

1 Chapter 4

3
5 **Building Welcoming and Inclusive Schools**
7 **for Immigrant and Refugee Students:**
9 **Policy, Framework and Promising Praxis**

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13 **Abstract**

15 In 2017, 22% of the Canadian population are foreign-born immigrants and
17 one in five is a visible racial minority. Canadian schools and classrooms
19 mirror the diversity of the society and are populated with more and more
21 immigrant and refugee students from diverse ethnic, cultural and linguistic
23 backgrounds each year. Uprooted from their home countries and familiar
25 environments, immigrant and refugee students experience barriers and chal-
27 lenges in new living and educational environments. The increasing number
29 of immigrant and refugee students and their unique educational needs and
31 challenges have called building welcoming and inclusive schools a priority
33 in Canadian education system. This chapter addresses the urgent need for
high-impact policies, practices and praxis to build welcoming and inclusive
schools for immigrant and refugee students through cross-sector commu-
nity engagement. Based on several empirical studies, critical and extensive
literature review and authors' professional reflections, this chapter intro-
duces a theoretical framework of building welcoming and inclusive schools
for immigrant and refugee students and introduces the promising strategies
of engaging community stakeholders, including educators, students, par-
ents, governments and community organizations and agencies.

35 *Keywords:* Welcoming and inclusive school; immigrant and refugee
37 students; community engagement framework and praxis; immigration in
Canada; global migration and interconnection; culturally responsive
leadership; curriculum and pedagogy

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1 **Introduction**

3 Canadian schools and classrooms are populated with more and more immigrant
 5 and refugee students from diverse ethnic, cultural and linguistic backgrounds
 7 each year because of increased global migration, global geopolitical instabilities
 9 and the nation's immigration policy. Uprooted from their home countries and
 11 familiar education systems and transitioning into the new living and educational
 13 environments, immigrant and refugee students experience barriers and chal-
 15 lenges in schools, such as language, exclusion and isolation, psychosocial stress,
 17 racism and discrimination and bullying. These challenges and issues send a clear
 19 message that schools need to take a systematic approach ensuring the environ-
 21 ment and culture is welcoming and inclusive to all students. Based on praxis
 23 accumulated through empirical studies, critical literature review and authors'
 professional reflection, this chapter introduces a policy framework and promis-
 ing praxis of building welcoming and inclusive schools for newcomer students. It
 starts with a review on the impact of global interconnection and migration on
 education and Canadian immigration policy and trends. Following the discus-
 sion on the needs for and characteristics of welcoming and inclusive schools, the
 chapter presents a theoretical framework for building welcoming and inclusive
 schools informed by literature and empirical studies. At the end, the chapter dis-
 cusses key actors for welcoming and inclusive schools and promising praxis in
 capacity building and community engagement.

25 **Immigration Policy and Trends in Canada**

27 Major urban areas across Canada have received significant numbers of
 29 war-affected refugees and as a result, local educational systems are struggling
 31 to respond (MacNevin, 2012; Rummens & Dei; Stewart, 2009, 2011).
 33 Approximately 240,000 newcomers settle in Canada each year – 6,000 of these
 people are child refugees (Statistics Canada, 2012). By 2036, one-third of the
 Canadian population will be visible minority and 49.1% of children under the
 age of 15 will be foreign-born or have at least one foreign-born parent (Statistics
 Canada, 2017).

35 With a long immigration history, Canada is a nation of immigrants and the
 37 descendants of immigrants. Immigration is not only a powerful demographic
 39 force for growing the Canadian population but also has strong influence on the
 41 social, cultural, political and economic development in the nation (Edmonston,
 43 2016). Immigration policy in Canada is structured around two main categories:
 permanent residents and temporary visitors. Except for voting/running for polit-
 ical offices and holding jobs that needs a high-level security clearance, perman-
 ent residents in Canada get most benefits that citizens receive, including free
 public education, health care, employment eligibility and protection under
 Canadian law and the Canadian Charter of Rights and Freedoms
 (Government of Canada, 2018).

45 International migrants become permanent residents in Canada through three
 programmes: economic, family reunification and refugees. On average, Canada

1 offers permanent residency to about 250,000 immigrants and refugees from
2 more than 190 countries each year over the past decade (CIC, 2017). Between
3 2011 and 2016, 60.3% were granted permanent resident status through economic
4 immigration programme, 26.8% arrived under the Family Class and 11.6% were
5 refugees. As of 2016, 22% of the Canadian population are foreign-born immi-
6 grants and one in five is a visible racial minority (Statistics Canada, 2017). In
7 general, student demographics mirror the Canadian population demographics.
8 In this chapter, newcomers refer to the foreign-born immigrants and refugees
9 who have been granted permanent residence and lived in Canada no more than
10 five years.

