# Educators Responding to Rapid Demographic Change in New Brunswick: "It is not Inclusion if They Are Just Sitting in the Desk"

Lyle Hamm[1], Matt Maston[2], John McLoughlin[1], Jeremy Smith[1]

1 University of New Brunswick, 2 Mount Allison University

*New Brunswick has experienced a decline in population in recent years. Successive governments are attempting to increase its population through various population and economic strategies, including immigration. Our research investigates how New Brunswick educators and school leaders are responding to the demographic changes in their schools and communities. Guided by constructivist epistemology, we analyzed qualitative data (i.e. surveys, focus group and individual interviews, public policy and school documentation, and extensive field notes) from case studies in two New Brunswick high schools in neighboring communities that confronted rapid demographic change the past five years. Six main themes were constructed from the data sources we analyzed. The themes are further described and relate to: Educational Challenges; Stress and Anxiety; The School Environment; The Education System; Sustainable Professional Development; and Fostering Positive Relationships. From these themes, we construct several suggestions for better pedagogical and leadership practices in demographically changing schools in New Brunswick. As New Brunswick continues to welcome people from all over the world, it is imperative that educators, school leaders, public policy-makers, and community members work closely and collaboratively to support population and economic growth in all sectors, and ensure all new Canadians feel welcome and a sense of belonging within the province.*

*La population du Nouveau-Brunswick a connu un déclin au cours des dernières années. Les gouvernements successifs tentent d'augmenter sa population par diverses stratégies démographiques et économiques, dont l'immigration. Notre recherche examine la réaction des éducateurs et des dirigeants scolaires du Nouveau-Brunswick aux changements démographiques dans leurs écoles et leurs communautés. Guidés par l'épistémologie constructiviste, nous avons analysé des données qualitatives (c'est-à-dire des sondages, des entretiens individuels et de groupe, de la documentation sur les politiques publiques et les écoles, et des notes détaillées prises sur le terrain) provenant d'études de cas dans deux écoles secondaires du Nouveau-Brunswick situées dans des communautés voisines qui ont été confrontées à un changement démographique rapide au cours des cinq dernières années. Six thèmes principaux ont été construits à partir des sources de données que nous avons analysées. Les thèmes sont décrits plus en détail et se rapportent aux sujets suivants : Les défis éducatifs ; le stress et l'anxiété ; l'environnement scolaire ; le système éducatif ; le développement professionnel durable ; et la promotion de relations positives. À partir de ces thèmes, nous élaborons plusieurs suggestions pour améliorer les pratiques pédagogiques et de leadership dans les écoles du Nouveau-Brunswick qui connaissent des changements démographiques. Comme le Nouveau-Brunswick continue d'accueillir des gens*

*de partout dans le monde, il est impératif que les enseignants, les dirigeants scolaires, les décideurs publics et les membres de la communauté travaillent en étroite collaboration pour soutenir la croissance démographique et économique dans tous les secteurs, et pour s'assurer que tous les nouveaux Canadiens se sentent bienvenus et ont un sentiment d'appartenance à la province.*

## New Brunswick Needs More People

Of all the provinces and territories in Canada, only New Brunswick showed a population decline in the 2016 national census (Statistics Canada, 2017). Successive provincial governments have advocated for more population and economic growth in its urban and rural areas (New Brunswick Government, 2014, 2016). Recently, the current provincial 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). Recent reports even suggest that the population of New Brunswick is starting to rebound (Williams, 2018) and the growth is 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. One provincial report stated that:

> 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)

Several strategies for addressing these concerns have been described in provincial documents (City of Moncton Economic Development Department, 2014; New Brunswick Government, 2014, 2016, 2019). One strategy is to attract new immigrants and welcome them into New Brunswick communities.

> We must view immigration (economic migrants and refugees) as a source of workers for short-term job opportunities and as a driver of long-term economic and employment growth … This runs both ways. Jobs will attract more immigrants, but more immigrants will create the demand for more jobs" (New Brunswick Government, 2016, p. 15).

### Immigration and the New Brunswick School System

If New Brunswick is successful in attracting and retaining people from abroad, provincial schools will continue to become more culturally and linguistically diverse, most notably in regions that have experienced limited demographic change to date. As such, educators will be challenged to adjust their pedagogies and philosophical mindsets to effectively welcome and teach newcomer and refugee students. In this paper, we use the term *new Canadian students*. This term encompasses newcomer high school students from refugee, temporary foreign worker, permanent resident, and international student backgrounds. Our rationale in changing the language from new immigrant students to new Canadian students is to contribute to the reduction and

elimination of damaging rhetoric and deficit thinking related to immigrants and immigration currently occupying the news feeds across Canada (Hamm, Peck, & Sears, 2019).

Guided by the work of Canadian researchers (Bernard, 2010; Goddard & Hart, 2007; Pollock, 2016; Ryan, 2016; Stewart, 2007), this present inquiry draws from two case studies of high schools in New Brunswick—each undergoing rapid demographic change. Both school communities have welcomed hundreds of ethnically, linguistically, religiously, and racially diverse new Canadian students over the past five years. Of these students, many had to escape from war in their home countries and live in refugee camps for a period of time.

