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Final Report*

“Expect Nothing; Appreciate Everything”: The impact and implications of immigration, demographic changes, and increasing ethnocultural diversity on teachers, administrators, and students in a New Brunswick high school context

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Diagrams by Lauren A. Hamm

Dedication

This report completes our New Brunswick case study. Our work with educators and new Canadian students in 2019 supports and builds upon the findings and analysis of earlier studies in New Brunswick (L. Hamm, Oulette & L.A. Hamm, 2017; L. Hamm, Massfeller, Oulette, L.A. Hamm & Damoah, 2017; Hamm, 2019). We dedicate this report to the educators and new Canadian students at the three schools who devoted their time, energy, ongoing commitment, and wisdom to the last stage in the New Brunswick project. 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 and personal lives. We are very inspired by the work you are doing and wish you all the very best in your futures.



Artwork by H.C.

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Introduction

This report is based on survey, interview data, and documental data collected between March and December 2019 at three rural schools in an Anglophone School District in New Brunswick. Our qualitative study focused on educators and new Canadian students and their parents (the students and parents comprise International, Temporary Foreign, Permanent Resident, and Refugee students) at the high school level and how participants were responding to immigration, demographic changes, and increasing ethnocultural diversity in their schools, community, region, and province. Two of the schools, Western Regional High School (WRHS) and North Country High School (NCHS), are secondary schools only, while Highlands Rural Academy (HRA) is a K-12 school. **(Note - All three school names have been changed to pseudonyms)**

Our commitment to this research project has grown out of our observations of increasing immigration and demographic change in New Brunswick the past seven years. During that time, and even prior to, successive New Brunswick governments have been advocating for more people to settle in New Brunswick (see New Brunswick Government online documents 2014; 2016; 2019). Part of their advocacy is to welcome back New Brunswickers who left the province for other employment opportunities. However, much of their advocacy is focused on attracting new Canadian immigrants into the provincial labor force (Hatchard, 2020). Recent reports suggest that the population of New Brunswick is starting to rebound (Williams, 2018) with the growth being fueled by new immigrants (Jones, 2019). The looming social reality is that New Brunswick needs to welcome and retain hundreds, if not thousands, of people in the immediate future to grow its population and economy as one report explains:

There is a sense of urgency to these conversations, and for good reason. New Brunswick's aging and shrinking population represents one of the most significant challenges facing our province. It is estimated that, over the next decade, 90,000 people will leave New Brunswick's workforce – resulting in thousands of job openings at businesses and organizations across the province. Failing to fill those gaps puts our economic growth and, by extension, our social programs at risk. (Luscombe, 2018, p. A10)

This reality has been mirrored by provincial (Campbell & Kelly, 2016) and national news makers (Bascaramurty, 2017). The news stories we collected as documental evidence for this

study ($n=168$) are related to immigration, demographic change, and societal events connected to ethnocultural diversity (See **Appendix 10 for the news headlines**).

In 2019, the current New Brunswick government published an updated population growth strategy with a key goal to attract 7,500 new immigrants per year for the next 10 years. (New Brunswick Government, 2019). However, in February of 2020, “Premier Blaine Higgs announced in his recent state of the province speech that he wants to attract 10,000 immigrants to the province a year by 2027” (Fraser, 2020, p. 1). In fact, 2019 proved to be a ground-breaking year for immigration in New Brunswick, “with final tallies now showing the province welcomed 6,000 newcomers in 2019. That compares to 2,580 in 2015. And it’s a big jump even from 2017 and 2018, when the province saw 4,675 and 4,610 newcomers, respectively, come to stay” (Cox, 2020, p. 2).

Since we began our inquiry on March 12, 2019 with the initial survey questionnaire for all schools, an on-going provincial, national, and global event (i.e., the novel Coronavirus-19 pandemic) affected our team’s ability to conduct data analysis and the writing of this report together. We hope that the participants in this study can forgive us for the delayed response in delivering this final report. We are grateful for their patience. We are also thankful to the Anglophone School District leaders who supported this phase of our research project. We enjoyed working with the three school principals and their administration teams who opened their doors for us by allowing us to meet their colleagues in a staff meeting and distribute our initial survey. Thank you to all the educators and students who shared their stories about learning and teaching. We hope that we have captured the essence of your stories in this report.

Qualitative case study research is bounded in time and place (Creswell, 1998; Stake, 1995) and must come to its conclusion. As researchers and educators, we are cognizant of the demands placed on educators and respect the reality that they and their students needed to proceed with the daily rigor of teaching and learning. We are hopeful that our findings from this report have the potential to make a valuable contribution to ongoing school, district, and provincial planning and critical dialogue.

Rural New Brunswick and Demographic Change: Research Questions

Our project focuses on exploring the response to increasing immigration, demographic change, and ethnocultural diversity in rural New Brunswick. Our qualitative inquiry consisted of a survey questionnaire ($n=68$), educator interviews ($n=21$), and interviews with new Canadian and international students ($n=24$). Two student participants were second generation Canadians born in New Brunswick. Data also consisted of emails, and field notes from school site observations, and team discussions. The research questions that guided our work in this project were:

- 1. What is/are the impact and implications of immigration, demographic changes and increasing ethnocultural diversity on teachers, administrators, and students in a New Brunswick high school context?*
- 2. How are participants responding to immigration, demographic changes, and increasing ethnocultural diversity through their teaching, learning, and community involvement?*

Our project was reviewed by the University of New Brunswick Research Ethics Board (REB UNB File # 2014-136), the New Brunswick Education and Early Childhood Development (EECD), and the Anglophone School District where the study was conducted. Throughout our case study research, we have made nine minor modifications, which were reviewed by the University of New Brunswick Research Ethics Board. We have adhered closely to our qualitative research design and gathered the data in a timely fashion.

We believe that our participatory research approach provided the opportunity to support educators, students, and policymakers, and build upon their understandings of immigration, demographic change, and increasing diversity within their day-to-day interactions in their school and community. We hope our work encourages ongoing dialogue and action that will support teacher pedagogy, student learning, and organizational wellness, and contribute to positive school cultures in New Brunswick schools.

Context and Literature Review

Researchers strongly encourage educators and administrators to become aware of demographic changes in their communities and schools (Cooper, 2009; Evans, 2007; Hamm,

Doğurğa & Scott, 2016; Goddard, 2010; Merchant, 2000). In previous New Brunswick reports that our team wrote and disseminated (L. Hamm, Oulette & L.A. Hamm, 2017; L. Hamm, Massfeller, L.A Hamm, Oulette, & Damoah, 2017, – *for full reports, please contact Lyle at lhamm@unb.ca*), we advocated for teachers and administrators to become critically aware of the demographic changes in their communities and schools in New Brunswick. Researchers argue that educators and leaders who are aware of what is happening globally and how it impacts their local communities can respond more effectively to the complexities related to increasing ethnocultural diversity in their schools (Blair, 2002; Cooper, 2009; Diems, Welton, Frankenberg, & Jellison Holme, 2016; Kristmanson, Lafargue, & Whynot, 2017; Scott & Rarieya, 2011; Theoharis, 2007). As well, we documented how many educators were successfully integrating new Canadian students into their classrooms and co-constructing lessons with new Canadian students that encouraged them to take more active leadership roles in their classes and throughout their school (Hamm, 2019 – *for full report, please contact Lyle at lhamm@unb.ca*).

Our present inquiry focuses on the perceptions of high school educators, administrators, and new Canadian students and how they are responding to immigration, demographic change and ethnocultural diversity in their classrooms, schools, and communities. There has been limited research that examines demographic changes in communities and schools in rural areas such as in New Brunswick 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).

Immigration, Demographic Change, and Ethnocultural Diversity in Canadian Communities and Schools

Recently, we completed a comparative qualitative study of two large ethnoculturally diverse high schools in New Brunswick (Hamm, Maston, McLoughlin, & Smith, *in press*). One of the schools is situated in the western part of the province, the other in the east. In that report, we reviewed research on demographically changing schools and communities from across Canada, including our own province of New Brunswick. Hamm (2017) and Massfeller and Hamm (2019) have argued that, as a province, we are still very early in our understanding of how educators and policymakers are responding to the influx and needs of new Canadian immigrants, refugees, temporary foreign workers, and international students. We hope to close

the gap in the provincial literature on rural immigration and demographic change in New Brunswick through this current study. Educators who work in schools and communities experiencing rapid demographic changes must learn about “the local demographic ‘fingerprint’ including race/ethnicity, religion, income, transience, and parents’ educational backgrounds” (Hodgkinson, 2002, p. 7). By having a deeper awareness of their new Canadian immigrant students and families, educators may be able to respond more effectively in their planning and instructional pedagogies, and thus serve their students and families better (Howard, 1999; 2007; Lopez, 2016).

The next section provides a glimpse of how educators are responding to the social realities related to immigration and demographic change in their schools and communities. First, we will look at some challenges educators encounter in demographically changing schools and communities. This is followed by a section on successful interventions and responses by educators within similar contexts.

Enrolment and Integration Challenges

Newcomer Canadian students (*to reiterate, newcomer and new Canadian students in this report refer to new immigrant, permanent resident, refugee, temporary foreign worker, and international students*) and their teachers have shared extensively about the challenges they encounter with enrolment and integration into new schools and communities (see Pumariega & Rothe, 2010; Randall, et al., 2014; Ogbuagu & Ogbuagu, 2013). “Rural areas are seeing larger numbers of immigration, without the benefit of years of extensive research to know how these areas are uniquely positioned to welcome newcomers, and what barriers and opportunities exist for integrating newcomers in rural areas” (Lam, 2019a, p. 78).

In New Brunswick, Hamm, Massfeller, Scott, and Cormier (2017) examined how staff in one high school welcomed and integrated 57 Syrian refugee students in the early part of 2016. One participant in that study described the complexity of setting up academic programming for the new Canadian students stating, “We had been trying to create some kind of a pathway or system when kids came in because before that it was a little bit willy nilly” (Hamm, et al. 2017). In Western and Northern Canada, Wilkinson et al. (2016) reported that many smaller centres face new and complex challenges in assisting new immigrants, migrants, and their families to

successfully settle and integrate into the local society and economy. Broadway (2013) examined the economic and social realities of many new immigrant families in Alberta. Many of the new immigrant parents of school-aged children were employed by a large secondary industry that operated on shift work hours. Many family members could not support their children in school sports and extra-curricular activities due to their working schedules. Further, many of the new immigrant Canadian students could not integrate fully into the school culture due to home and part-time working responsibilities.

In a more recent study, Oudshoorn, Benbow, and Meyer (2019) followed the settlement and integration experiences of 17 Syrian families. They found that participants encountered challenges and barriers to housing stability, including housing quality, safety, and cost. Many of the families struggled with balancing the needs of children versus the family as a whole and with community integration. Several families downplayed their need for assistance. Depter and Teixeira (2012) found that new immigrants in British Columbia faced financial instability while relying on low paying ‘survival jobs’ in the cyclical tourism and service industry. This social reality affected both their integration into the community and their children’s education.

English as Additional Language Learning Challenges

It takes new immigrant students many years to learn an additional language proficiently after they arrive in a foreign country. Watt and Roessingh (2001) reported that, “Based on our own observations and on those of research findings (Collier, 1989; Cummins, 1986), even students who have arrived in upper elementary school years are often in need of ESL support for five to eight years” (p. 219). Further, learning the proper pronunciation along with the ability to comprehend a language depends on several factors – one being sound and evidence-based pedagogy from committed educators (Choi, Hoon, & An, 2011; Coelho, 1998; Derwing, DeCorby, Ichikawa, & Jamieson, 1999; Grady, 2001; Thomson & Derwing, 2015).

Suggesting new immigrant students face language barriers in their schools has been problematic for many researchers, given the implications that such ideas contribute to deficit thinking and perspectives toward English language learners. Manitoba language researcher Michelle Lam (2019a) writes:

Although language for newcomers is an essential part of a welcoming community, in an extensive analysis of Canadian media coverage of Syrian refugees, researchers found that language and cultural issues were nearly always addressed as the shortcomings of the refugees, with the structural issues such as access to education being largely overlooked. (p. 83)

Shields (2018) states, “Deficit thinking is another way of saying that we blame the students or their families for their lack of school success because we see them as being in some way deficient,” (p. 40). As Canada’s linguistic and cultural diversity is steadily increasing, it is critical that “the education provided to students in Canadian classrooms is relevant, future-focused, and honouring to the depth of linguistic and cultural resources represented within classrooms” (Lam, 2019b, p. 16). Still, students and parents who are new to Canada and its diverse linguistic culture often describe in detail how learning one of the two official languages in Canada (French and English) is challenging for them, particularly if they enter the school system in their early teenage years (Hamm, 2009; Hamm, Massfeller, Scott & Cormier, 2017).

As a proactive and equity-oriented response, ethnocultural and linguistically diverse schools across Canada have set up English as a Second Language (ESL) and English as an Additional Language (EAL) programming for new Canadian immigrant students who do not speak one of the two official languages. When such programs are conceptualized in schools, it is important for leaders and educators to understand any unintended consequences of such learning structures (Starratt, 2005) such as academic tracking (Nieto & Bode, 2008). The ESL and/or EAL educator is often described as the key professional for the language development of new immigrant students (Roessingh, 2005; 2006), but it is critically important for all educators in an ethnoculturally diverse school to share in the responsibility of teaching the language of instruction through their course content. This ‘proaction’ would potentially minimize marginalization and allow new Canadian students to be in their core courses more often, rather than languish in ESL and EAL classes where they may experience alienation (Li, 2010; Schoeter & James, 2014). Coelho (1998) strongly supports this pedagogy, arguing that “Although they continue to need support for several years, second language learners also need opportunities for involvement in the mainstream program of the school” (p. 81).

In a New Brunswick study, Arnett (2014) found that new immigrant students between the ages of 18-21 were vulnerable in the current structures of the Canadian education system.

Though the students were described by one participant as having come to Canada to “better themselves” (Arnett, 2014, p. 51), many students 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 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. (Arnett, 2014, p. 55)

Challenges with Marginalization: Stereotyping, Racism, and Discrimination

A review of research the past 20 years found that racism directed towards minoritized new immigrant students was a prime factor in newcomer student marginalization and the sense of separation from their own culture that they experience as they try to navigate the Canadian education system and fit in among their peers (Baker, Price, & Walsh, 2016; Berg, 2010; Gunderson, 2000; Phan, 2003). In New Brunswick, Baker, Varma, and Tanaka (2001) and Varma-Joshi, Baker, and Tanaka (2004) reported that subtle and covert racism is a concern for visible minorities. Sadly, many minoritized adolescents become resigned to racism because they feel that their teachers and school leaders will not respond effectively when they call it out in the classroom, in the hallway, and on the playground. “Teachers and principals downplayed or dismissed racist taunts with comments such as, ‘well, it’s only names’” (Baker, Varma, & Tanaka, 2001, p. 97).