11 A new immigration trend emerged in Canada in recent years. While large
12 provinces and metropolitan cities continue to see an increasing number of new-
13 comers, smaller provinces and cities are receiving higher proportions of new-
14 comers than before. For example, the number of immigrants on Prince Edward
15 Island (PEI) – the smallest Canadian province, has increased from 565 in 2006
16 to 8,940 in 2017, (PEI Statistics Bureau, 2017). Before 2006, PEI had a homo-
17 genous population of 136,000 people and most of the established residents are
18 descendants of Scottish, English, Irish and French immigrants. During the past
19 decade, the total foreign-born population in PEI increased from 1% to 10%.
20 Most newcomers reside in Charlottetown, the capital city with a population of
21 67,820 residents (Statistics Canada, 2017). Based on the percentage of new-
22 comers, the 12 top source countries for recent immigrants and refugees in PEI
23 include China, United Kingdom, United States, Philippines, Netherlands,
24 Germany, Iran, India Syria, Nepal, Bhutan and South Korea. The increased
25 ethnic, cultural and linguistic diversity is reflected not only in communities but
26 also in its provincial educational system. Schools are facing a daunting task of
27 developing responsive policies and praxis helping newcomer students settle and
28 integrate in new environments.

29 The immigration trends in Canada and the increasing diversity of student
30 population in urban and rural schools chart an important task to provide a wel-
31 coming, inclusive, just, and equitable educational system and an environment
32 for all students, particularly for the immigrant and refugee students who are
33 often underserved by the existing education systems and praxis.

35

Newcomer Students' Needs for Welcoming and Inclusive Schools

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38 Mainstream immigrant integration policy and practices have not targeted immi-
39 grant and refugee children as a group requiring specific integration support in
40 Canada and elsewhere (Ali & Gidley, 2014; Gouin, 2016). Therefore, immigrant
41 and refugee students' integration academically, socially and culturally has been
42 a consistent challenge faced by both newcomer students and their schools.
43 Immigrant and refugee children and their families experience several common
44 challenges, including stresses of getting to know new cultures and school environ-
45 nments, adjustment to new learning and teaching styles, language barriers in
learning, communicating with students, teachers and administrators, racism and

1 discrimination from local students and community members and lack of access
2 to culturally responsive education support and services (Koch, Gin, & Knutson,
3 2015; Mackay & Tavares, 2005; Morrison & Bryan, 2014; Ricento, 2013;
4 Tamer, 2014; Williams & Butler, 2003). Immigrant children often come to new
5 countries with their parents, who face barriers to effectively engage in their chil-
6 dren's education. These barriers include limited communication skills in the offi-
7 cial languages of the receiving countries, unfamiliarity with the education
8 system, different educational philosophies and practices, culture, structure and
9 regulations of the new countries, lack of social networks, insufficient access to
10 information and resources and lack of confidence in expressing children's needs
11 to teachers and authorities (Anisef & Kilbride, 2000; Liu, 2016).

12 For immigrant and refugee children, the initial years of transitioning to new
13 educational systems and countries are critical in forming their cross-cultural
14 identities – 'the intricate and delicate blending and mixing of the values, beha-
15 viours, and languages of the old country with those of the new one' (McIntyre,
16 Barowsky, & Tong, 2011, p. 11) and their perceptions on the new society and
17 country. Research has clearly indicated that belongingness – the psychological
18 sense of being accepted by a group or environment – is a fundamental need of
19 immigrant and refugee students and associated with many positive outcomes,
20 such as positive self-respect and self-confidence, greater social cohesion, better
21 employment opportunities, enhanced education quality and equality and more
22 positive academic and health outcomes (Elkord, 2017; Neufeld, Matthes,
23 Moulden, Friesen, & Gaucher, 2016; Rossiter & Rossiter, 2009; Walton, Cohen,
24 Cwir, & Spencer, 2012).

25 The typical challenges they experience in schools, such as language barriers,
26 stereotypes, racism and discrimination, and conflicting values between home and
27 school present great hurdles for them to develop positive cross-cultural identi-
28 ties. Newcomer students also struggle with coping issues and challenges other
29 Canadian children and youth face with little supporting resources including the
30 following: feelings of isolation and loneliness, racism and discrimination, mental
31 health challenges, bullying, gang recruitment, etc. (Berry, Phinney, Sam, &
32 Vedder, 2006; Gouin, 2016; Kanu, 2008). Failure to provide timely intervention
33 can lead to newcomer students' psychosocial issues, behavioural problems and
34 impaired academic achievement (Barowsky & McIntyre, Gangi & Barowsky,
35 2009; Grossman). When these challenges are not addressed proactively, schools
36 struggle with social segregation between student groups, racism and discrimi-
37 nation, bullying, behavioural conflicts and students' low academic engagement
38 and performance (Anisef & Kilbride, 2000; Sethi, 2013).

