

Immigrant and refugee students in Canadian secondary schools: The role of teachers, families, and community organizations

Abstract

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This paper opens the panel with presenting a systematic and critical review of the global literature on the educational challenges and achievements for migrants' children, as they move from their 'home' countries to 'transition' and settle in schools in the 'destination' countries, including Canadian high schools. Our understanding of education echoes Dewey's notion of growth, but we see it as a holistic construct, with 'academic' growth nested within social, emotional, affective, and kinesthetic matrix of non-academic learning and growth that contribute to whether experience in schools is educative, non-educative or even miseducative. Within Canada, our analysis is focused on the mismatch between the promise of inclusive multicultural educational policy and the gaps in educational achievement and barriers to integration evident from empirical studies. We will distinguish the facilitating factors and barriers to academic success and integration of immigrant and refugee students, discuss promising practices from the field and engage with various integration frameworks that have been developed to explain and address successful integration of immigrant and refugee children and youth via education.

Biographies of Authors

Sarfarozi Niyozov is an Associate Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, who has more than 70 publications in the area of comparative and international education with the special emphasis on refugee and Muslim students, teachers' work in multicultural classrooms, and educational reforms in the post-socialist countries.

Stephen Bahry is a visiting researcher at the Comparative International and Development Education Centre (CIDECE) of the OISE, University of Toronto, who researches educational equity among linguistic and cultural minorities, standardized testing, focusing on quality education and ecology of languages and literacies in Canada, China, Central Asia, Afghanistan and Ukraine.

Yecid Ortega is a PhD candidate at the OISE, University of Toronto. His doctoral research explores the lived experiences of English teachers and their students engaging in social justice and peacebuilding pedagogies in a marginalized high school in Colombia.

Max Antony-Newman is an educational researcher whose work focuses on parental involvement, immigrant students, and linguistic minorities. He is currently working at Ryerson University as an English Language Specialist providing support to international students and is a Sessional Lecturer at the University of Toronto.