant examples of teachers' statements have been selected (Table 1).

Table 1. Analysis of the category: Challenges in adapting refugee children in primary school

Subcategories	Codes	Examples of Respondent Statements
Sources of adaptation challenges	Communication issues	"The child experiences communication difficulties, which can result in feelings of disorientation, social withdrawal, and reluctance to engage with peers." "Refugee students often encounter additional language barriers that hinder their ability to communicate effectively and build relationships."
	Breakdown of existing ties and relationships with peers	"The disruption of established friendships from previous environments poses a significant challenge for any child."
	Heightened adaptation difficulties among boys	"Girls tend to learn more easily than boys, likely due to their faster developmental progression in early stages, which enables them to grasp new concepts faster."
	Heightened adaptation difficulties among older children	"Young children adapt more easily than older, more communicatively mature children. Emotionally, preschool children have an advantage because they are not yet self-conscious and do not worry about what others might think." "Younger children, due to their natural flexibility, tend to adapt more readily to new conditions."
	Feelings of anxiety and stress	"A child may experience stress and anxiety related to a new, unfamiliar environment. This uncertainty can contribute to increased levels of stress."
	Understanding new school rules and curriculum requirements	"Having to learn new rules and curriculum can be a challenge."

Subcategories	Codes	Examples of Respondent Statements
Differences in the adaptation processes of Polish and refugee students	Feelings of frustration and irritation in children	"For an extended period after joining the new class, refugee children often experience significant frustration and irritation."
	Provision of support and attention	"Refugee children require additional support and attention. I frequently find myself needing to explain concepts multiple times and sometimes resort to using gestures or visual aids to facilitate understanding."
	Cultural barriers and differences	"Cultural differences can contribute to feelings of alienation and create difficulties in understanding new norms and routines."
Teacher strategies and interventions to mitigate adaptation challenges	Learning environment	"I strive to establish a friendly and supportive environment." "I utilize simple language and visual aids to facilitate children's understanding of the instructions."
	Elements of play and game activities	"I organize games and activities that promote group integration and encourage cooperation." "I have frequently facilitated team-building games focused on getting to know one another, discussing shared interests, and exploring common preferences, such as favorite foods." "We also organize small group classes, which facilitate faster language acquisition for the children."
	Instructional materials	"We utilize iconographic and video materials." "There is a need for additional teaching materials tailored to the needs of refugee children."
	Collaboration with other teachers and school support staff	"I cooperate with a teacher of Polish as a foreign language to provide additional language lessons, and with a psychologist or school cultural assistant."
	Teacher professional development	"Provide professional development for teachers to enhance their effectiveness in addressing the adaptation challenges faced by refugee children."

According to the teachers interviewed, one of the primary sources of adaptation challenges is communication difficulties (cf. Code #1: *Communication issues*, Table 1). These difficulties are believed to be intensified by the stress that many refugee children experience, as well as by the disruption of established social ties and peer relationships in their home countries.

Teachers noted that boys face greater adaptation difficulties compared to girls, and that older children tend to struggle more than younger ones. For younger children, communication in Polish, which is a foreign language for them, often takes the form of play, which facilitates smoother interaction. In addition to the anxiety and fear associated with being forced to relocate to a foreign country, these children must also adjust to new school rules and curriculum demands.

The subcategory on perceived differences in school adaptation between Polish and refugee children includes codes based on teachers' observations of increased frustration and irritability among refugee students (cf. Code #1: *Feelings of frustration and irritation in children*, Table 1). According to respondents, such emotional responses require additional attention and time from teachers. Cultural differences were also cited as a source of difficulty, often requiring explanation, translation, and mutual adjustment among students.

A significant subcategory concerns the strategies that, according to the interviewed teachers, they and their schools employ to mitigate the adversities encountered by refugee students. The participants identified several recurring themes, including efforts to create a child-friendly learning environment (cf. Code #1: *Learning environment*, Table 1), the use of games and classroom activities (including integration games), organizing small-group work, and preparing tailored teaching materials such as task cards in both Polish and the child's native language. Teachers also emphasized the importance of collaboration with colleagues and school specialists, as well as ongoing professional development to improve their competencies in working with refugee students.

