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MIGRATION**

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EDUCATION, IMMIGRATION AND MIGRATION

Policy, Leadership and Praxis
for a Changing World

EDITED BY

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United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Selection, Editorial Matter and Introduction © Khalid Arar, Jeffrey S. Brooks and Ira Bogotch; remaining chapters © their respective authors, 2019.

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78756-045-1 (Print)

ISBN: 978-1-78756-044-4 (Online)

ISBN: 978-1-78756-046-8 (Epub)



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Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World

Khalid Arar, Jeffrey S. Brooks and Ira Bogotch

Whereas the history of immigration goes back to ancient times, the extent, duration and consequences of international migration across national borders seem much more complex and challenging today (Brooks & Waters, 2011; Brown & Krasteva, 2013). True or not, in the twenty-first century, the reasons for migration and the surge of refugees, immigrants, asylum-seekers and forcibly displaced peoples range from civil wars (e.g. Syria), political and economic crises (e.g. Venezuela) as well as the search for a better life (Brooks, Normore, & Wilkinson, 2017). The combination of wars, political upheavals and socio-economic crises, especially in the Middle East, Africa and Asia, has produced unprecedented numbers of displaced people (Banks, 2017; Dryden-Peterson, 2016; Hatton, 2017; Waite, 2016). While statistics vary, according to UNHCR (2017), 68.5 million people around the world have been forced from their homes: one person every two seconds is forcibly displaced as a result. Inside these numbers, over 25 million are under the age of 18 years. And because of national and regional policies, there remain an estimated 10 million *stateless* people who have been denied a nationality along with access to basic rights such as education, health care, employment and freedom of movement (McCarthy, 2018; OECD, 2016).

Just in terms of wars over the last three decades, there have been the first and second Gulf Wars, the Gaza War, the Somalian Civil War, the Bosnian War, the Arab Spring conflicts in the Middle East, the Colombian Civil War, the Iraq War, the Afghanistan War and recently the Syrian Civil War and Yemen War (Banks, 2017; Waite, 2016). Regardless of what side you take, the result of any war becomes a humanitarian crisis, not only for the warring nations but also for the whole world, situating particularly the neighbour countries in a critical state. Civilians caught in the crossfires are forced to migrate to neighbouring countries

Education, Immigration and Migration: Policy, Leadership and Praxis
for a Changing World, 1–12

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doi:10.1108/978-1-78756-044-420191003

(Dryden-Peterson, 2016), creating new hardships on other nations and for their governments. With respect to the Arab Spring followed by the Syrian Civil War, the nations affected include Jordan, Lebanon, Turkey, Malta, Italy and Greece, each coping with war-torn, traumatised populations seeking safety, shelter and new lives. Among these refugees are those hoping to return home one day as well as those who seek out a permanent resettlement thousands of miles away (Loo, Bernhard, & Jeong, 2018). Eighty-six percent (86%) of the world's displaced population, mostly from South Sudan, Syria and Afghanistan – are settling – temporarily – in developing countries, such as Turkey, Uganda, Pakistan, Lebanon and Iran.

Alternatively, according to an Oxfam Media Briefing (2016), the six wealthiest countries in the world, such as US, UK, France, China, Germany and Japan, which make up more than half the global economy, host less than 9% of the world's refugees (see Burnett, 2017). International Declarations from sovereign nations and transnational organisations have recognised this phenomenon and noted the difficulties involved in meeting the needs of peoples moving between different countries for various humanitarian and economic reasons (Australian Human Rights Commission, 2017; UNHRC, 2017). There has been ongoing debate as to the degree with which this responsibility should be shared equitably among the developed nations (Barslund, Akgüç, Laurentsyeve, & Ludolph, 2017). The US President, speaking at the United Nations on the 25th of September, firmly disagrees with this humanitarian view, urging nations to protect their sovereignty and borders.

