

Summative report for Case 1 School in collective case study:

**Innocence unfiltered – New Canadian
refugee and new immigrant student
re-adjustment in New Brunswick:
The impact and implications of
immigration, demographic changes
and increasing diversity on teachers,
administrators and students in a New
Brunswick high school context**

December, 2017

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Dedication

This report completes our first case study. Our work with new Canadian students in the spring of 2017 supports and builds upon the findings and analysis in the pending summative report we delivered to school leaders and study participants in February 2017 (Hamm, Oulette & Hamm, 2017). We dedicate both reports to the educators and new Canadian students at Eastern Coastal High School (ECHS – a pseudonym) who devoted their time, energy, ongoing commitment and wisdom to this first case study in our project in New Brunswick. We sincerely appreciate how each of you made yourself available to us during our inquiry and willingly shared your stories with us, during busy times in your professional, personal and learning lives and contexts. We are very inspired by the work you are doing and wish you all the very best in your futures. Thank you.

Picture of ECHS Symbolic Wall

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Introduction

This summative report is based on 26 months of qualitative case study at School A which we have called Eastern Coastal High School (ECHS – a pseudonym). The study was originally conceptualized as a collective case study consisting of four additional high schools within an Anglophone school district in New Brunswick. Since we began our inquiry at ECHS on April 22, 2015, on-going national and global events (i.e. war, federal elections, and new policies on immigration in North America) have affected several stages of our data collection and analysis. One such incident occurred in February 2016 when ECHS and its staff welcomed an influx of Syrian students and their families into their school community. As a research team, we were fully engaged in collecting data at that time, but we decided to pull back and pause in our project. This decision was intentional and made in collaboration with our colleagues in the school who were part of and supporting this work. Many of our participants agreed with us that it was important to allow teachers and staff at ECHS time to adjust to the arrival and re-adjustment of Syrian students in their school.

As a result, we were unable to collect data from the new Canadian/refugee students at that time. However, with the data sets we had collected and analyzed in the first 17 months of the study, we wrote and disseminated a **pending summative report early in 2017** to our participants and leaders in the school and district (see Hamm, Oulette & Hamm, 2017). In May of 2017, with the support of several educators in ECHS, our team met with a large group of newcomer/new Canadian/refugee students (N=48) in a classroom at ECHS. After introducing ourselves and describing our work and explaining the importance of the student narratives to our project, we invited them to participate (**Appendix 1**). We distributed our invitations through a study summary (**Appendix 2**) and provided all the new Canadian students a Parent/Student consent form (**Appendix 3**). Students were encouraged to take these documents home and share them with their parents. If they and their parents thought their participation would contribute to our understandings, we asked them to sign the consent forms and return them (signed and unsigned) to their English as a Second Language teachers (EAL). As part of our student recruitment protocol (REB UNB File # 2014-136), we were permitted to work with the EAL teachers to have them serve as liaisons between us and the students. We clearly informed the students and their teachers that their involvement in our study was voluntary and that they did

not have to participate. Further, if students chose to participate then changed their mind, they could withdraw at any time.

In total, eight students (N=8) volunteered to participate. We were thankful to the principal of the school and the EAL teachers for accommodating our team to hold the interviews during school hours in a quiet room located across from the students' classrooms.

Case study research is bounded in time and place (Creswell, 1998; Stake, 1995); as researchers and educators, we are cognizant of the demands placed on educators and respect the reality that they and their students need to proceed with the daily rigor of teaching and learning. We are confident that our findings from this report have the potential to make a valuable contribution to ongoing school, district and provincial planning and conversations.

Increasing immigration, demographic change and diversity

Our project focuses on the reality of increasing immigration, demographic change and diversity in Eastern Coastal High School (ECHS) and the community the school is part of. The main research question in our project is:

What is/are the impact and implications of immigration, demographic changes and increasing diversity on teachers, administrators and students in a New Brunswick high school context?

Our work with teachers and administrators in the school has allowed us to observe first-hand how the rapid demographic changes have led to increasing diversity in the school community and catchment areas. We have enjoyed learning about how educators across the various departments and students in ECHS are responding to their new social realities. We employed a range of approaches to engage educators in the school including a survey, focus group and individual interviews and tasks to stimulate self-reflection (Denzin & Lincoln, 2000).

Our project was reviewed by the University of New Brunswick Research Ethics Board in December 2014 (REB UNB File # 2014-136), the New Brunswick Education and Early Childhood Development (EECD) in February of 2015 and the School District in March of 2015. We addressed all their concerns and suggestions before we approached the ECHS principal. Throughout the first case study, we have made several modifications which were reviewed by

the University of New Brunswick Research Ethics Board. We have adhered closely to our qualitative research design by gathering our data in a timely fashion. We have disseminated two interim reports, a published article (Hamm, Massfeller, Scott & Cormier, 2017) and a pending summative report (Hamm, Oulette & Hamm, 2017) to our study participants. We have also shared our findings at several workshops and conferences.

It remains our hope that our participatory approach supports educators, students and policy-makers and shapes and builds upon their understandings of immigration, demographic change and increasing diversity within their day-to-day interactions in their school, community and throughout our province. We hope our work encourages ongoing dialogue and action that will support teacher pedagogy, student learning, and organizational wellness and contribute to the overall positive school culture at ECHS. In our inquiry, we have found that Eastern Coastal High School educators and administrators have worked hard to continually grow and sustain a vibrant and inviting learning environment for all students in this era of rapid demographic change in the community we share and province of New Brunswick. The student narratives in this report will illuminate the educator efforts.

Context and Literature Review

There is a growing body of literature that advocates for educators and administrators to become more aware of demographic changes in their communities and schools (Cooper, 2009; Evans, 2007; Hamm, 2009; Hamm, Doğurga & Scott, 2016; Hamm, Oulette & Hamm, 2017; Goddard, 2010; Merchant, 2000). In the pending summative report (Hamm, Oulette & Hamm, 2017 – *for full report, please contact Lyle at lhamm@unb.ca*), we argued that teachers and administrators who are aware of demographic changes in their communities and schools are in better pedagogical and leadership positions to respond more effectively to the complexities related to increasing diversity (Blair, 2002; Cooper, 2009; Diems, Welton, Frankenberg & Jellison Holme, 2016; Scott & Rarieya, 2011; Theoharis, 2007). We looked at research focusing on teaching, learning and leadership in diverse schools (Dimmock & Walker, 2005; Gay, 2013; Goddard & Hart, 2007; Howard, 1999; Kelly, 1998; Madhlangobe & Gordon, 2012; Ryan, 2003; Santoro, 2009; Shields, 2013), and English as a Second Language (ESL), English as Additional Language (EAL) and teaching in New Brunswick and elsewhere in North America (Arnett,

2014; Coelho, 1998; Derwing, 2003; Grady, 2001; Kristmanson, Lafargue & Culligan, 2011; Roessingh, 2006). In this summative report for case study 1 (**ECHS – School A**), we will consolidate that research and draw from work that involves new immigrant and refugee students and families (Broadway, 2013; Kirova, 2001; Llewellyn, 2015; Pryor, 2001; Stewart, 2011; 2017a; 2017b).

Our primary focus in this project is on the responses of teachers, leaders and students in diverse “rurally-influenced” smaller cities, communities and schools in Canada with populations under 100,000 people (Hamm & Cormier, 2015). There has been limited research that examines demographic changes in communities and schools in rural areas in our province and country that are increasing in cultural, linguistic, racial and religious diversity (Broadway, 2013; Hamm, 2009; 2013; Peck, Sears & Donaldson, 2008; Varma-Joshi, Baker & Tanaka, 2004; Wilson-Forsberg, 2012; 2016). It is our intention to contribute to this gap through our work in New Brunswick and across Canada in the next few years.

In the next section we specifically focus and review research involving newcomer/new immigrant/refugee students. You will note in this report that we have and will continue to refer to students in our study as **new Canadian students**. We hope that by changing the language from “new immigrant” and “refugee” to “new Canadian” that the students and families that we are privileged to be working with in this project will feel a greater sense of belonging in their new schools and communities in our country (Gourley, 2016; Hamm, Peck & Sears, in press).

Global Migration and Demographic Change in New Brunswick

When considering immigration and demographic changes and its impact on communities and organizations such as Canadian schools, we draw first from Ogbu and Simons’ (1998) work related to the global migration of people. We believe their idea of voluntary immigrant minorities fits well with the current New Brunswick economic climate and social context related to growing the population and stabilizing the provincial economy (New Brunswick Government PGS, 2014; New Brunswick Government EGP, 2016).

Ogbu and Simons (1998) make the distinction that voluntary immigrant minorities, “are those who have more or less willingly moved ... because they expect better opportunities (better job, more political or religious freedom) than they had in their homelands or places of origin” (p.

164). They argue that refugees and migrant guest workers are involuntary immigrant minorities. Refugees have left their home countries to relocate in safer countries, often because of crisis and war. Migrant workers typically do not plan to stay in their new country for long. All three groups, according to Ogbu and Simons (1998) will face some similar, as well as some different, challenges in their host country regarding settlement, schooling, employment and retention.

The news articles that we have collected as part of Case 1 (N = 162) and entered as secondary data illuminate the stories of new immigrant families and their children, temporary foreign workers, permanent residents, international fee-paying students and refugee children and their families. Our continuous analysis of the news and government documents we have collected have provided us with new understandings as to why people are coming to New Brunswick. This is especially important in the New Brunswick context based on the current reality of people arriving from various countries in the world to live and find work in what we glean from many news and provincial documents as an economically challenged province (New Brunswick Government PGS, 2014; New Brunswick Government EGP, 2016). People coming to New Brunswick often struggle finding work, particularly new immigrant and refugee adults (Huras, 2016). Immanuel Wallerstein (2005) and others suggest that many people arriving from war torn countries or countries suffering other misfortunes are looking for safety and opportunities to secure employment to get them and their families started (ARAISA, 2014; Inkster, 2006; Mahaffey, 2002; Yanchyk, 2011). Wallerstein (2005) explains how a labour pool is filled in regions like New Brunswick, even during a downturn in economic activity. He says,

At a world level this can be compensated for by expanding the pool of wage workers elsewhere in the world, who are willing to work at a lower level of wages. This can be done by drawing new persons into the wage-labor pool, for whom the lower wage represents in fact an increase in real income. (Wallerstein, 2005, pp. 31-32)

We have found this economic claim confirmed by listening to many new immigrant adults who have left their country with their children (Hamm, 2009; Hamm *et al.*, 2017). Many newcomer adults feel fortunate to be in Canada starting their lives again, even if it means working for lower wages than Canadians. In November 2016, at the New Brunswick Multicultural Council symposium on immigration, retention of new Canadians within our province, and building welcoming communities, we learned that there are abundant jobs available in New Brunswick with an average salary of 18 dollars per hour (Campbell & Kelly,

2016). Many of these jobs are in the aquaculture and service-related industries within our province.

Trauma and Professional Learning

As populations of people moved out of their countries due to war during the last 20 years, educators and researchers have identified a rise in student and family trauma, educational gaps in student learning and student difficulty in trusting other people, particularly those in educational positions who could help and support them (McDonald, 2000; Merchant, 1999a, 1999b, 2000; Pryor, 2001; Smith-Davis, 2004). Drawing from the United Nations Refugee Agency website, Stewart (2017b) reported, “there are 65.3 million displaced people worldwide – the highest number since World War II – and 21.3 million of them are refugees who are fleeing conflict, violence or persecution” (p. 20). Vega, Lasser and Plotts (2015) argue that school psychologists should be part of the professional network in schools that are receiving large numbers of newcomers and refugees; these are professionally educated individuals who can work with children and families who have endured conflict, war and suffering. The researchers argue that:

With migration comes a host of educational and mental health challenges and school psychologists across the world must be prepared to serve culturally and linguistically diverse (CLD) children and families. For example, the American Psychological Association (APA, 2012) has identified a number of issues related to immigration and educational settings such as appropriate assessment and placement, mental health needs of learners, and the social-emotional impacts of discrimination. (Vegas, Lasser & Plotts, 2015, p. 359)

Further, demographic change and increasing diversity can bring a host of additional social challenges and educational complexities, but also additional professional learning opportunities for educators in schools as several New Brunswick researchers and research teams have identified the past decade. Varma-Joshi, Baker and Tanaka (2004) conducted research with visible minority youth and their parents in New Brunswick. They found that there was a disparity in perceptions of what constituted racial name-calling. The students and their families in that study viewed the behavior as a continual pattern of harassment and wanted the school officials to effectively deal with the name-calling, while authority figures in the school viewed the behavior as isolated incidents. The authors in the study argued for increased attention to these incidents by school and district officials through professional learning.

Peck, Sears and Donaldson (2008) and Hamm, Peck and Sears (2017) have been interested in how New Brunswick elementary and middle school students understand ethnic diversity. The researchers found that many of their student participants (most of whom were part of the dominant Anglophone culture) demonstrated limited understandings of ethnic diversity. Many of the students did not recognize cultural symbols that have cultural and religious significance in many newcomer/refugee/new Canadian communities. However, many of the students showed genuine interest in cultural and ethnic diversity and wanted to learn more. The researchers argued that this is possible if teachers continually examine and re-examine their curriculums, build their knowledge frameworks and identify any gaps in the curriculum they administer and in their own pedagogies.