The role of teacher-parent cooperation in the adaptation of refugee children

The analysis of teachers' statements led to the identification of several subcategories within the broader category of *teacher-parent cooperation*, including the family as a supportive environment for the child's adaptation to a new learning setting, parent-school relationships, and overall school-parent collaboration. Codes were defined for each subcategory based on the teachers' statements (see Table 2).

Table 2. Analysis of the category: Teacher-Parent Cooperation

<i>Subcategories</i>	<i>Codes</i>	<i>Examples of Respondent Statements</i>
Family as a supportive environment for the child's adaptation to a new learning setting	Support within the family environment	"Family is key support – kids who have strong support at home adapt more easily to new situations."
	Parental support in adapting to new conditions	"Parents can assist their child in learning the language, understanding new rules, and building relationships with peers."
	Open family communication	"When there is a lack of open communication in the family, the child may face greater difficulties as they are removed from their familiar environment."
Parent–school relationships	Parental involvement in addressing their child's needs at school	"If the parents are not interested in what happens in the classroom or the school, the child will not be either, and will treat the new school environment as temporary and unimportant." "Some parents are very involved and want to know every detail about their child's day, including whether they have eaten or drunk anything, and what activities they have engaged in. Conversely, some parents do not ask about their child's school experience for two to three months." "Many single parent-refugees, particularly mothers, may struggle to find time for school involvement due to the demands of work and the need to support themselves and their children."
	Frequency of meetings between teachers and parents	"Regular meetings and open communication with parents help build trust and develop a collaborative strategy to support the child."
	Family support	"Parents of refugee children receive support from psychological and educational counseling centers, or from school personnel such as counselors, psychologists, or intercultural assistants."
School–parent cooperation	Use of electronic tools for communicating with parents	"In the age of the internet, staying in touch with parents remotely is not a problem."
	Enhanced collaboration in response to the child's increased adaptation difficulties	"I observe that refugee parents are often more engaged because they are aware of the additional challenges their children face."

Regarding the subcategory *family as a supportive environment for the child's adaptation to a new learning setting*, the teachers who participated in the interviews emphasized the family as a crucial factor in a child's adaptation to a new educational environment. The home climate – including whether the child feels supported – significantly influences their ability to adjust to new living and learning conditions.

The subcategory *parent-school relationships* includes codes related to the importance of parental interest in their child's situation at school, their involvement in addressing difficulties in the new environment, and

the significance of regular meetings and ongoing communication with the teacher. This proactive approach helps in overcoming problems as they arise. According to the teachers, parents frequently express a strong willingness to engage with the school in order to seek support from school counselors or psychologists, as well as to access professional consultations from psychological and educational counseling centers. Communication between parents and teachers was generally characterized by openness and mutual trust.

The subcategory *school-parent cooperation* refers to respondents' opinions on how to establish and maintain regular contact with students' families. Teachers recognized the necessity of individualizing their cooperation with parents – both those of Polish children and refugee children. Individual parents showed varying levels of interest in their child's school activities and progress in adapting to the primary school setting. Teachers observed that many refugee children come from single-parent families, where the mother often bears sole responsibility for childcare while also working to support the family. As a result, these parents frequently have limited time to attend school meetings, which can heighten the child's sense of loneliness in the new environment. In such cases, teachers implement remote communication methods with parents, which, according to the respondents, have proven effective.

In conclusion, it can be affirmed that teachers place strong emphasis on collaborating with parents to address the adaptation challenges faced by refugee children. They advocate for fostering open, friendly communication and organizing regular interactions between teachers and parents. The surveyed teachers believe that close and consistent collaboration between parents and the school is a key factor in supporting the child's adaptation to a new school. It can also be concluded that school-parent relationships for refugee children are largely influenced by individual factors, particularly the varying degrees of parental willingness to engage with teachers.

Discussion

The aim of this study was to explore teachers' opinions about the adaptation challenges faced by refugee children in Polish primary schools and to examine the role of school-parent cooperation in supporting this adaptation.

The analysis of teachers' interviews revealed that the most significant obstacles to successful adaptation are language barriers and cultural differences. Respondents also emphasized the importance of teacher strategies and resources, parental involvement, and school-parent communication as key supportive factors.

The challenges identified in this study are consistent with findings from previous research in various international contexts. Language skills have been repeatedly highlighted as a fundamental component of successful adaptation, influencing educational progress, intergroup relations, and the formation of friendships (Aydin & Kaya, 2017; Hek, 2005; Madziva & Thondhlana, 2017; Tip et al., 2019). Croatian researchers have identified three core themes related to the general needs of refugee children integrating into schools: educational, language, and social needs (Vrdoljak et al., 2024).