39 Public education is a collaborative professionalism that inspires and stands
40 for the values of inclusion, equal opportunities, dignity and civility (Fullan &
41 Hargreaves, 2016). The global migration and immigrant and refugee students'
42 unique academic, social and psychological needs present new challenges and
43 opportunities in the pursuit of this type of collaborative professionalism.
44 Administrators need transformative leadership to enhance the equity and excel-
45 lence for newcomer students and to reduce the systematic racism and discrimi-
nation associated with deficit thinking and low expectations of diverse student

1 populations (Liou & Hermanns, 2017). Teachers who have many newcomer students in classes often struggle between meeting newcomer students' individual
3 learning needs and the required curriculum content and outcomes. Not all teachers feel confident and sufficiently prepared to work with students whose cultural and linguistic backgrounds differ from theirs. Those who closely work
5 with newcomer students, particularly second-language teachers and those who have a good understanding of refugee and immigrant students' needs, often feel
7 alone due to a lack of whole-school approach or the disconnection between schools and community integration agencies (Stewart, 2009, 2011).
9

11 Preparing teachers and administrators to reduce the perpetuation of discrimination and inequities in teaching and learning and empowering them to advocate for newcomer students is a critical prerequisite and outcome of building
13 welcoming and inclusive schools. Professional training on issues related to immigrant and refugee students' social and educational development, appropriate educational resources supporting leadership and teaching and effective community engagement are essential conditions for building welcoming and inclusive
15 schools; however, this type of training and information is not readily available to administrators and teachers (MacNevin, 2012; Stewart, 2011; Tuters & Portelli, 2017).
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21 This chapter addresses the urgent need for high-impact policies, leadership and praxis to build welcoming and inclusive schools for immigrant and refugee students through cross-sector community engagement.
23

25 **Characteristics of a Welcoming and Inclusive School**

27 Building welcoming and inclusive schools requires a systematic approach to address the challenges that newcomer and underrepresented children face, to enhance educational equity and inclusion, to reduce discrimination and conflict and to enhance the social and cultural cohesion of diverse student groups
29 (Feuerverger & Richards, 2007; Li, 2005). A school's welcoming ability has significant impact on refugees who carry post-traumas and conflictual reality and need a welcoming attitude and environment in order to adjust and integrate in
31 the new realm.
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35 Literature on welcoming and inclusive schools for newcomer students is disjointed and there is a lack of consensus of its definition due to the complex and dynamic nature of schools. Recognizing that knowledge and understanding concerning welcoming and inclusive schools for immigrant and refugee students are
37 still emerging and existing challenges of reaching a consensus on a systemic approach, we conceptualize a welcoming and inclusive school as a culturally competent community that welcomes students and families from all backgrounds, demonstrates commitment to inclusion and equity and has the capacity
39 to enable all students' development and well-being, regardless of their abilities, ethnicity, cultures, languages, gender, socio-economic status, religions and countries of origins (Cities of Migration, 2018; Esses, Hamilton, Bennett-
41 AbuAyyash, & Burstein, 2010; Guo-Brennan & Guo-Brennan, 2017; Pathways
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1 to prosperity: Canada, 2018; McBrien, 2004; Hamilton & Moore, 2004; Rutter,
2006).

3 The characteristics of a welcoming and inclusive school for immigrant and
4 refugee students include positive attitude towards diversity and inclusion, policy
5 and procedures fighting against racism and discrimination, academic pro-
6 grammes and resources supporting newcomer students' academic needs, admin-
7 istrators and educators with knowledge and skills in culturally responsive
8 leadership, curriculum and teaching, social integration and cohesion between
9 local and newcomer students, culturally responsive counselling services for
10 immigrant and refugee students and equal engagement opportunities for immi-
11 grant parents. A school's location, history, existing student population and
12 diversity are important factors influencing a school's welcoming ability and
13 inclusiveness. To properly assess whether a school is welcoming and inclusive,
14 both processes and outcomes need to be considered to obtain an accurate
15 depiction (Esses et al, 2010).

17 **Actors in the Policy and Implementation Process**

19 Building a welcoming and inclusive school needs a holistic approach of connect-
20 ing policy-makers, schools, newcomer service providers and community stake-
21 holders to identify public solution and to provide appropriate support services
22 and programmes that reflect cultural responsiveness and hybridity (MacKay &
23 Tavares, 2005; Magro, 2008; Toronto Catholic District School Board, 2018).
24 This approach requires a collation of key actors and stakeholders to work
25 together to ensure the process is rigorous, inclusive and sustainable. Children
26 and their environments are in a reciprocal relationship whereby they are influ-
27 enced by the environments and their personal attributes influence the environ-
28 ments which they belong throughout their life (Bronfenbrenner & Pamela,
29 2006). Bronfenbrenner's human development theory (1994, 2005) suggests mul-
30 tiple ecosystems influencing immigrant and refugee Children's development and
31 these include selves, the immediate relationships (family, school, teachers and
32 friends), interactions and relationship between homes and the schools, school
33 policies and regulations, and public policies and broader societal environment
34 (provincial policies, community attitudes towards immigration and refugees, pol-
35 itical views towards diversity and inclusion). Newcomer students, their families,
36 peers, teachers, administrators and settlement workers are the key actors in
37 building welcoming and inclusive schools. Policy-makers, curriculum specialists,
38 school boards and education service providers are key actors in forming broader
39 educational contexts through funding, regulations, curriculum, services and
40 facilities. Governmental officials, business owners, community members and
41 organizations, and media influence the broader social contexts where newcomer
42 students are situated. These actors can influence community beliefs towards
43 immigration and diversity and therefore play important roles as school
44 stakeholders.