Wilson-Forsberg (2012) conducted research with new immigrant students between two communities in New Brunswick. She found that the new immigrant students needed to feel and experience an immediate sense of belonging in the school and in their wider community. She argued that for this to occur, the students needed all school personnel – teachers, administrators, support staff and especially their Canadian student peers – to intentionally include them in classroom, extra-curricular and social activities (Wilson-Forsberg, 2016).

In another New Brunswick study, Arnett (2014) found that new immigrant students between the ages of 18-21 are vulnerable in the current structures of the Canadian education system. The researcher conducted her year-long study in a school that was welcoming increasing numbers of new immigrant/new Canadian students and of that number, many were in that older age category. Though the students were described by one participant that they had come to Canada to “better themselves” (Arnett, 2014, p. 51), many found their courses and curriculum challenging due to their level of English language competency. Referencing the New Brunswick Inclusive Education Policy (Porter & AuCoin, 2012), Arnett reported that participants in her study noted how the policy document included new immigrant/newcomer students as part of the inclusive educational mandate, but their searches for additional resources to support the students “came up empty” (Arnett, 2014, p. 49). The author concluded her report by suggesting that:

Given that Canada is so intent to grow its population through immigration, it would seem that a more concerted investment in K-12 language programming, particularly for the group of students in the limbo zone of 18-21, is of critical importance in helping these

individuals gain access to the kinds of higher education and jobs desired by the federal government. (2014, p. 55)

Kristmanson, Lafargue and Culligan (2011) conducted action research with several educators in New Brunswick. In their project, the researchers were interested in how second and foreign language teachers could build additional pedagogical knowledge and classroom strategies through working together in a professional learning community. The project was focused on how the teachers could potentially engage their students more effectively through the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP). They found that the teachers developed a philosophical stance through deeper reflections of their current classroom pedagogies. The main goal of the project was to support learners to become agents of their learning and to grow their intercultural competence.

Inevitably, teachers in demographically changing schools will encounter multiple and diverse challenges working with international, new immigrant and refugee students. What may be most imperative is for teachers and leaders to work together creatively and continuously to secure all the educational and social opportunities for all their students who share common spaces (Banks, et al. 2005; Skidmore, 2016).

Educational and Leadership Responses to Demographic Change and Diversity

Many researchers who are interested in diversity and intercultural education argue that educators are often slow to respond and adapt their curriculums, pedagogies and leadership for newcomer and refugee students (Evans, 2007; Grady, 2001; Howard 2007). Researchers argue that this does not have to happen and propose specific preparation strategies to welcome newcomers and to reduce educator stress and anxiety during the time before and after their arrival (Boothe, 2000; Hamm, 2013; 2015b; Howard, 1999; McCray, Wright & Beachum, 2004; Ryan, 2003; 2006; Shields, 2003). Current national and global realities provide confirmation of the significance of educational and leadership preparation in an age of increasing immigration and demographic change. For instance, Canada has welcomed over 40,000 Syrian refugees in the past two years. Of those people, over 1,500 have already settled in New Brunswick (New Brunswick Multicultural Council Annual Symposium, 2016) and there are over 650 Syrian students in New Brunswick schools (Bissett, 2017).

Walker and Dimmock (2005) encourage school leaders and teachers to be proactive in learning about where the children and their families will be arriving from. Sather and Henze (2001) suggest that leaders must “make themselves available to staff and students, listen well, and seek multiple perspectives on problems facing the school” (p. 28). By acting pre-emptively, proactive leaders can thus set priority needs and construct strategies to address the most pressing challenges they are or will soon be facing when the children and their families arrive (Dimmock and Walker, 2005; Soukamneuth, 2004).

Continuous professional development (CPD) and learning is important for all educators (Holmes, 2013). We have argued that it is most important for educators and leaders who are working in highly turbulent environments that are undergoing rapid demographic changes (Hamm, 2009; Hamm & Cormier, 2014; Hamm, 2015; Hamm, Oulette & Hamm, 2017). The emphasis on CPD in demographically changing schools and communities increasing in diversity cannot be underestimated or worse, ignored. It is important that those most responsible for professional learning in demographically changing schools and communities ensure that CPD is focused on topics that are relevant to the changing conditions that educators are confronting so they have ongoing opportunities to examine, dialogue and learn with colleagues, and adjust their current pedagogies and classroom strategies. Leithwood and McAdie (2007), Fullan (2006), and Dufour (2007) suggest that professional development needs to be generated through collective staff dialogue and participation at the school level especially because, “Districts are a frequent source of change – new guidelines, new standards, new programs, new forms of student assessment, and the like. Both the nature and speed of such change can become a significant source of stress for teachers” (Leithwood & McAdie, 2007, p. 45).

Further, Ryan (1999; 2006) has argued that it is important for educators and school leaders to communicate widely in the public sphere about how their school is changing so parents and community members are aware of the increasing diversity in the school and how it may be affecting the lives of students and educators and contributing to the school culture and climate. For example, many new Canadian families arrive in the community with very little in the way of personal and family belongings due to leaving their home countries quickly. They will require the communities’ support and generosity (i.e. winter clothing, boots and mittens), especially if they have spent time in refugee camps or other countries.

Hamm, Doğurğa and Scott (2016) provide several strategies for educators and leaders who serve in diverse schools in a rural Canadian context. Of note, the researchers encourage educators and administrators to intentionally engage newcomer parents in their homes or in neutral and welcoming community spaces to minimize power arrangements and class status and show the parents, who may be shy or intimidated functioning within the mainstream language, that they are in a crucial part of their child’s educational and social development. Further, the researchers warn against the unintentional tracking of newcomer students into non-academic programs that they may not wish to be in (Hamm, Doğurğa and Scott, 2016). Instead, educators and leaders are encouraged to find ways to provide academic opportunities for the students, so they can attain the credentials that they require for future employment and a productive life in their new country.

On the idea of hiring for diverse schools, Walker and Dimmock (2005) encourage district and school leaders to widen their teacher recruitment strategies to find, interview and hire “staff members with cultural and ethnic backgrounds similar to those present in the school community” (p. 296). This professional action demonstrates a district commitment to equity and social justice and sends a message to parents and community members that diversity is valued in the school and district and that their sons and daughters will see themselves reflected in the professional teaching body. Hamm (2015a) has conceptualized a framework with specific strategies and protocols that school-based and district leaders can use when they are interviewing and hiring teachers, both new and experienced, to serve in diverse schools and districts.

Many researchers argue that it is important for educators in diverse schools to examine their curriculums to ensure contemporary issues about race are addressed and stereotypes and biases are replaced or at least critiqued throughout classroom discourse (Bolgatz, 2005; Delpit, 2006; Gay, 2010; 2013). For instance, Walker and Dimmock (2005) report principals in their study “promoted the infusion of culture and cultural issues into the curriculum. They encouraged staff members to structure curriculum experiences that reflected cultural diversity and to counter racism and other forms of discrimination” (p. 298). To reinforce the importance of this idea, Nieto and Bode (2008) point out that in some North American texts:

American Indian children may read about themselves as “savages” who were bereft of culture until the Europeans arrived; African Americans often read sanitized versions of

slavery; Mexican Americans read of the “westward expansion,” with no information about the fact that their ancestors were already living on the lands to which Europeans were “expanding” ... Little wonder then, that school curricula and real life are often at polar extremes. (p. 129)

In summary, with millions of people on the move every day around the planet (Goddard, 2007; Vega, Lasser & Plotts, 2015), “Arguably, the new millennium will witness mounting tensions in schools and these pressures will be fueled by the conflicting interests of multiple stakeholders” (Dei, James, Karumanchery, James-Wilson & Zine, 2000, p. 2). Our continuing work in this project remains focused on supporting and encouraging New Brunswick and Canadian educators to prepare themselves for an increasingly volatile, uncertain, complex and ambiguous time in our history (Shields, 2013).

Conceptual Framework: Constructivist Epistemology

Case Study 1 is part of a larger collective case study that will comprise four additional schools in New Brunswick (Creswell, 1998; 2003; Hamm, Oulette & Hamm, 2017; Stake, 1995; 2000). We have conceptualized our project within the constructivist/subjectivist epistemology. In our qualitative research, the constructivist paradigm “assumes a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and respondent co-create understandings), and a naturalistic (in the natural world) set of methodological procedures” (Denzin & Lincoln, 2000, p. 21). What this means is that our research takes place on the ground in schools and their catchment areas. Our research team understands that there are multiple realities and perceptions operating in schools amongst all the social actors that teach, learn and lead in them. We believe the most effective way for us to understand those social realities is to work reciprocally with our participants and give them opportunities to tell us whether they agree with our findings or not and help us better understand their “lived experiences” (van Manen, 1997).

A key philosophical position that drives our work and provides our team much needed inspiration when we are challenged by the barriers and conundrums often present in qualitative research is that human beings have the agency to shape schools and the cultures that develop within them through their behaviors and social interactions with their colleagues, students and other stakeholders (Bush, 2003; Greenfield, 1986). We agree with Greenfield who argued that,

“organizations are cultural artefacts which man shapes within the limits given only by his perception and the boundaries of his life as a human animal” (Greenfield & Ribbins, 1993, pp. 5-6). We agree with organizational theorist Chris Hodgkinson (1991) who once wrote that, “Every member of the organization both has and ought to have some element of leadership responsibility. Even the lowliest member of an organization has the power to commit or not commit himself or herself to the organization’s purposes” (p. 158). Therefore, a primary motivation among our research team is discovering where that leadership lies in every school and organization that we investigate, so we can illuminate that leadership in our work with educators, in our writing and at conferences. Our team can advocate much more effectively for educators, school leaders and students and encourage them to be the agents for positive change within the organizations they serve and learn in if they have the will and the necessary encouragement and supports to “be the change” (Mohatma Ghandi). Examples of such change might be as simple as changing or adding important curriculum in a course to include students more effectively; adjusting timetables to accommodate changes in course offerings; opening up the school as a joint-use facility at low cost and painting over graffiti on school and catchment area spaces that reflect stereotypical and/or discriminatory attitudes and beliefs (Hamm, 2009; Hamm, Doğurga & Scott, 2016).

In the Case Study 1 inquiry with students, we constructed a semi-structured interview that guided our conversations (**Appendix 4**). We continued to collect relevant news articles and documents from local, provincial, national and international sources that we organized systematically by headline/title and date of publication (N = 162, **Appendix 5**). Further, we continued to keep descriptive field records (N = 113 pages of content).

We worked with school administrators and English as Additional Language educators to meet and invite our student participants. It was our hope that building reciprocal professional relationships with the ECHS staff and the students would allow us to engage and interest more participants and thus learn more about the social realities in the school as communicated through their perceptions and insights as social actors in the organization. In the end, eight students (N = 8) were interviewed.

Data collection and analysis

Denzin and Lincoln (2000) suggest “the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question” (p. 5)

while conducting social inquiry (Carspecken, 1996; Hancock & Algozzine, 2006; Lather, 1986; Lincoln & Guba, 2000; Stake, 2000). For example, Lather (1986) argues that “multiple data sources, methods, and theoretical schemes, is critical in establishing data trustworthiness” (p. 67). We have made every attempt during the course of our field work to fully engage the social site as well as many educators and students in the school by being visible while circulating through the hallways during our visits. It is our belief that through our “prolonged fieldwork” (Scott, 1996, p. 79) in the school, our relationships with staff and students evolved and flourished.

Stake (1995) suggests that one of the targets of triangulation the case study researcher should strive for is to describe the case with “a substantial body of uncontested description” (p. 110) or thick description (Geertz, 1973). “Thick description is not complexities objectively described; it is the particular perceptions of the actors” (Stake, 1995, p. 42). Seale (2004) argues that a thick description of a setting can give a reader of a research report the experience of being there, thus providing an opportunity for data transferability to be established. “The reader is then well equipped to assess the similarity of the setting described in the research report to settings in which she or he has personal experience” (Seale, 2004, p. 78).

Field Notes

Lastly, social qualitative interpretivist theorists write things down, often in extensive detail and often in the form of field notes. This is an approach that we have taken and wish to briefly describe. We compiled 113 pages of field notes that inform this study and build upon the main study themes. These field notes contain important communications between us and our participants, our observations while on and off site, our notes on community documents such as notable newspaper stories and cartoons that we believe are relevant to this first case and as well, our personal reflections on our research conduct during our field work. Most important, the field notes constantly allow us as researchers to question ourselves, our assumptions and biases and consistently challenge each team members’ observations and understandings of what we believe is happening in the school and what meanings are embedded in the data. For instance, we constantly question the ideas, codes, and categories that we are placing text under and we constantly challenge the themes that are emerging and we have listed and described in the next sections.