An important finding of this study is the significance of communication between refugee parents and schools in addressing the challenges that their children face in a new educational environment. These results align with earlier research that emphasizes the necessity of involving parents in overcoming language and cultural barriers during the adaptation process for children learning in a foreign language (Lang, 2014; Kuszak, 2016). Active parental involvement in helping refugee children overcome communication and cultural obstacles is essential to their successful adaptation to school in a new environment (Skibska, 2012). The study also found that younger children and girls adapted more successfully than older students and boys. These findings are consistent with the analysis by Majewska and Northeast (2019), who identify age as a key variable in understanding the adaptation difficulties faced by foreign-language children in primary schools.

Our findings also revealed that electronic tools can be effective in helping to overcome language barriers in communication between parents and teachers. These results concur with the findings of other authors who emphasize that using a variety of organizational forms and communication tools within schools facilitates cooperation between parents and teachers, thereby enhancing the adaptation process for foreign-language children in primary schools (Turek, 2006). Research from Finland similarly demonstrates that understanding the challenges faced by migrant students – along with the methods and support systems they use to overcome these difficulties – is essential for developing effective and culturally responsive pedagogical practices (Kaukko et al., 2022).

The findings can be interpreted through the lens of ecological systems theory (Bronfenbrenner, 1974), which highlights the interaction between individual, family, and institutional systems in shaping child development. In this context, the school functions as a microsystem in which adaptation is supported not only through pedagogical strategies but also through relational networks involving teachers, parents, and peers. The results also underscore the importance of social capital theory: when families and schools develop trust and mutual understanding, they create a support network that enhances the child's ability to cope with new challenges (Bourdieu, 2011). These theoretical lenses help explain why strategies focused on building strong interpersonal relationships and reducing linguistic and cultural distance are perceived by teachers as effective.

Implications for educational practice

Based on the findings, the following practical recommendations can be offered:

1. There is a pressing need for additional teacher training focused on the adaptation of refugee children, particularly in fostering cooperation with parents to enhance the quality of the adaptation process.

Teacher training programs should include the use of appropriate teaching materials and address the specific needs of refugee students. Instruction in methods for teaching Polish as a foreign language, as well as techniques that support cultural integration, is essential for improving adaptation outcomes. In addition, effective communication with the parents of refugee children should be a central component of ongoing teacher training. Employing appropriate communication styles is key to building trust between parents and teachers.

2. It is crucial to equip primary schools with appropriate teaching resources, including educational materials tailored to the needs of non-native-speaking children, to help them effectively navigate the challenges of adaptation. Adequate resources are indispensable not only for the adaptation process itself, but also for expanding the educational opportunities available to refugee children. These students often encounter language barriers that significantly hinder their ability to understand instructional content and communicate with teachers and peers. By providing suitable teaching resources, schools can support a gradual introduction to a new language and culture, thereby enhancing students' confidence and motivation to learn. Moreover, access to appropriate materials enables the individualization of the learning process, which is particularly important for refugee students.

Conclusions

It is imperative to provide appropriate teaching equipment in primary schools, including educational materials tailored to the needs of non-native-speaking children, to help them navigate the challenges of adaptation. Adequate teaching resources are vital not only for the adaptation process itself, but also for enhancing the overall educational opportunities available to refugee children. These students often face language barriers that significantly hinder their ability to comprehend learning materials and to communicate with teachers and peers. By offering suitable teaching resources, schools can support a gradual introduction to a new language

and culture, thereby boosting students' confidence and motivation to learn. Furthermore, access to appropriate materials allows for the individualization of the learning process, which is particularly important for refugee students.

Teacher-parent cooperation occurs through regular meetings and contact by telephone or via the Internet. The use of electronic tools plays an important role in supporting this collaboration, particularly in light of potential language barriers in communication between teachers and parents. Open communication that considers the child's developmental needs and abilities is a prerequisite for successful adaptation in primary school. This enables teachers to better understand the individual challenges that each child faces and to adjust teaching methods and support strategies accordingly. Parents, in turn, are able to monitor their child's progress and actively participate in both the educational process and the child's adaptation to primary school.