1 An integrated and systematic approach of engaging important actors in the
3 process of building welcoming and inclusive schools is particularly important for
5 schools located in small communities where there is the limited expertise and
7 resources to support newcomer students, long history of homogenous resident
9 population, lack of diversity in the teaching force and insufficient opportunities
11 to influence the policy, students' pre-immigration records and resource
13 allocation.

9 **A Holistic Framework for Building Welcoming and Inclusive** 11 **Schools for Newcomer Students**

13 Building welcoming and inclusive schools is a transformative approach and cyc-
15 lical process to enhance the education equity and excellence for immigrant and
17 refugee students. There is an urgent need for educators and administrators to
19 receive the information and training on epistemically sound and ethical strat-
21 egies to provide meaningful and relevant educational experiences to immigrant
23 and refugee students (Fullan, Quinn, & McEachen, 2018). Information and
25 strategies on supporting immigrant and refugee students' settlement, integration
27 and success are available; however, they are interdisciplinary in nature and have
29 not been sufficiently reflected in current training and development programmes
31 for administrators and educators (Tuters & Portelli, 2017).

33 In this chapter, we present an epistemically and methodologically grounded
35 framework as ethical principles guiding the actions towards building welcoming
37 and inclusive schools for newcomer students. This holistic framework is
39 informed by three sources of knowledge and information: (1) our prior empirical
41 studies on immigration, education and community engagement (Brennan, 2012;
43 Guo, 2012; Guo, 2014; Guo-Brennan & Guo-Brennan, 2018); (2) an extensive
45 literature review on immigration and refugee education and integration (Ager &
Strang, 2008; Akar, 2015; Ali & Gidley, 2014; Berry et al., 2006; Cooper,
Fusarelli, & Randall, 2004; Dryden-Peterson, 2015/2017; Ricento, 2013), social
justice education policy, leadership and administration (Berkovich, 2014;
Fullan & Hargreaves, 2016; Fullan et al., 2018; Shirley, 2017; Tuters & Portelli,
2017), global citizenship and multicultural education (Banks & Banks, 2016;
Banks, 2016/2017; Deasvovs & Guo, 2012), transformative teaching and learn-
ing (Mezirow, 2009), psychology and sociology on youth development
(Bronfenbrenner, 1994; Coleman, 1990; Erikson, 1968), and community engage-
ment and public policy (Atlee, Buckley, Godec, Harris, Heierbacher, Nurse,
et al., 2009; Banks, 2016/2017; Banks, Suárez-Orozco, & Ben-Perez, 2016;
Brennan, 2012; National Coalition for Dialogue & Deliberation, 2010; Shields,
2010; Stone, 2002); and (3) authors' reflective teaching, research and services in
several interrelated fields, such as teacher education, international and global
education, education policy, leadership and administration, and community
engagement.

45 This holistic framework of building welcoming and inclusive schools for new-
comer students (Figure 4.1) include eight dimensions in the cyclical process,

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Figure 4.1. A Holistic Framework of Building Welcoming and Inclusive Schools for Newcomer Students.

including leadership engagement, shared vision, open and inclusive process, link to existing priorities, empowering newcomer students, community engagement, professional development and celebration.

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The rationale for each dimension and the promising praxis to achieve the objectives of each dimension is provided as follows.

33

Leadership Engagement

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Building welcoming and inclusive schools requires leadership from administrators, teachers and students.

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Administrators as leaders. When leading a school with increased immigrant and refugee student population, school administrators have four highlighted administrative tasks: fostering new meanings about diversity and inclusion, creating welcoming and inclusive school environment, promoting inclusive and culturally responsive programmes and teaching, and building relationships with newcomers’ families and other community stakeholders (Banks, 2016/2017; Riehl, 2017; Tuters & Portelli, 2017). Administrators demonstrate leadership and engagement through setting goals and vision, planning resources and activities, teacher engagement, supporting teachers and students with appropriate

1 resources, fostering positive and collaborative professionalism, enabling cultur-
3 ally responsive educational practices and celebrating achievements and progress
5 with teachers and students (Fullan et al., 2018; Schleicher, 2015; Shirley, 2017).
7 Administrators play key roles in inviting and mobilizing teachers, students, par-
9 ents and other stakeholders' expertise, experiences, needs and perspectives
11 through a coordinated whole-school approach. Their culturally relevant leader-
13 ship can inspire new strategies to engage newcomer students and guide teachers
15 to conduct culturally relevant and responsive instruction.