Geertz (1973) reminds researchers that the “essential task of theory building here is not to codify abstract regularities but to make thick description possible, not to generalize across cases but to generalize within them” (p. 26). Stake (1995) reinforces data confirmation with his argument in favour of thick and rich description. Using the triangulation methods as described above, we believe this study was rigorously conducted and presents a fair, but not yet complete, representation of the social realities in ECHS. In fact, we believe that we are only at the beginning of our understandings in our research in our collective case inquiry. We feel that the next four cases we conduct in New Brunswick will expand our understandings.

Coding “data events”

In this part of the project, we collected and coded the interview and document data and provided our individual and group interpretations on the running record of “data events” (Hamm, Scott & Massfeller, 2015) or “chunks” that we organized continuously into initial emergent categories (Merriam, 1988; Rossman & Rallis, 2003). We used a recursive analytical process (Creswell, 1998; Hancock & Algozzine, 2006; Rossman & Rallis, 2003) to construct emerging themes from the initial categories. Drawing from the tradition of case study (Stake, 1995) and critical ethnographic methodology (Carspecken, 1996) and the intersections of common qualitative language with grounded theory researchers (Charmaz, 2000; Fram, 2013), we immersed ourselves in the data using the constant comparative analysis approach. Constant comparative analysis “is an iterative and inductive process of reducing the data through constant recoding” (Glaser & Strauss, 1967, as cited in Fram, 2013, p. 3). We found this methodological process important as we fused selected data from each stage of collection and formed categories into the eventual themes that we report in this study.

To summarize, the initial emerging themes were formed from a rigorous process using the constant comparative analytical process from open coding where we read and highlighted text from the interviews. We then moved to focused coding where we transferred data from one document to another document and aggregated the text segments under categories. Rossman and Rallis (2003) name these “chunks”; we call them data events (Hamm, Scott & Massfeller, 2015). These chunks or data events were single words, small and larger phrases, utterances, sentences and paragraphs. Rossman and Rallis (2003) describe this important and rigorous activity in qualitative data collection, management and interpretation as:

The process of deep immersion in the interview transcripts, field notes, and other materials you have collected; systematically organizing these materials into salient themes and patterns; bringing meaning so the themes tell a coherent story; and writing it all up so that others can read what you have learned. It entails fully knowing the data (immersion), organizing these data into chunks (analysis), and bringing meaning to those chunks (interpretation). (p. 270)

In his case study theory, Stake (1995) suggests that this type of “categorical aggregation” is useful in qualitative research.

Further, we understand that, “Within schools and colleges, subjective theorists point to the different values and aspirations of individual teachers, support staff and pupils. They all experience the institution from different standpoints and interpret events and situations according to their own backgrounds and motivations” (Bush, 2003, p. 115). Bush (2003) effectively describes this approach for our team stating:

Subjective models relate to a mode of research which is predominantly interpretive or qualitative. This approach to enquiry is based on the subjective experience of individuals. The main aim is to seek understanding of the ways in which individuals create, modify and interpret the social world which they inhabit. It is concerned with meanings more than facts and this is the major difference between qualitative and quantitative research. (pp. 121-122).

The next section will describe the school in Case Study 1 and provide the student matrix.

School Profile and Participant Matrix

In September, 2016, ECHS welcomed 1,948 students and this report is based on interviews from new immigrant, and refugee students (new Canadian students) who were part of that intake. This student count included 93 newcomer / new Canadian students (International/New Immigrant/Refugee). A further breakdown of this newcomer/new immigration/refugee students is as follows:

Country	Numbers
China	28
South America	19

(Mexico, Brazil, Columbia)	
Vietnam	12
Syria	12
Israel	9
African countries (7)	7
Iran	3
Turkey	2
Nepal	1

The ECHS educators and support staff serve students across multiple Academic, Technical and Exceptional programs. At the time of our student data collection, there were 104 full-time equivalent (FTE) teachers, 11 part-time (FTE) teachers, 24 educational assistants, 4.5 Administrative assistants, 6 First Nation educational support workers, and 1 resource officer. Of the 150.5 adults working in the school, 43 of them volunteered to participate formally in the study.

All student interview participants were given descriptive identifying codes to provide anonymity and allow us to clearly communicate their narratives. The following student participant matrix chart provides additional information about the participants. The name of the country in red is where the student went to after leaving their country.

Student	Gender	Country prior to Canada	Interview
NB SP1	Male	Iraq and Syria	May 4 2017
NB SP2	Female	Syria and Jordan	June 1 2017
NB SP3	Female	Ukraine and Israel	May 30 2017
NB SP4	Male	Syria and Jordan	May 31 2017
NB SP5	Female	Syria and Jordan	May 31 2017
NB SP6	Male	Syrian and Turkey	May 30 2017
NB SP7	Male	Syria and Turkey	May 23 2017
NB SP8	Female	Syria and Lebanon	June 1 2017

In the next section, we will report and provide discussion on the 5 main thematic findings in the study with the new Canadian student participants at ECHS.

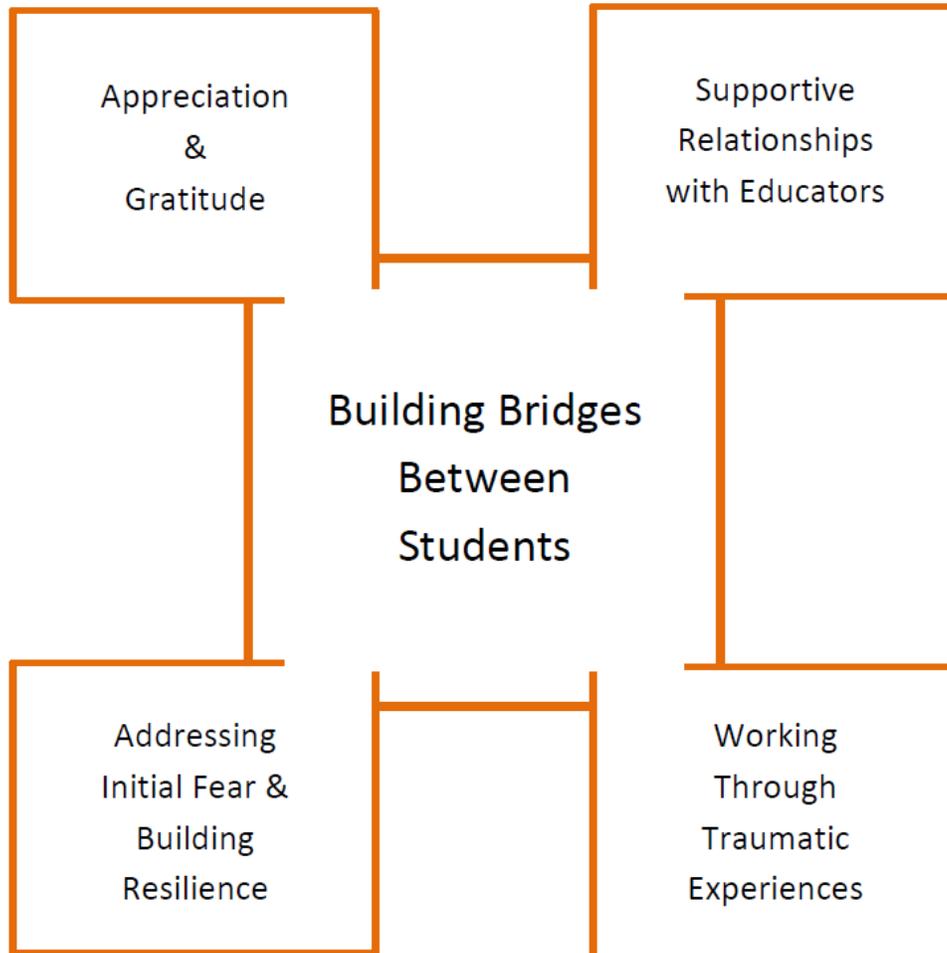
Findings from Student Data, Documents and Field Notes

The following themes in this phase of the study have emerged from interviews with 8 new Canadian students. Our new thematic understandings from our work with students will be juxtaposed and analyzed with the educator themes that we reported earlier this year (Hamm, Oulette, & Hamm, 2017).

Changing our language

It is important to note here that during the student interviewing stage, we asked each participant how they felt about being a new Canadian, rather than a refugee or newcomer student. We asked this question deliberately as we have been motivated and encouraged throughout our inquiry to reflect and change our own language in framing newcomer/refugee/new immigrant/temporary Canadian children. We have witnessed and learned about the damaging news reports and we have observed closely the resistance that the new Canadian students and their families have experienced since leaving their country of origin and arriving in Canada. We believe the quicker students see themselves as new Canadians as opposed to accepting the marginalizing language depicting their lives and experience that is widely represented in the media, that they may gain a sense of belonging within their school, community and in our Canadian society in more meaningful ways (Gourley, 2016; Hamm, Peck & Sears, in press). All the students we interviewed appreciated being a new Canadian. The diagram below illustrates the five key thematic findings in this part of the study with new Canadian students.

The Students told us ...



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Theme 1 - BUILDING BRIDGES BETWEEN STUDENTS

Many ECHS educators informed us that their new Canadian students were struggling making Canadian friends from the dominant Anglophone population (Hamm, Oulette, & Hamm, 2017). On our interview protocol for students we did not specifically construct any questions asking our student participants if they had made friends in the school (**Appendix 4**). However, during all eight interviews, opportunities arose in the conversations where we did in fact inquire

about the student's level of engagement with Canadian peers. **Overwhelmingly, students expressed their desire to have Canadian friends as part of their social groups** as the following selected data indicate explicitly:

I want (a) friend, (a) Canadian ... And when I go to them, I'm shy a little bit. I like Canadians and Syrians together. (NB SP7)

I want to learn English, I want ... a friend Canadian. I want friend(s) in Canadian, but I don't speak English ... I know (the) cafeteria, but I just sit. Just me. Because I don't have (a) friend ... Canadian. I want Canadian friends. (NB SP6)

It's... it's hard to make friends. Hard to make a Canadian friend, because the Canadian student... Uh ... (whispering) ... I don't know. I like to make Canadian friends, but I find it hard to make Canadian friends. I don't know why. (NB SP2)

One participant spoke in depth about a Canadian friend, how they had met and the importance her peer was for her social well-being, academic achievement and sense of belonging in the school. The new Canadian student participant enthusiastically described her friendship:

I met her last year in gym class and she's just really nice with me; we had some activities together, and then she really helped me improve my English. Like EAL classes improved (me) like 35 percent of my English, and the rest ... she was like the first, she was like the first person ... She was the first reason to me to love English, and love the classes, and love the school ... I was doing everything she does. She loved her classes, and I was like that, too. She likes to read, I like to read, too ... I was a shy new student. I didn't speak English. She gave me her phone and I just start(ed) translating. Like I couldn't speak full sentence. I had vocabulary. She improved my English. Like 75 percent my English because of her, and the rest because EAL classes. (NB SP5)

Many students in our study said they were shy in the beginning after they had arrived at ECHS and were intimidated by the sheer size of the school, which they acknowledged made it difficult for them to find friends outside their own cultural and linguistic groups. Many described their concerns and fears about how they sounded when they attempted speaking the English that they were learning to Canadian students in their courses outside English as an Additional Language (EAL) classes. One student bluntly said, *"I don't want to look stupid"* (NB SP3). Another participant stopped speaking for a time in a regular course because he felt slightly ridiculed by some of his Canadian peers. *"I didn't really feel that much hurt, it was just my English, like you know somebody comes (and) talks to you and I try to say a word, I say it in a*

different way ... I didn't find it that funny, but they did. But I won't lie, I was a little bit depressed" (NB SP1). One student described how being encouraged to talk by her teacher eventually helped her grow her confidence in her English-speaking abilities in front of her Canadian peers:

In math class, I'm shy because I'm scared my English is bad. I'm afraid nobody understands me. Cause I'm talking, (and) nobody understands me. I try that with some people. With my teachers, I'm talking (and) they understand so much to me... I'm talking, talking, I understand (I am making sense) to my teacher. When I talk to another person ... like that (student makes a facial gesture of incomprehension). Some people when you're talking English they say you're like that... Like uh... feel, feel (not good). I feel very good ... very nice when I talk to somebody and they understand me in English. When you (do) no(t) understand me, I feel bad. (NB SP7)

In several of the interviews, the conversation turned to strategies on how to make Canadian friends. Several of the students shared their ideas. One participant suggested that moving slowly toward friendship and into a relationship was very important. His strategies are outlined in his narrative below:

Like, if you are in same class with someone and you spoke with him, and then you will ask, like 'can I be your friend or something?' I do that because some Canadians, don't want to be your friend or something. It's important to ask, 'can I be your friend?' Because if you didn't ask them the question, maybe this (person) doesn't want to be your friend or something and you joke with (them) and (they) tell the office and will make a problem (NB SP4).