Schroeter and James (2014) found that refugee students expressed social isolation from their school and community at large because they were being streamed into non-academic school programmes. According to the researchers, “identifications along racial and linguistic lines were noted and sometimes became the source of misunderstanding and possibly prejudice” (p. 27). Vang and Chang (2019) examined perceptions of everyday discrimination among immigrants in Canada compared to native-born Canadians. They found that recent immigrants report less discrimination than their fellow immigrants who had been residing in Canada for much longer

durations. The researchers suggest that differences in age at arrival and associated early socialization experiences might explain variations in immigrants' perceived discrimination.

Finally, a key finding in a study conducted by Schimmele and Wu (2015) explained that, "The experience of racism or discrimination discourages a sense of belonging to the host nation. This experience can also lead to "politicized" identities as immigrants react to exclusion through in-group solidarity and a rejection of the mainstream," (p. 3). Therefore, it is very important for educators to "Show absolute intolerance to any hurtful acts or use of language based on stereotypes. Educators must be diligent and consistent in responding to these actions so that all students feel safe" (Kristmanson, Lafargue, & Whynot, 2017, p. 21).

Educator Responses: Creating Welcoming Spaces

The literature involving teaching and learning in ethnocultural schools is ripe with insights of how educators and students respond to the increasing diversity brought on by immigration and new Canadian settlement in communities. Many researchers encourage educators in ethnoculturally diverse schools to be proactive in responding to demographic changes in their schools. According to Ryan (2016), working toward inclusion is hard work and can take an emotional toll on educators. It is important that educators maintain a healthy lifestyle and take care of themselves. Through aligning personal and professional values with inclusive perspectives, teachers and administrators may serve their communities more effectively, while sustaining a healthy lifestyle by reducing their experiences of stress and anxiety (Hamm, 2017).

Wilson-Forsberg (2012) conducted research with new Canadian immigrant students in two communities in New Brunswick. She found that the 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 new Canadian 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). Wang (2018) found that one approach in ethnoculturally diverse schools is for educators to take a more people-oriented approach and create an environment that is more welcoming to students and families who may become marginalized based on their culture and language. For instance, a teacher participant in Wang's study did not lament about new Canadian parents who did not show up to

the school for parent and teacher evenings. “Are we going to complain about it? No, we’re going to go OUT there to YOUR territory” (Wang, 2018, p. 484).

To counter isolation for new Canadians, particularly in rural regions that desperately require workers for industry, Preibisch (2004) noted the significance of friendships and connections between migrant worker newcomers and Canadian-born community members outside of work. Their research signifies that intentionally formed relationships based on mutual inquiry and understanding help newcomers gain a sense of social support, which may then motivate them to remain in the community where they want their children to be educated. The researcher reported that some individuals in rural communities make purposeful efforts to keep migrant workers isolated and suggested that, “Friendships help migrant workers exercise rights they are accorded and often denied” (Preibisch, 2004, p. 222).

Support Networks, Mentoring, and Hiring Practices

Burgess, McKenzie and Fehr (2016) isolated additional factors for newcomer success in Canada. Of note, the international students they interviewed said they required support to navigate community agencies; often this support came directly through mentors. They also reported that access to additional support networks through social media has been invaluable in assisting new Canadian international students get the services they require.

Marilyn and Marian (2011) argue that it is important for senior leaders to hire qualified English as a Second Language (ESL) and English as an Additional Language (EAL) teachers for the complex roles. “A lot of people have this misconception that anyone can teach ESL and that’s probably why for example we aren’t credited, we aren’t real in the college because it’s just ESL” (p. 212). The researchers also reported that there is a challenge in attracting qualified staff to instruct and lead ESL and EAL programs in rural areas across Canada.

On the idea of hiring for ethnoculturally diverse schools, Walker and Dimmock (2005) encourage district and school leaders to widen their teacher recruitment strategies to try to find, interview, and hire some “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 sends a message to parents and community members that diversity is

valued in the school and district and that their children will see themselves reflected in the professional teaching body.

Targeted Professional Development

Continuous professional development (CPD) and learning is important for all educators (Holmes, 2013). We have argued that CPD is most important for educators and leaders who are working in rapidly changing environments (Hamm, 2015; Hamm, Oulette, & Hamm, 2017). The need for CPD in demographically changing schools and communities cannot be underestimated or ignored. It is important that those most responsible for professional learning in demographically changing schools (i.e., Principals and Vice Principals) 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 to adjust their current pedagogies and classroom strategies.

Several researchers argue for integrative anti-racism discussions in diverse and demographically changing schools as an avenue to help all students explore the institutionalized racism prevalent in Canadian schools and culture (Dei & James, 2002; Lund, 2006). In New Brunswick, Peck, Sears, and Donaldson (2008) and Hamm, Peck, and Sears (2018) found that many of their student participants (most of whom were part of the dominant Anglophone culture) demonstrated limited understandings of ethnocultural diversity. Many of the students did not recognize cultural symbols that have cultural and religious significance in many newcomer/refugee/new Canadian communities. In the context of our current study, educators and school leaders in New Brunswick require targeted professional development on topics related to these ongoing challenges in our society (see news headlines in Appendix 10).

With the integration of thousands of refugees in Canada these past few years, it is critical to provide extensive and continuous professional development about global events and the plight of refugees for new and experienced teachers (Gagné, Schmidt, & Markus, 2017; Stewart, 2017; 2018; Stewart & Martin, 2018). When teachers and school leaders learn deeply about their students and the experiences of refugees and new Canadians, it places them in a better position to invite and promote pedagogical reconceptualization and culturally responsive practices (Lopez, 2016; Palmer, 2007). “The ‘how’ of supporting refugee learners cannot reasonably be addressed

without understanding who the learners are and what lived experiences shape their engagement with the education system” (Gagné, Schmidt, & Markus, 2017, p. 439).

In the next section, we describe the methodological approach, data collection, and analytical processes we employed in our study.

Methodology

Our collective case study (Creswell, 1998, 2003; Stake, 1995, 2000) is set in three rural schools within the Anglophone School District – West in New Brunswick. Our work aligns with subjectivist/interpretive constructivist epistemology (Bush, 2003; Greenfield, 1986; Greenfield & Ribbons, 1993). We employ an openly ideological approach in our work that is guided by our insights drawn from multiple critical writers who toil within the critical theoretical tradition (Carspecken, 1996; Delgado & Stefancic, 2001; Delpit, 2006; Freire, 1970; Kincheloe, 2008; Lather, 1986). Carspecken (1996) refers to these thinkers as ‘criticalists’ who are different in their theoretical approaches to their work and advocacy but carry a strong emancipatory bond between them. The writer believes, “Criticalists find contemporary society to be unfair, unequal and both subtly and overtly oppressive for many people. We do not like it, and we want to change it” (Carspecken, 1996, p. 7). Philosophically, our team is guided by this critical interpretive framework as a way toward the construction of meaning to learn about the participants’ social worlds. “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). There are multiple realities interacting in a school environment and the way to gain a better understanding of those realities is to engage, unpack, and analyze the perceptions of the social actors in that school. Additionally, Bush (2003) describes the interpretive/subjectivist approach below:

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).

One of the ways researchers such as our team gain a full range of perceptions to work with, analyze, and construct thematic understandings is through the employment of multiple data collection instruments.

Data Collection – “The use of multiple methods”

Denzin and Lincoln (2000) suggest that “the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question” (p. 5). Lather (1986) argues that “multiple data sources, methods, and theoretical schemes, is critical in establishing data trustworthiness” (p. 67). We agree and we have made every attempt during our field work to fully engage the social sites as well as many educators and students in the schools as time allowed us to. We did this through early contact with the Superintendent who provided us clearance to conduct research in the district. We met with the District Administrator in June and September 2018 to discuss our study, particularly the ethics protocol, and data collection strategy and timelines. We also corresponded by email to discuss different elements of the study and possible dates for future meetings. He gave us full support for the study and introduced us by email to the administrators in the three schools, briefly describing the study and arranging a meeting of all concerned for November 20, 2018. This meeting was important because we could visit with the administrators and let them get to know us, provide an outline of the study and answer any questions they may have, and schedule the survey stage of the study.

It is important to note that during this first contact with the principals, any of them could have declined our invitation for their school to participate in the study. None of them did which inspired our team and gave us confidence to move forward in our work. As it turned out, two team members (Lyle and Marc) met with administrators from two of the schools in the morning of November 20, 2018 because the administrator from the third school was busy that morning. Marc and Lyle then drove to meet with the third administrator at his school in the afternoon. At this meeting, we enjoyed the added benefit of meeting with the Principal and the two Vice-Principals to discuss the study. In all, we met with five administrators from three schools to discuss the study and all of them were supportive of the research.

The Initial Survey, Interview Questionnaires, New Stories, Field Notes

In this study, we constructed and distributed an initial survey to the educators in all three schools during a regular professional staff meeting (see **Appendix 3**). Though several teachers in each school were not present for the meeting, we still gained a large sample of completed surveys ($n=68$). The survey responses were openly coded and analyzed by our team members and added to the overall study data set, which contributed to our thematic meaning construction later in the interpretive stage. The educator responses on the survey additionally guided our team in constructing the questions for the semi-structured interviews (see **Appendix 5**). In all, we were able to interview 21 educators between the three schools ($n=21$).

The student interview protocol had been established earlier and reviewed by the UNB Research Ethics Board. With the help of educators in each school through a snowballing recruitment method, we interviewed 24 students from all three schools ($n=24$). As a modification late in the study, we attempted to interview some new Canadian parents to gain their settlement and adjustment perceptions of their community in New Brunswick. After we developed a parent questionnaire and had it reviewed by the UNB Research Ethics Board, (see **Appendix 9**), we were only able to attract one parent couple to be interviewed. Given the small number of parent participants, that data set will be developed in a future study. However, the parents did contribute some illuminating ideas to our thematic mapping, which we will share in this report. Each educator, student, and parent we interviewed had to read and sign a consent form prior to being interviewed (see **Appendices 4, 6, and 8**).

News Articles Illuminate the Societal Culture of 2018-2020

We continued to collect relevant news articles and documents from local, provincial, national, and international sources that we then organized systematically by headline/title and date of publication ($n=168$, **Appendix 10**). Our research rationale for collecting and analyzing news articles extends from the work of Dimmock and Walker (2005) who state “that the reality of school life results from the complex interplay of cultural elements from society, region and locality, on the one hand, and the organizational culture, on the other,” (p. 24). We feel the news articles contribute to our understanding of the current societal culture and its potential impact on teaching and learning in schools. We also feel the messaging underlying the content in the articles we selected for this report hint at some of the ways New Brunswickers and Canadians are feeling about immigration. Often, participants wanted to talk about what was going on in the

news and how it was impacting their teaching and school culture. We took advantage of opportunities in interviews when participants wished to address what they were learning through the news cycles and media that they consume.

Field Notes

Throughout the study, we kept a constant running record of descriptive field records that were also added to the overall data set in the project ($n=113$ pages of content). Our field notes include email communication with project stakeholders (i.e., EECD officials, REB Chair, District and School Leaders, and study participants), visual observations in the research settings, and conversations among our team related to the work. Here we follow the rationale of several writers who believe that qualitative projects such as ours are holistic and are informed by many forms of raw qualitative data (Creswell, 1998; Geertz, 1973; Stake, 1995). In their foundational book on qualitative field work research, Rossman and Rallis (2003) capture the importance of field noting and thick description, stating:

Whatever strategies you use, the foundation of analysis is thick description. Thick descriptions detail physical surroundings, time and place, actions, events, words, and people on the scene. It can suggest or hint at intentions and meaning. In taking field notes, be sure you have as much of these details as possible; without the details, your descriptions will be thin. Thick description makes analysis and interpretation possible. (p. 275)

Stake (1995) adds that, “Thick description is not complexities objectively described; it is the particular perceptions of the actors” (p. 42). This is especially important in the research qualitative researchers such as our team undertakes because, as Seale (2004) has argued, a thick description of a social 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).

By being visible while circulating through the hallways during our pre-study visits, meeting with administrators, teachers, and support staff in the Fall of 2018 and during our survey stage (March, 2019) and interviewing sessions from May until December of 2019, it is our belief that through “prolonged fieldwork” (Scott, 1996, p. 79) in the schools and communities, many of our relationships with staff and students evolved and flourished.

Data Analysis in 2020 - Coding “Data Event” Frequencies

The start of 2020 presented challenges for our research team and as our working realities changed in late February 2020 due to the Coronavirus, we could no longer meet at a team as we had planned to sort, code, and analyze our findings together. That said, each interview was read and initially analyzed by two researchers on the team. Each researcher contributed to the role of transcriptionist and captured key words, phrases, and entire parts of conversation as they listened to the interviews they were responsible for. The quotations embedded in this report were accurately captured through close and repetitive listening and positioned in the report within the context that they were shared by the participants. Further, each researcher provided a summary of their understanding of each interview at the end of each transcription document they created and we met as a team on June 15, 2020 to discuss and agree upon the final key themes that emerged from our interpretations. We communicated frequently through email as Lyle, the principal investigator in the project, proceeded to coordinate the next stage of data management and interpretation by collecting all the transcripts from his colleagues. Using the highlighting, find and replace, and copy and paste tools, significant parts of each interview were transferred to a running record of data events. This document grew to 114 pages.

Through deeper immersion with the data as organized in this document, a rigorous process was followed by then identifying and moving the data consisting of words, phrases, sentences and sometimes full paragraphs where warranted into sections of similarity that became the named categories. The data was categorized through constant comparative analysis into key themes. Once the common data events were organized under categories on the student and educator documents, the data were read continuously using the constant comparative analytical 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 (survey and interviews, as well as the news stories), and transformed categories into the eventual themes that we report in this study.