17 *Teachers as leaders.* Teachers' leadership and engagement is one of the most
19 important factors in a school's welcoming ability and inclusiveness because they
21 have the most direct contact and relationships with students. Teachers' profes-
23 sional knowledge and skills, enthusiasm and intrinsic motivation to engage ALL
25 students cognitively, behaviourally and emotionally is the strongest indicator for
27 their moral agency. When immigrant and refugee students' success and inclusion
29 become a natural part of teacher's curriculum planning and classroom teaching,
31 newcomer students genuinely feel supported, motivated and included. Teachers'
33 leadership is demonstrated through their commitment to diversity, inclusion and
35 equity, modified planning and instruction for newcomer students, continued pro-
37 fessional learning about students' cultures, languages and experiences, integrat-
39 ing global perspectives into curriculum content, adopting materials and
41 pedagogy meaningful to immigrants and refugee students and engaging new-
43 comer students as both learners and leaders in creating authentic educational
45 opportunities with global perspectives.

Students as leaders. When students are invited to play a leadership role in cre-
ating welcoming schools, they are motivated to establish social relationships
through knowing each other, including their hobbies, personality, home lan-
guages, cultural and religious traditions, learning needs and greater cross-
cultural awareness. Once the trust and interpersonal relationships is established,
the mutual learning opportunities between local and newcomer students can
grow tremendously in several areas, including increased social inclusion, respect-
ful cross-cultural communications and interaction, broader perspectives on cul-
tures, languages and global issues, reduction in prejudice and conflicts, and
enhanced academic, behavioural and emotional well-being. Leadership oppor-
tunities for newcomer students can empower them to develop academic, social
and linguistic competencies. A student-led teacher-guided Welcoming
Committee to plan and stage community building events between local and new-
comer students can be an effective way to demonstrate and develop students'
leadership and collaboration.

Shared Vision

Building welcoming and inclusive schools requires a shared vision that the edu-
cation and well-being of young people, whatever their background or ability,
should be a priority in school policies and practices. Several steps can be
adopted to build a shared goal and vision of building welcoming and inclusive
schools: (1) plan procedures and activities to address diversity, discrimination

1 and issues of inclusion/exclusion in schools; (2) inspire all school members and
 3 stakeholders to collectively develop a goal and vision as well as a support mech-
 5 anism for those who are working towards it; (3) invites teachers and students to
 7 share their perspectives and strategies to improve schools' welcoming abilities
 and inclusiveness; and (4) articulate and share the vision in school policies and
 documentation, student and parent council meetings and school communication
 with stakeholders.

9 *Open and Inclusive Process*

11 To shape a school culture and environment more inclusive and welcoming to
 13 immigrant and refugee students, it is important to understand the perspectives of
 15 all stakeholders, including students, teachers, administrators, parents, immigra-
 17 tion settlement workers, local and regional government officials and community
 19 members. Success can and should be achieved through engaging the whole
 21 school into an open and inclusive process which collectively brainstorm strat-
 23 egies to deal with struggles around language, definitions, meanings, resources
 and competing agendas. Important ingredients for success include communicat-
 ing a vision of a 'welcoming and inclusive school for all', bridging academic and
 cultural differences among students and parents, building social interaction and
 relationships between local and newcomer students, facilitating a participatory
 process that is sensitive to the needs of newcomer students and families and
 inspiring local students and families to share their perspectives, fears or
 solutions.

AU:3

25 Language plays an important role in building welcoming and inclusive
 27 schools because it is not only an inalienable component of students' cultural
 29 identity but also the most important tool for social/cultural/civic engagement
 31 and empowerment (Wardhaugh & Fuller, 2015). Language is often the most
 33 important factor excluding newcomer students and families from equal partici-
 35 pation in schools and communities. To build welcoming and inclusive schools,
 37 language inequality and barriers in all programmes and activities needs to be
 examined, recognized and challenged. Interpretation by immigrant settlement
 service organizations or student volunteers in the school should be considered
 and provided at meetings with newcomer families. Schools can also seek parent
 volunteers to coordinate and facilitate cross-cultural relationships and
 communications.

39 *Link to Existing School Priorities*

41 Schools' priorities and programmes are often established across six main disci-
 43 plines: learning and teaching, leading and managing, student environment,
 45 school environments, parental relationships and community involvement
 (Fullan & Hargreaves, 2016; Fullan et al., 2018; Liou & Hermanns, 2017; Riehl,
 2017). Building a welcoming and inclusive school enhances the school perform-
 ance in all these areas. If the schools have identified specific programmes or
 activities as priorities, it is important to link building welcoming school

1 initiatives to existing priorities to maximize resources and efforts. For example,
3 if a school's working priorities include new curriculum implementation in certain
5 subjects or promoting project-based learning in the whole school, it is more effi-
7 cient and productive to integrate the new initiatives into the existing ones by
9 identifying the common objectives and strategies. Framing the work of building
welcoming and inclusive schools as an approach to strengthen the objectives of
the existing school priorities is an important strategy to engage all actors while
recognizing that many administrators and educators struggle with the new
demands and initiatives from different directions.