Another student described her deliberate attempts at making friends in the school, both within her own cultural and language group and among Canadian English students. She described her varying success rates because, *"I'm just very talkative ... when I came here I just tried to talk with students who do (not) know my language. I like to talk to people, I like to know them, I like to try find a topic to talk to them"* (NB SP3). The student mentioned she had met many Canadian students through engaging them first, rather than waiting for them to engage her.

Theme 2 - SUPPORTIVE RELATIONSHIPS WITH EDUCATORS ARE KEY FOR NEW CANADIAN STUDENTS

Canadian educators have been working with new Canadian students and their families for decades. In the student interview questionnaire (**Appendix 4**), Question 7 was intentionally

constructed to inquiry about how new Canadian students perceived teachers were supporting them. The responses we received provided us with several new insights on the significance of the teacher/new Canadian student relationship and the importance of intentionally building welcoming and safe classrooms in demographically-changing schools like ECHS.

We also asked students about their school experiences in their home country, as well as any educational experiences they may have had while on route to Canada. Several students in the interviews cited additional lived and educational experiences in the countries of Turkey, Lebanon and Jordan. The students' Canadian teachers and their Canadian classrooms at ECHS were described as supportive, welcoming, engaging and empathetic to their educational, social and mental health needs. One participant said, "*Let's be honest here, it doesn't matter how successful I was if I didn't have a good back up when I got here (at ECHS). A lot of people helped me; I wouldn't be where I am today*" (NB SP1). Having had educational experiences across three countries, several students spoke as experts on pedagogy and classroom management techniques well above what might be expected of them to know. One participant noted the love that her ECHS teachers had of their educational and mentoring roles for their students as the narrative below describes:

They just like love their jobs. If the teacher loves their job, they're going to be a good teacher, because they just love to teach. It's not going to feel like you're nothing, and (the teacher) tells you (that you) should be quiet because 'I am the smartest human in the world,' you understand me? They (the teachers) will just try to help you, always. Even if you don't say anything, they will just see ... They will look at you and just see you need help. Because they're kind, and they are always ready to help you. Even if it is their lunch-time they're always like ... They're asking about it, if you want help, just come at lunch-time. (NB SP3)

Only one student of the eight we interviewed had a concern with a teacher's pedagogy. When we interpreted the situation as described by the student as a team, we believed the misunderstanding was due to the student not fully understanding protocols that teachers have to adhere to while administering a subject area test. That said, we believe it is important for educators in Canada to clearly understand ways to accommodate new Canadian students in their English-based courses so they can experience academic success while at the same time they are developing their English language skills. **We will address this reality in the Conclusion section of this report.**

All the students were grateful for the extra efforts and supports their teachers were providing them as the following snap-shot of data indicates:

Like when I am in his class, I feel... I don't want to go out of the class. It's interesting. He (the teacher) makes the class fun ... like we learn and joke together ... joke and laugh and we have fun with learning. Like not just sit and do it. We learn, but we're having fun. (NB SP2)

I like Canada, because... I know school is very good ... better school. I like the teachers because they're very good (at) talking with you. (They) don't scream or anything. (NB SP7).

I like learning English. I like my teachers. I'm very fortunate for my teachers. (NB SP6)

When I was in Syria, I liked it, but when I came here, I liked it more, because of my teacher... I like it because (of) my teacher. If you don't like the teacher, you will hate the subject. Like when I was in Jordan, or Syria, I like the school, but in the morning, I feel, uh, I want to stay home. But here (in ECHS) I wake up, I like to come to the school. It's different, even my little brother when he was in Jordan he hate(d) the school, but here he loves it. (NB SP2)

When pressed to go beyond her description of her teachers at ECHS, one new Canadian student from Syria took some time to reflect on our question. Pointing her finger at the researcher, the student explained that,

Teachers are very nice (at ECHS). When you need help, you'll find them always beside you. When they feel that you (are) suffer(ing), they'll be more with you, and it's like encouraging more. They give lots of encouragement, and they're always with us, every step... Just (like) a child with his parents who help him to a point with every step, they're just like that. They're helping us go up the stairs. (NB SP5)

Due to the reality that the students we spoke to were recent newcomers in the school, the teachers and classroom activities they described were mostly related to English as an Additional Language. We will address this more in our discussion.

Theme 3 – WORKING THROUGH TRAUMATIC EXPERIENCES

News stories and educational documents have contributed significantly to our data sets and our understandings of how educational stakeholders in ECHS are responding to immigration, demographic changes and increasing diversity within the context of a small rural city in Canada.

As described in the introduction of this report, we began our inquiry prior to Canada accepting thousands of Syrian refugees in 2015 and 2016. After Antonio Guterres' newspaper call to Canada in late 2015 to support Syrian people fleeing their war-torn country, a series of news articles in early 2016 motivated our research team to reflect on our interviewing process and slow down. We clearly could see tension and anxiety elevating throughout Canada, in our community and at ECHS as Canadians prepared for the arrival of Syrian people – many with severe trauma (Stewart, 2017a; 2017b). We have added into our Appendices a data document that represents the news and documental evidence we gathered and organized by date (N = 162). We believe many of the news stories illuminate and parallel experiences some of the students shared in our study. One student displayed wisdom beyond his years as he described the unfortunate fractured society he had left in the Middle East.

I remember because I used to live on the top floor, and if you want some war surviving tips, that's not the best place to stay when there is a war happening the next block next to you. You want to go down to the basement, right? My dad took us to the basement and gave us headphones so we wouldn't hear the guns. I think I've had it lucky enough; I was in the basement. Some people are out on the streets ... Some children my age, I can assure you that they were in way unsafe places (than me). So, that's Iraq. After 2002, the whole country just basically start ... falling down. Like there's no government, no control, you just (do) not feel safe. You get that feeling when you walk in a place at night, like, I can't wait until I get home, or I can't wait to get to that place I know I'm going to be safe. For us in Iraq, I don't think people feel that way. Like the safety feelings taken away. Few people in Canada wouldn't know that because (they've) never lost that feeling all the time. The suicide bombers, we had a lot of them.

The student participant wanted to assure that the researcher clearly understood what he was describing by offering the following penultimate statement.

Personally, people have seen worse than me. I've seen quite a bit, but I mean... I can assure you that people have seen way worse than what I've seen. I've heard the gun...I've seen the gun shot and I've been shot at while walking. That's bad ... If you want to look at (the) middle east, even right now ... it's like a hunger game. Imagine it like that, a hunger game. Anytime, you can die. No... no safety guaranteed ... That' the conflicts that happened (in) Iraq and Syria ... just like a whole big piece of ... just a war. You don't even know who's right or who's wrong. (NB SP1)

For many of the students we interviewed, suffering and misfortune continued even after they had left the war zone. Stewart (2017a) describes this as additional or triple trauma. That is,

people experience and suffer from trauma prior to and during war, while escaping the war on route to a new destination, and finally while settling into and adjusting to their new home like these student participants and their families did in New Brunswick. Many of our student participants described experiences that we interpreted as trauma-inducing while they were in their second country (i.e. Turkey, Lebanon or Jordan). For instance, several students who were fortunate enough to attend school in those countries described teachers who did not care for them or give them the attention they needed. One student said, “*I went to Jordan ... the school was so bad because like the... Jordanese people, they said you can't stay, get out of my country*” (NB SP4). Another student who did not have the opportunity to attend school in Turkey described how his employer had taken advantage of him and his family. The student took his time to deliver his perceptions of his experience to our inquiry:

I find (living) hard in Turkey... I see here different, different things ... in Turkey the life is hard ... everything is expensive in Turkey.... My dad he is four months working (and) he don't get the money, ever. Four months working, he don't have money. The boss (said) 'go away I can't give you money.' I have a job in (making) dessert. Two months, I come to Canada I (will) have 200 lyra in Turkey. He (my boss) tell me 'you have too many (much) money'. He can't give to me money ... He tell me 'how you go to Canada? Canada (is) very expensive.' I told him, I don't pay money. Then I'm liar, he tell me I'm liar. Go away, go, go go. I don't get you. I can't go to police because I'm small ... I'm ... I'm young. I can't go because I was 14, I was 14 years but you have (to be) 17, 18 you can work. Seventeen is problem, 18 is okay. I'm 14, I can't work or I'm working because uh... We have to pay money for food, for everything. (NB SP7)

Many of our educator participants who described their experiences helping the Syrian students adjust in 2016 and 2017 described many of the challenges students had while adjusting to their new educational environment and community (Hamm, Oulette & Hamm, 2017). News stories at the local, national and international levels during this time of Syrian migration were both hopeful and inspiring and at times, sadly damaging (see **Appendix 5**). In our interpretation, educators and educational leaders at ECHS and in the school district prepared for what Shields (2013) has referenced as a VUCA world – one that is volatile, uncertain, complex and ambiguous. In 2016 and 2017, this was the reality at ECHS and the school and all its personnel creatively and effectively worked through their challenges and helped many of their new Canadian students re-adjust their entire lives.

Theme 4 – ADDRESSING INITIAL FEAR AND BUILDING RESILIENCE

Our research team initially believed the data we analyzed in this section could be attached to the previous theme, especially since the student perceptions of their arrival and re-adjustment at ECHS aligns with Bennett’s (2017) and Stewart’s (2017a; 2017b) observations on refugee children, trauma and re-adjustment in their Canadian schools and communities. Further, based on our earlier findings from educators that the intake process in the school was complex and fragmented (Hamm, Oulette & Hamm, 2017), we directly inquired about each student’s early experiences in the school. Question 8 on the student interview protocol (Appendix?) explicitly asks students to reflect on their arrival at ECHS. Collectively, all the students were overwhelmed and scared during intake and felt lost for several weeks at ECHS. Many of the students had some support when they arrived; most described that they did not have enough. Two students capture the reality of being lost on arrival:

First, as a newcomer student, I had that feeling when you first moved into a new country, a new school, a new everything... I sat in the cafeteria, had my lunch by myself. That was my first day. I still remember that, never will (I) forget that. (NB SP1)

I was so scared ... and I feel like I am different, I will not learn the language, I can’t talk with teacher, I was so scared. (NB SP2)

As researchers, we were delighted to learn about the resilience that our student participants displayed when they were sharing the stories of their young lives, their struggles the past three years and how they were working to better themselves on re-adjustment in Canada and at ECHS. One student, who earlier described her trepidation leaving her original home reasoned, “I came to Canada; it saved me” (NB SP3). When asked what Canada meant to her, another student said,

I’m thinking I want to live a better life. In Lebanon I (did) not study for two years because I am a Syrian in Lebanon. In Canada, I want to study and I want (to) do many things... I can do many things here. I want to be a nurse in Canada. I like helping people. (NB SP2)

As we got deeper into our conversations, we began asking the students that, if given the opportunity, how they might support new Canadian students who will arrive at ECHS in the future. Four students shared their ideas to our probing question below:

Like I would tell them don't be scared because you are in the safe place. (NB SP4).

The teachers have to talk with them (newcomers). Like we, we are with you, we can understand you, you are in a safe place, you will learn the language. (NB SP1)

I will tell them when I came to here, when I came to here I was, I was afraid and shy and worried, but after that I find it easy. Don't be afraid. (NB SP2)

If I would see new student here, and if I was feel like he or she is afraid as I was, I would just help him or her, just because when I came here I didn't have anybody, and I was so afraid ... If you are nervous, that's going to change. Everything is going to be better, it just will, you'll just be nervous. (NB SP3)

Once all the students we spoke to had adjusted in the school, learned the structures and rules guiding student behaviors, and understood their responsibilities for their learning, their anxieties subsided, and they felt more comfortable in the environment. One student who had been in Canada for several years recalled his early struggles as well as his successes. When asked to further analyze his experience and how it might support new Canadian students in the future, he said,

Okay this might seem tough right now, but I know I can turn it around into fun. Moving is an experience; you choose to be positive or negative. Regardless of how things go, you have the power, you have the control to turn it around. I want this to be positive, or 'oh man, I just want to complain and stuff.' For me, I can see it's hard. With language I was getting lost, but I knew that I was like going to reach what I want to the point where I knew what I'm doing. So I went to the classes. Yeah, we did find it hard, but it got better. It got easier ... it's just a big life change, it's a new atmosphere, you're experiencing new... you're not used to ... It might seem bad, but people do it ... When I walked in the school, and it was grade nine only, so we went to the theatre and they just said a bunch of stuff that I just didn't even understand ... I felt lost ... but something deep down inside me ... something in me (said) I have to do this...I had to learn it. I have to get to the point where I understand what they are saying and follow the instructions. It's a hard thing ... when I talked to a classmate who is a Canadian, he's like, 'I can't imagine.' But a lot of people did it. Yes, it was hard at first for everybody. Everybody has their part that was hard, but I'm pretty sure it's just a time matter. (NB SP1)

The young student also believed it was important to provide new Canadian students more time and support when they arrived. He described how it was important for the school leaders to organize sustainable teams of student leaders to be with the new Canadian students when they arrived for as long as they required. Based on his own adjustments in the school when he had

arrived from Syria a few years earlier, he described his involvement as a student leader who had initiative to make sure new Canadian students found their place at ECHS quickly. He said the role of the student leader who is helping the new Canadian students adjust has to go beyond first day or even first week welcoming. He argues that,

The first person you're going to meet is going to make a huge impression for you ... Maybe you don't understand the language...but it's nice to feel that you're welcomed, that you're adopted, like yes I'm good here, like the language is not that big of a barrier. That was my goal. So for me (when I lead new students), I will come with a smile. I'm trying to engage in conversation with them. It's more than just a tour. (NB SP1)

Theme 5 – APPRECIATION AND GRATITUDE

All eight student participants were grateful to be safe at ECHS and in their new city and country. One student said,

When we left Syria, I thought it would be the end of my life. I was leaving my country, and my best friend just passed away and I was really sad. I thought this was the end. But then I found out (that) here is where my life just started. (NB SP5)

This theme intersects with the other four themes already presented above. We asked students how much they knew about Canada before arriving here and collectively, they shared that they knew very little. Before boarding their final plane, the students said that they and their families were informed about the Canadian climate and about the support that would greet them in their new country. Many students then discussed their journey into the unknown.