This paper considers two related research questions. First, what are some of the challenges and barriers educators and students confront in New Brunswick schools and communities that are increasing rapidly in ethno-cultural, linguistic, racial, and religious diversity? Secondly, what are some effective responses that educators are providing for new Canadian students and their families, during and after their settlement and adjustment in New Brunswick? In our previous studies of New Brunswick, we found that educators experience various levels of stress and anxiety as they help new Canadian students adjust to their new schools and communities (Hamm, 2017; Hamm, Massfeller, Scott, & Cormier, 2017; Massfeller & Hamm, 2019). Still, the academic literature is limited on studies of immigration, demographic change, and diversity in New Brunswick. Therefore, the literature grounding this study explores the complexities of diverse and intercultural schools in urban and rural communities in Canada and resonates with the evolving New Brunswick educational and community context. We posit that more work is needed in this area of scholarship in New Brunswick, particularly in rural communities where employment opportunities are increasingly abundant for new Canadians. This emerging reality in our province is primarily related to the food-processing and long-haul trucking industries (Hamm, et al., 2017) and is similar to what scholars found in Alberta (Broadway, 2013; Hamm, 2009). As such, "If teachers do not take professional and pedagogical action in their lives as students from diverse backgrounds increasingly enter their classrooms, those students will not be served equitably by their school system" (Hamm, 2009, p. 73). We strenuously argue that school leaders and educators in New Brunswick must prepare themselves effectively to serve in diverse classrooms, schools and communities.

## Literature Review: Intercultural Schools and Communities in Canada

North American educators have long been advised to prepare themselves educationally for a major demographic shift in their student populations (Goldberg, 2000). When faced with rapid change in student composition, it is incumbent upon educators and school leaders to continually learn about "the local demographic 'fingerprint' including race/ethnicity, religion, income, transience, and parents' educational backgrounds" (Hodgkinson, 2002, p. 7). By doing so, educators and school leaders find themselves better situated to become more culturally responsive in their pedagogies and leadership (Lopez, 2016). We targeted and reviewed studies that were related to immigration, demographic change, and increasing diversity in Canadian schools and communities. It was our aim to isolate the complexities and challenges and examine how they were related to the challenges educators were confronting in the two case schools in the present study.

### Overt and Covert Racism

One complex challenge was related to how educators are confronting and responding to racism within Canadian educational institutions and communities. This social reality is exacerbated with the rapid acceleration in digital technologies in the age of social media (Pollock, 2016). McMahon (2007) found that whiteness and discussions about racism, equity, and social justice are difficult to engage in for educators. The author noted how participants in the study demonstrated an understanding that racism is negative, but only appeared to see it at a distance. Lund (2006a) agrees and builds on this notion in his work in Alberta. He found that frustration for student and teacher social justice advocates stems from the lack of ability of those around them to acknowledge that there is a racism problem in their school and community. He contends that racism must be met head-on by both student and teacher activists, but both groups must take the time to first unpack existing prejudicial behaviour. Further, Lund (2006a) warns that superficial celebrations of Canadian diversity appear to mask existing racism in schools.

Baker, Varma, and Tanaka (2001) reported that subtle and covert racism is a concern for visible minorities in New Brunswick. They argued that authority figures, including teachers, play a large role in the perception of racism through the degree of their response when incidents occur. The researchers found that adolescents reach a point where their response to racism is indifference, expecting that fairness will never be possible. "Teachers and principals downplayed or dismissed racist taunts with comments such as, 'well, it's only names'" (Baker, Varma, & Tanaka, 2001, p. 97). A more recent report described how racism in New Brunswick schools drives new immigrants to leave the province for other communities across Canada (Blanch, 2018). One of the researchers quoted in that story said,

> The people who tell me [racism] doesn't exist are the people that don't have non-white children. I have yet to talk to a parent who has non-white children in the school system who says, "No, my kids haven't experienced anything" (Blanch, 2018, p. 1).

In Newfoundland and Labrador, Baker, Price, and Walsh (2016) found that their student participants believe that racism is more problematic at the provincial and national levels despite overwhelming evidence that they have witnessed it locally in both their schools and city. Raby (2004) reinforces this idea suggesting that students often perceive racism as an undesirable trait, but are incapable of reflecting on their own behaviours that may be inherently racist. They see racism as something that must be overtly expressed towards a minority group, as opposed to the normalization of subtle everyday actions. In Quebec, Berg (2010) reported that new Canadians find the transition from their home country's schooling system to Canada's very difficult, especially when they attempt to break into small cliques among the dominant culture groups that exist due to small school size. The researcher found that despite sharing the identity of belonging to a linguistic minority (Francophone), new immigrant students still feel a level of disconnect with their Canadian peers. Immigrant parents believe that the growing number of new Canadians in these small Francophone communities necessitates a discussion on silent racism and unconscious bias that is prevalent in schools and the surrounding communities. One new Canadian parent stated,

> There were some children who thought my children were ill because their skin colour was different from theirs … Someone said, "No, I don't want you to sit beside me because I don't want to get the same illness as you" (Berg, 2010, p. 294).

## Parental Connections to the School Community

Wong (2015) reported that immigrant parents express a positive view of how welcoming teachers are in Canada, while concurrently expressing a desire to be more informed on the differences between the Canadian schooling system and those of their home countries. The author suggests that collecting parent feedback would serve as a valuable tool in policy-making. Building on the idea of community and school connections between educators and newcomers, Ali (2012) noted that mutually respectful relationships between new immigrant parents and teachers are crucial for children's success in schools. Parents expressed a desire for teachers to be more aware of their cultural backgrounds to avoid misconceptions about previous educational experience; teachers are willing to help guide parents while they adjust to their new educational environment, but want honest discussions of what they need help with.