It is important to note here that qualitative case study research is not often associated with counting as statistical and quantitative research studies are. We follow Miles, Huberman and Saldaña’s (2014) method for counting data as we agree that identifying and counting frequencies or “data events” in our study has enriched our understandings of the social realities in the schools

and provide further confirmation for our thematic findings. As a team, we agree with Miles, Huberman and Saldaña (2014) who argue that:

A lot of counting goes on in the background when judgments of qualities are being made. When we identify a theme or a pattern, we’re isolating something that (a) happens a number of times and (b) consistently happens in a specific way. The “number of times” and “consistency” judgments are based on counting. When we make a generalization, we amass a swarm of particulars and decide, almost unconsciously, which particulars are there more often, which matter more than others, which go together, and so on. When we say that something is “important,” “significant,” or “recurrent,” we have come to that estimate, in part, by making counts, comparisons and weights. (Miles, Huberman & Saldaña, 2014, p. 282)

Through constantly checking and cross-referencing data and comparing them with other data being added to the project, gradually we constructed themes that we later discussed as a research team. As the study continued and additional data was gathered and added to the project, we used Miles, Huberman, and Saldaña’s (2014) data frequency counting method to establish what we believed were the main study themes the educators should be aware of. Aggregating or counting the data in this manner allowed us to view patterns and check frequencies of data events emerging from the survey, focus group, interview, and document data.

68 Surveys Completed by Respondents Randomly Numbered from 1-100

Highlands Rural Academy (HRA) – N=12
North Country High School (NCHS) – N=25
Western Regional High School (WRHS) – N=31

21 Educator Interview Participants

Educator	Gender	Years as Educator
EP1	Male	20+ years
EP2	Male	20+ years
EP3	Female	20+ years
EP4	Male	20+ years
EP5	Male	0-10 years
EP6	Male	10-20 years
EP7	Male	10-20 years

EP8	Male	10-20 years
EP9	Male	10-20 years
EP10	Female	20+ years
EP11	Female	10-20 years
EP12	Female	20+ years
EP13	Female	10-20 years
EP14	Female	20+ years
EP15	Female	0-10 years
EP16	Male	20-30 years
EP17	Male	20-30 years
EP18	Female	10-20 years
EP19	Female	10-20 years
EP20	Female	20+ years
EP21	Female	20+ years

24 Student Interview Participants from Philippines (3); Belgium; Brazil; Israel/Russia (2); Israel; Germany; Italy (2); Ukraine; Mexico (2); Russia; Argentina/Colombia; Canada/Colombia; South Africa; Jamaica; Canada/Vietnam (3); Colombia; Unidentified (1)

Student	Gender
SP1	Female
SP2	Male
SP3	Female
SP4	Female
SP5	Female
SP6	Female
SP7	Male
SP8	Female
SP9	Female
SP10	Male
SP11	Male
SP12	Male
SP13	Male
SP14	Female
SP15	Male
SP16	Male
SP17	Male
SP18	Male
SP19	Male
SP20	Male
SP21	Female
SP22	Female
SP23	Male

1 Parent Participant from Mexico – PP1

In the next section, we will report and discuss the four main themes and four sub-themes based on the key findings in the study.

Findings – Main Themes

1. Learning, Speaking, and Living English Culture

A major theme that emerged from our data analysis is not an uncommon finding in the educational literature on immigration, demographic changes, and increasing ethnocultural diversity in schools and communities in countries around the world. That is, newcomer students' and families' community adjustment, social and economic wellbeing, and personal growth in social and cultural capital depend on acquiring the spoken and written language of the local and regional economy and its employers. Newcomers need the language for public interaction in social spaces, and for understanding the instruction in its educational institutions. Conclusively, language is vital for community adjustment, social and economic wellbeing, and personal growth in social and cultural capital (Delpit, 2006; Field, 2003). None of the educator participants in the study gave our team any direct indication of their resistance to working with students who were learning a new language and culture. Several survey and interview participants described some of the challenges they experienced working with students who would be learning the English language and culture. Many participants felt uncomfortable and less confident supporting English Language learners and believed more professional education would be required for them to gain more competence. The idea of learning to teach students who are concurrently learning the language of instruction (like English or French in New Brunswick) through a trial and error pedagogy was documented by one survey participant who wrote:

I love the newfound diversity in our community, school, and classroom. We have traditionally been an exclusively White, Christian, English community. I am now teaching students from Haiti, India, Russia, Romania, South Africa, Latvia, and Syria. I have struggled over the years to know how to properly teach students who cannot speak

English. Some limited training has been provided, but it has been mostly trial and error on my part. (Survey Respondent 65)

The challenges of learning an additional language and culture were frequently highlighted in the data by many student participants. An interesting example of this social reality came to our attention through an illuminating student narrative. In this case, the student felt comfortable with his command of English when he arrived in New Brunswick because he had learned to speak and write English in his home country as a second language. But he worried that one of his international exchange student friends was not adjusting well to the school and social culture. He believed it was due to learning and speaking English and his friend's lack of confidence. The student participant told us:

I didn't have much problem with English because I was already pretty good with it, I think, so I didn't have much problem for the language. But I had a friend last year. He was an exchange student and he had a lot of problems with the language, like he always stayed with other people that were from his country that all had a similar language because he was bad at English. Like I didn't care if I made mistakes, things like that. I would say to my friends, like, if I make mistakes, just tell me. I will correct myself. Don't worry, tell me. For me it was okay because it was my second language. (Student Participant 7)

In this case, the student participant had the courage and confidence to make mistakes and his wisdom aligned with another student participant's narrative when we inquired more about her early experiences learning another language and culture and now English. She said that it was important to, *"get out of your comfort zone. That's how life works. Don't be shy because you are from another country. And just be yourself because that really helps a lot"* (Student participant 8).

This theme was documented extensively in the educator data as well with over 60 data event frequencies aligned with teaching, learning, and speaking English and another culture (Hamm, Oulette, and Hamm, 2017; Miles, Huberman, & Saldaña, 2014). Many educators acknowledged the challenges their new Canadian students confronted while learning their way through another language, and many said they were inspired by their newcomer students' work ethic in class as they gained increasing command of the English language and culture. One educator told us that, *"There's a [named country] girl in one of my classes; she is one of the hardest workers that I have in class. Her mark is in the 90s and she has probably only been*

speaking English for a couple of years” (Educator Participant 6). Another teacher agreed and added, *“We learn diversity and cultural appreciation by being in it”* (Educator Participant 19).

The data event frequencies related to learning, speaking, and living English were high among student participants ($n=85$) also and the sampling of student data below builds upon the educators’ perceptions of some of the challenges their newcomer Canadian students confronted:

One is English because when I came here, I don’t really know much about English...It’s a different culture. I don’t really know how to approach people here. (SP8)

Understanding the teachers because I didn’t understand what they were saying...Sometimes I didn’t understand when assignments were due or what it was so I had to ask for help maybe from another student. (SP11)

First of all, learn English. It is really important because you need to use it everywhere. (SP13)

This first theme strongly connects and overlaps with the second theme that follows and that is being mindful of language and verbal communication in ethnoculturally diverse schools, while avoiding deficit mindsets about newcomer Canadian students’ abilities to learn.

2. Language and Verbal Communication: Avoiding Deficit Thinking

Students and educators in all three schools described in depth some of the challenges associated with verbal communication and the importance of being mindful in language interactions with newcomer Canadian students and their family members. In one of the schools where there was a larger contingent of newcomer students, participants noted some of the initial struggles they had learning and teaching and explained the importance of always being mindful of students learning an additional language and how they are understanding verbal communication. One teacher said, *“I think you have to be aware of when you have people coming from diverse cultural backgrounds, something as simple as when you’re explaining something in the classroom, you can’t be using colloquialisms. You have to very specific with your language, clear, enunciate, and so you do have to be sensitive about those kinds of things”* (Educator Participant 17). Language, communication, and barriers showed up as frequent words on many of the initial surveys when we inquired about challenges, successes, and inspiring

moments in teaching among the teachers who were working with increasing ethnoculturally diverse populations in their schools and communities. A sample of this data follows:

I have taught students from Brazil and Mexico. Communication/clarification was challenging. (Survey Respondent 22)

Worked overseas for many years. Tutored kids in NB from Romania, Haiti, and Israel. Language communication is always an issue. (Survey Respondent 24)

My classroom is multinational and multilingual; I can't always communicate with parents; I have grown up with cultural bias I am trying to defeat. (Survey Respondent 70)

I marvel at the increasing diversity of our small rural high school and attribute this (or most of it) to having the headquarters of an international company in our community. While language barriers are indeed a struggle in the classroom, I am proud of our students and staff. (Survey Respondent 23)

The last two respondents above describe what we would deem as a willingness and commitment to overcome the challenges they are facing in their classrooms while relearning, reshaping, and adjusting pedagogies in support of newcomer Canadian students and their Canadian-born colleagues and students. One educator reflected deeply in her interview about how challenging it is for her new Canadian students to learn another language that they will require if they reside in New Brunswick and Canada:

It's one thing to have different level students in your class in terms of intellectual ability but it's a whole other thing when it's a language thing. You know they know what they're doing, like chemistry and stuff, but it's a language thing...I've had Russian girls in science and I know they know what they're doing, but to write and to talk is harder for them because they're learning the language...and learning to deal with that and how to get over that. One of the girls had better English so I relied on her to mediate. Math and Chemistry not so bad, but Biology, which is all language, it's hard. They're using translating apps. (Educator Participant 18)

A new finding in this study regarding language and communication mindfulness, illustrated above, is how teachers and students are using current digital technologies to communicate effectively with each other. One example involves language applications (apps) on their Smartphones, as the teacher pointed to above in her narrative. One educator was adamant stating, “I think everybody should have a text to text translator paid for on their phones so we can

actually really communicate with kids as opposed to all of the sign language and pointing and everything” (Educator Participant 9). Another educator said, “with the new MS program [translation software] that helps a lot, because we can write a letter and it translates in several different languages, and student feedback has been positive” (Educator Participant 20).

As many educators and students pointed out in the study and along this theme, language learning does not need to be perceived as a weakness or deficit. Perceiving it as such can be damaging all around. Instead, one educator stated, *“Nice to see students more educated in language over a relatively short period of time. New Friendships that are forged and cross language barriers” (Survey Respondent 52).* This was confirmed by several students who had struggled with communication. But they did not give up. One student told us, *“My advice? Don’t worry about how you sound...Don’t be afraid to make mistakes” (Student Participant 14).*

3. Establishing Friends and Allies: Working to Belong

As we got deeper into the interviews following the survey stage of the study, it became apparent to our team that making and keeping friends and becoming recognized as part of school and community social structures were important for the newcomer students who shared their adjustment experiences with us in interviews ($n=24$). Effective ways to approach and talk to a Canadian-born student still eluded many of the newcomer students, as our team had also learned in an earlier study we conducted with several Syrian students in another New Brunswick community after they arrived in Canada in 2015 and 2016 (Massfeller & Hamm, 2019).

Many of the newcomer students in all three schools had adjusted reasonably well and mentioned the friendships they had built with newcomer and Canadian-born New Brunswick students. Some of the students we interviewed were part of the extra-curricular programs in their schools. However, we learned through several educators that many newcomer students still struggled to find their way in their schools after they arrived in New Brunswick. Many educator participants informed our team that all three schools in the study had hosted international students for periods of six months to a year. Some of the survey data noted that newcomer and international students do not always mix with Canadian-born students. One survey respondent wrote, *“A class with several exchange students is challenging because they do not tend to mix with other students” (Survey Respondent 1).* Another educator wrote that, *“Students are not*

open to exchange students. They don't embrace the exchange students" (Survey Respondent 8). Several educators described how they worked to engage newcomer students in their classes and in the school culture, including how to get them involved in the extra-curricular activities offered in the school. One educator told us that:

...the biggest thing is that they [newcomer students] just want to integrate and they want to form relationships with adults and the students and that they're looking for ways to be able to do that outside the classroom. Like just being able to have people that they can turn to for guidance or people they can turn to, like fellow students, for friendship and how to learn how to be a teenager. (Educator Participant 7)

Many students spoke to us about the strategies they used for making friends; however, what worked in their home country did not seem to work for them in New Brunswick. As one international student said, *"First of all, in the classrooms and the people around me, in our place [former country], if you say hi, it means you are friends, but in here (her school in New Brunswick) when you see them again, they like, they don't know you. Yeah, I have a hard time approaching them [Canadian students]"* (Student Participant 8). An international exchange student's narrative was in alignment with this student's dialogue when she told us:

I still don't have as many friends as I want here. Like in [my country], people go and talk with each other, but here you have to go and talk to them [Canadian students], like HEY, you wanna be my friend? It's kinda different. It's kinda hard because I don't know if they want to be friends with me. (Student Participant 4)

Shyness was apparent in many of the students we spoke to, as one student reflected, *"That's the hardest thing, meeting other friends here, other students, cause I was very shy, so I don't usually approach a person unless they approach me first"* (Student Participant 1). One educator mentioned that his school did have a welcoming plan for newcomer students, but he believed that it was not sustained as well as it could have been. *"It's just, welcome to the building, here's everything and then they're kind of then, on their own. Sometimes the students will stay connected with the people that welcomed them and sometimes they won't"* (Educator Participant 7). A survey respondent in another school in the study echoed these sentiments about welcoming new Canadian students stating, *"I'm beginning to wonder if [named school] doesn't need to consider a 'support program' for our new students, as following the school tour, they are on their own"* (Survey Respondent 35).

There is much in the research literature (Kirova, 2001; MacDonald; 2000; Pryor, 2001) to suggest that if newcomer students to Canada do not feel welcomed in a new social context like their school, loneliness will gradually set in for them, as it did for the following student who took part in our study:

I was homesick. I feel like, different with them. There was time that I was crying and then the teacher asked me, why are you crying? Because I feel like, alone, because I don't have any friends that I can talk with. And I feel like some of my classmates were laughing at me. I feel alone, but I didn't tell that to the teacher. I just said, I miss my friends. But the reason is, I feel like I want to go back to [her former country] that time. (Student Participant 3)

The importance of newcomer students having friends and allies as soon as possible after enrolling in a New Brunswick school was never clearer than for one entire staff at one of the schools in our study. Our team had learned through several educators that during one of their staff/professional meetings, a newcomer student from Europe was invited to the meeting to give a presentation about the history and current state of his former country. During the first part of the student's presentation, the student spoke in English. Then he switched to his native language. One educator said that the teachers really leaned in to understand the student while he was talking in his native language. *"It gave us a snapshot of what his day was like when he first arrived. You build empathy towards what these kids are going through, and I think that's really, really important"* (Educator Participant 4).