Many of the students and their families arrived in January and February – two of the coldest and darkest months of the year (See Appendix 5). Several of the news stories we obtained for our data set covered the Syrian arrival in Canada in extensive detail. We asked our student participants about their overall experience since they arrived and how they felt about their re-adjustment at ECHS, as well as in their new community and country. A selection of data describes the appreciation and gratitude that students feel.

All people dream to come to Canada, in Syria. All people, because Canada is good for study, better... better school. I am happy because I'm with Canadians. (NB SP7)

It's a better life. And better life is better place, better food, better safety, and of course better education. It's just basically ... a safe spot, like you can do whatever you want.

Like, that's the main reason if you ask me or anyone that has been caught in a war zone country. (NB SP1)

Canada means ... too much. It's not little. Not everyone can get a chance to come to Canada, and if they do that means they are so lucky. I want to stay here. (NB SP5)

Several students spoke of the reception they received at the airport when they arrived in their new city. Though they had been informed that they would be met in Canada, one student said the welcome went beyond what she and her family believed they deserved. She described this life-changing event for herself and her family in detail below:

I think everything we expected, it was more. We expected to find our dreams, and everything here, and we came and it was more than what we expected. It's a really nice feeling when we came here and the people are caring about us and just want to help us, and in the airplane everyone was asking questions, and wanting to know but we didn't have English. I wish I had English to tell them how happy I am, like I wish I had English to tell our volunteer my feelings about Canada. I had really nice feelings; I was so happy, and like everything got better after I had a little English. I was starting to have more friends, and tell them about my experience and how I came to Canada, and they all ask real nice questions, and they all care about ... they care about us. In some countries, they don't care. (NB SP5)

In the next section, we will discuss the findings from the student data from this part of our inquiry. We will connect the relevant ideas in the data to the themes that we reported from the educators in the pending summative report (Hamm, Oulette & Hamm, 2017).

Discussion of Intersecting Themes in Case Study 1

Theme 1 - BUILDING BRIDGES BETWEEN STUDENTS

All the students we interviewed were re-adjusting in their lives to fit into what they perceived to be the academic and social realities of ECHS and their new community. Seven of the students seemed genuinely happy during their interview with us and in our interactions with them afterwards when we saw them in the hallways on return visits. They were excited to be a student again, in a safe school, and they expressed a desire to remain in Canada for the duration of their lives. However, we identified one participant who was struggling with her re-adjustment in ECHS and we believe it is important to address our understanding. During her interview, the participant suggested that she would return to her home country if she could. In her narrative, she

described situations of struggle with one of her teachers and with Canadian students. Some of her Canadian peers had made her feel uncomfortable with their gazes and glances toward her. We encouraged the student to reflect on these events and she us that,

I like Canada, and I like the school, but I feel uncomfortable here. Even now if they say to me, if you want go back to your country, I will go there. Even if the people here are nice ... like, all the Canadians are nice to me. I feel I am different. I have to go there (back to her home country); this is not my country. Maybe when they look to you ... Like just like look to you, you'll feel different, not any look, you know? Especially (the) look” (NB SP2).

As researchers and educators, we cannot be dismissive of these events as they are illuminated by the young new Canadian student in her narrative. Researchers in Canada have identified realities of marginalization that many minority new Canadian students experience in their educations due to problems they encounter with students from the dominant cultures and populations (Goddard, 2007; Gunderson, 2000; Hamm, 2009; Phan, 2003; Varma-Joshi, Baker & Tanaka, 2004). Often, this marginalization can be subtle, even unnoticeable for educators to pick up on and confront educationally. The covert actions of some students make new Canadian students feel unwelcome through their “looks” and territorial “controlling gazes” (Kelly, 1998). In her research in a diverse school in Alberta, Kelly (1998) argued that the controlling gaze,

allows individuals belonging to a dominant group to control social spaces and social interaction ... The gaze constrains as it removes the degree of autonomy that would allow free physical and social movement. The purpose of the gaze is that it should subdue those who receive it and make them wish to be invisible” (p. 101).

In our interpretation, we believed that the student in our study was intimidated by these incidents and we encouraged her to talk to her teachers about them and any such events she might encounter in the future in ECHS. One other new Canadian participant in our inquiry, who we believed was adjusting very well at ECHS, described an unfortunate situation he had with another student. He explained that even when he tried to be friendly, the other student did not reciprocate. He said,

I was walking and I said “hi” (to the other student). ‘Hi’, like that... He said “why are you looking? Why are you looking.... Why are you looking at me? Fuck you!” Like that. I say, ‘hey, how are I look at you ... I’m walking. I close my eyes now, I’m walking. (NB SP7)

It is difficult to interpret if these two events are isolated and rare in ECHS which boasts a student population of close to 2,000. Still, we strongly advise that it is imperative for educators and policy-makers to pay close attention to such events, so students do not become alienated in the school and within their new community (Banks, 2017).

In the documental evidence we collected (N = 162), we identified 36 news stories with negative overtones and resistance towards new Canadians and many directly focused on Syrians and their arrival and re-adjustment in Canada. A recent Canadian Broadcasting Corporation (CBC) online news article that reported on a racially-charged incident at a football game in Moncton, New Brunswick clearly indicates that education on immigration, demographic change and increasing diversity is required across our society (Blanch, 2017, October 19). Events like this are damaging for students and create distance between people and their communities and potentially can inhibit positive relations and relationship-building if they go unaddressed. Robertson (2005) warned that students who feel marginalized in their schooling experiences in Canada may become disinterested in their learning and become disengaged and eventually drop out of school. She believes that,

Behind the stereotype of charming little newcomers absorbing a new language “like sponges” hides an increasingly common story of disillusionment, dropping out, underemployment, and ghettoization. Several studies peg the dropout rate for ESL students at 75%, three times the rate of non-ESL students. As more provinces adopt single exit exams, the drop-out rate for this group is expected to increase, along with the risk of creating a perpetual immigrant underclass of low-wage or unemployed adults. Bitter reality and shattered dreams create fertile soil for social hostility. (p. 411)

As we reported in the previous section, several students in our inquiry clearly stated their desires to have more Canadian friends. In the summative report, we reported how many new Canadian students were asking their classroom teachers at ECHS to help them meet Canadian students. Several teachers informed us (Hamm, Oulette & Hamm, 2017) how they were trying to connect the students with their Canadian peers. One educator described in depth how she was deliberately coaching her new Canadian students on how to engage their Canadian classmates.

We model conversations like, “Hey, what did you do this weekend?” or just, you know, basic-like general conversation but they really struggle...they really want to have those friends...I always tell them, you know, something that you both have in common like an assignment that you both just did in a class like, (say) “oh, how did you do on that

assignment?” like “what did you do for this question?” or you know “what did you think about?” I tell them TV shows that they should be watching so they can talk about that and stuff but they have a really hard time. (NB EP7).

Teachers’ intentional actions to help new Canadian students engage Canadian students is what Shields (2004; 2013) and other scholars describe as transformative and socially just (Banks, 2004; Lund, 2003; Theoharis, 2007). In times of rapid immigration, demographic change and increasing diversity in New Brunswick and Canada, educators must become critically aware of the relationships that are forming in their buildings. But perhaps even more important for educators and school leaders at ECHS and across Canada is to be equally interested in and be aware of the barriers that might be impeding relational contact between students from diverse backgrounds with students from the dominant populations. If, as some students in our study have perceived, that their inability to make friends is due to their shyness or their limited ability to communicate in English, I would argue that there is an enormous opportunity presenting itself for educators. It is imperative in our minds that teachers and educational leaders at ECHS consider additional ways to bridge Canadian students to their new Canadian student peers.

There is much that can be learned in this situation by intentionally bringing young students together from different linguistic, cultural, racial and religious backgrounds to share their stories and learn about each other. What is needed is a collective willingness on the part of educators to do this in their courses and through extra-curricular activities in the school. The absence of a common language between students can no longer be perceived as THE barrier that separates them. What we mean is that language barriers cannot exist in any Canadian context as the default to not trying. Many educators in our study noted the new Canadian students desired more authentic friendships with their Canadian peers; the students have confirmed this idea and we have formed the social reality into an important theme in this study which we will continue to share and disseminate.

Theme 2 - SUPPORTIVE RELATIONSHIPS ARE KEY FOR NEW CANADIAN STUDENTS

Overwhelmingly, students told us how important their teachers were in helping them develop their academic and social lives at ECHS. Many student participants had fled war zones and described in detail how their educations had been seriously disrupted. Researchers across

North America have described the significance of the relationship between new immigrant and refugee students with their teachers (Coelho, 1998; Derwing, 2003; Kirova, 2001; McDonald, 2000; Smith-Davis, 2004). One of the first human contacts that many new Canadian students have when they enroll in a school is with their English as an Additional Language teacher(s); that is, if the school has the resources to organize part of their educational program to offer this service to students who require it.

With demographic changes increasing in and impacting rural regions and smaller cities across New Brunswick and Canada, it is our assertion that many schools and communities have not been able to respond as effectively as Eastern Coastal High School has the past few years. We began our inquiry officially in 2015 and we captured the ECHS response to the rapid demographic changes in their school through the first two parts of our investigation by collecting and analyzing data from focus groups and interviews with administrators and teachers. We reported on a very busy school with very busy educators and leaders thinking their way through some very challenging times (Hamm, Oulette & Hamm, 2017). One educator told us that, “it was a time of a lot of creativity” (NB EP17).

We learned about many success stories of increasing new Canadian student engagement with their teachers across the school and in most subject areas. It is critically important that school leaders and educators at ECHS continue to advocate for more professional learning on diversity and topics related to war and immigration that will help them understand the experiences that many new Canadian refugee students have experienced prior to arriving in New Brunswick. The narratives of many new Canadian students may astonish educators and leaders at ECHS and “listeners may assume that survivors’ stories are far beyond most people’s experiences” (McDonald, 2000, p. 692). It is important for educators at ECHS to create learning opportunities and safe spaces in their classrooms for students to tell their stories when they are prepared to. Further, school leaders and educators must continue to collectively find ways to respond to the diverse needs of their new Canadian students. By doing so, the relational context between the students and their Canadian peers as well as with their teachers will have the best opportunity to grow and be sustained. Understanding between all school stakeholders will grow and flourish.

Theme 3 - *WORKING THROUGH TRAUMATIC EXPERIENCES*

We were privileged researchers to listen to and learn from our student participants. From each interview, we developed a keen sense of what they had endured the past few years and this was supported by some of the documental evidence that we had collected from print, television and digital media sources. We were captivated by the stories they shared of their previous lives in the countries they were born, their perceptions of the conflicts they were caught in and their eventual journey to New Brunswick with their families. An interview is only a snapshot in time. Our team has reflected together that the interviews were conducted in late spring, in nice weather, near the end of the school year when the energy level can be quite high. We were cognizant that we were interviewing children who had fled war, had suffered educationally, socially and emotionally to various degrees in another country, and then were elated to be leaving for New Brunswick, Canada – an unknown place. While working with students with trauma, Stewart (2017b) reminds educators to,

Take the time to learn about where your students come from and acknowledge their past. Be open to hearing their personal story, but remember that behind the trauma story is the story of survival. See students with an “asset perspective” instead of a “deficit perspective”. Help reorient students to focus on the skills, resources and power that they have to get them through difficult times. View each student who comes to school as having unique experiences and backgrounds that are worthy of celebrating (pp. 23-24).

It appeared that student participants were re-adjusting well in ECHS. We did not ask any of them if they have had the opportunity to share their experiences with any of their teachers. But we suspect many of the students will in time as they continue to learn and trust their educators. It is important that teachers prepare themselves for the stories if they haven’t already had the opportunity to do so. Stewart (2017b) encourages educators to know the signs of stress and anxiety that students may be exhibiting and know who can help them if the educator is unable to at that time. Further, it is important that educators take care of themselves. A major theme in the previous report we disseminated on our project (Hamm, Oulette & Hamm, 2017) was the stress, anxiety and tension that educators were experiencing and working through at ECHS. Working with children and families who have endured war and trauma can be extremely difficult and challenging. We agree with Stewart (2017b) who encourages teachers to “Know your personal signs of stress and distress and know when, and how, to look after your own mental health” (p.