## Assessment and Placement Challenges

Another educational challenge relates to assessment and placement of new Canadian students. Often new Canadian students find themselves in lower tracked courses because of limited language skills in the dominant language of instruction. Hamm (2009) cautioned school leaders from creating "double tracks" or "double-tracking" students because of their perceived language and cultural barriers (p. 189). Maston (2018) argued that students needing additional English language instruction may benefit from additional course work during school hours, but that students in such circumstances should always be included whenever possible (i.e., in classes that do not require advanced English language skills). Ryan (2016) extends this idea arguing that the experiences that immigrant students have in schools directly impact their chances of success and moving into post-secondary education and achieving their dreams in life.

In Alberta, Schroeter and James (2014) found that a disproportionate number of racialized and ethnic minority groups were being streamed into non-academic school programmes. As a result, refugee students expressed social isolation from their school and community at large. "Moreover, it suggests that identifications along racial and linguistic lines were noted and sometimes became the source of misunderstanding and possibly prejudice" (Schroeter & James, 2014, p. 27). The authors also argue that this form of academic and social tracking can limit educational, occupational, and social opportunities for the students, even if teachers have the best academic and social intentions for their students' future development.

In Manitoba, new Canadian immigrants are increasingly choosing to settle outside of the capital city of Winnipeg. New Canadian parents hope, that by moving to smaller cities, towns, and rural acreages, they may provide their children an improved life with opportunity (Schellenberg, 2011, p. 280). There is a similar reality occurring in New Brunswick as many new Canadian families are moving to rural communities and smaller cities throughout the province where employment opportunities are more abundant and offer better wages (Campbell & Kelly, 2016). Further, many new Canadian families find more affordable accommodations in the smaller cities and towns in New Brunswick (Jones, 2019).

Hillier (2014) reported that teachers wish to learn more and to inform their students about religious diversity, especially in rural areas which are predominately Christian. However, they are cautious in how they expose their students, in an effort to avoid insulting anyone. In an attempt to avoid potential conflicts, teachers make vague references to religion, but often it is not reflective of the religions in their classes. Problems arise when teachers are intolerant of religious practices

based on misunderstandings. Hillier suggests that teachers would benefit from more proactive professional development on religious diversity, as opposed to dealing with it when it "pops up".

## Pedagogical and Leadership Responses: Creating Welcoming Spaces

Several insights emerged from this literature review that encourage school leaders and teachers to be proactive in responding to demographic change in their schools and communities. According to Ryan (2016), being inclusively minded of all school stakeholders takes an emotional toll on educational leaders. Through aligning personal and professional values with inclusive perspectives, New Brunswick teachers and administrators may serve their communities more effectively, meanwhile remaining healthy by reducing their experiences of stress and anxiety (Hamm, 2017). Wang (2018) found that principals employ a variety of strategies to become more effective social justice leaders. One approach is to take a more people-oriented approach and create an environment that is more welcoming to students and families who are marginalized based on their culture and language. This might mean meeting the parents of new Canadian students in their communities, as opposed to at the school, as one of the researcher's participants describes:

> A couple of weeks ago, we went to [community name] and had a meeting with families and students in their community, because it's not enough to say: "You never show up for our parents' and teachers' night" … Are we going to complain about it? No, we're going to go OUT there to YOUR territory. (Wang, 2018, p. 484)

The research of Beauregard, Papazian-Zohrabian, and Rousseau (2017) focused on refugee children and trauma. The researchers advocated for the creative arts to help children with their school adjustment. Teachers who provide refugee students creative outlets to express themselves, as opposed to merely encouraging them to talk it out, may find success in helping students work through their past and present traumas.

## Hiring Qualified ESL/EAL Teachers

Abbot and Rossiter (2011) suggest that it is prudent for educational leaders tasked with hiring English as a Second Language (ESL) and English as an Additional Language (EAL) teachers to interview qualified individuals for the complex roles. "I think 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 found that there is a challenge in attracting qualified staff to instruct and lead ESL and EAL programs in rural areas across Canada. Further, the researchers noted that administrators have different concepts of EAL professional development and need to ask the EAL teachers directly what they specifically require for their professional learning. Collectively, leaders and EAL teachers must work together on the development of the school's EAL program.

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. 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).

## Supports Networks and Mentoring

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 the health care system, and 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 healthcare they require. Additionally, "Students were also very concerned that they did not have or knew where to get appropriate winter clothing, so they could get to a health care facility" (Burgess, McKenzie, & Fehr, 2016, p. 430).

## Targeted Professional Development

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, 2006b). In the context of this study, this means educators and school leaders in New Brunswick require targeted professional development on topics related to these ongoing issues in our society. With the integration of thousands of refugees in Canada the past few years, it is critical to provide extensive professional development about global events and the plight of refugees for new and experienced teachers (Gagné, Schmidt, & Markus, 2017; Stewart, 2017; 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 et al., 2017, p. 439).

In the next section, we shift our attention to the two schools in this study along with an outline of our case study methodology. The schools were selected in this study because they have both welcomed hundreds of new Canadian students the past five years. This demographic was comprised of students from refugee, international, permanent resident, and temporary foreign family backgrounds and each group of students had similar and different educational and social needs to which educators and school leaders were tasked to respond. This reality, as set in the New Brunswick context, motivated us to construct the research questions in the study to examine how the educators and school leaders are responding to the rapid changes in their schools and communities and draw insights for our recommendations that we will share with educators and policy-makers in New Brunswick.