A sampling of student data below further confirms the need for friends as/and allies quickly after they enter a New Brunswick school:

I really had a hard time finding my classrooms and I didn't know where to sit because I'm really shy (to speak with) the person beside me...I always choose the very back seat in the corner because it is my comfort zone...I don't look beside me, like at the person sitting beside me. I just look at the front. (Student Participant 8)

I came here, I didn't know where to go. I didn't know what was going on. When I came here, I was so lost. (Student Participant 9)

People might only need a friend. (Student Participant 15)

Where I am coming from, reaching out makes a real difference. (Student Participant 24)

One of the questions we asked each of the 24 students we interviewed emerged from earlier studies we conducted with new Canadian students but did not think of asking at that time (Hamm, 2009; Massfeller & Hamm, 2019). That is, we asked what each student would tell another student from their country if they were also preparing to live and attend school in Canada, and in this case, in New Brunswick (see **Appendix 7**). There were a variety of responses and many of them aligned with this theme. One student reflected and said, *“Find the people you feel comfortable with and then have them help you,”* (Student Participant 21). The student added that it was imperative that teachers help in the process intentionally by introducing students to each other, so they understand each other’s struggles and begin to empathize. Another student in another school said, *“I would probably say to match every new student up with a student who knows the ropes and if it can be a student who has the same language and cultural background, that would be even better so they are greeted with something (language and experience) that is familiar to them”* (Student Participant 15). Finally, getting new Canadian students interacting with Canadian-born students is critical. As one student suggested, *“I would like them to approach someone as soon as they get here. Like a Canadian-born student. They don’t look approachable, but if once you talk to them, like you can feel that you are welcome. I have a Canadian friend here and she helps me with my essays. I think having a Canadian friend really helps you adjust in school”* (Student Participant 1).

4. Unpacking and Understanding Community Stereotyping and Marginalization

Stereotyping, racism, and acts of discrimination are dominating the national and international headlines and, sadly, New Brunswick has not been immune from these social realities the past few years (Blanch, 2017; Varma-Joshi, Baker, & Tanaka, 2004). We did not directly ask any questions about stereotyping and racism on the survey (see **Appendix 3**) or on any of the questionnaires we used in the interviews (See **Appendices 3, 5, and 7**). Rather, we inquired about the challenges educator and student participants who volunteered in the study were encountering in their teaching and learning experiences. Most of the students could cite many challenges, as we have written above in the other themes, but only three students mentioned what we would consider harmful actions against them. One student described the sarcasm many of his peers used and he believed that rural kids use darker humor with less

constraint. The student cautioned against using sarcasm stating, *“I am a bit biased – the sarcasm is a problem; many kids would not care if a comment hurt somebody as this is how conversation goes, and so someone from a place unused to such conversation would be misunderstood in terms of communication”* (Student Participant 17). Another student, who made it very clear to the researchers that she loved the school she attended in New Brunswick, described a situation that made her uncomfortable during her first year of study at the school. *“I don’t want to say this to make [the school] look bad, but I have experienced bullying here...I was in Grade 10 when that happened and they called me, like a black people or person and everything. That’s the bad thing that happened, the worst thing that happened. But I like the students here”* (Student Participant 1).

Some students mentioned feeling marginalized when they first attended their school, due to loneliness and being in an unfamiliar environment as we described earlier. None of the students described their schools or any of their educators in negative terms and reiterated through the conversation that after they had settled down, learned the cultural nuances of the school (i.e., bells, timetables, curriculum, and assessment expectations), and found some friends, they all seemed on their pathway to thriving in their school. However, given the current political and social climate, and what is happening in Canada and around the world regarding racial inequality (e.g., Black Lives Matter, Idle No More, Truth and Reconciliation), we feel that any indication or reference to racism and discrimination needs to be taken up seriously through critical educational dialogue. Unlike our previous studies, where many students cited the overt and covert racial attitudes they confronted, and the damaging inferences and indifferences from their Canadian peers while their teachers observed only limited behaviors of these sorts (see Hamm, 2009; Hamm & Cormier, 2015; Hamm, Massfeller, Scott, & Cormier, 2017), many of the educators in this study perceived harmful racial attitudes and behaviors in the wider community and societal spheres that cannot go unreported, unchecked, or undisrupted in this study. One teacher shared multiple success stories of the students in his courses, but during the interview challenged racial stereotypes he perceived in the community:

I am very accepting of just about anybody. I find it difficult that people have racist attitudes and you and I both know that there are people who don’t want to see immigrants come to Canada and that they feel that they take people’s jobs. The same old

stereotypes that you always hear, but it's usually the people who are not informed that have those views, right?" (Educator Participant 9)

This educator's perception aligned with one of the survey respondents who believed the local area where our study was conducted has been slow to change:

I've always been a teacher. It used to be a challenge to hit urban and rural students; however, now the demographic is the world. Our local area has been sheltered and is notoriously slow to change so students come to school with many "outdated" attitudes about people and cultures. (Survey Respondent 70).

The perception of new immigrants taking the jobs of New Brunswick citizens was pervasive and highly descriptive through many educator narratives in all three schools in our study. A sample of this data follows from several educators:

I don't think we're a racist community, but I don't think people understand that people move here with so much value. They are filling vacant positions, not taking jobs... We have a culture who feel they are entitled and shouldn't have to work [in] lots of jobs, like in the service industry. People here won't take them. (Educator Participant 20)

And of course the locals...they complained because they were taking our jobs. That was the statement, right? And I remember working in the [job] and I said to a couple of guys I knew growing up, "so how are they taking your job?" I remember having that conversation, I was probably 22. And they said, "Well, they are in our area taking jobs from our people." (Educator Participant 1)

I don't think we know enough about the history and places where these people come from. One of the biggest misconceptions I find...I'm being a bit stereotypical here because it seems there is a group like this ... we see immigrants coming over and taking jobs, which to me is the biggest bunch of crap. You'll get those kids, I know they're hearing it at home, that's where it begins and I'll say to them, "listen, do you know what? We have people come over and do the jobs us as Canadians won't do." (Educator Participant 6)

We had an interesting conversation in my business class when we looked at immigration and jobs and I said, "what do you hear on the news?" They said, "They're taking our jobs!" So I said, "what does that mean, they're taking our jobs? Which jobs are you referring to? Well, whose jobs are these jobs?" (Educator Participant 8).

I just wanted to add there that some parents are choosing...they have their own slant on, or their own attitude towards what the newcomers...like they are taking our jobs and

they're sending their own children to school with that attitude of we can't accept these people in our community. (Educator Participant 10)

This perception is startling in that, it was present in every school and described in similar descriptive terms. That is, according to the educators, some Canadian-born students in their schools were perpetuating resistant attitudes toward immigration and new immigrants through classroom discussions, and the educators perceived that their attitudes were extending from home. One educator reflected deeply on the social reality of community resistance to immigration in the area:

It's a shock to the people in the area and you want to be welcoming. We need those people to come in and we want them to feel welcomed. If they come in here and the population isn't ready to accept them, you can have friction and people leaving. That's what happens. That's what I find. Sometimes the area can be a little quiet and muted and not as accepting and they sometimes move. A lot of people who worked at the [named business] have moved to Toronto or Montreal. (Educator Participant 2)

The perception of resistance to immigration also arose in the survey stage of the study where one educator wrote, *"Last semester for the first time ever I had to shut down a student who said, 'Why don't they go back from where they came from?' I was shocked that this girl would say that as she is from a 'well to do' family (That would have been immigrants at some point in the past) (Survey Respondent 85).*

The presence of racially divisive attitudes in the communities that were impacting the schools we were investigating motivated us to probe deeper with a number of the educators on why they believed such attitudes existed, where these evolved from, and how they were responding to the attitudes educationally with their students through their classroom pedagogies. One educator reflected on our probe and said:

I think there's a sense of ignorance just not knowing where these people come from and really what they are here doing. You hear people talk about the fact, oh you can't understand them and there's certainly a negative stereotype there, 'Oh, I can't understand them. They're taking our jobs...it's a sense of entitlement and the worst part is so much of this comes from uneducated, at times they're hearing it at home. (Educator Participant 6)

Another teacher believed, *"A lot of times, there is that automatic judgement of, 'well, they're from wherever, so this is what they do. Especially around this area where anything other than*

the Euro-centric religion, they don't really understand. They don't fully understand what Islam is, what Buddhism is or anything like that, they don't fully grasp it...They are almost scared of it," (Educator Participant 7). The educators we spoke to were doing their best to disrupt the negative attitudes about immigration and new Canadians in their classrooms, but it was apparent that many of them felt overwhelmed and needed additional guidance and support.

The next section will report on several sub-themes that we would like to highlight in this report.

Intersecting Sub-themes

As we think and write through the data over the next year, additional ideas will be formulated through further 'data mining' efforts. We are mindful that the entire data set from all three schools in the collective case was large when combined and it will be important to go back to each individual school context and examine its data set as its own case. That said, we believe it is important at this time to highlight and report on several sub-themes that emerged through our data analysis.

1. Supportive Educators

During each student interview, we asked our participants, **"Can you tell me about a teacher in school who has helped you? What did they do to help you? What has that meant to you and to your success in school?"** (See Appendix 7) Our rationale for framing a series of questions like this in our study was to understand the bond between the student and their teachers better, and, more importantly perhaps, to uncover effective pedagogies, unreported in the literature, that teachers might be using to engage their newcomer students. Students' responses were positive and often very inspiring. They spoke about their teachers, tutors, and guidance counselors in glowing terms and expressed appreciation for the help they received. Many of the students were able to share an experience about an educator who had helped them become better in some aspect of their learning and social acclimatization. One international exchange student said, *"I really love to go to school here. The atmosphere. It's very different here, the relationships between students and teachers and people in general; it's very relaxed, chill. I really like it"* (Student Participant 6). Another student said, *"They are really good people, every*

teacher that I have. Every time they try to help you,” (Student Participant 13). A further select sample of this data follows:

Where I am coming from and reaching out makes a real difference, as good teachers have done for me and being role models. (Student Participant 24)

[My] grade 4 teacher made an effort to implement traditions from my country and teach them to others. (Student Participant 22)

(Teacher’s name) was the first one. He was always trying to make me speak more in class. And trying to make me speak with him about what I did back in [my country] and Physics. Always trying to make me feel more comfortable when I first came here. (Student Participant 7)

[Teacher’s name] asked me to be a translator for this girl who had just moved from Russia. I went into one of her English classes with her. She was in grade four at the time and I sat there and translated some of the words for her to understand. Like if she needed to go bathroom, I told her what she can say. Like the easy stuff. Maybe we should make a program at the high school that offers to send us kids who speak good English and other languages to help younger kids at like middle school. (Student Participant 5)

One student shared a humorous anecdote about when one of her English tutors gently explained to her after class that she shouldn’t tell other students to ‘shut up’ when she was giving her presentation. She didn’t understand that it was inappropriate, because she had heard other people use the phrase. *“I think [the teacher’s name] really helped me a lot”* (Student Participant 3).

2. The Impact of Industry

The data under this minor theme arose from a question we initially asked on the survey related to the ethnocultural awareness of participants and the questions were framed as such: **“To what extent are you familiar with the demographic changes occurring locally, provincially, and/or nationally? How have the changes impacted your roles and responsibilities in the school? Please explain.”** (See Appendix 3). Of note, we believe this sub-theme intersects with the major theme of community stereotyping, as many educators described community perceptions of new Canadians taking jobs from New Brunswickers. We had learned and reported earlier about the robust trucking industry in New Brunswick and how it was attracting new Canadian immigrant families to the province who were seeking stable employment opportunities (Hamm, Massfeller, Scott, & Cormier, 2017). In that study, educators informed us how they

were working with newcomer Canadian students whose parent(s) were driving to the region from a larger city to work in the industry. Often, one or both parents were on the road travelling across Canada delivering goods for the employer. This earlier finding was confirmed continuously through data event frequencies as the select sample below highlights:

Our first bit of ethnicity we really got exposed to in this area came through [The Employer named] having brought in a number of people from India or South America. (Educator Participant 1)

The trucking industry is big. The trucking industry has brought in a lot of people from England. (Educator Participant 3)

One of the main industries is the trucking industry. Farming and trucking. And there are a lot of truck drivers who come to our area from Europe. (Educator Participant 5)

... by virtue of trucking...a huge demographic shift. (Educator Participant 16)

There's no question that if we're to go to [The Employer named], they have a number of immigrants that drive the trucks. They're doing the long-haul trucking that North Americans, Canadians don't want to do. (Educator Participant 6)

Of note in this sub-theme is the connection to the current reality of the New Brunswick government actively encouraging immigration to our province as we earlier highlighted in the introduction (see **New Brunswick Government, 2014, 2016, 2019**). One of the participants was fully aware of the population growth strategy, stating, *“The government has an immigration strategy for population growth and I just think that's a trend we'll see here, right? The trucking industry in the area, they struggle to get local drivers and I've heard of many people moving here for those jobs and bringing families with them”* (Educator Participant 8). Additionally, a key finding for us in our current study came through another educator's narrative concerning active recruiting by one of the employers in the region. *“The draw here is trucking...I have a friend who works for [The Employer named]; he has a fulltime job. He just travels to Europe to try and recruit truckers. Cause they don't have enough truckers...The trucking industry here is always in need of drivers”* (Educator Participant 9). Finally, several students in our study mentioned a large agricultural employer in the region where many of their parents were employed. Several students also told us that they worked part-time for the employer.