It is also important to stress that teachers recognize the need for increased cooperation in response to the intensified adaptation challenges faced by refugee children. As a result, parents become more engaged in their children's adaptation process and communication with teachers, which can contribute to improved outcomes for foreign-language students in primary school.

At the same time, this study has certain limitations. The findings are based solely on teachers' perspectives, without including the voices of refugee children or their parents. This narrows the scope of the analysis and limits the depth of understanding regarding individual adaptation experiences and teacher-parent collaboration. These limitations will be addressed in future research through the inclusion of multiple perspectives, which will enable triangulation and a more comprehensive understanding of the adaptation process in school settings.

Funding: No funding was received for conducting this study.

Competing Interests: The authors have no relevant financial or non-financial interests to disclose.

References

- Aronson, E. (2002). Building empathy, compassion, and achievement in the jigsaw classroom. In J. Aronson (Ed.), *Improving academic achievement* (pp. 209–225). Academic Press.
- Aydin, H., & Kaya, Y. (2017). The educational needs of and barriers faced by Syrian refugee students in Turkey: A qualitative case study. *Intercultural Education*, 28(5), 456–473. <https://doi.org/10.1080/14675986.2017.1336373>
- Batanero, J. M. F., Hernández Fernández, A., & Colmenero Ruiz, M. J. (2021). Immigrant pupils and intercultural teaching competencies. *Education and Urban Society*, 53(2), 163–184.
- Billig, M., & Tajfel, H. (1973). Social categorization and similarity in intergroup behaviour. *European Journal of Social Psychology*, 3(1), 27–52. <https://doi.org/10.1002/ejsp.2420030103>
- Bourdieu, P. (2011). The forms of capital (1986). In I. Szeman & T. Kaposy (Eds.), *Cultural theory: An anthology* (pp. 81–93). Wiley-Blackwell.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17–43). Lawrence Erlbaum Associates.
- Capo, K., Espinoza, L., Khadam-Hir, J., & Paz, D. (2019). Creating safe spaces for children's voices to be heard: Supporting the psychosocial needs of children in times of trauma. *Journal of Early Childhood Teacher Education*, 40(1), 19–30. <https://doi.org/10.1080/10901027.2019.1578309>
- Cushner, K., & Mahon, J. (2009). Developing the intercultural competence of educators and their students. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 304–320). Thousand Oaks, CA: Sage.
- Daniel, M., Ottemöller, F. G., Katsi, M., Hollekim, R., & Tesfazghi, Z. Z. (2020). Intergenerational perspectives on refugee children and youth's adaptation to life in Norway. *Population, Space and Place*, 26(6), e2321.

- Fasoli, F., Maass, A., & Carnaghi, A. (2015). Labelling and discrimination: Do homophobic epithets undermine fair distribution of resources? *British Journal of Social Psychology*, 54(2), 383–393. <https://doi.org/10.1111/bjso.12090>
- Garbat, A., & Szplit, A. (2023). Support for children coming from Ukraine based on analysis of education board websites in Poland. *Forum Pedagogiczne*, 13(2), 125–135.
- Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, CA: Sociology Press.
- Górny, A., Grzymała-Moszczyńska, H., Klaus, W., & Łodziński, S. (2017). *Uchodźcy w Polsce. Sytuacja prawna, skala napływu i integracja w społeczeństwie polskim oraz rekomendacje* [Refugees in Poland: Legal status, scale of inflow and integration into Polish society, and recommendations]. Kraków-Warszawa: Komitet Badań nad Migracjami PAN.
- Graf, S., Bilewicz, M., Finell, E., & Geschke, D. (2013). Nounscutslices: Effects of linguistic forms on intergroup bias. *Journal of Language and Social Psychology*, 32, 62–83. <https://doi.org/10.1177/0261927X12463209>
- Guan, A. G. R., & Benavides, N. G. (2021). Parent-teacher-learner collaboration in facilitating modular instruction. *United International Journal for Research & Technology*, 2(7), 80–89.
- Hamilton, R. (2003). Schools, teachers and the education of refugee children. In R. Hamilton & D. Moore (Eds.), *Educational interventions for refugee children* (pp. 97–110). Routledge.
- Hek, R. (2005). The experiences and needs of refugee and asylum seeking children in the UK: A literature review. *National Evaluation of the Children's Fund*. University of Birmingham.
- Januszewska, E. (2010). *Dziecko czeczeńskie w Polsce. Między traumą wojenną a doświadczeniem uchodźstwa* [The Chechen child in Poland: Between the trauma of war and the experience of exile]. Wydawnictwo Adam Marszałek.
- Januszewska, E., & Markowska-Manista, U. (2017). *Dziecko „inne” kulturowo w Polsce. Z badań nad edukacją szkolną* [The culturally “other” child in Poland: From research on school education]. Wydawnictwo Akademii Pedagogiki Specjalnej.
- Karbowniczek, J., Ordon, U., & Łopot, M. (2022). New challenges faced by the Polish institutions of preschool and early-school education (ECEC) in the con-