## School Profile and Case Study Methodology

Woodlands High School (WHS—A pseudonym) is a large school in the eastern region of New Brunswick with a student population in excess of 1,000 students. The community where the

school is located experienced a significant change in its ethnocultural make-up in a relatively short period of time. Indigenous, Francophone, and Anglophone communities have historically made this region ethnoculturally diverse, but a recent surge in immigration has changed the demographics of this city and impacted the school. Eastern Coastal High School (ECHS—A pseudonym) is a large school with a student population in excess of 1,500. Historically, the school was also home to Anglophone, Francophone, and Indigenous students, but the recent surge in immigration and refugee student population has the school serving students from over 80 countries. Both schools have robust and engaging academic, athletic, and artistic programs that the researchers instantly felt and experienced during observational visits. The study at WHS was conducted from January to May in 2017; the study at ECHS was conducted from April 2015 until June 2017. The longer time in the field at ECHS was related to the rapid influx of Syrian students to the school in early 2016. The researchers made a decision to stall the study for several months to allow the educators and school leaders the time they required to help the refugee students, many who had fled the Syrian civil war, adjust to their new learning and social environment. One significant difference between the research sites is that new Canadian students from ECHS were part of the study, yet new Canadian students were not part of the study at WHS due to time constraints on the project. In this report, we have included some select student data because we believe the student narratives support and confirm many of the themes we established through our analysis.

## Data Analysis

The case studies in both schools utilized Stake's (1995) qualitative case study methodology grounded in constructivist epistemology where humans shape their organizations through their behaviors and social interactions with other humans (Bush, 2003; Greenfield, 1986). It is the perceptions of the interactions that we tried to capture and understand through the use of multiple instruments and observations in the field. Data collection varied slightly between the research sites. For instance, the researchers at ECHS initially invited the educators and school leaders to respond to a survey questionnaire. Of the 87 educators and school leaders who received the survey, 20 completed surveys were returned for analysis. The responses in the survey were added to the data sets that we collected, secured, and examined, but also guided the researchers in constructing questions for the focus group interviews (N = 3 at ECHS) and individual interviews with educators and school leaders at both research sites (N = 40). Additional data examined for both cases included extensive field notes from on-site observational visits throughout each school. These observations were in classrooms, public spaces, and educator offices (N = 27 at ECHS; N = 17 at WHS). Finally, school and community documents and local, national, and international news stories that focused on immigration, demographic change, and increasing diversity that related to New Brunswick complete the full data set in our study. The educator interviews were member-checked by participants; however, we did not have a chance to meet again with the student participants as we collected their data late in their school year (May–June, 2017). To hide the identity of the administrators who participated in the studies, we simply identify both teachers and administrators as educators in this report.

Initial categories were constructed using Miles, Huberman, and Saldaña's (2014) data counting method allowing us to view patterns and check frequencies of data events that emerged in the survey, focus group, interview, and document data. We first openly coded data by highlighting and then isolating single words, phrases, and long narrative passages that stood out

to each researcher. We then grouped the data together into categories and began naming each category. Categories with limited frequencies were either removed from analysis or repositioned under other categories that were growing in frequencies. As the categories evolved through adding and repositioning the data where we perceived it best fit, the social realities related to the demographic complexities affecting the educators and school leaders in each school became increasingly apparent to us. We continued constantly comparing data in the categories until we established saturation and no further categories could be produced (Charmaz, 2000). The categories were then grouped together and collapsed into six primary themes that represent our main findings in the current study. Key categories are now listed as the sub-themes under each main theme as represented in Figure 1.