3. Curriculum Differences

Another sub-theme that we believe is important to highlight in this report relates to the curriculum differences, especially in mathematics, between New Brunswick and several of the countries that newcomer students were from. These insights were provided by several participants in the study. One student said, *“The education was at a higher level before I came here in grade 6, 7, and 8. I already knew everything like math. Science and English were little hard for me but math, I was able to do it with my eyes closed”* (Student Participant 5). Another student who attended a different school in the study also noted, *“The math was easy at the start here”* (Student Participant 16). This sub-theme intersects with the major theme of speaking and learning English as one student described her early frustrations with trying to communicate to one of her teachers that math and science were not difficult for her:

The worse thing is I didn't speak English and everyone thought because I don't speak English I can't do anything else. But actually, it's not true. When I tried to explain that math is easy or science is too easy, they were just like, 'just learn English' and it didn't help at all. (Educator Participant 9)

Many teachers in turn highlighted the differences between the New Brunswick education system and those of countries from which many of their newcomer Canadian students had arrived. In discussing what he would like to learn more about from newcomer students and their educational levels, one educator went in great depth, explaining to us:

I see some of these kids coming into our school system and they're particularly good at math...but as our system is structured now, we're almost forcing them to stay back in math. So, for example, a grade 10 comes in here, it doesn't take me long and I realize they're about grade 12 equivalent. Structurally we have nothing. So as a system, have we had a conversation about that, these kids coming in from other countries who are coming ahead in math? And it's a system thing, right? They've done a ton of math growing up whereas in our system we value diversity of learning. How can we, first of all, challenge them in math but at the same time make sure they're making connections with kids they're own age? (Educator Participant 16)

4. Giving Voice to Future Goals – “Expect Nothing; Appreciate Everything”

One of the best things about meeting and interviewing teenagers as part of our current study is asking them about what they are interested in, what engages their creative, physical, and

spiritual abilities in school and in their community, and how they perceive they will apply their wisdom after they obtain their high school diplomas. In one interview, a student participant talked about her art class and how her teacher was encouraging her creativity, something she said would never have occurred in the school in the country where she grew up. When we asked her if she would share some of her art-work with us, she graciously accepted our invitation. We were awestruck and inspired by the level of her creative abilities and especially by one of her art pieces, which she titled, “**Expect Nothing; Appreciate Everything**”. The student said she wanted to channel her creativity into a future goal. “*I want to become an interior designer. Art allows [me] to relax and de-stress about schoolwork*” (Educator Participant 8). We would not have learned this had we not gone down the pathway of allowing students to share their vision of their future in New Brunswick and Canada. One student was keeping his future options open when he told us:

My hopes and dreams, this is since I’ve been a kid, right? Because my family, from my dad’s side, I come from a family where there’s doctors, engineers. I always had this feeling or notion I’ve always wanted to become a doctor, any kind of doctor, dentist, orthopedic surgeon. That is since I was a kid. I’ve always said I’ve wanted to be a doctor. But now that I think a little bit more because you gotta have a second option, you know if I change my mind. I like business, too. (Student Participant 10)

Students described to us a mixture of career trajectories that they wanted to pursue after high school, and many went in great depth describing how they would achieve their dreams. Several of the students named the universities they wanted to attend to study electrical and chemical engineering, veterinarian studies, police service, and cyber-education. As researchers we were also able to learn about new careers we had never heard about, as one student described, “*I would like to become a mechatronic engineer. It’s a new branch of engineering. It’s about robotics and making projects on like a project of something and how it works, how to make it automatic, you press a button and it does a certain action*” (Student Participant 11).

Discussion of Themes and Sub-themes

In review, the two research questions that guided our inquiry were: 1. *What is/are the impact and implications of immigration, demographic changes and increasing ethnocultural diversity on teachers, administrators, and students in a New Brunswick high school context?* and

2. How are participants responding to immigration, demographic changes, and increasing ethnocultural diversity through their teaching, learning, and community involvement? We illustrate the thematic findings in Diagram 1 below.

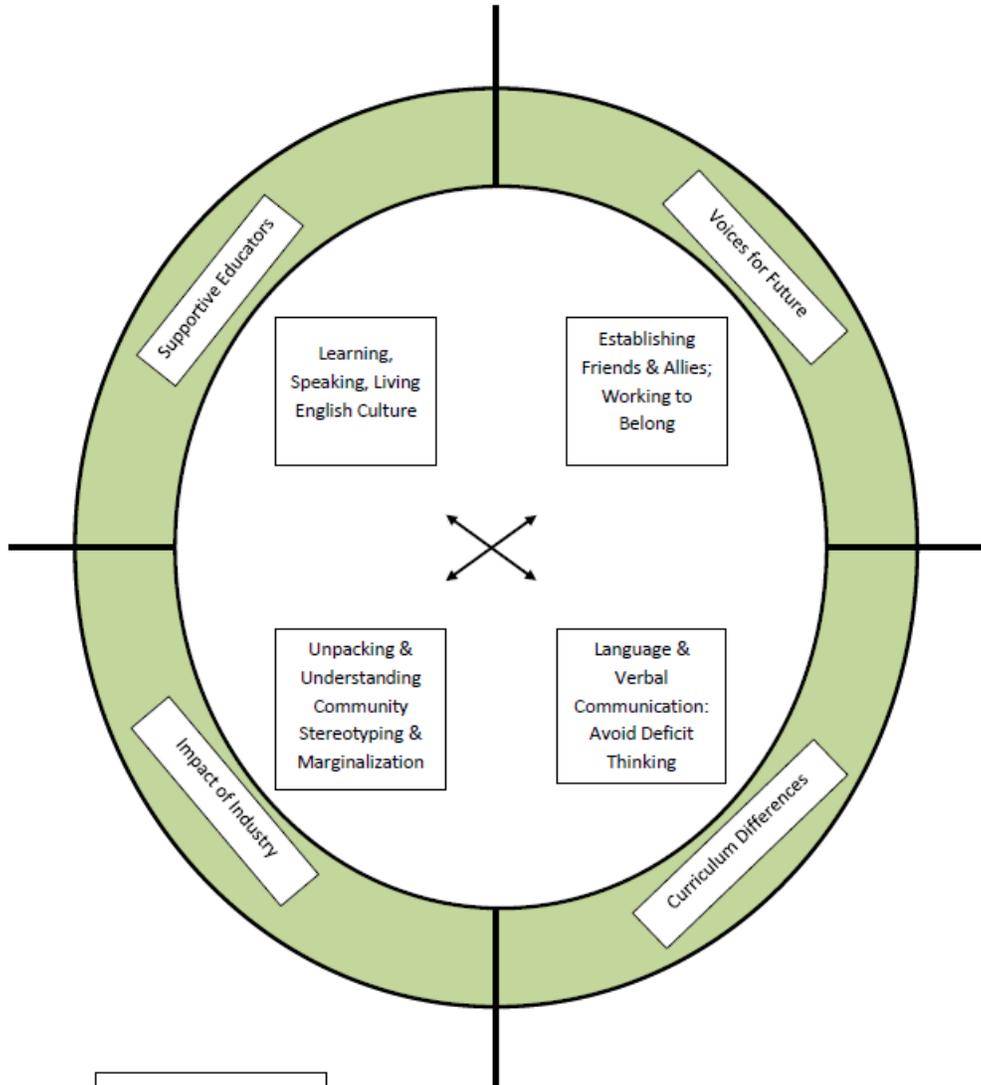


Diagram 1
©L. A. Hamm

From our collection and examination of key data in the surveys and interviews, along with subsequent analysis of our field notes and the 168 news stories compiled for this report, we believe our study was conducted rigorously. Some of the themes overlap in providing a rich portrayal of how participants are responding to the demographic changes in their schools and communities in their region. For example, new Canadian students and many of their educators spoke about the importance of learning the dominant English language and culture. Many of the students who we interviewed told us they had a basic command of English before they arrived in Canada, but many of our participants had to work hard to become more fluent in their language verbal communication. Thus, learning English in their current context of rural New Brunswick helped students engage their Canadian peers and teachers more confidently and it led many of them into better friendships while gaining a sense of belonging in their school. Still, our data revealed several students who tried to communicate with their Canadian-born peers but felt that they were shut down because they could not be understood well with their pronunciation skills (Thomson & Derwing, 2015). This was confirmed by many educators who described that many of their students struggled with the English language and that sometimes international students and Canadian-born students did not mix well. Having supportive educators as allies and confidantes encouraged students in their learning and risk-taking to get out of their comfort zone, as one of our student participants described to us.

As we reflect upon our research questions, we arrive at the point in the study where we ask, “so what?” What does the data underlying each theme mean? Did we capture the essence of the participant voices effectively and their contexts accurately? We sincerely hope we have, but ultimately, it will be for our participants and readers to decide with their feedback. In the next section, we examine the themes and sub-themes in more depth for meaning and understanding before we contribute our recommendations and suggestions for better practices and leadership actions.

Learning, Speaking, and Living English Culture

Learning another language and culture was interesting, intriguing, and important for most of the new Canadian students we interviewed, but it was challenging on many levels for several of them. In one school where there were more international and new Canadian students, there was EAL programming in place for the students. The students we talked to who were part of the

program spoke glowingly about their teacher and how the program was structured, which helped them steadily improve their understanding, pronunciation, and fluency in speaking English in their core courses and throughout the school. According to Thomson and Derwing (2015), “explicit instruction of phonological forms can have a significant impact, likely because it orients learners’ attention to phonetic information, which promotes learning in a way that naturalistic input does not” (p. 339).

We also found many students learning in additional ways, outside their classes, to improve their English skills, as one student described:

Watch movies in English. Learn or read books in English. And if you are here and there is a [person from their country], try to speak English. We try that, too. We challenge ourselves by not speaking our language. And then try to communicate to English people. I think that is really important to try and communicate with Canadians, not only with [people from my country] because you are not going to learn English if you keep yourself with only [people from your own country]. You have to try to communicate with different people. (SP3)

Another student said that, “*Just coming to school is making a big difference and other than the media, reading the news in English or watching YouTube in English. Being immersed in the language makes a big difference*” (SP11).

Several educators spoke in depth about how hard their new Canadian students were working in their courses and at picking up the language and learning local and regional culture. Still, one educator commented that, “*We don’t tap into their culture enough, yet. That will change over time*” (EP6). Earlier in the report we mentioned one student who told us a story of how her Grade 4 teacher made it a point to learn about and implement her South American cultural traditions in class so her peers could also learn about them. This calls upon teachers to ask students about their traditions and language barriers. “*It’s really about knowledge. People are scared about what they don’t know*” (Student Participant 22). This is an excellent strategy for educators; many of the students described similar moments where their high school teachers were interested in learning about their cultural background and encouraging them to share it in course presentations. As Cummins (2015) found in his work and advocacy for intercultural education:

Fortunately, in an increasing number of classrooms across Canada and elsewhere, educators are beginning to shift their orientation from benign neglect of students' languages and cultures to an intercultural orientation that actively connects curriculum to students' lives, and affirms the cultural knowledge and linguistic accomplishments of students and communities. (p. 459)

Some of the teachers in our study empowered their new Canadian students to improve their speaking skills by pairing them up with another student who had just arrived to translate for them in a mentoring role. August (2019), in positing seven principles for teaching and mentoring ELL learners, described that peer-to-peer learning opportunities were key in additional language development and acquisition. This is where the theme of learning and speaking English overlaps with the theme of finding and having allies in the school. It is important that students get the help they require at the point of need when it comes to learning the language and being able to communicate effectively and find friends. These ideas intersect very well in the following student narrative:

Sometimes it happens that other people want to help you but they fear they will hurt you by saying you did wrong or things like that. The first day I was asking all the time for help if I didn't understand a word, like even something on my desk or something that I was doing. Like, I wasn't shy about asking for help about not understanding something... Teachers, I think they should maybe take that kid who doesn't ask for help and make him speak with someone that had that problem too, Like someone who came from a foreign country... My friend never asked for help because he was really shy... he didn't want to ask because he felt like they would joke about him, I think. But my friend always pointed out his mistakes and say to him, no you said it wrong, say it like this or like that. You have to find someone who wants to help you. (SP7)

Collectively, the students reported receiving the help they needed in their schools from their educators and though we were only able to interview one parent for this study, his narrative was rich and illuminating for this theme of learning language and culture:

One of the reasons we don't want to move is because of the school. I like the smaller class sizes. I like the fact that they (the boys) are not just a number in a huge school system where they are just going to get lost in and nobody knows them. That's why we don't want to move. Here we love the school; we love that the teachers know our kids by name, they see them around town. They say hi to them at the supermarket. It is everything we had always hoped for in having a community here in Canada to live in. The teachers

will email you if there is a problem. It is a real personalization in education in a small town like this and we don't want to lose this. (Parent Participant 1)

Language and Verbal Communication: Avoiding Deficit Thinking

The students in the study clearly did not want to be pitied or have their teachers and Canadian peers feel sorry for them about their language and verbal communication abilities. But their narratives do paint a picture of needing patience from their teachers and Canadian peers to allow them to catch up academically and socially. When we asked the students questions about what they would do differently given the chance to start over again, or what they would tell another person arriving in Canada, overwhelmingly they told us that hard work...works. This idea arose early in the survey responses we collected and analyzed from educators as the following data set illustrates:

Students work diligently and take presentations very seriously – the students I teach never hesitate to speak in front of class – even if their English isn't strong. (Survey Respondent 58)

Often these students are more driven and seek success. They generally work hard and do not expect to pass without effort. (Survey Respondent 28)

Two students from Israel and one from Ukraine. They spoke Russian to each other when there was an English word they didn't know. Very interesting. (Survey Respondent 57)

Perhaps the most profound experience that I've had while teaching students from diverse backgrounds occurred this year and is ongoing. A student arrived in my class in September wearing a hijab and looking absolutely terrified whilst speaking no English. She is a refugee from Syria who came to Canada after spending over a year in a shipping container in the desert in a refugee camp. She lost her mother in a bombing in Syria. (Survey Respondent 65)

Being mindful of new Canadian students and their communication skills was embedded in many of the educator narratives when the conversation turned to responsive teaching strategies in their ethnoculturally diverse classrooms. In fact, pedagogies that many teachers had relied on prior to the demographic changes in their region just didn't seem to work as effectively anymore, as one teacher described in detail:

An ESL learner is not the same as someone growing up speaking English their entire life. You can't just give oral instructions anymore; you can't just hand out a sheet and say

read this and do that. You can't do that anymore. You have to explain; you have to show and reading books and showing didn't always go hand in hand... Even just expressions that we use. You have to explain those kinds of things. Everything takes an extra bit of thought, like is that coming across as I want it to come across. Are they going to interpret the way I want it to be interpreted? Is this something that they will be able to do and participate in? And even conversations about life. Some of them have lived a very different life than we will ever know. I don't want them to feel different and on the fringe. I want them to feel they are part of the class. (Educator Participant 11)

The students said that it is important to be engaged with Canadians from the beginning and work through the anxiety and trepidation that naturally arises when thinking and learning in a new language. It was also important not to fixate on what you perceive other people are thinking about you and your pronunciation, as one student:

First of all, don't think what anyone else thinks because when you think about other people, they can see that you are scared, you know, that someone is going to talk bad stuff about you. But you don't speak English and it could be fun for them. And if you don't think about it and just speak as you can, even if you can't, just try. My English teacher thought that because I have friends that speak Russian that it stops me from English learning, but it actually doesn't because I am getting a lot of English in my classes and I also communicate with kids in my classes who speak English. But when you have friends who speak your first language, it just helps you not forget it. Like I know a lot of kids who spoke Russian, but they just forgot it and same with other languages. So it just doesn't stop you, but it just helps you not to forget your language and at the same time you are still learning English. You cannot not learn English in Canada! (laughing). You're drowning in it. (Student Participant 9)

The student's narrative follows two lines of thought from the literature we reviewed. Firstly, her courage is apparent as she challenges the deficit thinking she perceives she is on the receiving end from some peers and her teacher. She understands that she needs her Russian friends as much as she needs her Canadian peers and English conversations in her classrooms to gain competency and confidence (Lam, 2019a; 2019b). Secondly, she is confident that in time, she will learn how to pronounce her English words accurately and she just isn't concerned about how she is perceived by the other students which strengthens her identity in the school (Derwing, 2003). "Students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically. They participate competently in instruction

as a result of having developed a confident cultural identity as well as appropriate school-based knowledge and interactional structures” (Cummins, 1986, p. 23).