- text of the war in Ukraine. *Multidisciplinary Journal of School Education*, 11(2[22]), 289–309.
- Kaukko, M., Alisaari, J., Heikkola, L. M., & Haswell, N. (2022). Migrant-background student experiences of facing and overcoming difficulties in Finnish comprehensive schools. *Education Sciences*, 12(7), 450.
- Kim, Y., & Kang, J. (2024). Building trusting relationships and reciprocal community: Inquiries into teachers working for and with undocumented migrant parents. *Equity & Excellence in Education*, 57(3), 333–345.
- Kornecka, A., & Czyżewska, K. (2022). *Adaptacja uczniów klas I–III z Ukrainy* [Adaptation of students of grades I–III from Ukraine]. In Z. Zbróg (Ed.), *Dzieci z Ukrainy – pomoc, integracja i wsparcie edukacyjne w przedszkolu, w szkole i w instytucjach samorządowych* [Children from Ukraine – assistance, integration and educational support in kindergarten, at school and in local government institutions] (pp. [insert pages if known]). Kielce: Kieleckie Towarzystwo Naukowe.
- Kuszek, K. (2016). *Dziecko w przestrzeniach języka ojczystego. Wybrane aspekty* [The child in the spaces of the native language: Selected aspects]. *Studia i Rozprawy*, 42, 65–83.
- Lang, E. (2014). *Teoria i praktyka nauczania języków obcych w szkole podstawowej. Lingwistyczne i dydaktyczne podstawy koncepcji programu nauczania języka angielskiego i francuskiego w klasach I–IV. Edukacja dwujęzyczna w przedszkolu i w szkole* [Theory and practice of teaching foreign languages in primary school: Linguistic and didactic foundations of the teaching program for English and French in grades 1–4. Bilingual education in preschool and school]. *Studia Naukowe IKLA*, 22, 47–67.
- Lunneblad, J. (2017). Integration of refugee children and their families in the Swedish preschool: Strategies, objectives and standards. *European Early Childhood Education Research Journal*, 25(3), 359–369.
<https://doi.org/10.1080/1350293X.2017.1308162>
- Madziva, R., & Thondhlana, J. (2017). Provision of quality education in the context of Syrian refugee children in the UK: Opportunities and challenges. *Compare: A Journal of Comparative and International Education*, 47(6), 942–961.
<https://doi.org/10.1080/03057925.2017.1375848>

- Maegusuku-Hewett, T., Dunkerley, D., Scourfield, J., & Smalley, N. (2007). Refugee children in Wales: Coping and adaptation in the face of adversity. *Children & Society*, 21(4), 309–321.
- Majewska, A., & Northeast, K. (2019). *Problemy i wyzwania nauczycieli uczących dzieci cudzoziemskie we wrocławskich szkołach* [Problems and challenges of teachers working with foreign children in Wrocław schools]. *Roczniki Humanistyczne*, 10, 83–98.
- Mikulska, A. (2018). *Wielokulturowość w polskiej szkole: przykłady dobrych praktyk na podstawie doświadczeń Szkoły Podstawowej w Mrokwie* [Multiculturalism in the Polish school: Examples of good practices based on the experiences of the Primary School in Mroków]. In P. Gębał (Ed.), *Edukacja wobec migracji: konteksty glottodydaktyczne i pedagogiczne* [Education in the face of migration: Glottodidactic and pedagogical contexts] (pp. [insert pages if known]). Kraków: Księgarnia Akademicka.
- Müller, F., Denk, A., Lubaway, E., Sälzer, C., Kozina, A., Perše, T. V., ... & Jurko, S. (2020). Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. *Educational Research Review*, 29, 100304.
- Murray, J. S. (2019). War and conflict: Addressing the psychosocial needs of child refugees. *Journal of Early Childhood Teacher Education*, 40(1), 3–18.
<https://doi.org/10.1080/10901027.2019.1569184>
- Musiał, E. (2019). *Współpraca rodziców i nauczycieli czynnikiem warunkującym efektywność pracy szkoły (ze szczególnym uwzględnieniem edukacji wczesnoszkolnej) – perspektywa teoretyczna* [Parent-teacher cooperation as a factor determining school effectiveness (with special regard to early childhood education) – a theoretical perspective]. *Wychowanie w Rodzinie*, 2, 258–263.
- Myende, P. E., & Nhlumayo, B. S. (2022). Enhancing parent–teacher collaboration in rural schools: Parents’ voices and implications for schools. *International Journal of Leadership in Education*, 25(3), 490–514.
- Nazaruk, S. (2016). *Proces socjalizacji w klasach zróżnicowanych kulturowo – przykłady z praktyki szkolnej* [The process of socialization in culturally diverse classrooms – examples from school practice]. *Edukacja Elementarna w Teorii i Praktyce*, 4, 39–50.