11 ***Empower Immigrant and Refugee Students***

13 Immigrant and refugee children have unique strengths and challenges. Many are
15 more open to new experiences, have more than one language skills, constantly
17 increase their cross-cultural awareness and understanding and can present differ-
19 ent stories and experiences on global issues. These are very important conditions
21 to become citizens with critical and multiple perspectives in a globally intercon-
23 nected world (Guo-Brennan, 2017; Schleicher, 2015). Newcomer students, par-
25 ticularly refugee students, need welcoming environments and caring educators to
27 help them deal with the isolation, uncertainty, depression and fear (Dryden-
Peterson, 2015). When guided and supported appropriately, newcomer students
can thrive across a range of uncertain contexts by developing skills in resilience,
adaptation, problem solving and handling adversities (Dryden-Peterson, 2017).
In addition, immigrant and refugee students are valuable resources for develop-
ing intercultural understanding and communication skills needed for living and
working in twenty-first century.

While providing programmes and services to assist immigrant children's inte-
gration and inclusion, recognizing and celebrating their strengths and empower-
ing them to make positive changes can enhance their sense of belonging,
inclusion, confidence and motivation. Several important steps can be taken to
empower immigrant and refugee students in schools:

- 33 • encourage and mentor immigrant and refugee youth to act as young leaders
35 of school clubs in schools and events in local communities, such as
Welcoming committees, Diversity and Inclusion Club, Multicultural
Community Building, etc;
- 37 • engage immigrant and refugee children in recreational sports as an approach
39 of developing cross-cultural understanding, social interaction and friendships
between local and newcomer students without relying entirely on language
skills;
- 41 • provide culturally responsive career and university planning programmes for
43 immigrant and refugee children and help them understand the cultural role of
youth employment;
- 45 • recruit and hire bilingual teachers and teaching aids who can provide aca-
demic, social and cultural support to newcomer students in their languages or
who have experiences and skills working with second-language learners;

- 1 • seek advice and support from immigrant parents, religious established com-
3 munity organizations and leaders (e.g. churches, pastors, imams) for religious
5 and cultural accommodations at school;
- provide training to teachers on principles and techniques in second-language
7 education and dealing with refugee children's post-traumatic stress disorder
9 (PTSD) and limited formal education; and
- support 'at-risk' students by developing a clear sense of students who are 'at
risk' and develop programmes and services supporting at-risk students at all
age levels.

11 *Community Engagement*

13 *Partnering with immigrant and refugee settlement service agencies and workers.*
 In Canada, the federal government provides funding to immigrant service-
 15 providing organizations that can provide settlement, integration and counselling
 assistance to newcomers. These agencies and their employees are often equipped
 17 with the knowledge, skills, attributes and resources that best serve and advocate
 for immigrant and refugee children and their families. Their expertise and pro-
 19 grammes supporting refugee students are particularly unique and important
 because refugee children not only have challenges due to language barrier and
 21 cultural differences but also have trauma and challenges caused by war, vio-
 lence, separation, poverty and lack of prior schooling. As these organizations
 23 and agencies are separate entities from schools, their programmes, services and
 expertise need to be fully recognized by administrators and teachers or trans-
 25 lated into school settings. In schools where immigrant and refugee student ser-
 vice workers are perceived as partners and invited into school settings,
 27 intentional integration of the immigrant and refugee children is on display and
 the cultural identities of these students are more recognized and respected. In
 29 schools where these workers are not invited or forbidden to provide on-site ser-
 vices and programmes to immigrant and refugee students, there are often strug-
 31 gles with lack of expertise and resources to support newcomer students who are
 more likely to experience social exclusion and academic challenges. Therefore,
 33 partnering with immigrant and refugee settlement agencies and actively engaging
 them in the educational process is an important strategy to build welcoming and
 35 inclusive schools. Immigrant settlement agencies and workers can help schools
 and other governmental agencies to develop formal language access policies to
 37 support second-language learners and their families, identify strategies and
 resources to provide translations and interpretations for oral and written com-
 39 munications between schools and parents and assist with school meetings in
 multiple languages for students and parents.