## Findings

### Educational Challenges and Obstacles

Educators in New Brunswick described their learning communities as complex educational environments that became additionally challenged as new Canadian students arrived throughout the school year. Participants identified complexities that included language barriers, pacing of curriculum in the classroom, communication challenges, institutional disconnection, and
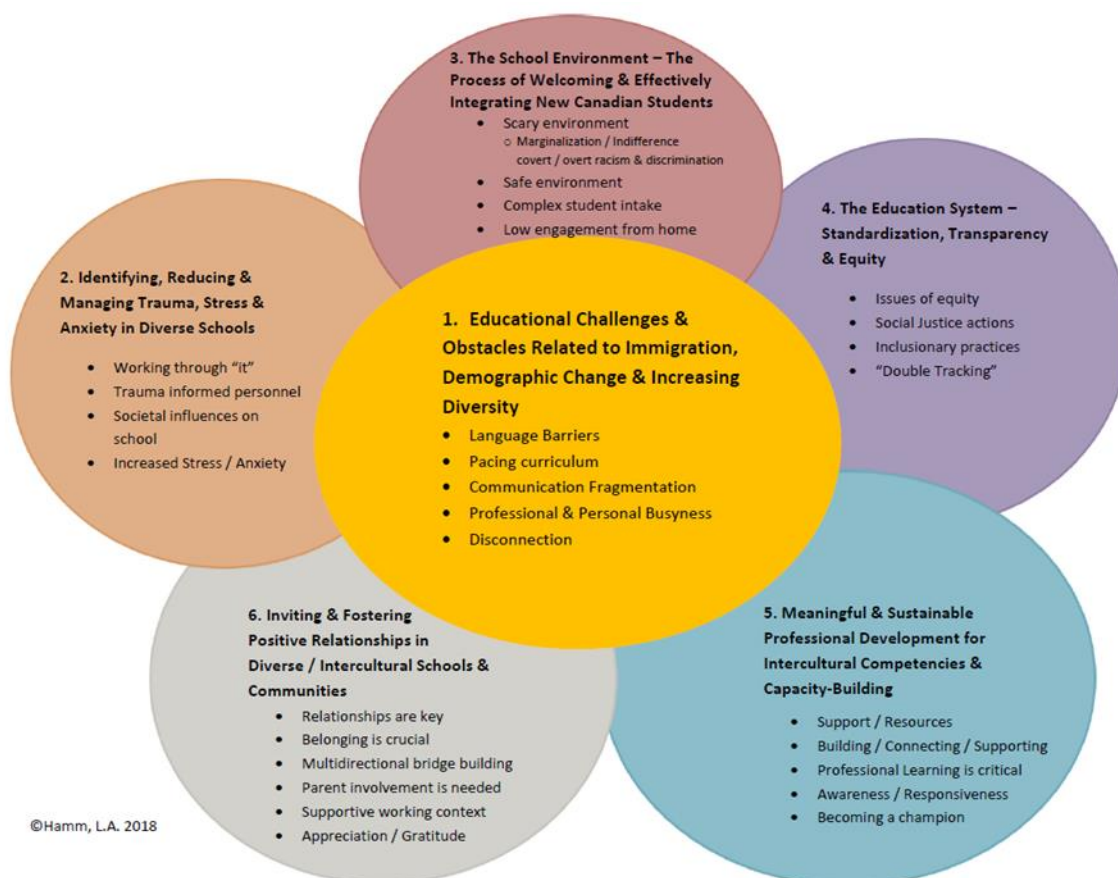


Figure 1. *Findings from case study research of intercultural schools in New Brunswick. (Hamm, McLoughlin, & Maston, 2020, p. 107).*

professional "busyness" that often affected their personal lives. Several educators described how they felt unprepared to respond effectively to the challenges which were exacerbated when hundreds of Syrian students and families arrived in the province in 2016 and 2017. One educator said, "Students that are arriving with zero English. As you can imagine, that is a struggle for the individual student and for the staff" (WHS Educator, 2018). Educators accommodated the newcomer students as best as they could, but still, one participant noted, "They are not understanding the linguistic part of it. They might be your best, top Social Studies, Modern History [student] in there if they knew the language" (WHS Educator, 2018). As Abbot and Rossiter (2011) noted, the educators were uncomfortable teaching the new Canadian students. It will be important for them to build their confidence, capacity, and pedagogies that will allow them to respond more effectively to their new Canadian students and their academic needs. Further, several educators described the challenge of setting the pace of instruction when newcomer and refugee students were in their classes. Many educators we interviewed had families and also shared in the collective extra-curricular activities in their schools. As a result, their busyness increased as they were responding to the needs of their new Canadian students.

We also found that email and text messaging communication confounded educators at times. Referring to the excessive amount of email communication, one educator stated,

> It's constant and we rely a lot more on our computers to relay information … I think we lose the empathetic communication, when we are sending things via email … we're just getting emails from everywhere all day long. And it's like email overload (ECHS Educator, 2017).

Deeper discussions on communication will have to occur in both schools in the study; a modest way forward may be through setting time aside in meetings and through professional learning to re-learn, perhaps, what Wang (2018) found as the people-oriented approach. Educators must be mindful of their digital usage and how it is affecting their teaching.

**Stress and Anxiety**

In both cases, multiple participants described the harrowing events many new Canadian students experienced prior to arriving in New Brunswick. "Students are coming to us from some pretty traumatic situations" (WHS Educator, 2018). Several educators in both studies indicated their trepidation teaching students from all over the world who had experienced war. Some educators noted that students in their classrooms were on different sides of a war in their home country. On this reality, one educator bluntly stated "Is it stressful? Absolutely!" (ECHS Educator, 2017). One student who was interviewed for the present study was born in Iraq and later escaped to Syria with his family. When the civil war broke out in Syria in 2011, the student recalled how he had to escape again, referencing the contemporary novel *The Hunger Games* (Collins, 2008). In his narrative about his experience surviving two Middle East wars with his family members, he told us, "Anytime, you can die" (ECHS new Canadian student, 2017). Educators who listen to stories such as this one may not fully understand how to respond to the student's socio-emotional needs. Further, many communities where new Canadian families are moving to may not have schools with appropriate mental health services to support refugee students (Massfeller & Hamm, 2019).

During the course of both studies, the then newly-elected Canadian government explicitly and continuously called upon Canadians to welcome thousands of refugees and new immigrants into our nation (Bascaramurty, 2017; Malcolm, 2018). We observed that the humanitarian effort, as it

was unfolding in the daily news cycles, had a direct impact on the mindsets of many of the educator participants. One educator took a protective stance and informed us that, for him, it was important to see if refugee students would in fact arrive at the school. The participant explained that it was important to minimize additional stress for teachers who were already displaying symptoms of stress and anxiety due to their perceptions relating to news accounts of the possibility of Syrian mass migration. "Why stir up a hornet's nest and give people a whole bunch more to worry about when it may not happen?" (ECHS Educator, 2017). Another New Brunswick educator added, "You are putting stresses on a teacher that are not really manageable. I am just being quite honest" (WHS Educator, 2018). Even though there was abundant evidence that Syrian refugees were on their way to Canada, the educators above did not imagine that the children might end up in their schools. It would have been prudent for the teachers and school leaders to be more proactive in their approach to preparing for refugee students, which in turn may have mitigated the stress and anxiety they later experienced.