25). We will continue to talk about this theme as we disseminate our findings in 2018 and we will encourage educators who are working in diverse Canadian schools to be mindful of their mental and physical health.

Theme 4 - *INITIAL FEAR AND BUILDING RESILIENCE*

We were inspired with the stories of hope and resilience that our student participants shared and described in depth. All the students had arrived in winter; most of them had never seen snow and were confronted with over eight feet of it when they landed in New Brunswick. Several students had never been encouraged to learn English and within a year, they were providing an interview. Their early fears on arrival slowly dissipated when they gradually came to understand the school, the guidelines supporting their learning and behaviors and where they perceived themselves to thrive within the social life of ECHS. It is important to draw upon the story of one student that we reported in the previous section who believes that new Canadian students need more time and opportunities to re-adjust to the new realities. He argued that it cannot be a one-off tour of the school, but that it must be a longer and sustained effort on the part of educators and support staff to help the new Canadian students. This is particularly important for students who have been out of school for a long time and need to realign themselves with their learning abilities. It must be “more than just a tour” of the school (NB SP1).

All the students we interviewed were ambitious and motivated in their learning and excited to be in a school that they could clearly see as their pathway to opportunities in their lives. Students talked about becoming nurses, civil engineers and business people. It did not surprise us that they wanted to help people after what they had endured. When we had interviewed educators the year before, we learned from their stories that many new Canadian students were taking leadership positions in the school, supporting new Canadian students who had arrived after them, and coordinating extra-curricular activities for the entire student body. If school leaders and educators continue to support students in growing their leadership capacities in diversity-related activities and outcomes, and help students from all backgrounds engage with each other through these activities, the school will have the best chance to sustain their diversity-oriented leadership throughout the school (Egbo, 2009).

Theme 5 – APPRECIATION AND GRATITUDE

Finally, this discussion cannot be complete with addressing the gratitude and appreciation that students have for their teachers, the school leaders, their community and their new country. After interviewing 30 educators, eight students, compiling 113 pages of field notes based on two years of visits and observations in and around the ECHS, and collecting 151 documents that parallel the story of the first case study, we do not want to be dismissive of this fact and reality. We present it as one of the five themes in this report. The students we interviewed loved their teachers. They are thankful for the support they received the moment they arrived in our province.

Certainly, the students described how they were missing their homelands and the family members that are still there, but they are grateful to be safe and for the support they are receiving at ECHS and in the community. In the busyness of their work with students in a world that Shields (2013) describes as volatile, uncertain, complex and ambiguous (VUCA), educators do not always hear how their students, their parents and the public are viewing their work. Many of the educators we worked with in this first case study shared their concerns and anxieties working in a rapidly changing school and their perception of the absence of support from the public. One educator was concerned that, *“Even levels of government don’t know, let alone Joe public, right? ... Because we’re at the frontlines here, right?”* (EP4).

One student’s story may help the educators in ECHS work through their doubt and at the same time, help the public understand that the socially just and transformative work the educators are doing is having a direct impact on new Canadian student lives. When we were interviewing one student and we asked about a teacher who had helped her, she began to cry and had to leave the room for a few minutes. When she returned to the interview, the researchers had learned that her family would have to move to another province to find employment. Of her teacher, the student said, *“He’s my favorite teacher ... I think our personalities just match ... I like to go talk to him every day ... I’m so sad to leave him”* (NB SP5). As researchers, we found this to be a common theme among our student participants. The work that teachers and school leaders are doing at ECHS is highly valued by the new Canadian students and their families, we learned.

Conclusion and Recommendations

This report concludes Case Study 1. As we reported in the pending summative report earlier this year (Hamm, Oulette & Hamm, 2017), the wisdom of the new Canadian students at ECHS was important to build on the body of knowledge that we generated through our work with the educators in the school in 2015 and 2016. Eight themes were generated from our work with ECHS educators (**Appendix 6**). Our understandings of the impact and implications of immigration, demographic changes and increasing diversity on all the stakeholders in the school are represented in Case Study 1. The phenomenon of demographic change that we set out to investigate in the school evolved during the first inquiry due to global events. One only has to watch a segment of the evening news or pick up a newspaper to gain a sense of how people across the world are in dynamic flux as they respond to adversity. We believe the events taking place across the globe will continue to have a significant, long-term impact on the stakeholders in ECHS, as evidenced by a recent news story (158th news headline document):

Canada will open its doors to a steadily increasing number of immigrants in the next three years in hopes of attracting 1 per cent of its population by 2020, an attempt to buoy the economy as the country faces a growing population of retirees.

The government says the plan will position Canada as a country that welcomes the world, particularly at a time when U.S. President Donald Trump is seeking to toughen immigration rules in America.

The plan is to bring in 310,000 new permanent residents in 2018, 330,000 in 2019 and 340,000 in 2020 – an increase from the liberal government’s trend that passed two years of 300,000 immigrants. (Bascaramurty, 2017, p. A1)

In this closing section of this summative report of Case Study 1, we provide recommendations for: 1. Educators and school leaders in ECHS, 2. Administrators at the district level, and 3. Policy-makers at Education and Early Childhood Development (EECD) within the New Brunswick government.

1. Recommendations for educators and school leaders at Eastern Coastal High School

Diversity Education and Social Justice Team

We recommend that a sustainable diversity education and social justice (DESJ) team (Shields, 2013) be established at the school level by ECHS educators, support staff, students and parents. Collectively, the DESJ team can work on a long-term and sustainable plan to address and respond to the complexities that demographic changes, immigration and increasing diversity will bring to bear on ECHS in the future. The educational and leadership teams at ECHS are commended for their responses over the last four years to the challenges they have encountered welcoming and settling an increasingly diverse and complex student population. As the Canadian and New Brunswick governments continue to draw people into the country, province and city (Bascaramurty, 2017; New Brunswick Government, 2014, 2016), the needs of educators, leaders, students and their families will evolve. Educators and school leaders in ECHS must be proactive to successfully navigate new challenges associated with increasing cohorts of diverse students in the very near future.

A DESJ team comprised of committed stakeholders will provide opportunities for members to create shared understandings of how to address diversity issues in the school and identify intercultural competencies required to promote successful academic and social well-being outcomes for all students. In many schools, leaders often take sole responsibility for managing these challenges. The findings of Case Study 1 highlighted the complexity of the challenges related to diversity that school leaders, teachers and students are confronting in classrooms, hallways and on school grounds. We strongly advocate for focused and continuous professional learning to address the challenges. If the responsibilities are shared and information is gleaned and disseminated widely, then there may be more energy developed in the DESJ team. The DESJ team can also become responsible for several of the initiatives that have enjoyed positive public response. One such event was the Multicultural Talent Night that showcased school-wide talent from across cultures and languages in the school. Events such as these allow students who might not have a voice in the larger dynamic at school to present their talents. Lastly, the DESJ team can identify the most pressing professional needs of educators and students through their committee work and communicate those needs back to school leaders who

can then implement workshops and professional learning which the next recommendation will address.

Continuous and Focused Professional Learning on Diversity, Peace and Intercultural Education

We encourage those individuals responsible for professional development in ECHS to focus the collective learning of all school personnel on diversity, peace and intercultural education. Professional development initiatives should support and enhance the multicultural competencies, knowledge, skills and attitudes, of educators with regards to global trends and challenges, intercultural education and peace, and war and trauma. The findings from Case Study 1 clearly showed that staff require timely preparation and planning to successfully respond to the complex demands associated with a large influx of new Canadians to their school. Educators shared that they would welcome the opportunity for more professional development on diversity-related topics to support them in their pedagogies at ECHS. The rapid demographic changes over the last four years caught school leaders and educators off guard. The significant demands placed on them to respond immediately and effectively exceeded the resources available to them in that time period. This resulted in increased levels of stress and anxiety amongst the participants as represented in one of the key themes (**Appendix 6**). It is expected that educators in the school will encounter ongoing challenges related to increasing immigration and settlement of new Canadian students and their families in New Brunswick.

We encourage and advocate for professional learning at ECHS that is focused on diversity/intercultural-related topics that create welcoming and inclusive learning environments for new Canadian students. We believe that teachers will benefit from having deeper understandings of cultural and religious symbols and grow their intercultural literacies that may support them more effectively in mitigating misunderstandings and cultural clashes that occur between students. If educators and teachers are committed to developing new knowledge frameworks on the challenges and issues related to their new social realities, they may become better positioned to act and serve as a bridge for peace and understanding between students in their classes from various backgrounds.

It is important for teachers at ECHS to increase their comfort and competence in handling difficult conversations and critical incidents related to identity formation, racial profiling, radicalization, and terrorism within the walls of their schools (Shields, 2017). Educators teach in a world that Shields (2013) calls volatile, uncertain, complex and ambiguous, yet they have the potential and agency to create a place of safety within their classroom away from places of violence (Shotwell, 2017). Wiltse, Menon and Jin (2017) suggest that educators in Canada have to become more confident in pedagogies of discomfort. As one example, in another school in a neighboring city in New Brunswick, school leaders and educators responded to unfortunate racial profiling comments by students from the dominant Anglophone culture calling a Syrian student a terrorist. The response by leaders and educators in that school was swift. They knew they needed to educate the entire student population and staff about the Syrian conflict, the experiences of Syrian people who had become refugees, and how the Canadian government and many community agencies in New Brunswick and Canada were supporting the humanitarian effort to settle refugees from the Middle East. Educators and school leaders must create safe educational spaces for new Canadian students to share their stories of trauma, travel and hope. Students from the dominant student populations are an important part of this story and their involvement as peers, listeners, educators and friends will support new Canadian students in their re-adjustments to flourish in their new school and community. The new Canadian student participants we interviewed did not want our pity, nor did they want pity from their teachers and peers at ECHS. But they did want people to know their stories. And they did want Canadian friends and to find a way to belong in their new home.

2. Recommendations for School District Leaders

Connect Educators and Leaders across the school district

New Brunswick has seven large school districts (4 Anglophone and 3 Francophone). With people entering into each system from outside Canada, it is important for educators and leaders in each district to learn about the challenges, complexities and successes their educational colleagues are having in their schools and communities. Regarding the district that ECHS is part of, there are many schools from K-12 that are welcoming new Canadian students and their families. It is imperative, if it is not already occurring, that educators and school leaders be able to connect with each other and share their experiences of how they are responding to

immigration, demographic changes and diversity. In our contemporary digital age, this can be done through digital media, blogs and email communications. We also recommend that district leaders intentionally connect with educators in face-to-face sessions continuously throughout the year as financial budgets allow.

A year after our inquiry began in 2015, the school district created and staffed a Newcomer Welcoming Centre where new Canadian families and students to the community begin their in-taking process in the New Brunswick education system. It would be important to learn how the establishment of the welcoming center has impacted the adjustment of students throughout the district and supported the educational leaders and teachers in district schools. One observation we made from the data we analyzed early in the project was that the center alleviated pressure on staff at ECHS who were responsible for in-taking students. We strongly advise that the Newcomer Welcoming Centre be professionally staffed and sustained long into the future as more people arrive in our province and district and will require this important service.

3. Recommendations for the Education and Early Childhood Developments (EECD) leaders and policy-makers

Continue to listen to New Brunswick educators and support them

Thirteen major themes emerged and were reported in Case Study 1 as represented in our two heuristic diagrams (See **Appendix 6** and **Appendix 7**). It is important for policy-makers at EECD to continue to listen to the stories of the educators “on the frontlines” (NB EP4) and understand that their lives have been impacted by the rapid demographic changes ushered in by immigration, including increasing diversity, in their educational communities. With the New Brunswick and Canadian governments extending the digital and print media discourse and policy that immigration is needed to stabilize and grow the provincial and national populations to stimulate our economies and add dimension to our intercultural identity (see Headlines in **Appendix 5**), it is imperative that continued educational resources (Arnett, 2014) and increased culturally relevant programming (Gay, 2010; Hamm, Doğurga & Scott, 2016) are made available through the next series of provincial budgets. We acknowledge that we are not economists, but we clearly see that educators in ECHS and across New Brunswick school districts will require

more support in the future to respond to the inevitable evolutions brought on through immigration in our province.

We recommend that EECD provide leadership to ensure that school teams throughout New Brunswick are working collaboratively to determine the best or “better” ways to support each newcomer learner and their family. Some better practices include providing continuous professional learning for all school administrators in Anglophone and Francophone school districts in New Brunswick. As Hamm (2009) learned in Alberta, challenges for educators, leaders and policy-makers will differ depending on country of origin of students and the challenges endured in home countries and along the way to Canada. It is important that EECD support school administrators to serve as instructional leaders who share their learning within their buildings to enrich the practice of all teachers and learning communities.

We also recommend that EECD continue to develop community, regional and provincial partnerships with immigrant and newcomer serving agencies, the Department of Post-secondary Education, Training and Labor - including the Population Growth Secretariat, and other community groups and associations. By continuing to foster these partnerships, EECD will be able to continue to operate proactively and comprehensively.