41 *Partnering with immigrant and refugee parents.* Immigrant parents' knowledge
 about their children is important source for teachers and administrators to
 43 bridge the disconnection between immigrant and refugee students' current
 school experiences and their prior educational experiences in countries of ori-
 45 gins. Partnering with immigrant parents can mobilize and utilize their knowl-
 edge to assist with students' transition, integration and social inclusion

1 (Guo, 2012; Sobel & Kugler, 2011). Welcoming and engaging parents of diverse
3 cultural, linguistic and educational backgrounds in their children's learning are
5 important characteristics of welcoming and inclusive schools. Comparing with
7 parents of local students, immigrant and refugee parents face barriers and chal-
9 lenges in school engagement, including language barriers in communicating with
11 teachers and schools, unfamiliarity with school environments, academic regula-
13 tions and cultures in the new country, lack of economic, social, cultural and pol-
15 itical capital in obtaining proper educational resources and opportunities for
17 their children, unequal opportunities in parent-school interaction and divergent
19 educational views and agenda (Guo, 2012, 2013; Liu, 2016; Sobel & Kugler,
21 2011). Several strategies can help schools engage immigrant and refugee parents,
23 including the following:

- create opportunities for immigrant parental engagement through volunteering
in/outside of the classrooms, parent council leadership and meetings, par-
ent–teacher meetings, field trips and other school-related events;
- provide parent leadership classes to empower parents to become leaders in
their own families, schools and communities;
- incorporate the cultures and knowledge of immigrant parents into the curric-
ulum and student's assignments; and
- validate the languages, cultural norms and religious practices through curric-
ulum, school activities promoting diversity, school displays, parent council
meetings and parent–teacher interviews.

25 *Partnering with whole community.* Schools can facilitate social interactions
27 and relationships between local community members and immigrant parents by
29 opening school facilities for a wide range of community activities with non-
31 academic purposes for groups of all ages and backgrounds (sports, recreation,
33 community programmes and events) or adult continuing education programmes
35 that are tailored to meet immigrants' needs. Schools can also develop commu-
37 nity outreach programmes that connect local police to youth of all groups and
39 foster positive relationships between local police and minority groups in the
41 community. Systemic racism and public awareness are important factors that
can hinder the development of welcoming and inclusive schools and communi-
ties, particularly for refugees and immigrants. Media plays an important role in
fostering positive attitudes towards schools and communities and reducing sys-
tematic racism and discrimination towards newcomers. Schools can work with
local media to promote diversity, inclusion and speak out against all forms of
racism and discrimination by encouraging immigrant and refugee children and
families to share their live experiences and stories with broader communities.

43 ***Professional Development for Administrators and Teachers***

45 The diversity gap between teacher population and student population in Canada
is big. While student diversity is increasing because of the nation's immigration
policy, the mainstream teaching force is characterized as White and middle-

1 class. For example, in the Toronto Census Metropolitan Area (CMA), racial
 3 minorities represent 47% of the population, yet make up 19% of K-12 school
 5 teachers (Turner, 2014). Most administrators and teachers are socialized within
 7 homogeneous communities and have few opportunities to interact with people
 9 from other racial, ethnic, language, social class and religious groups outside the
 school settings. Conventional teacher education and development programmes
 in schools and universities provided them scant and inconsistent opportunities to
 acquire the knowledge and skills needed to work effectively in culturally diverse
 educational settings (Banks & Banks, 2016).

Working with immigrant and refugee students requires administrators and
 11 teachers to address cross-cultural issues in curriculum development, instruction,
 13 learning assessment and evaluation, positive pedagogic relationships, styles of
 15 teaching and learning and parental engagement. Educators' professional cap-
 17 acity to address cross-cultural issues in these areas has an enormous impact on
 immigrant and refugee students' social, emotional, behaviours and educational
 outcomes (Barowsky & McIntyre, 2010; Tong et Al., 2006). To promote new-
 comer students' engagement and inclusion, educators need continued learning
 and development in the following areas:

19 *Broader understanding of educational perspectives and systems in global con-*
texts. Programmes that aim to integrate broader or global perspectives into lead-
 21 ership and teaching should be offered to administrators and teachers so that
 23 they can provide culturally responsive leadership, curriculum and pedagogy in
 25 working with immigrant and refugee children. In working with students from
 27 diverse ethnic, cultural and linguistic backgrounds, administrators and teachers
 29 need to establish a broader understanding of the social and cultural context of
 31 teaching and learning, the impact of globalization and global interconnection on
 education, the complex characteristics of the ethnic and cultural groups, the per-
 33 spectives and assumptions they bring into education, how factors such as social
 class, religion, generation, cultural norms, economic status and gender influence
 students' identity and development and how to use multiple culturally sensitive
 techniques to assess and evaluate students' complex cognitive and social skills.
 Educating with global perspectives help students find not only meanings and
 connections in the learning process but also a new imperative that enables
 educators to learn from diverse professional solutions to pressing educational
 problems (Fullan et al., 2018; Shirley, 2017).