Establishing Friends and Allies: Working to Belong

When we conducted the survey research in this study, we gained some interesting feedback that could be considered a strong link to this theme. Several teachers identified poverty among students as a reality they had to work with and issues they were confronting with social media and digital technologies as one educator wrote, *“Attention spans are much lower. I would attribute this to technology and constant access to stimulators”* (Survey Respondent 22). More than ever in 2020, students need strong allies in their school, be it peer friendships or support from their teachers. However, because our research questions are asking about immigration, demographic change, and increasing ethnocultural diversity in the rural schools, we need to address those connections as social realities in the schools. As one survey respondent noted, *“The students benefit greatly knowing someone does care”* (Survey Respondent 34).

In several interviews, students explicitly stated they liked their school and they liked living in New Brunswick. As Wilson-Forsberg’s (2012) study of immigrant adolescents’ experiences of settling in rural New Brunswick suggests, they come to value the safety, quiet, and opportunities in their new surroundings. In fact, the students overwhelmingly told us that they loved the natural environment of the province. As researchers, we were also fully engaged in what the students were hinting at or simply not telling us in the interviews but still revealed through their body language and their hesitancy at times. As we reported earlier, one student participant described the loneliness that she experienced and not wanting to share how she felt. It took a teacher’s prodding to get her to acknowledge that she was homesick and missing friends. One student said she felt comfort when she has *“someone to talk to”* (Student Participant 21). Another student said, *“I feel comfortable around people now. I’m a part of Canada now”* (Student Participant 5). And still another said that she really appreciated that Canadian students included her upon her arrival. *“They are really friendly and welcoming, and they really try to make you feel comfortable. And I really appreciate that. It helped me a lot. They let me participate and stuff and that was really appreciated”* (Student Participant 6).

In their article on developing intercultural competence, Kristmanson, Lafargue, and Whynot (2017) suggest several actions educators can take to help their new Canadian students gain a stronger sense of belonging in their schools:

If we show an interest in various cultures, demonstrate a desire to learn more about languages and backgrounds represented in our classrooms, and act in ways that show respect for a diversity of values and experiences, our students may follow suit. Taking action to intentionally build relationships and foster partnerships allows us to have, and learn from, meaningful exchanges with a diverse array of people. (p. 21)

It may be worth considering the role of teacher education and professional development in providing frameworks for encouraging such proactive measures on the part of teachers. School leadership, whether through formal or informal structures, may have the biggest role of all to play in reorienting the teaching culture toward pedagogies informed by intercultural curiosity and research on diversity in schools (Horsford, Grosland, & Gunn, 2011). And though it hasn't come up in this report, one of the questions we asked on the survey was related to professional development on cultural diversity (**see Appendix 3**). Most of the survey respondents wrote that they had engaged limited professional learning on cultural diversity. That response points to one of the recommendations we will suggest in the conclusion of this report.

Unpacking and Understanding Community Stereotyping and Marginalization

It was encouraging to learn that students in the study enjoyed their schools, communities, and living in New Brunswick. They all spoke favorably of their educators and the support they were receiving. Only three students of the 24 we interviewed described situations that might be considered negative and one of those participants basically told us that the town and region he was living in was just too small, compared to the large city in Mexico where he grew up. Given the current social realities of 2020 and the large protests occurring across North America due to long-standing conflicts and inequities inherent in our society, it might not be surprising that some local attitudes reflect what is often reported through the news media about immigration and refugees (**See Appendix 10 – Headlines 36, 75, 77, 84, 87, 95, 107**). The educators consistently brought this to our attention as we reported in the findings section of this report, and it was evident from their narratives that they were taking the challenge on professionally in their classrooms and communities.

In one of the schools where we interviewed two teachers, it was inspiring to learn how they were addressing negative attitudes that surfaced in some of their students during class discussions where the topic was immigration and employment. Another teacher claimed that there are still community members who do not want to be treated by foreign physicians if they go to the hospital. This finding is significant as it clearly illustrates that the educators in the study will not tolerate the stereotyping and racially motivated conversations in their classrooms. Two teachers, for example, described in depth how they took pre-emptive action when they perceived the discussion related to immigrants and refugees turn negative. But we believe it also tells us that the teachers need more support and learning to be more confident and competent to discuss current issues that surround immigration in the area, province and across Canada. One teacher said, *“I find I have to be just constantly aware of what people are going to say. In 10 years so much has changed and I’m navigating that with them and I find I’m not knowledgeable enough and I have a hard time teaching them and the right words to use...that’s been a bit of a challenge for me”* (Educator Participant 13). The big concern among many of the educators we interviewed is how to address the stereotyping and damaging attitudes about immigration that is present in the region, as our data revealed through multiple frequencies. During one of the interviews, the participant turned to us and asked:

The other question I have for you is how do we talk to them about something that is racist or prejudiced without turning them off the idea of deconstructing that and thinking about it and that it’s not okay, but you’re not evil...people think racism is you hate somebody and you openly say it and you call names, and as long as you don’t do that, you’re not racist. But we all are racist because we’re human beings and the mind does things to make life easier to sort for us and I think when we call racism on stuff, it’s right to call it, but if we do it in a confrontational way...people turn away and the educative moment is lost. (Educator Participant 8)

In her book on transformative leadership, Shields (2018) calls upon educators to exhibit moral courage in confronting inequities and injustices, large and small. Many of our participants seemed able to do this. But many did not. To lead courageous conversations in their classrooms, educators may need additional support on how to do this, especially because they all live in the communities and are known. As well, they know community members. In the case of the teacher in the preceding narrative, it is apparent that he wants to educate the students about racism and disrupt the knowledge frameworks they adhere to about immigrants. Yet he knows he needs to

be cautious to break through the long held stereotypes about immigration in the region. It is similar to the educator in the study who told us how he challenged his friends and neighbors on their stereotypes about immigrants taking the jobs of local citizens in the region, when in fact there was no basis for their beliefs. *“I remember having that conversation with locals and they would get angry...I didn’t have problems having conversations with older people in our community, but I started doing that when I was 20-21”* (Educator Participant 1). As more and more new immigrants settle in rural areas across New Brunswick (Cox, 2020), it will be important for community leaders and educators to communicate about immigration as leading economist David Campbell was recently quoted:

We absolutely have to attract significantly more people into the workforce in the coming years. It’s very important to have the public support for that and public support is predicated on public knowledge. We haven’t had a wave of immigrants to this province since the mid-19th century, and we’re going to need to have a wave now. It’s very important to explain to people why we need to attract more newcomers and the role they’ll play in helping to revitalize our communities, our economy and school systems. (Hatchard, 2020, p. A9)

Better regional distribution of immigrants, and policies supporting their retention, help address population and economic decline in smaller centres while mitigating growth pressures in larger ones (Carter, Morrish, & Amoyaw, 2008). Schools, businesses, and community organizations all have a leadership role to play in building awareness among the local population of the vital contributions newcomers make to civic life.

Research into civic vs. ethnic national identities (Guerra et al, 2015; 2016) cites inclusivity as a precondition to valuing the active participation and contribution of groups to society rather than perceiving them as threats. Esses, Brochu, and Dickson's (2012) work as well as Stephan's (2012) research suggest that when local leaders endorse multiculturalism and draw explicit links between newcomers and a better quality of life for all, then space is created for a shifting of beliefs. Perhaps there are opportunities in the rural New Brunswick context, with its implicated industry, educational, and community stakeholders, to consider innovative, well-supported awareness initiatives along these lines as one new Canadian stated in a recent report:

There’s room for everyone. This is a growing province, this is a potential province. I’m sure many New Brunswickers – immigrants and locals – are doing their best to make sure

we flip the trend about this province struggling and put it back on the road for prosperity and growth. (Hatchard, 2020, p. A9)

Sub-theme Discussion

Over the next year, our team will continue to examine the data from this study to achieve clearer understandings of how the participants are responding to the changes in their communities and region brought on by immigration and demographic change. However, we think it is important to highlight several sub-themes that consistently held high frequencies in our analysis. These were:

- Supportive Educators
- The Impact of Industry
- Curriculum Differences
- Giving Voice to Future Goals – “Expect Nothing; Appreciate Everything”

The students appreciated the efforts from their teachers in their schools and described the care they provided them in multiple ways. Very few frequencies were aligned with any criticism and the only thing that came through in some of the student data was frustration early on when some students felt they could not communicate effectively with some of their teachers shortly after their arrival. This is to be expected since students and teachers need time to learn about each other. One example that students noted, that we didn’t reference earlier in the report, was how their teachers allowed them to use their phones in their classrooms for translation and communication. As Chang and Hung (2019) note, “Recent research has shown that the adoption of mobile devices has made language learning more available anytime and anywhere, which has resulted in better student learning outcomes” (p. 1).

When we inquired directly about demographic change in the survey (**See Appendix 3, question 4**), teachers overwhelmingly referenced the trucking and primary and secondary agricultural industries in the region that were actively recruiting and attracting new immigrants to work for them. With a growing demand for new immigrants in New Brunswick, it is important for educators to be mindful that there will be increasing numbers of students in their schools from diverse ethnocultural backgrounds. And as we mentioned in the preceding section, communication will be key to mitigate any misunderstandings about new immigrants taking the jobs of New Brunswickers (Hatchard, 2020). In fact, this sub-theme aligns with the theme of

community stereotyping and only through focused and active education and communication, can the stereotypes about new immigrants be disrupted. We will take this up in the conclusion.

Further, students and teachers described in depth the differences in the content and academic level in some of the courses the new Canadian students were enrolled in. This was particularly true for mathematics with many students saying that the math they were taking in New Brunswick was what they had studied earlier in their home countries. In fact, one of our research team members is a mathematics education professor. He is keenly aware of the differences in expectations between local curricula and those of other countries.

Finally, it is important to note that all the students we interviewed have strong visions of their futures in Canada. Most of the students would like to stay in New Brunswick, but several related that they will be leaving the province to pursue their studies. We were inspired by all the students as they shared their hopes and dreams for their futures. In one interview, as we earlier described, one of the students wants to become an interior designer and it is through her artwork in her art class with the support of her teacher that she is striving to achieve her dream. It was from her artwork that we borrowed part of our title for this project with her consent (**see picture on page 2 of this report**). We feel her title symbolizes and connects the students' passions embedded in their gratitude to be living and studying in New Brunswick. As Lam (2019a) argues:

Immigration does not only benefit those coming into the country. For smaller centres, one advantage of newcomers is that it offsets out-migration, or the exodus of rural dwellers for larger cities. An increase in population through immigration allows local services and resources to stay local, such as a local dentist or pharmacist with dwindling numbers being able to stay viable in a small town thanks to an influx of newcomers. (p. 79)

In the final section, we conclude this report and offer recommendations for various stakeholders.

Conclusions and Suggestions for Educational Stakeholders

For one last time in this report, we return and address our research questions: *1. What is/are the impact and implications of immigration, demographic changes and increasing ethnocultural diversity on teachers, administrators, and students in a New Brunswick high school context? and 2. How are participants responding to immigration, demographic changes,*

and increasing ethnocultural diversity through their teaching, learning, and community involvement? The survey, interview, and documental data we collected and analyzed lead us to conclude that the educators, leaders, and students who we worked with in this study are responding reasonably well to the changes they have been part of in recent years. That said, there was evidence of uncertainty and trepidation toward immigration in the educator survey and interview data, but it mostly pointed to the educators needing more knowledge and support while working with students new to the province who did not speak the language of instruction. Many teachers referenced that they did receive some professional learning in the way of a diversity/EAL workshop from district and even named one individual from the district that they could count on when needed.

The students we worked with seemed happy to share their voices and experiences. As reported, most of the students had acclimatized very well to their new schools and communities and enjoyed the learning and social environments they were part of. Many did offer insights in their narratives of how things could improve for new Canadian students which lead us to several recommendations for various stakeholders.

Given that schools are now in session as we deliver this final report, we are mindful that school leaders, teachers, parents, and students have transitioned back while Canada and New Brunswick are still grappling with COVID-19 guidelines and restrictions. What school will look like for New Brunswickers in the future is still uncertain in these uncertain times. However, based on our data, and particularly on news and provincial reports, immigration into our province will remain a key factor for population and economic growth. Each of the three schools supported new Canadian and international students in their programs and we believe that trend will continue in the region. Perhaps there will be more new Canadians attending the larger schools in the study, but that said, there are additional factors that need to be examined such as employment opportunities and cost of housing (Cox, 2020; Fraser, 2020; Hatchard, 2020). It is important that educators, leaders, students, parents, and community members accept this social reality and do their best to prepare and welcome newcomer Canadians. The following are some suggestions that we would like educational stakeholders to consider.

Students – New Canadian and Canadian-Born

School is for students. All students. It is important that each student feels welcome and safe in their schools so they can receive the optimal learning experience. But the focus must be on reciprocity. The students must exert their agency for this to occur. We suggest that there is a focus on peer-mentoring. That is, Canadian-born and new Canadian students must somehow come together and discuss the possibilities for intellectual and social engagement to avoid the loneliness void that some of the educator participants noticed and was even experienced by some students. In all three schools, welcoming committees that have been formed and ones still in development must be intentionally sustained in the future. The students will require adult guidance and mentoring initially, but all parties must be committed to ensuring that new Canadian students who enroll in any of the schools (i.e., international, permanent, temporary foreign, and refugee) are immediately welcome and brought into the school culture as a contributing member. Otherwise, as researchers point out, the students will not want to be there long and may disengage from their learning (Hamm, 2019; Schroeter & James, 2014; Shields, 2018).