Further, we recommend that EECD continues to support the English as an Additional Language and Newcomer Children and Youth Learning Specialist position within the current evolving context of New Brunswick. EECD leaders may wish to consider adding to this team so that the pedagogical specialist can devote the time needed to professional learning and leadership around educator pedagogy in classrooms and in their schools. Expanding on this recommendation, the EAL learning specialist can then provide support for evidence-informed practice in schools that will ensure consistency, reliability and validity of intake assessments, programming and summative assessments across New Brunswick. An additional position we believe EECD should consider would be a Socio-Emotional Learning (SEL) Specialist focused on the specific and complex mental health and wellness needs of newcomer children and youth. This individual can focus, in a global sense, on belonging and resilience of new Canadian students as they adjust to New Brunswick.

Finally, EECD policy-makers should conceptualize and create a ‘strength through diversity’ policy that announces and supports New Brunswick’s commitment to diversity, names and protects against hate crimes and hate speech. As citizenship scholar James Banks (2017) recently advised:

Policymakers and educational leaders within nations that are grappling with diversity and citizenship need to realize that individuals and groups that are structurally excluded may not be peacefully apathetic and that structural exclusion produces alienation, resistance, and insurgency. Failed citizenship is antithetical to a fully functioning democratic, inclusive, and just nation-state. (p. 367)

New Brunswick is a dynamic province that is culturally, linguistically and spiritually diverse. Our prosperity in the years to come may largely rest on how all citizens view their place in society and how engaged they are in building peaceful and understanding relationships outside their traditional family and familiar social groups. We agree with scholars (Bernard, 2010; Bickmore, 2014) who suggest there may be no better place to foster peace than in our Canadian schools and communities. We have learned in this first case study, as well as through our work with hundreds of graduate students in our UNB courses, that New Brunswick educators and students are positioned well to be leaders in peace-building.

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Appendices

Appendix 1

Student Recruitment text

This is the guiding student recruitment text for inviting prospective student participants. The scheduling of this meeting with students will be attained through a meeting with the Principal and the classroom teacher, or one of the EAL teachers.

“Thank you. Hello, my name is Lyle Hamm and I work at the University of New Brunswick. I am very pleased to be here today to meet with you and share the reasons why we would like as many students as possible (24 from this school, in fact) to share their stories and experiences about being a new student in Canada and in (name of school). We would like to understand how you feel you are doing in your studies in your new school and what you like and do not like about your experiences here and perhaps in (name of city). We are trying to gain a better understanding of how new students to Canada and to (name of city) and (name of school), like yourselves, are doing. We are also interested in learning how your teachers are helping you adjust to your new school and the New Brunswick curriculum. Are there any questions so far?

Okay, I am hoping many of you might be interested in participating in an interview conversation with me or one of my colleagues (or even two of us) to share some stories about your experiences and just have a conversation with us.

We would also like to know about any previous experiences you have had in your schooling prior to arriving in (name of city) and (name of school). Are there any questions about this?

So, if you would like to talk to us, the conversation would be about 30 minutes to one hour. I have arranged with the Principal to have the interview with you in a space she/he has designated. If you would feel more comfortable, we can arrange to meet you at your home with your parents present and discuss and answer any questions they may have about our study and questionnaire before the interview begins. I would like your parents to read the consent form and sign it with you, because I would like them to know that you are participating in this study and sharing your insights about your schooling in this research.

The interview will be digitally audio-recorded (show them my recorders). We may take some short notes during the conversation. The conversation will then be typed out by another team member where the information will be safely stored. Once we have the interview typed out, one of the team members will meet with you again so you can read the interview transcript with them if you would like to. At this point in the process, you can then delete any part of the conversation you wish to or change and add information to the transcript that you feel will better represent your understanding of your experiences in this school and community that you have chosen to share with us. We will then make any necessary corrections or edits that you would like based on

your reading and revision of the transcript. We will then enter the transcript as part of our data collection for the study.

At the end of our study, some of your insights may be published in the final analysis. Because of this, you will not be identified in the study with your real name; we will provide you a number code. Are there any questions?

Okay, please have your parents read this form (ie. general information letter explaining the study and this first conversation with students) and the student/parent consent form. Both you and your parent(s) must sign it for you to be part of the study. We are hopeful the conversation we may have will help us understand how teachers are helping new students from countries outside Canada the best they can as well as help us understand the adjustment experiences new students face in their schooling. Please bring back the consent forms sealed in the envelopes they are in and give them to your teacher (name of teacher) who will keep them safely for me to pick up next week. Please bring back all the forms within one week, even if you and your parents do not wish you to participate in the study. Once we have all the forms in, we will contact those students who wish to be interviewed and have the consent forms properly signed, to arrange the future interview.

Do you have any final questions?

Thank you for taking the time to speak with me about our study and your possible participation.

Appendix 2

One Page Summary of Study

Title of project - The impact and implications of immigration and demographic changes on teachers, administrators and students in a New Brunswick high school context

Principal Investigator: Dr. Lyle Hamm, University of New Brunswick

Co-Investigators: Dr. Helen Massfeller; KayLee Oulette

Study Background: The purpose of the study is to provide a rich portrayal of the impact of demographic changes on educators, students, and administrators in the New Brunswick high school context (Grades 9-12). Specifically, we are proposing to investigate how new immigrant students are responding and adjusting to their experiences in their New Brunswick schooling as well as investigate how educators and leaders are responding pedagogically.

Procedures: Teachers and administrators will be invited to volunteer to participate in survey research (stage 1) and in an interview (stage 2) where they will provide responses to questions about learning and teaching in a rapidly changing diverse school. New Canadian immigrant students will also be invited to volunteer to provide responses during an interview about their experiences. Teachers in up to five New Brunswick high schools in Anglophone West School District will be provided the opportunity to respond to the initial survey questionnaire during our introduction at a staff meeting where we will describe the study and answer any questions. At this time also, the teachers will be invited to put their name forward to be interviewed in the second stage of data collection. We are looking for 24 teachers from each school, balanced by gender (12 Female/12 Male) with a range of teaching experiences from beginning to later career. We will be approaching students in their EAL classrooms after approval from administration and teachers to introduce ourselves, describe the study, answer questions and invite their participation in an interview. We will go over assent and consent protocols and explain that their parents will have to be notified and approve of their child's participation. If we do not achieve our sample of 24 students in each school (balanced gender – 3 Male and 3 Female in each grade level), we will move to a snowballing recruitment procedure. All interviews will be digitally audio-recorded and will last between 30 minutes and one hour. Our questions will be balanced, focusing on the successes and the challenges that the participants are experiencing in their schooling and professional lives.

Confidentiality: Students', teachers' and administrators' identities will be strictly confidential. All participants will be given a code number after they are interviewed and no names will appear in any research documents, including transcriptions of interviews. All documents will be kept in a locked filing cabinet. Students will not be identified by name in any reports of the completed study. Research team members, including the transcriptionist, will comply with all University of New Brunswick Ethics Review protocols and will sign a confidentiality agreement.

Appendix 3

CONSENT / ASSENT FORM – PARENT OR GUARDIAN AND STUDENT

Title of the Project: The impact and implications of immigration and demographic change on teachers, administrators and students in a New Brunswick high school context

Researcher: Dr. Lyle Hamm, Faculty of Education, University of New Brunswick
506-447-3152 or lhamm@unb.ca

PARENT/GUARDIAN CONSENT:

I, _____ agree to my child participating in an interview in this study.

(Please, print name of parent)

Parent/Guardian signature:	Date:
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STUDENT ASSENT:

I agree to _____ participate in this study.

(Please print student name)

Student signature:	Date:
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If you would like a summary of the results of this research, please provide your mailing address below:

Thank you very much. Please return this signed form to your child's teacher or to the designated front office personnel.

Appendix 4

Student Interview Protocol Guide – use digital audio-recorder

1. Thank you very much for meeting with me. I am very interested in your life. Can you please tell me about your school experiences before you arrived in (name of city)?

Probe: Where did you attend school?

Probe: What was it like learning there?

Probe: What were your favorite subjects and activities in school?

Probe: What are your fondest memories?

2. What is it about Canada that you enjoy most? Why?

Probe: Least? Please explain.

3. What is it about (name of city) you enjoy most? Why?

Probe: What are some of the things you do not enjoy? Please explain.

4. Now that you are in (name of city) and attending the (name of school), can you describe some of the things that you feel are similar here compared to other school experiences you have had in your school life?

Probe: What is different?

Probe: What do you feel or believe is better here? Why?

Probe: What would you change about your schooling here if you could? Why?

Probe: If you could, how would you make it better for new Canadian students who have recently arrived in this country, city and school? Can you please tell me why?

5. Are you involved in school activities in (name of school)?

Probe: If so, can you please describe this activity and your involvement in it?

Probe: How does being involved make you feel?

Probe: What activities have made you feel or given you a sense of belonging in the school?

6. How (have you done) are you doing in your courses in (name of school)?

Probe: What do you find to be the best part of going to school here?

Probe: What do you find to be the most challenging for you?

Probe: Are you receiving all the help you need to be successful and have fun in school?

Probe: What else can teachers help you with to make you successful?

Probe: Why?

7. Can you tell me about a teacher in school who has helped you?

Probe: What did they do to help you?

Probe: What has that meant to you and to your success in school?

8. Think back to when you first arrived at (name of school). What was it like in your first few weeks and months? Can you describe this time?

Probe: What were some of the challenges you faced? Can you describe them, please?

Probe: What are some strategies you use to overcome the challenges in your schooling?

9. Now that you have been in this school and community for a while, what advice would you provide another student who has never been in Canada and (name of city) if they were thinking about coming here to live and go to school?

Probe: What might you say to them to help them prepare for Canada and (name of city)?

Probe: Have you ever met any new students who arrived after you? Did you give them any advice? What did you tell them?

10. Is there anything else you would like to tell me about your school experience in (name of city)?

Thank you for your time and energy in this conversation? Best of luck as you move forward.

Appendix 5

In the News

1. Harrison Trimble Cartoon November 2013
2. FHS celebrates international students Nov 13 2013
3. FHS's diverse community – vanguard of multicultural education Nov 28 2013
4. Boost to immigration cap backed June 2 2014
5. Without newcomers, we're going nowhere June 14 2014
6. Diversity key to growth – Moser August 18 2014
7. Working with what we have Sept 23 2014
8. NB to host more than 300 international students Sept 24 2014
9. Premier announces youth employment fund Oct 17 2014
10. Colombian refugee will admit to border-jump charge Oct 17 2014
11. Ignite Fredericton's immigration partnership initiative gets 60,000 May 7 2015
12. Canada, you're needed. Help more Syrians start a new life Sept 26 2015
13. New Brunswick hopes to settle 1,500 refugees Nov 14 2015
14. Transition and resettlement of Syrian refugees Nov 18 2015
15. Minister defends refugee plan, Grits 'mindful' of attacks Nov 21 2015
16. Don't let refugee security mask racism, says Ontario premier Nov 21 2015
17. Islamic association speaks out about refugee crisis Nov 21 2015
18. 300 to 600 refugees expected to resettle in city Dec 1 2015
19. 'How people live, it's inhumane,' says one refugee in Fredericton Dec 10 2015
20. Helping Students Adjust to Living in a New Country Dec 16 2015
21. Syrian Newcomer Quick Facts Dec 16 2015
22. Border town might welcome more refugees Jan 2 2016
23. Mentoring key to success for new immigrants Jan 2 2016
24. Refugee school registration process ongoing: department Jan 7 2016
25. Nearly 1.1 million new asylum-seekers in Germany in 2015 Jan 7 2016
26. Syrians will become population, economic drivers Jan 7 2016
27. Refugees embracing a new home Jan 8 2016
28. There were signs in 2015 the world can change for the better Jan 8 2016
29. 'A very, very beautiful welcome' Jan 8 2016
30. Schedule – Diversity Activity Jan 12 2016
31. Language barrier hampers Syrian refugee resettlement in Moncton Jan 29 2016
32. A taste of Latin America Jan 29 2016
33. Korean immigrant offers advice to Syrian refugees Feb 3 2016
34. UNB Law faculty helps launch refugee sponsorship program Feb 3 2016
35. School savings help Syrians settle Feb 5 2016
36. Large Syrian family finally finds home of their dreams Feb 19 2016
37. What you said would happen is happening. Tensions and lots of it. Feb 19 2016
38. Government urged to fast-track benefits for hungry Syrian families Mar 1 2016