37 *Awareness of cultural differences and immigrant issues.* Cultural norms and
 patterns appropriate for one culture may be considered abnormal or inappropriate
 39 in other cultures. For immigrant and refugee students, actions considered to
 be 'normal' in their home culture and prior learning environment are often at
 41 risk for being misinterpreted as inappropriate by teachers not from those groups
 (Grossman, 2004; McBrien, 2005; Shepherd & Stephens, 2010). Educators who
 43 are not familiar with culturally different patterns of behaviours are at risk of
 reporting cultural differences as newcomer students' behaviours issues, offense
 45 or disabilities. Teachers' learning and self-examination on how their perceptions,
 beliefs, attitudes, teaching style, preferred learning style and priorities are
 reflected in educational practices and in what ways theirs are different from

1 newcomer students' cultures and environments could reduce the risks of penalizing
 3 newcomer students for issues related to cross-cultural differences. Teachers
 5 can expand their cultural awareness and understanding by engaging newcomer
 7 students, such as inviting them to share their knowledge and life stories with
 9 classmates and integrate their cultures and languages into teaching and learning.

Immigrant and refugee students' needs and challenges. In addition to learning
 7 new languages and cultures, refugee children are often affected by trauma from
 9 war and conflicts, separation or loss of parents and interrupted learning. Administrators
 11 and teachers need specific training to enhance their awareness of global issues
 13 involving war and conflicts, trauma-sensitive skills to help refugee students
 15 cope with fears and stress, critical issues affecting refugee students (lack of academic
 17 support at home, mental health, poverty), culturally responsive university and career
 19 planning for refugee students and risks refugee students face. Training and professional
 development on culturally responsive leadership, curriculum and instruction will enhance
 administrators and teachers' capacity in interact effectively with students from other
 racial, ethnic, cultural and language groups and help create a caring and inclusive
 environment for all students. They will also help educators take care of themselves
 while providing support to students.

Education for global citizenship. Ethnic, cultural and linguistic identifications
 21 are important parts of immigrant and refugee students' identities. Influenced by
 23 cross-cultural experiences and digital connection (Internet, Facebook, online gaming,
 25 etc), immigrant and refugee students constantly negotiate different dimensions of
 27 their identities: ethnic, cultural, linguistic, regional, national and global (Banks &
 29 Banks, 2016; Cross, 2012). Encountering differences and contradictions during the
 31 dynamic intersections between home and school and from one country to another,
 33 immigrant youth do not simply define their identity in terms of their place of
 35 resident, but rather feel they belong to national and global communities that
 37 transcend the boundaries of countries and groups (Banks & Banks, 2016; El-Haj,
 2007; Maira, 2004; Nguyen, 2011). Global citizenship, a sense of belonging to a
 broader community and common humanity, recognizes the social, political, economic
 and cultural global interconnectedness newcomer students experience and provides
 a framework for teachers to address educational issues related to diversity, inclusion
 and equity (Guo, 2014). Global citizenship education provides teachers the
 framework and opportunities to help students examine and attain clarified and
 positive identifications, which helps students function effectively within their
 ethnic, cultural, national, regional and global communities.

AU.5

41 ***Celebrating Progress and Success***

43 Successful efforts and practices in building welcoming and inclusive schools
 45 should be recognized, rewarded and celebrated with key actors, including students,
 parents, teachers, administrators, local governments, community members and
 non-profit organizations that support immigrant's integration and settlement.
 Public recognition and celebrations indicate schools and communities'

1 priority on diversity, inclusion and equity. Such events and occasions are often
 3 excellent opportunities to inform community the progress and achievements of
 5 all students, inspire school stakeholders to share their knowledge and enthusi-
 7 asm, take part in decision-making in school improvement and actively campaign
 9 for building welcoming and inclusive schools for all students.

7 **Conclusion**

9 The dramatically increased immigrant and refugee student population in
 11 Canadian schools present both opportunities and challenges. Canada as a nation
 13 and society is enriched by the ethnic, cultural and language diversity among its
 15 citizens and within its schools. Children with immigrant backgrounds are pro-
 17 jected to represent between 39% and 49% of the total Canadian children popula-
 19 tion in 2036. Building welcoming and inclusive schools is crucial in empowering
 21 and supporting immigrant and refugee children to successfully settle and inte-
 23 grated in the new country and to become responsible and active citizens for local
 25 and global communities.

19 Building welcoming and inclusive schools is a multi-layered and complex task
 21 demanding commitment, leadership, resources, innovation and effective commu-
 23 nity engagement. Through sharing a framework and the promising praxis accu-
 25 mulated through empirical studies and critical literature review, we hope to
 27 inform public policy related to immigrant and refugee children as their success
 29 and well-being have great impact on nationals and global communities. Trans-
 31 national conversations and engagement with academics, policy-makers, educa-
 33 tional practitioners, and immigrant support service providers can enable our
 35 respective educational environments to become a more welcoming commu-
 37 nity for all children, particularly for those who are uprooted from their home
 39 countries and familiar environments in global migration geopolitical crisis. Building
 41 welcoming and inclusive schools is a critical aspect of providing structural
 43 inclusion for immigrant and refugee students and enhancing equity of oppor-
 45 tunities for those who are underserved and marginalized in our current
 education systems and society.

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