Educators

The data that stands out in the educator sets (survey and interviews) was related to student interactions in the classroom (i.e., negative attitudes expressed about immigration) and the unfortunate stereotypes they perceived about newcomers circulating in their region. It is important for educators to have the confidence to address and disrupt bias and prejudice in their classrooms, schools, and even in the community – which is not easy by any means. Education may be the key and there are many things educators can do to increase their intercultural agency and competence. Teachers can increase their global awareness and mindedness by engaging the news as we have done throughout this study. We encourage teachers to understand the reasons and implications underlying the New Brunswick government's push to attract more new immigrants to the province (**see New Brunswick Government documents in reference section**). Becoming informed as a critical consumer of the provincial social realities and news, especially as it relates in this case to immigration and ethnocultural diversity, places educators in a better position to dialogue about important global topics with their students through their course content. Further, teachers can invest in their own education and professional learning by

reading current research on ethnocultural diversity and schooling, as it is a topic widely examined across the world. Thus, teachers can make their own adaptations into their classes for their students based on the relevance of what they are learning (Gay, 2010; 2013).

In this digital world that will become even more pedagogically digitized in 2020 and long after due to the COVID virus reality, teachers can connect to universities and to the teachers who make their living grappling with world realities like immigration and social integration and policies governing the processes. These collaborations offer multiple learning opportunities among many stakeholders and can provide schoolteachers with new academic ideas and challenges for their students in the way of engaging projects and new school courses on leadership and ethnocultural diversity. This will also lead to educators ensuring that they are encouraging their new Canadian students to bridge their cultures to the content that they are learning in their courses (Cummins, 1986).

School Leaders

On the survey and during the educator interviews, we asked directly about professional development (**see questions on Appendices 3 and 5**). We also asked educators if they were aware of any community agencies that worked with new Canadians within the region (**see Appendix 5**). The feedback we received was rich and informative but did not lead us toward establishing a theme or sub-theme around the data because we asked the questions directly. However, the evidence we collected signified some gaps that we consider are important to address.

Most of the educators said they had not received much professional learning associated with ethnocultural and linguistic diversity and an overall suggestion put forth collectively by educator participants was that they could use more. This is not an uncommon finding among teachers in increasing diverse ethnocultural schools. However, in many schools and districts, teachers are not the ones responsible for directing the professional learning for the year. They may have input, but not the final word. That is where school leaders need to take charge. If new Canadian immigrants continue to settle in our province as the evidence we have put forth in this report suggests will continue to happen, then we suggest that deeper conversations related to immigration, welcoming families, integrating students, and confronting and disrupting conscious

and unconscious bias takes a lead position in the professional learning topics in the schools - particularly in New Brunswick which is calling for more immigration (Cox, 2020, Fraser, 2020; Hatchard, 2020). Now, that might not be possible this next year as teachers continue to respond to the challenges with COVID 19, but we do not think it is wise to remove topics related to immigration (as described in the report) from the school mindsets in all three settings.

School leaders could plan research and/book studies as part of their professional learning sessions. They can invite university teachers into their school to work with their staff on topics related to intercultural education and competence. In fact, schools can create their own action research teams to investigate and examine in depth some of the more pressing challenges they might be confronting related to ethnocultural diversity. Another strategy would be to connect to new Canadian parents and community agencies working with newcomers. These individuals could come in and describe what it is like being new to the region and New Brunswick, and more importantly, what it was like living in their home country. When we asked the educators about community agencies, most of them knew about the Multicultural Association in the region, but very few understood what their community service mandate was. This gap could be closed with more engagement between school and multicultural agency personnel.

Another action each of the school leaders can take is to stay connected with each other and offer additional support and peer-mentoring. In another study, Hamm (2017) found several administrators in highly diverse schools within the same district in Alberta who stayed in touch with each other through email and educational blogs. The administrators in that study said that they leaned on each other to discuss topics like new Canadian student enrolment protocols, parent communication, assessment, and cultural challenges in their school yards.

District Leaders, Policy Makers, and Community

Each of these stakeholders play key roles in the teaching and learning process of public schooling and we could easily separate each out and make recommendations. Based on key data we collected and analyzed that grounds one main theme related to stereotyping, our suggestion here is for more advocacy and action for education from all three groups acting together for the greater good. The personnel responsible for policy making at the district and provincial levels (EECD), along with parent leaders from various ethnocultural communities in the region, must

commit to deeper conversations about the social upheaval that stereotyping, racism, and eventually discrimination, can have on schools and the people within them. We do not believe the teachers and students should confront the challenges alone within their learning communities, nor do we believe that they can they sustain their fight for long without becoming indifferent to the challenges. Their voices must be heard.

It is incumbent among each of these key stakeholder groups to acknowledge and collaborate on how best to stop community stereotyping as more new Canadians arrive in New Brunswick to live and enjoy their lives. If newcomer students and families do not feel welcomed in New Brunswick, they may leave the province as Blanch (2018) suggests. In this online world, negative views against people from all walks of life easily circulate and take wing. And such views can impact a child's life for a long time. As a first step toward collaboration, leaders from these groups must come together at a mutually welcoming location to discuss key issues related to community stereotyping.

Final Thoughts

In closing, the primary purpose of this report is to move the conversations forward. Students, leaders, teachers, policy makers, and community members must continue to grapple with the challenges and opportunities presented in the changing landscape of New Brunswick. We sincerely hope our work contributes positively to the evolving pedagogies of educators, the education of all students, and the growth of New Brunswick.

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Appendices

Appendix 1

One Page Letter of Information (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 – **Email** - lhamm@unb.ca

Phone - 506-447-3152

Study Background: The purpose of the study is to provide a rich portrayal of the impact of immigration and demographic changes on educators, students, and administrators in the New Brunswick high school context (Gr. 9-12). We are also investigating how new Canadian (immigrant, refugee, international, temporary) students are responding and adjusting to their experiences in their New Brunswick schooling, as well as investigating how educators and leaders are responding pedagogically to related needs and challenges.

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 their school. New Canadian students and parents will also be invited to volunteer to provide responses during an interview about their experiences in New Brunswick and Canada. Teachers, in up to five New Brunswick high schools, 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 volunteer to be interviewed in the second stage of data collection. We will approach students upon consultation and 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. 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. We will recruit parents of new Canadian students through contact with teachers, school administrators, and multicultural community organizations. Their stories may add additional wisdom to our project that will inform our recommendations to teachers, school and district leaders, and policy-makers at the New Brunswick Department of Early Education and Childhood Development. *(Note that if there is a need for more participants, a follow-up effort will be made to recruit additional students, teachers, administrators, and parents)*

Confidentiality: The identities of students, teachers, administrators, and parents will be kept 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 secured space. Participants will not be identified by name in any publications 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. If study participants wish to speak with someone else about our study, they may contact Dr. Ellen Rose, the Associate Dean of Graduate Studies in the Faculty of Education. Dr. Rose can be contacted at 506-452-6125 or at erose@unb.ca.

Appendix 2

SOME QUESTIONS TEACHERS MIGHT HAVE ABOUT THE STUDY

Q. Why was I selected for this study?

A. We need to enroll a broad cross-section of teachers and administrators from a range of grades (9-12) and backgrounds. You are in one of the grade levels in a participating school.

Q. Do I have to participate?

A. No, and you may withdraw from the study at any time if you do decide to participate.

Q. What exactly is involved?

A. In the first stage of the study, you will be provided an opportunity to respond to the initial survey questionnaire. Should you volunteer as a participant in the second stage of data collection, you will be involved in an interview to respond to questions that have been generated from the collection of survey responses. You can volunteer for an interview by indicating your consent, sealing the stamped envelope, and returning it.

Q. How long will the interview take?

A. The interview will take between 30 minutes and one hour, will be audio-recorded, and will be conducted at mutually agreed location.

Q. What are the benefits of participating in the study?

The study is an opportunity for you to contribute to a research project which aims to provide a rich portrayal of the impact of immigration and demographic changes on teachers, administrators, and students in the New Brunswick high school context. The initiative is intended to inform continuing efforts at all levels to improve education with respect to policy, pedagogy, and practical supports.

Q. What are the risks?

A. There are no real risks. People involved in this work generally find it interesting and appreciate that their voices and wisdom become part of the ongoing conversation about immigration and demographic change in rural Canadian contexts.

Q. Will my information be kept confidential?

A. Yes. The information we collect will be for research purposes only. You will not be identified by name when information is analyzed or in any findings that come from the study. All data will be kept in a secured location.

Q. Have the school authorities approved this?

A. Yes. But please remember, whether you participate is entirely a matter for you to decide.

If you have any further questions about this work, you may call me, Lyle Hamm, at the Faculty of Education, University of New Brunswick at 506-447-3152 or send email to lhamm@unb.ca. The plan for this study had been reviewed for its adherence to ethical guidelines and certified by the Research Ethics Board at the University of New Brunswick. If you wish to contact someone not directly associated with this study to ask questions or raise concerns, please contact Dr. Ellen Rose, our Associate Dean of Graduate Studies in the Faculty of Education (UNBF) at erose@unb.ca or 506-452-6125.

Appendix 3

Survey Questionnaire for Teachers and Administrators in New Brunswick

Project Title: *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, Education, UNB, 447-3152, lhamm@unb.ca

Please circle **Yes** if you agree to provide your responses to this survey questionnaire. Please put your survey in the envelope provided, seal it and place it in the large brown UNB envelope in the main office.

I agree to participate in this survey.

Yes

*The information you provide on this survey is very important for our research. It will guide our team in constructing questions for individual and focus group interviews in **Stage Two** of the study. We will also incorporate your survey responses into our overall data analysis. Below are open-ended questions. Based on your experiences, please answer each to the best of your knowledge and ability. Please feel free to use all the space provided and additional pages if necessary.*

To help with our analysis, can you please provide the following demographic data?

What is the distance you live from your school?

0-10 Km _____ 10-20 Km _____ 20-30 Km _____ Over 30 Km _____

How long have you been an educator? _____ Years

How long have you been an educator in this region? _____ Years

*Please ensure you have checked off **Yes** in the participant box so your data can be included in our analysis.*

1. What do you perceive to be the more interesting, inspiring and/or challenging situations you encounter in your role(s) in your school and working life? Please briefly outline these.
2. **Considering your response to question number 1**, how do the above situations enhance and/or impede your attention, focus, and ability to perform your roles?
3. If you have taught or served in other educational roles in this school or region for an extended period, what are some of the significant changes in the school and community that you have observed? Can you please expand?
4. To what extent are you familiar with the demographic changes occurring locally, provincially, and/or nationally? How have the changes impacted your roles and responsibilities in the school? Please explain.
5. Please share an example of a significant experience while teaching and/or working with students from diverse backgrounds (if applicable).

6. How much and what type of professional development and educational support have you experienced where you were teaching and working with students and families from diverse backgrounds? Where have you encountered this education? How did this education benefit your teaching and understandings of diversity? Please list these educational and professional development activities further (i.e., English as an Additional Language (EAL) training and education; intercultural education; and culturally responsive pedagogies).
7. What type(s) of professional development activities do you believe may support you as an educator and help you to understand learning, teaching and serving in diverse classrooms? Please describe.
8. Feel free to add any additional comments that you wish for us to consider in this stage of the research.

Thank you for helping us in our research. We wish you the best in your teaching and learning.

Appendix 4

CONSENT FORM – TEACHERS / ADMINISTRATORS

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

CONSENT:

I, _____, agree to participate in an interview as part of this study. (Please, print your name)

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

Dr. Hamm has made arrangements to pick up this form. You may place it in the stamped and self-addressed envelope to me and put it in the outgoing mail or you may leave it with the administrative assistant and I will pick it up at the school. Thank you.

Appendix 5

Interview Questionnaire for Teachers and Administrators in New Brunswick

Project Title: *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, Education, UNB, 447-3152, lhamm@unb.ca

Please print and sign your name and circle **Yes** if you agree to participate in this interview.

	I agree to participate in this interview.	Yes
Name -		
Signature -		

The information you provide in this interview is very important for our research. We will incorporate your responses into our overall data analysis. Below are open-ended questions we would like to ask you.

Before we begin with the questions, we would appreciate you saying a little about yourself and your role in the school. Perhaps you can mention how long you have been teaching here and/or in this region, and how your role has changed over that time (if applicable).

1. Participating in an interview was presented as an option in this study. You have opted to be interviewed. We would like you to elaborate on your choice to be a participant in the interview process.
2. How would you describe your own cultural background and how it affects your teaching and learning preferences? How does it relate to the school's culture or local community?
3. What do you do to engage in self-care as an educator during your workday and outside of work?
4. What benefits and limitations do you see in partnering with community agencies who work with diverse students and families? To your knowledge, are there any such agencies in the community?
5. Please describe a professional development experience related to cultural diversity that you believe would support you and your colleagues.
6. The next phase of the research will include conversations with students and other community members, including parents. What questions ought to be asked of these people? Why?
7. Please feel free to add any additional comments or suggestions that you wish for us to consider in this stage of the research.

Thank you for helping us in our research. We wish you the best in your teaching and learning.

Appendix 6

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

Appendix 7

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 8

PARENT CONSENT / ASSENT FORM

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 CONSENT:

I, _____ agree to participating in an interview in Dr. Hamm's study.
(Please, print name of parent)

Parent 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.

Appendix 9

General Parent 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 and lived 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 and your children 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 your children are attending the (name of school), can you describe some of the things that you feel are similar here compared to other school experiences you and your family 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 and families who have recently arrived in this country, city and school? Can you please tell me why?
5. Are you involved in any school activities or on any parent teams at (name of school)?
Probe: If so, can you please describe this activity(ies) and your involvement in it/them?
Probe: How does being involved make you feel?
Probe: What activities have made you feel or given you and your family a sense of belonging in the school?
6. How are your children doing in their courses in (name of school)?
Probe: What do you find that your children like as the best part of going to school here?
Probe: What do you find to be the most challenging for them?
Probe: Are you and your children receiving all the help you need to be successful from school personnel? Are your children having fun learning in school? Do they feel a sense of belonging?
Probe: What else can teachers help your children and your family with to make you successful and help you feel included?
Probe: Why?
7. Can you tell me about a teacher in school who has helped your children?
Probe: What did they do to help them?
Probe: What has that meant to you and to your child's success in school?
8. Please think back to when you and your family 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 your children and you faced? Can you describe them, please?
Probe: What are some strategies your children and you use to overcome the challenges in schooling?