These are the harsh realities of today's world (Banks, 2017; Brown & Krasteva, 2013; Waite, 2016). As members of the educational leadership and research community, our focus is on the most vulnerable group, that is, children among the displaced populations, who often arrive in the host countries traumatized by running away from brutality and poverty (Dryden-Peterson, 2017; Fog & Larsen, 2012; McCarthy, 2018). Their mental, psychological, economic and social needs are varied and serious (Şirin & Sirin, 2015). The problems of unaccompanied children or the inhumane US policy of separating children from their parents are added because of the latter's legal status and we have issues of human trafficking and sexual abuse. When such children arrive in countries already struggling to educate their own native children, and now having to educate refugee children, the burden upon educational systems and governments becomes overwhelming. These host nations are faced with the serious responsibilities of finding school placements, trained teachers and learning materials for thousands or millions of newcomers, most of whom do not speak the language of instruction. And in the case of Syrians and their long civil war, children who have missed out on an average of 3–4 years of schooling. Hence, *schools are the first point of contact for them in saving their lives* (Arar, Örüçü, & Gülnur Ak Küçükçayır, 2018; Norberg, 2017).

Schools, however, are nested inside of national and local governments; thus, their policies and practices regarding refugee children vary in terms of how they welcome, monitor and integrate the newcomers. Thus, our emphases, in this book, are on policies, laws, regulations and school leadership/pedagogical

praxis. By policy, some nations require assimilation of the newcomers: by that too varies in terms of integration, inclusiveness, diversity and multiculturalism. As such, the procedures of welcoming, protecting and affording the rights of non/citizenship differ (Banks, 2017; McCarthy, 2018; Norberg, 2017; Waite, 2016). Access to education as well as school placements also varies. As reported by UNHCR (2017), educational access and attainment for refugees are rarely tracked through national monitoring systems, which leave many of the hardships unaddressed and invisible. While globally, 91% of all children attend primary school, for refugees that figure is just 61% or less – requiring scarce resources to be allocated across school systems at every level of instruction. A close reading of previous research studies on immigration indicates that there are direct correlations between discrimination with respect to access and placement and policies for integrating immigrants and refugee students, especially those coming from underdeveloped countries (Banks, 2017; Waite, 2016). Therefore, any kind of insensitivity culturally or politically by the host nations' educational systems can lead to student failure and social deviancy. Without any guarantees, education has the exclusive power to reshape children's and adult lives (Harrington, 2016; Hatton, 2017; Thomas, 2016) and to free them from the adverse effects of trauma and catastrophic life events while creating opportunities for a better future. That, too, is the focus of this book.

Educators and education leaders have the crucial role of creating conditions of equity, high academic expectations and social justice in such contexts of demographic transformation (Brooks et al., 2017; Liou & Hermanns, 2017). That said, it is doubtful whether school leaders and teachers around the globe have a clear understanding of the implications of global crises and movements on their schools and communities (Brooks et al., 2017). Thus, a close look at school leaders' knowledge and skills invariably relates to questions about teachers' knowledge and skills with respect to pedagogical approaches, curricular designs and students' assessments. Culturally relevant school leadership and teaching practices (Brooks & Brooks, 2018; Khalifa, 2018) become a necessity in these difficult contexts.

Whereas studies on immigration/migration and refugees have received in-depth scholarly attention sociologically and geographically, there has been scant attention from the educational research community, particularly in school leadership (Banks, 2017; Brooks & Waters, 2011; Waite, 2016). There is an evident knowledge gap in the field of education writ large and small concerning the dramatic significance of humanitarian crises impacting schools around the world.

In response, this edited book, titled *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World*, is timely in the midst of global migration crises. Tackling the issues of immigration and education from the perspectives of leadership, praxis and policy is urgent, as educators seek to meet the needs of new migrant groups of refugees and asylum-seekers searching for new lives. The authors of the 15 chapters in this book examine immigrant education in terms of equitable policies and practices, socially just actions and issues of human rights. The contexts around the world will differ: from mass displacement of populations as a result of war, children and juveniles showing up

at the US–Mexican border, vetting of refugees into developed nations such as Germany, Canada, Sweden and Australia, to education inside refugee camps in Jordan, Turkey and Lebanon. The global context, of course, must address the overwhelming majority of nations whose borders have been closed to refugees and immigrants. Among this majority are some historical surprises, namely, the current US position on immigration. Elsewhere, immigration policies reflect long-held nativist and populist views bordering on xenophobia and Islamophobia. Without ignoring the global context, this book brings readers up close to on-the-ground data of what is happening around the world in schools/school systems which have chosen to face these challenges.