## The School Environment

Several student and educator participants described fears and challenges that they experienced during the intake process and while students were settling into their courses. One Syrian student told us that, "I feel like I am different. I will not learn the language. I can't talk with teacher. I was so scared" (ECHS new Canadian student, 2017). Several educators suggested that their new Canadian students needed extensive time to acclimatize into their large school. Further, if families and students arrived in January and February, as many Syrian students did in early 2016, their adjustment was even more complex and ambiguous. One educator was reflective on this social reality and told us,

> I can't imagine how overwhelming it must be for some of our students who have never been outside of their country. They have no language whatsoever. Everything is new and different, the whole school system, the bells, everything is so overwhelming and you are constantly processing all day long in another language that you don't understand, and you have no one to turn to. (WHS Educator, 2018)

One teacher was concerned that her new Canadian students were feeling intimidated, discriminated against, and made to feel invisible by the majority culture. She added, "I actually regret that newcomer students are developing their intercultural communication skills to a much greater degree than our majority group at the school. It is a real shame" (ECHS Educator, 2017). Racism, in its overt and covert forms, continues to cast an ugly shadow through many diverse schools in Canada, as earlier noted in some of the literature reviewed for this study (Baker et al., 2001; Lund, 2006a; McMahon, 2007). Several news stories we added to our data analysis reported incidents of racism and discrimination in New Brunswick. For instance, several Syrian students confronted taunts at a high school football game (Blanch, 2017). Another news story reported that, "Young refugees and newcomers in New Brunswick say they face racism on a daily basis, usually from adults in school" (CBC News, 2018).

Our findings also indicated disconnection between the educators and new Canadian families. One educator perceived that newcomer parents want to be more involved but cannot because of their work schedules. One educator remarked, "How do you make them feel a sense of connection, like there's a future here for them, when they don't know if they're going to be allowed to stay?" (ECHS Educator, 2017). Another educator noted, "A lot of our parents don't have their own

transportation, so they rely on others or public transport" (WHS Educator, 2018). New Canadian parents were more inclined to attend meetings with teachers and school leaders when they were held in community settings such as with local settlement agencies. This was a key finding among educators at ECHS and closely aligned with what Wang's (2018) participant suggested earlier in this report when newcomer parents wouldn't attend school meetings. There was no use complaining. Instead, the educators met the newcomer parents on their "territory" (Wang, 2018, p. 484).

Finally, when we spoke to new Canadian students about how they felt generally about being in Canada and in the province and communities that became their new home, they were very grateful. They felt that their school and community were safe spaces for them to grow, even with some of the barriers and challenges that many were still experiencing. It was clear to the researchers that the educators in both schools were responding effectively, but still had much work to do in becoming culturally responsive and competent (Lopez, 2016).

## The Education System

The participants in each case described how their district and provincial education systems had not effectively responded to immigration and demographic change given the longstanding public call for increased immigration to the province. In describing the actions her school was taking to set up English as Additional Language (EAL) in their school to meet the demand for English language learning, one educator stated bluntly, "Morally, we need to do something for these kids" (ECHS Educator, 2017). In one school, EAL students were placed in classes for the sake of inclusion. One teacher in that school argued, "It is not inclusion if they are just sitting in the desk. Sticking somebody in a room is not inclusion" (WHS Educator, 2018). Hamm (2009) observed a similar reality for new Canadian students in a diverse school in Alberta with many students sitting in classrooms unable to comprehend the instruction or to authentically take part in learning activities. Many of the educators in that study cited language barriers as the biggest obstacle for new Canadian students to overcome in their learning.

Eventually, educators in both WHS and ECHS found effective and more-inclusive learning pathways and opportunities for their EAL students that better supported their learning experiences while helping them gain a sense of belonging. One such opportunity was afforded when student action clubs were formed and participation of new Canadian students in extra-curricular programs within their school brought them closer to their Canadian-born peers. The clubs invited more equity while offering new Canadian students a chance to build upon the vibrant student culture through meaningful engagement in various school events. Some of the activities that new Canadian students got involved in included the student union, newcomer welcoming committees, sports teams, and artistic dance and drama clubs.

## Sustainable Professional Development

One educator summed up professional development and learning in their school that cut across the teacher experience related to preparing for demographic changes in both New Brunswick schools. He said, "Right now PD is not good" (ECHS Educator, 2017). Multiple educator participants in the studies suggested that most of the PD that they received during their school year was mandated from their district and one participant specifically argued, "We need to have at least some of our PD each semester just to focus on EAL ... and international students and how

we're working with them" (ECHS Educator, 2017). The participant's suggestion is not new for demographically changing schools in Canada as the literature in this report has identified (Dei & James, 2002; Gagné et al., 2017; Lund, 2006b; Stewart, 2017). However, it still appears that educators and school leaders do not make the issues of immigration, demographic change, and diversity targeted priorities in their professional learning mandates (Hamm, 2009). Consequently, teachers will continue to be ill-prepared to teach in diverse classrooms and serve their students equitably. Additional frustrations about the absence of professional learning in their schools on topics related to immigration, new Canadian students, and increasing diversity were shared by participants in the highlighted data:

> One big thing that I wish I had was training on PTSD. (WHS Educator, 2018)

> We get invited to go to certain conferences and things like that, but they are not covered as far as costs go or, you know, even having a teacher come into your classroom; that's not covered so you can attend these things. (WHS Educator, 2018)

> Do we do a lot in terms of cultural development? In my opinion, we do a little. I don't know if we do enough... Are we getting enough professional development? I think we could use more. (ECHS Educator, 2017)

> I've done in the last 10 years as an educator, I think, one session on teaching EAL students. (WHS Educator, 2018)

As we inquired deeper about the type of professional development that would support teachers in their diverse schools, we learned about some intriguing possibilities. One teacher described that he,

> ... would have to have somebody come to educate me on that and then let me know and tell me that, like, in the Tibetan culture, this doesn't happen. Somebody would have to come and tell me that because I wouldn't know. And I don't know how they were brought up and what is and isn't acceptable in their culture. And maybe I am going against their family's wishes, I don't know. (ECHS Educator, 2017)

Another educator spoke about the importance of having opportunities to learn about diverse groups. They noted, "Have a Q and A box, honest to god, say, 'Don't be ashamed to ask a question and next time we are going to answer some of these.' You know, and have a real open conversation" (WHS Educator, 2018). Further, another teacher reflected on the international students he was working with and the learning styles they developed in their countries before arriving in Canada. The narrative was illuminating because often EAL students and international students demonstrate more collective ways of learning as opposed to the individualist approach and competitiveness that North American students display as outlined in the educator narrative below:

> So we just understood so much more where your kids were coming from. It wasn't that you would suddenly accept plagiarism in your classroom. But you are (able to) address it much more seriously and much more repeatedly ... you had to repeat things a lot to kids so that they would really understand. Because going against their culture, that's a much deeper thing than "I'm going to teach you something new today". Now I'm going to teach you a different form of education, like you've got to teach these kids

how to be students in a western system if that's what they're paying for … they are paying for a western education. You've got to teach them how to do it. You know you can't throw the book at them for one tiny plagiarism offence, if their entire culture, their whole life has been … something else. (ECHS Educator, 2017)

The educator believed it was very important for New Brunswick teachers to understand the difference in learning styles between new Canadian and international fee-paying students and Canadian-born students and that it was important be highly flexible in diverse classrooms.

Another barrier that often stymied teacher efforts to collaborate on their challenges with diversity related to the rapid pace of activity in their schools. One participant said, "You don't get a lot of time for meaningful dialogue when you are on the bell" (ECHS Educator, 2017). Several educators expressed a desire to know more about how world events are shaping the learning and culture in their school. Both schools had multicultural and ethnic representations and symbols in their school that reflected the increasing diversity in their learning community. One key example of this representation was an international flag wall that symbolized where students were born and had lived before arriving in New Brunswick. These symbols are critical for helping educators and Canadian-born students understand interconnectedness in the world. By becoming globally aware, educators are better able to respond effectively to the rapid changes in their world (Shields, 2018).

## Fostering Positive Relationships in Diverse/Intercultural Schools and Communities

If the student/teacher/administrator relationship is a critical factor in student learning and success in Canadian schools, then our participants believe that it is even more important in a school that is being impacted by immigration and demographic changes. Participants in the studies described the importance of the relationships they were in, as well as the ones they were forming to enhance learning opportunities and social harmony. One educator stated,

> You have to have an open door. We learn as much from our newcomers as they learn from us. In class discussions, it's really interesting to see the point of view from someone who hasn't grown up in your backyard (ECHS Educator, 2017).

The new Canadian students we interviewed formed powerful relationships with many of their teachers, and specifically with their EAL teachers. Students described how their teachers worked with them at lunch and during their breaks, especially when they were transitioning into the school and getting settled. One student said that he would have struggled even more if the support wasn't in place for him. "Let's be honest here, it doesn't matter how successful I was if I didn't have a good back up when I got here. A lot of people helped me" (ECHS new Canadian student 2017).

Still, many students continued to struggle to connect and build authentic relationships with Canadian-born students. The newcomer students wanted to form relationships, but they feared their level of competency in understanding and speaking English held them back. This finding was especially consistent among the Syrian students who arrived in Canada in early 2016. One student's narrative captures the sense of isolation many felt when she told us, "It's … it's hard to make friends … a Canadian friend. I find it hard to make Canadian friends. I don't know why" (ECHS new Canadian student, 2017).

One success story we heard came from a Syrian student who described in detail how one of her Canadian classmates engaged her in their physical education course and how that made an impact on her life.

> I was a shy new student. I didn't speak English. She gave me her phone and I just start(ed) translating. Like I couldn't speak [a] full sentence. I had vocabulary. She improved my English … like 75 percent my English because of her, and the rest because of EAL classes. (ECHS new Canadian student, 2017)

One educator believed that without an authentic relationship or friendship, students are at risk to disengage from their academic and social worlds. He said, "Every student needs to have some kind of relationship with somebody within the school or they're not going to stay or they're not going to want to be here" (ECHS Educator, 2017).

Educators also informed us that parents of new Canadian students were not that engaged in their child's education, nor in the school community. Various reasons were described, but one educator believed that the reality could be improved by, "going to work with people where they're comfortable because they're not always comfortable coming to our school" (ECHS Educator, 2017). Another educator was insistent with her EAL students and told them,

> I'd love to meet your mom and dad, your aunts and uncles, whoever you are here with. It's really important to me that your mom and dad know who I am. They see my face. They understand my voice, they understand who you're with a lot of the time (ECHS Educator, 2017).