39. Multicultural association urges changes to city's refugee bus passes Mar 1 2016
40. Fredericton hotels expecting additional Syrian families Mar 2 2016
41. UNB hosts townhall on resettling refugees Mar 2 2016
42. Syrian families relying on free pita bread from Moncton company Mar 4 2016
43. Moncton newcomers to visit maple syrup camp Mar 5 2016
44. Province, feds working to get funding for refugee families sooner Mar 5 2016
45. Syrian refugees prioritize education Mar 14 2016
46. Province's biggest cities feeling the strain of settling refugees Mar 16 2016
47. School only part of language education Mar 16 2016
48. Premier counters call for 'pause' on refugees Mar 17 2016
49. Province's multicultural council says resettlement of 1,300 refugees going well Mar 17 2016
50. Woman torn between saving family and province's aid struggles Mar 17 2016
51. Syrian refugees prioritize education Mar 17 2016
52. Shrinking population a 'scary proposition' for New Brunswick, says researcher Mar 19 2016
53. Immigration partnership formed to help newcomers Mar 23 2016
54. Federal budget an economic lifeline for N.B. Mar 26 2016
55. Private sponsors have housing but no Syrian refugees Apr 2 2016
56. Worker shortage forcing N.B. businesses to look elsewhere June 7 2016
57. Bedbug problems in refugee homes to be resolved this week, says YMCA president June 7 2016
58. Saint John's diverse residents celebrate Multiculturalism Day June 28 2016
59. Moncton area schools welcome six Syrian students this week June 28 2016
60. Misbehaving Syrian students are a federal problem July 3 2016
61. Sudden influx of Syrian refugees overwhelmed N. B high school: documents July 8 2016
62. Immigration partnership requires team effort July 11 2016
63. Nobel winner Malala visits world's largest refugee camp July 13 2016
64. Over \$4.5 granted to four school districts for influx of Syrian students July 13 2016
65. Maritimes have always grown by welcoming immigrants July 14 2016
66. Refugees Welcome Fredericton condemns The Rebel and the Toronto Sun's anti-refugee, anti-migrant bias July 14 2016
67. Food, dances and celebration at Fredericton's Lebanese Festival July 18 2016
68. Local organization has raised \$55,000 for various charities July 18 2016
69. Growth plan seeks to boost immigration and delay retirement Aug 5 2016
70. Rainbow of Cultures camp sees increase in numbers Aug 8 2016
71. 'We need new blood': Despite major economic downturn, Albertans want more immigration, McCallum says Aug 20 2016
72. What's happening with money for new Syrian students? Aug 31 2016
73. Groups still waiting for refugees Aug 31 2016
74. Some Syrian families in New Brunswick opting for French schools Sept 5 2016
75. The real threat: Immigrants to Canada, or Kellie Leitch's divisive politics? Sept 6 2016

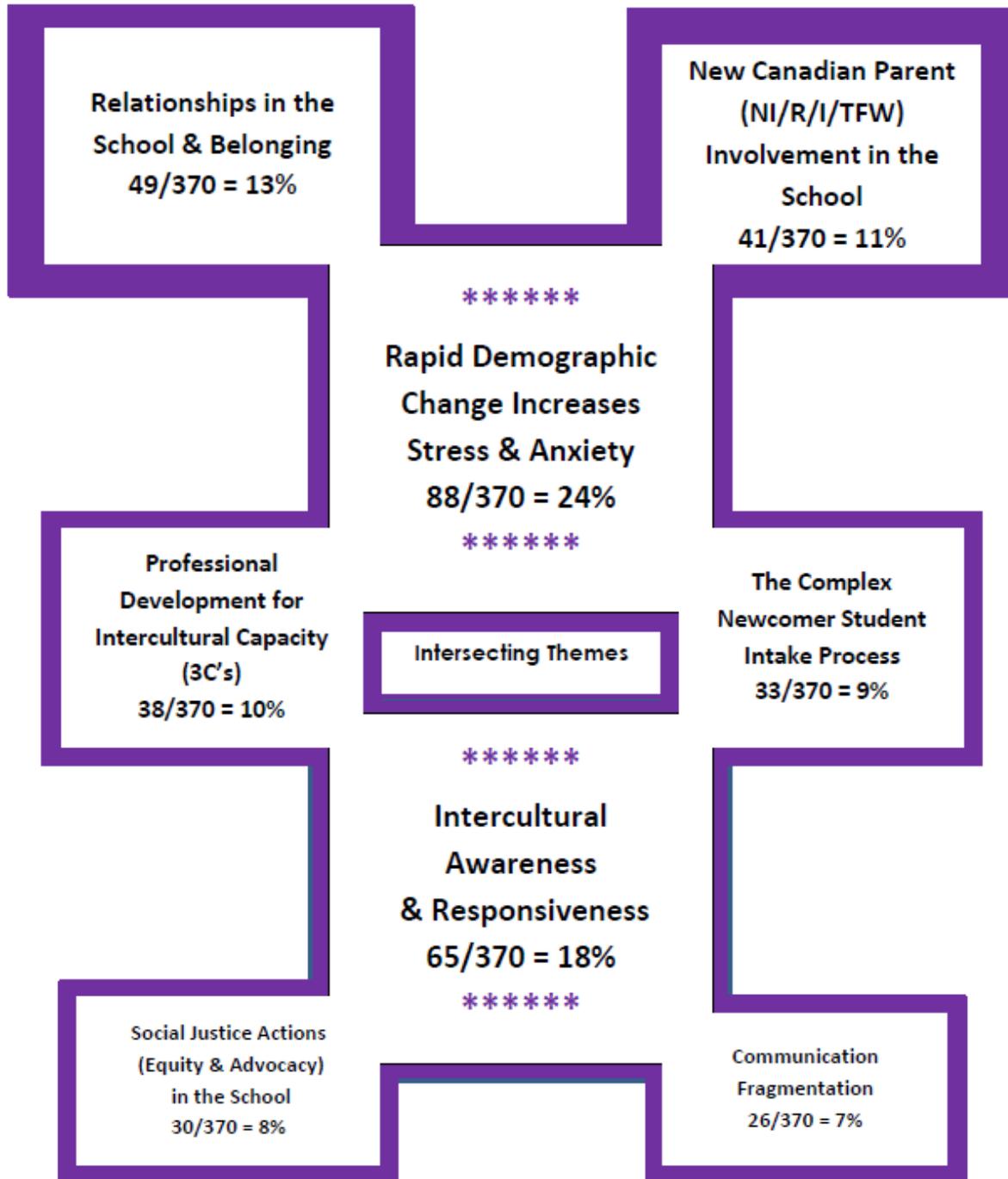
76. Welcome home: Anglophone West opens Newcomer Support Centre in Fredericton Sept 9 2016
77. City's population surge will be fueled by immigration Sept 17 2016
78. New Brunswick MP makes bid to boost Atlantic immigration Sept 24 2016
79. 320,000 newcomers came to Canada in past year, highest number since 1971 Sept 28 2016
80. New wave of skilled immigrants to arrive earlier than expected Sept 30 2016
81. Just trying to fit in: The settlement and integration experiences of youth from immigrant families Oct 6 2016
82. Workers in province deserve better on wages Oct 10 2016
83. Immigration minister says feds ready to aid province Oct 10 2016
84. How much diversity do Canadians want? Oct 11 2016
85. Fostering inclusiveness is everyone's responsibility Oct 12 2016
86. Paramedics union: language requirements pose problems Oct 14 2016
87. Newcomers can play role in solving succession issues Oct 14 2016
88. Demographic divide could isolate province Oct 14 2016
89. 4 in 5 refugees from Syria in province are unemployed Oct 15 2016
90. Same-sex couple devastated their wedding message was painted over; teacher speaks out Oct 15 2016
91. School districts report rise in student enrolments this year Oct 15 2016
92. Syrian children turn P.R.O. Oct 15 2016
93. Syrian family longs for loved ones left behind Oct 22 2016
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99. Intercultural Centre has ambitious renovation plan Nov 11 2016
100. Family hopeful someone will find and return lost money Nov 11 2016
101. Fredericton family overwhelmed with offer of 2 free cars ???
102. The solution to outmigration: offer young people good jobs ???
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104. Visible Minorities Advisory Group having a positive impact Nov 17 2016
105. Liberal government feeds on language divisions Nov 26 2016
106. Meet Naief. Five years ago he spray-painted a wall. Syria will never be the same Dec 3 2016
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108. Finding sanctuary: Why education is challenging but crucial for Syrian refugees Dec 7 2016
109. Syrian family planning their future in Canada Dec 10 2016
110. Terry Glavin: Aleppo has fallen and so has humanity. We are disgraced Dec 14 2016

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112. For refugees living in Canada, a January 1 birthday is no reason to celebrate Dec 29 2016
113. Christian community welcomes Syrian family to Canada Jan 10 2017
114. Syrian youth in New Brunswick cities struggle to make friends Jan 11 2017
115. One year later: Syrian newcomer students adjust to life at school Jan 19 2017
116. Multicultural Association, refugees thank Frederictonians Jan 20 2017
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118. Donald Trump signs executive order for 'new vetting measures' to keep 'Islamic terrorists' out of U.S. Jan 27 2017
119. Flin Flon's Syrian refugee family relocates to Winnipeg Jan 28 2017
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122. Canadians not so 'exceptional' when it comes to immigration and refugee views, new study finds Feb 6 2017
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136. Syrian refugee: I just want to work in Canada May 24 2017
137. Intervention before people become radicalized key to fighting terror: top RCMP counter-terrorism officer June 6 2017

138. Syrian artist paints world leaders as refugees June 24 2017
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146. Committee begins racism study prompted by anti-Islamophobia motion: ‘I have never seen such fomented anger’ Sept 18 2017
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148. ‘Still recruiting:’ Iman warns Canadian youth to beware of ISIL ‘thugs Oct 16 2017
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152. Immigration a key for Saint John population growth Oct 21 2017
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155. History teaches us why targeting Muslims over the niqab is absurd (M. Sears) Oct 23 2017
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157. The Muslim world must confront the underlying problems in Islamic theology Oct 31 2017
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159. Wave of immigration to N.B. rising, data shows Nov 2 2017
160. In the era of extreme immigration vetting, Canada remains a noble outlier Nov 3 2017
161. Liberals braced for another ‘huge wave’ of illegal asylum seekers from U.S. Nov 7 2017
162. After 29 months of hiding, refugee now ‘a free man’ Nov 11 2017

Appendix 6

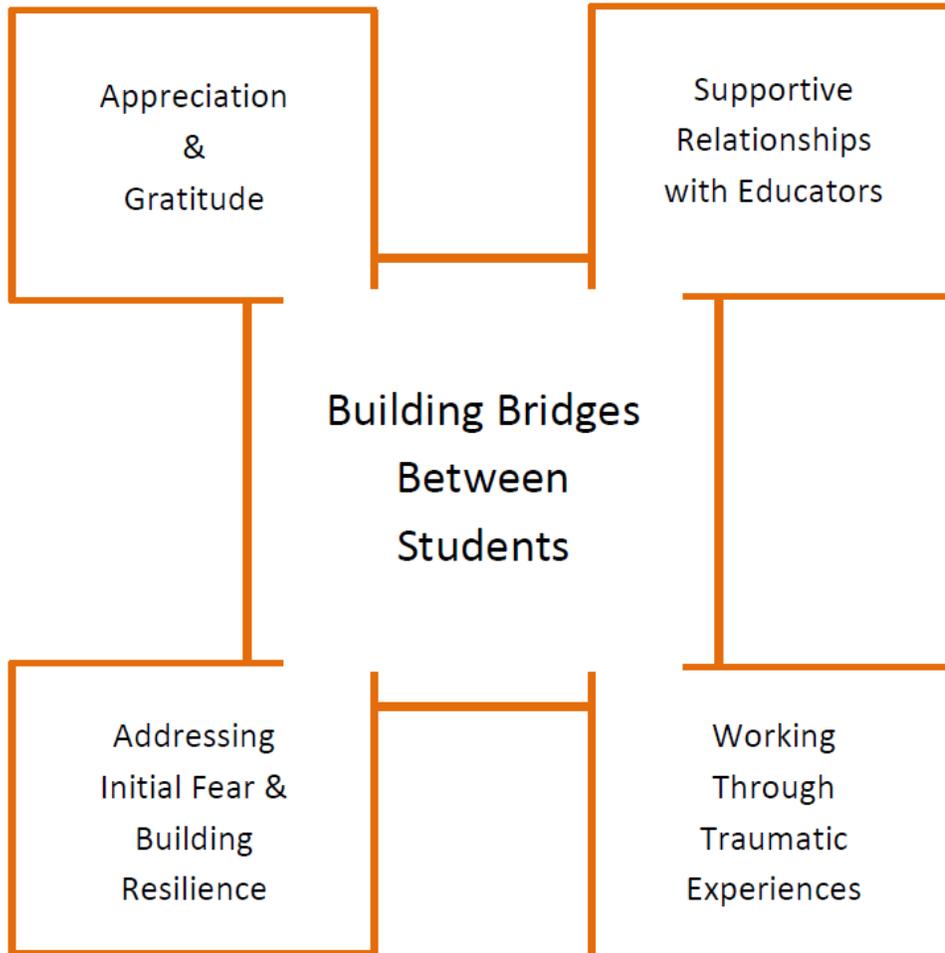
The impact and implications of rapid demographic changes
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Appendix 7

The Students told us ...



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