- Perdue, C. W., Dovidio, J. F., Gurtman, M. B., & Tyler, R. B. (1990). Us and them: Social categorization and the process of intergroup bias. *Journal of Personality and Social Psychology*, 59, 475–486.
<https://doi.org/10.1037/0022-3514.59.3.475>
- Raghallaigh, M. N. (2018). The integration of asylum seeking and refugee children: Resilience in the face of adversity. In J. Bhabha (Ed.), *Research handbook on child migration* (pp. 351–368). Edward Elgar Publishing.
- Skibska, J. (2012). *Środowisko rodzinne jako czynnik warunkujący rozwój dziecka* [The family environment as a factor influencing child development]. In K. Feruga, A. Ostrowska-Knapik, & R. Wojtoń (Eds.), *Przekraczanie granic* [Crossing borders] (Vol. II, pp. 109–117). Praha: Verbum.
- Stankiewicz, K., & Żurek, A. (2022). *Edukacja uczniów cudzoziemskich w polskich szkołach w czasie pandemii – przegląd badań* [Education of foreign students in Polish schools during the pandemic – a review of research]. *Studia BAS*, 1, 109–122.
- Szybura, A. (2016). *Nauczanie języka polskiego dzieci imigrantów, migrantów i re-emigrantów* [Teaching Polish to immigrant, migrant, and repatriated children]. *Klasy Wielejęzyczne*, 1, 112–117.
- Tip, L. K., Brown, R., Morrice, L., Collyer, M., & Easterbrook, M. J. (2019). Improving refugee well-being with better language skills and more intergroup contact. *Social Psychological and Personality Science*, 10(2), 144–151.
<https://doi.org/10.1177/1948550617752062>
- Tobin, J. (2020). Addressing the needs of children of immigrants and refugee families in contemporary ECEC settings: Findings and implications from the Children Crossing Borders study. *European Early Childhood Education Research Journal*, 28(1), 10–20. <https://doi.org/10.1080/1350293X.2020.1707359>
- Todorovska-Sokolovska, V. (2010). *Integracja i edukacja dzieci imigrantów w krajach Unii Europejskiej – wnioski dla Polski* [Integration and education of migrant children in EU countries – lessons for Poland]. Warsaw: Instytut Spraw Publicznych.
- Trusz, S. (2018). *Psychosocial and educational mechanisms of stereotyping, prejudice and discrimination against children of seasonal migrants*. Scientific Publishing House Scholar.

- Turek, J. (2006). *Współpraca nauczyciela z rodzicami a adaptacja dziecka w przedszkolu* [Teacher-parent cooperation and child adaptation in preschool]. *Edukacja Elementarna w Teorii i Praktyce*, 2, 49–52.
- Vrdoljak, A., Stanković, N., Čorkalo Biruški, D., Jelić, M., Fasel, R., & Butera, F. (2024). "We would love to, but..." – Needs in school integration from the perspective of refugee children, their parents, peers, and school staff. *International Journal of Qualitative Studies in Education*, 37(2), 512–529.
- Zengin, M., & Akdemir, Ö. A. (2020). Teachers' views on parent involvement for refugee children's education. *Journal of Computer and Education Research*, 8(15), 75–85.