9. Now that your children and your family have been part of this school and community for a while, what advice would you provide another newcomer family and their children who have never been in Canada and (name of city) if they were thinking about coming here to live and go to school? What do you think would help a family wish to stay in the community and province of New Brunswick? Can you elaborate?
Probe: What might you say to them to help them prepare for Canada and (name of city)?
Probe: Have you ever met any newcomer families and children 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 community and school experience in (name of city)?

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

Appendix 10

Relevant selected provincial and national news headlines related to Immigration, Demographic Change, and Ethnocultural Diversity that inform study

Phase 1 of Study 2016-2017

1. Border town might welcome more refugees Jan 2 2016
2. Mentoring key to success for new immigrants Jan 2 2016
3. Refugee school registration process ongoing: department Jan 7 2016
4. Syrians will become population, economic drivers Jan 7 2016
5. Refugees embracing a new home Jan 8 2016
6. 'A very, very beautiful welcome' Jan 8 2016
7. Schedule – Diversity Activity Jan 12 2016
8. Language barrier hampers Syrian refugee resettlement in Moncton Jan 29 2016
9. A taste of Latin America Jan 29 2016
10. Korean immigrant offers advice to Syrian refugees Feb 3 2016
11. UNB Law faculty helps launch refugee sponsorship program Feb 3 2016
12. School savings help Syrians settle Feb 5 2016
13. Large Syrian family finally finds home of their dreams Feb 19 2016
14. Government urged to fast-track benefits for hungry Syrian families Mar 1 2016
15. Multicultural association urges changes to city's refugee bus passes Mar 1 2016
16. Fredericton hotels expecting additional Syrian families Mar 2 2016
17. UNB hosts townhall on resettling refugees Mar 2 2016
18. Syrian families relying on free pita bread from Moncton company Mar 4 2016
19. Moncton newcomers to visit maple syrup camp Mar 5 2016
20. Province, feds working to get funding for refugee families sooner Mar 5 2016
21. Syrian refugees prioritize education Mar 14 2016
22. Province's biggest cities feeling the strain of settling refugees Mar 16 2016
23. School only part of language education Mar 16 2016
24. Premier counters call for 'pause' on refugees Mar 17 2016
25. Province's multicultural council says resettlement of 1,300 refugees going well Mar 17 2016
26. Woman torn between saving family and province's aid struggles Mar 17 2016
27. Syrian refugees prioritize education Mar 17 2016
28. Shrinking population a 'scary proposition' for New Brunswick, says researcher Mar 19 2016
29. Immigration partnership formed to help newcomers Mar 23 2016
30. Federal budget an economic lifeline for N.B. Mar 26 2016
31. Private sponsors have housing but no Syrian refugees Apr 2 2016
32. Worker shortage forcing N.B. businesses to look elsewhere June 7 2016

33. Bedbug problems in refugee homes to be resolved this week, says YMCA president June 7 2016
34. Saint John's diverse residents celebrate Multiculturalism Day June 28 2016
35. Moncton area schools welcome six Syrian students this week June 28 2016
36. Misbehaving Syrian students are a federal problem July 3 2016
37. Sudden influx of Syrian refugees overwhelmed N. B high school: documents July 8 2016
38. Immigration partnership requires team effort July 11 2016
39. Over \$4.5 granted to four school districts for influx of Syrian students July 13 2016
40. Maritimes have always grown by welcoming immigrants July 14 2016
41. Refugees Welcome Fredericton condemns The Rebel and the Toronto Sun's anti-refugee, anti-migrant bias July 14 2016
42. Food, dances and celebration at Fredericton's Lebanese Festival July 18 2016
43. Local organization has raised \$55,000 for various charities July 18 2016
44. Growth plan seeks to boost immigration and delay retirement Aug 5 2016
45. Rainbow of Cultures camp sees increase in numbers Aug 8 2016
46. What's happening with money for new Syrian students? Aug 31 2016
47. Groups still waiting for refugees Aug 31 2016
48. Some Syrian families in New Brunswick opting for French schools Sept 5 2016
49. Welcome home: Anglophone West opens Newcomer Support Centre in Fredericton Sept 9 2016
50. City's population surge will be fueled by immigration Sept 17 2016
51. New Brunswick MP makes bid to boost Atlantic immigration Sept 24 2016
52. 320,000 newcomers came to Canada in past year, highest number since 1971 Sept 28 2016
53. New wave of skilled immigrants to arrive earlier than expected Sept 30 2016
54. Just trying to fit in: The settlement and integration experiences of youth from immigrant families Oct 6 2016
55. Immigration minister says feds ready to aid province Oct 10 2016
56. How much diversity do Canadians want? Oct 11 2016
57. Fostering inclusiveness is everyone's responsibility Oct 12 2016
58. Newcomers can play role in solving succession issues Oct 14 2016
59. Demographic divide could isolate province Oct 14 2016
60. 4 in 5 refugees from Syria in province are unemployed Oct 15 2016
61. School districts report rise in student enrolments this year Oct 15 2016
62. Syrian children turn P.R.O. Oct 15 2016
63. Syrian family longs for loved ones left behind Oct 22 2016
64. Stephen Gordon: Why Canada has avoided an anti-trade, anti-immigration backlash Oct 31 2017
65. How can immigration improve our standard of living? Nov 1 2016
66. Throne speech pledges 'action in education' Nov 3 2016
67. John Robson: Don't open the immigration floodgates Nov 7 2016
68. Intercultural Centre has ambitious renovation plan Nov 11 2016

69. Finding sanctuary: Why education is challenging but crucial for Syrian refugees Dec 7 2016
70. Christian community welcomes Syrian family to Canada Jan 10 2017
71. Syrian youth in New Brunswick cities struggle to make friends Jan 11 2017
72. One year later: Syrian newcomer students adjust to life at school Jan 19 2017
73. Multicultural Association, refugees thank Frederictonians Jan 20 2017
74. Immigrants will comprise growing share of Canada's population by 2036: Statscan Jan 25 2017
75. Canadians not so 'exceptional' when it comes to immigration and refugee views, new study finds Feb 6 2017
76. Without immigration, Canada's growth could be close to zero in 20 years if low fertility rates persist: StatsCan Feb 8 2017
77. Tolerance for refugees has limits – even in Canada Feb 27 2017
78. Refugee claims in Canada could jump as Europe tightens borders: CBSA report Mar 8 2017
79. Screen immigrants for Canadian values? Most New Brunswickers polled say yes Mar 23 2017
80. Syrians in N.B.: 'Why does the U. S. care now?' Apr 8 2017
81. Syrian refugee: I just want to work in Canada May 24 2017
82. Refugees caused target miss, but that's OK: Gallant Aug 25 2017
83. Jonathan Kay: Why Canada's refugee policy may actually be doing more harm than good Sept 8 2017
84. 'Fear is the greatest factor:' Survey finds Canadians worry about rise of racism against Muslims Sept 16 2017
85. Committee begins racism study prompted by anti-Islamophobia motion: 'I have never seen such fomented anger' Sept 18 2017
86. Intercultural understanding is the best way forward: Lamoureux (FF) Oct 18 2017
87. 'Why don't you go home?': Rivalry fuels racism at high school football game: Stands at Moncton football game erupt with racial slurs, swearing and water bottles thrown at Syrian students Oct 19 2017
88. Immigration a key for Saint John population growth Oct 21 2017
89. Gallant's 10,000-job promise under fire by opposition Oct 23 2017
90. Canada aims for immigration boost to buttress economy: Open-door policy would bring in 340,000 permanent residents in 2020, even as U.S. mulls tighter borders Nov 2 2017
91. Wave of immigration to N.B. rising, data shows Nov 2 2017
92. In the era of extreme immigration vetting, Canada remains a noble outlier Nov 3 2017
93. Liberals braced for another 'huge wave' of illegal asylum seekers from U.S. Nov 7 2017

Phase 2 of Study 2018-2020

94. Trudeau welcome mat a trapdoor for El Salvador refugees Jan 16 2018
95. Racism in province's schools just drives immigrants to 'bigger world,' researcher says Feb 3 2018

96. Feds unveil plan to boost immigration Feb 21 2018
97. Refugee to Gunner: A remarkable story of resilience Feb 22 2018
98. New Brunswick suffers second worst immigration retention rate Mar 21 2018
99. Revealed: STU's internal response to 'racist' posters May 19 2018
100. Global refugee numbers reach record high, U.S. and Canada take in record numbers
June 19 2018
101. Student put up 'racist' posters, says UNB June 30 2018
102. Canadians supportive of immigration but concerned about asylum seekers: Survey Aug 8
2018
103. Swastikas spray painted in park, on school in Dartmouth N.S. Sept 10, 2018
104. 'What are you afraid of?' Quebec teachers decry proposed religious symbol ban Sept 10
2018
105. N.B. would welcome more refugees each year: Gallant Sept 15 2018
106. 'A very, very bad situation' Oct 3 2018
107. Young refugees face racism in schools, mostly from teachers Oct 10 2018
108. Foreign students transforming Canada's schools, immigration Oct 19 2018
109. New Brunswick village lowers 'straight flag' after public backlash Oct 23 2018
110. Man behind N.B. village's 'straight pride' flag speaks out Oct 23 2018
111. Trudeau's immigration's numbers boost Nov 3 2018
112. Report call for big increase in immigration to New Brunswick as labour shortages rise
Nov 12 2018
113. Province must address social, educational exclusion of newcomers: Bossé Nov 22 2018
114. 'Racism exists at all levels' of Thunder Bay, Ont., police service, review finds Dec 12 2018
115. No silver bullet to demographic crisis Dec 21 2018
116. 'They killed everybody': Family escapes war to N.B. Dec 22 2018
117. New Brunswick population hits a new high record: Immigration is the driving force
behind growth in the province Dec 22 2018
118. Feds offer more funds to connect immigrants to Canadian job market Jan 4 2019
119. Feds to offers \$114M in new money to provinces, cities for asylum seeker housing Jan
29 2019
120. New Brunswick's 'uncomfortable history' Feb 1 2019
121. Integrity of Canada's immigration system damaged by Trudeau's 'famous' tweet, Scheer
says Feb 2 2019
122. Hundreds of ex-slaves in Libya coming to Canada, immigration minister says Feb 6, 2019
123. Moncton-area high school students learn to 'do the right thing' Feb 25 2019
124. Population growth is essential for economic growth Mar 9 2019
125. Hockey league cracks down on racist remarks at games Mar 9 2019
126. Foreign investment and immigration are changing Canada's farming communities Mar
15 2019
127. Canada sees 300,000 immigrants – the largest influx in a century Mar 27 2019
128. N.B. 'ahead of game' in immigration: federal minister Mar 27 2019
129. Miramichi poised to lead on immigration retention in small centres Mar 27 2019

130. J.D. Irving recruiting immigrants for work in village of Chipman Mar 27 2019
131. Immigration reverses Saint John's population decline, city data shows Ap 9 2019
132. In two years, Liberals go from #WelcomeToCanada to deportations without hearings Ap 15 2019
133. Grow population, before boomers retire Ap 27 2019
134. On immigration, the Trudeau Liberals are going off-brand – and hitting the mark Ap 30
135. Champion immigration to build city's population, expert says May 18 2019
136. Expert: City must tackle distrust of immigration to build city population May 23 2019
137. UN urges Canada to take more vulnerable Mexican migrants from central America May 27 2019
138. Asylum-claim backlog will likely reach 100,000 by end of 2021, IRB head tells MPs May 29 2019
139. Controversial University of New Brunswick professor to retire amid probe June 5 2019
140. Number of employed immigrants in Canada reaches new high, even as more are welcomed in June 10 2019
141. UNB: We 'respect' professor's retirement decision June 13 2019
142. Evidence of a nationwide immigrant backlash is flimsy at best June 16 2019
143. Ottawa unveils anti-racism strategy, which includes definition of Islamophobia June 26 2019
144. Canada's anti-racism strategy needs to redefine Islamophobia June 27 2019
145. Heavy police presence for National Citizens Alliance rally June 29 2019
146. New 'population clock' shows Canada's demographic changes in real time July 2 2019
147. Fewer than 870 of 45,000 'irregular' asylum-seekers removed by CBSA since 2017 July 2 2019
148. Majority of Canadians against accepting more refugees, poll suggests July 17 2019
149. Working on ways to make newcomers want to stay Aug 9 2019
150. Following mass defections to Green Party in N.B., ex-NDP official blames voter racism against Singh Sept 5 2019
151. Inside the illegal immigration scheme targeting Atlantic Canada Sept 17 2019
152. Green Party prepared to accept tens of thousands of new climate refugees Sept 29 2019
153. Canadians' misperceptions about immigration reflect disinformation online: experts Oct 15 2019
154. We are not racists. Say N.B. mother-son political duo now suing the NDP and Jagmeet Singh Oct 17 2019
155. 'They are my brothers': Soccer club dominated by newcomers forges bond in banner season Nov 4 2019
156. This New Brunswick village sold 16 housing lots for a dollar each, and its population is soaring Nov 6 2019
157. N.B. wants fed's help for more immigrants Dec 7 2019
158. Racism not a big problem? Activist says survey shows Canadians 'in denial' Dec 11 2019
159. Newcomers fuel largest N.B. population bump in 44 years Dec 19 2019
160. Federal government commits to waiving citizenship application fees Dec 23 2019

161. Liberals plan new program to allow communities to pick immigrants Jan 2 2020
162. Racial profiling, or fair practice? Jan 11 2020
163. Want more immigrants? Put more money into support system, Multicultural Council says Feb 4 2020
164. Immigration program intended to 'offset storm' being cut back: officials Feb 4 2020
165. 10,000 immigrants won't come to N.B. if housing is beyond reach, council warns Feb 9 2020
166. 6,000 newcomers in N.B. last year: more settling in smaller centres: data Feb 20 2020
167. Welcome to boomtown rural New Brunswick Feb 27 2020
168. Support for immigration strong in New Brunswick, poll suggests June 13 2020