The book aims to better understand the role of educational policy-makers, educational leaders and their staffs, in response to increasing transnational migration of refugees (Norberg, 2017; Waite, 2016). There needs to be more research concerning the roles played by school systems and school-site leaders/teachers seeking to provide equitable access for refugees and appropriate educational programmes that relate to opportunities and choices for these vulnerable populations (Arar et al., 2018; Brown & Krasteva, 2013; Dryden-Peterson, 2016; McCarthy, 2018; Waite, 2016). Even when educational leaders have been authorised to create equitable systems and processes to address immigrant experiences, the specific dynamics of how and why to provide appropriate support for refugees are poorly understood. As a result, there are no go-to resources for scholars and practitioners to read for deeper understandings and practical strategies (Brooks et al., 2017; Fraise & Brooks, 2015; Zembylas & Iasonos, 2016). We are left to make analogies across very different circumstances and then apply these analogies to refugee education. That is unacceptable – theoretically, empirically and in terms of the ways that research informs practice that improves students' lives.

Therefore, the purpose of this book is to awaken, invigorate and expand the empirical literature of school leadership for social justice and for investigations into culturally relevant leadership/pedagogy praxis for educating refugees and other migrant pupils ('newcomers'). The topics of policy-making, leadership and field praxis are useful in collating old and new pathways for the improvement of educational systems in a changing world (Arar et al., 2018; Harrington, 2016; Joly, 2017; Khalifa, 2018).

The authors of the chapter bring to life the during-and-after flight experiences of the displaced populations and their impact on host countries' education systems in terms of the specific vetting and reception procedures as well as describing related challenges, policy dilemmas, turbulence and unintended consequences as challenges to schools and school systems. You will read detailed descriptions of refugee intake and follow-up educational practices, perhaps noting which have been socially constructed in process, necessitating both learning and coping strategies of educational leaders and teachers. It adds up to more than just coping as these educators draw upon their past experiences. And, as you will read, every now and then, an 'aha' moment happens when educators begin to see that what they are struggling to do and learn simultaneously is also good practice for their native-born students. That is, in

doing the impossible under difficult circumstances, the realisation is that these actions reflect the kinds of educational policies and practices that all students deserve everyday.

Because this book is neither journalistic nor an NGO agency report, the themes were all investigated through a variety of empirical research methodologies including critical discourse analysis (CDA), mixed methods, qualitative case studies, narrative inquiry, memoing, documentary analysis as well as fine-grained theoretical discussions. All of the chapter authors were encouraged to bring a variety of perspectives with different concepts and methodologies, but to always to keep in mind how their educational stances related to social justice and the moral distribution of benefits and burdens. As progressive educators around the world (e.g. educational leaders without borders) combat injustices whether as cultural domination, non-recognition/misrecognition, deficit thinking and/or disrespect, becoming more aware of social injustices (Bogotch & Shields, 2014) and acknowledging recognitive justice (Fraser, 1995) were central to both the editors and chapter authors.

We believe this book will contribute to educational literature theoretically and empirically through utilising rigorous methodologies and conceptualizations connecting education to immigration from different contexts and perspectives. Conceived as a first-step towards an international social movement, all the authors, with their humanitarian, social and academic responsibility, aim to create awareness of the sensitivities of educators educating displaced peoples. In doing so, the text's aims are both global and local (i.e. glocal) calling for a more just and equitable world, school by school, system by system and nation by nation. The text reflects vertical and hierarchical differences among nations while seeking horizontal interventions based on relational thinking (Popkewitz, 2018). To meet these enormous challenges, the chapters seek answers to the following questions:

- What were the immigrants' experiences before, during, and after their journeys?
- How do national political and educational systems approach the issue of immigration?
- How do local authorities seek to meet the 'newcomers'/refugees' needs?
- What are just and humane actions related to helping 'newcomers'/refugees?
- What educational and systems' innovations are being tested?
- How have societies reacted to the actions taken by educators?
- How do the media present the integration of refugees and how are (mis) constructions communicated?
- What have been relevant inclusive policies and praxis?
- What are the ongoing challenges facing displaced students, their teachers, their school principals and other key actors inside the systems?
- What are the strategies in coping with the difficult dilemmas? and
- What does the future look like today as well as five, 10 and 15 years out?

