

## **Community partnerships to support the integration of newcomer children and youth**

### **Abstract**

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In this paper, we draw on a 4-year multi-strand research study of the integration of children and youth of refugee background in Canadian schools. Our paper discusses the nature of our partnership with community organizations by providing examples of our joint efforts and how our work together evolved over time. We also consider the factors that enhanced or hindered our collaborative work aimed to support children, youth and families of refugee background as well as the implications of our experiences with these organizations. Building on these insights, we challenge the existing educational integration policies and propose ways of how they can become more effective, especially via school-community and teacher-parent collaborations.

### **Biographies of Authors**

**Antoinette Gagné** is an Associate Professor at the Ontario Institute for Studies in Education (OISE), University of Toronto. She has written extensively about diversity issues in education and the experiences of immigrant children, teachers, and families in the Canadian education system. Her latest study analyzed the integration experiences of Syrian refugee students in Canada.

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