The genesis of this book emerged from wide-ranging conversations on relevant research in educational leadership and policy. Like the nations we cover in the book, the ideas themselves are diffuse and pluralistic. The three editors have a shared history with the Taylor & Francis journal, the *International Journal of Leadership in Education*. Although based in the US, the editorial board and the contributors to this journal are either themselves international or write from international perspectives. In one of its special issues titled *Who Controls Our Knowledge* (Bogotch, 2012), the questions of US-centric research and linguistic imperialism were addressed explicitly. By way of introduction, the first editor, Khalid Arar, is a prolific Palestinian scholar living in Israel who has witnessed the wars and their consequences in the Middle East and experienced its trauma and reactions first hand. Jeffrey Brooks, the second editor, has a scholarly interest in immigrants, school leadership, race and social justice as evident through his publications. Jeffrey and Khalid, over a number of conference meetings, debated many of the ideas which have emerged in this book. Once they decided that their ideas should become an edited book with the purpose of building a network of scholars writing on immigration, they invited Ira Bogotch to collaborate as the third editor. Together, the editors represent the cultural and academic experiences of three different continents and cultures (Middle East, Australia and the US) – with each editor taking responsibility to invite chapter authors from around the world to contribute original works. Further discussions were held during AERA, April 2018, and ECER, September 2018, conferences. After one roundtable and one symposium, a clearer picture of the book took shape (Arar, 2018; Bogotch, 2018; Hurley & Brooks, 2018; Norberg & Gross, 2018). During the conference sessions, various issues were discussed regarding the reception, recognition, integration and education processes of the refugees in various countries reflecting the significance and diversity on immigration.

Despite the discrepancies and differences between Western and non-Western approaches to leadership, policy and praxis (Oplatka & Arar, 2016), the problems and challenges appear everywhere but from different perspectives and outcomes. Although a book project takes a broad view, especially as it enlists contributions from around the world, in truth, the topic extends beyond the scope of a single volume. That is, even as we look across conflictual contexts and across the field of educational leadership, there is no one code of values, no one synthesis or intersection. Populist, patriotic and nativist arguments, too, represent ethics and values even as the policies and practices which result seem to us as xenophobic and wrongminded. The views of Rightist governments are not well-represented here, which was our prerogative. This is not stated as an apology, but rather from a research perspective as a limitation in terms of our research design. We hope this book triggers debate across the political spectrum. Naming the problem as a humanitarian crisis and response was – to us – a moral necessity: yet, it was not sufficient to meet the diverse needs of opposing communities.

Regardless of the research limitations, educators and in particular school leaders need professional development and appropriately shared pedagogical and socially relevant learning. In this sense, leadership preparation and development

in theory and practice should emerge from this text, albeit not from either a Euro-centric or 'one-size-fits-all' approach. Researchers have the responsibility to seek out new insights in diverse settings and make that knowledge accessible and relevant. Therefore, we are presenting new schemas, concepts and roadmaps with implications for leadership, policy and praxis both as leadership preparation and as professional development.

Overview of Sections and Chapters

Fifteen contributions from different parts of the world provide us with deep insights into various experiences of the education professionals and schools with immigration, refugees and displaced peoples of the world. The complexity of the issue is evident in all of the chapters. The discussions lead us to think critically on the mindsets and functions of leadership, policy and praxis. In order to familiarise the readers with the depth of the book, we briefly present the authors, their geographical focus and the scope of their chapters – all as an invitation to engage intellectually and emotionally with the authors.

Duncan Waite and *Jason R. Swisher* focus on the displaced individuals and groups, such as nomads, shepherds and other state-less people, and their experiences as they move during immigration. The setting is the state of Texas, USA, on the border with Mexico. The authors pay particular attention to the implications for education and educational leadership from primary through tertiary educational levels, including institutes and technical schools, as well as both formal and informal education, learning and training. They invaluablely treat these issues theoretically within the contexts of educational institutions functioning as localities of social reproduction.

Moving from Texas to far North of the Western Hemisphere, *Ira Bogotch* and *Cole Kervin* take us to Canadian experiences with immigrants and refugees. In their innovative writing and research style, that is, the use of memoing, they reflect on their own experiences as researchers focusing on leadership and policy dilemmas in two School Boards that have been welcoming Syrian (and others) Newcomers as future citizens of Ontario. Their interviews along with many incidental conversations with the school-based educators (administrators and teachers), including social workers, settlement workers and School Board members, reveal five open-ended dilemmas as placement, principal appointment, coordination, sustainability and societal discourses and urge us to ask difficult questions and to be allowed to observe classrooms in order to fully document what is happening – not just in Canada, but also around the world.

From the same region, *Brenton Faubert* and *Bill Tucker* focus on *Guided Entry into New Teaching and Learning Experiences* (GENTLE), a reception centre designed to welcome student refugees and facilitate their early integration into schools in the Thames Valley District School Board in Ontario. They seek to understand the values and policies that guided leaders' decision-making, the practices educators employed, as well as the allocation and use of resources to ensure Syrian refugee students' successful integration. Implications for leader

practitioners and researchers include the need to critically interrogate educational programming for refugees offered at all levels of the school system, inspire educators of varying perspectives to commit to a particular vision of inclusion for newcomers and manage resources morally, strategically, sustainably and flexibly.

Linyuan Guo-Brennan and *Michael Guo-Brennan* offer a third perspective from Canada. They address the urgent need for high-impact policies, practices and praxis to build welcoming and inclusive schools for immigrant and refugee students through cross-sector community engagement in Canadian schools. Based on several empirical studies, critical and extensive literature review and authors' professional reflections, they introduce a theoretical framework of building welcoming and inclusive schools for immigrant and refugee students as well as the promising strategies of engaging community stakeholders, including educators, students, parents, governments and community organizations and agencies.

Going to Australia, *Peter Hurley*, *Jeffrey S. Brooks* and *Jane Wilkinson* help us grasp a representative example of policy implementation, that is, foreign qualification recognition (FQR), in Australia's skilled migration programme. Using the lens of Foucault's governmentality to critique FQR, they suggest that the primary source of FQR's value in Australia's skilled migration process is its utility as a part of a regime that identifies and classifies migrants. The authors allege that it is a regime which assures governments they are acquiring new entrants to their population that exhibit evidence it believes are most likely to contribute to its security and future prosperity.

Also in Australia, *Jane Wilkinson* and *Mervi Kaukko* further inform us on leading for praxis and refugee education by examining the leading practices of *Urban Primary School*, a government-funded school situated in one of the most multicultural and poorest urban locales in Australia. The authors argue that focusing on ecologies of practices in a specific site of practice helps us to understand leading as historically and socially constructed praxis, informed by the past and oriented to the future and further allege that this is in marked contrast to dominant representations of educational leadership as a form of *techné* for school effectiveness or measurable improvement and leave us with critical questions of leading praxis when it comes to refugee students and what constitutes the individual and collective interests for students and society more broadly.

Far from the USA, Canada and Australia geographically, Turkey hosts half of the total Syrian refugees around the World. Therefore, *Mustafa Yunus Eryaman* and *Sümeyye Evran* tackles Syrian refugee students' lived experiences at Temporary Education Centres in Turkey. Narrating their experiences of discrimination, exclusion and marginalisation from the non-refugee peers and teachers who cannot recognise and meet the diverse needs of these children with their lack of teaching experience in the culturally diverse classrooms, the author discusses the factors contributing to their academic success, resilience and psychological well-being.

From the same region, *Khalid Arar*, *Deniz Örücü* and *Gülnur Ak-Küçükçayır* inform us with the facets of the current challenges relating to policy, leadership