Building relationships intentionally and continuously inside and outside of classrooms is an important factor in diverse and demographically changing schools. It takes reciprocity, dialogue, and commitment for this to occur. As one participant said, "I don't think it's going to happen by accident" (ECHS Educator, 2017). Our data under this theme clearly align with Wang's (2018) account of educators entering newcomer communities to meet parents where they were more comfortable. The absence of mutually respectful and trusting relationships between teachers and new Canadian parents affect the achievement levels of students (Ali, 2012). It will be important for New Brunswick educators to intentionally reach out and build bridges with new Canadian families. The concluding section focuses discussion on suggestions for better practices in schools that have grown out of our research findings in New Brunswick.

## Suggestions for Educators and Policymakers in New Brunswick

Our analysis of data from both cases has motivated us to construct several suggestions for better practices in schools in New Brunswick. Implementation will enhance development of more inclusive and equitable practices throughout the province.

### Intentionally Engage New Canadian Parents Where They are Comfortable

We believe it is important for New Brunswick educators and school leaders to actively engage new Canadian parents in their communities (Preibisch, 2004). This will allow educators to reduce power in their relationships and enhance inclusion of more parents who do not speak the dominant language or understand the daily protocols of a Canadian school (Hamm et al., 2017). We suggest that educators and school leaders become increasingly mindful that new Canadian

parents who have children in their school, may not be able to or have the opportunity to attend school meetings and functions. Earlier in this report, we noted that many newcomer parents simply do not have a vehicle to drive (Maston, 2018). In situations such as this, we encourage teachers and leaders to go to the newcomer parents (Wang, 2018) and become more intentional in constructing communication that will be received, understood, and acted on by the parents. It is important to be aware, that even in this age of digital communication, school emails, newsletters, and teacher websites might not deliver the communication as intended by educators. The sender cannot assume it will be understood when received.

If leaders are truly committed to parental and community engagement, they might consider keeping schools open during evenings and on weekends for community members to use and meet in (Hamm, Doğurga, & Scott, 2016). Certainly, this action may increase some of the maintenance costs of the building and provide the educators some additional challenges. However, all relationships take commitment and effort to build and sustain and may become more authentic between new Canadian parents and the educators of their children. Subsequently trust may flourish if educators are committed to putting additional effort into engaging this community of parents in activities that might not otherwise happen. Ultimately it is the educators who wield power in deciding how and when their facilities will be utilized.

In order for school leaders and educators to challenge many of the stereotypes that arise in the print, digital, and social medias in our current times, it is important for them to get their school story out to the general public in an accurate manner. As one educator remarked during her interview with us regarding immigration and refugee student enrollment in her school, "Even levels of government don't know, let alone Joe public" (ECHS Educator, 2017). This suggestion connects with our suggestion about engaging new immigrant parents and families, but can be further expanded to include all parents who have children in the school community, as well as with community members who may not. When issues arise in diverse schools, it is important for school leaders to have the support of district leaders to help them communicate to the various media. As Fowler (2018) suggests, school leaders "should tell your school's story, don't let other people tell it for you" (p. 33).

## Confront Conflict and Engage in Critical Dialogue

Addressing the political nature of schooling in Canada, our team clearly perceives that the current social climate and relational realities in North America are often discouraging. The rhetoric against immigration and new Canadians is sadly present in New Brunswick and Canada (Blanch, 2018). We suggest that educators match the negativity with as much education and positivity possible in an effort to build social harmony and peace in their schools. Educators must seek out the good stories. By doing so, they place themselves in a solid position to disrupt deficit thinking about immigration, and hence confront and challenge racial discrimination in its overt and covert forms within their schools and communities. It is important for teachers to take the necessary time to have deep dialogical and ongoing classroom conversations with their students about race, stereotyping, racism, and discrimination (Bolgatz, 2005). Otherwise, divisiveness in classrooms and in schools may continue to grow, as some of the literature reviewed for this paper revealed (Berg, 2010; Schroeter & James, 2014).

Further, we encourage school leaders to think deeply when they set up EAL programs for new Canadian students. We have found conclusively that newcomer and refugee students want Canadian friends (Massfeller & Hamm, 2019). Further, they are often marginalized and racialized

by some of their Canadian peers, either overtly or covertly. They need to be in the same learning and social spaces as much as possible and that can be structured in order for them to learn about their Canadian peers and vice-versa. Keeping them apart for any significant length of time may invite indifference, suspicion, and indignities.

## Get Serious About Professional Learning: Educate for Diversity

Participating educators told us bluntly that they were not learning enough about diversity and intercultural education. In times of rapid demographic change and constant calls for increased immigration in New Brunswick (New Brunswick Government, 2019), professional development on topics related to immigration, demographic change, and increasing diversity in schools and communities is sadly absent (or simply up against professional learning topics that have been mandated by provincial government and school district leaders). This has left some of the participating educators here to describe how they are floundering in the diverse context in which they work. If people continue to keep arriving from all over the world, professional development about immigration, demographic change, and increasing diversity in New Brunswick schools must extend beyond one-off sessions or workshops on general topics about increasing intercultural competencies. The professional learning we are advocating for must be deep, continuous, and sustainable learning as educators respond to the rapidly changing social realities of their school contexts.

With ongoing events in the world that may be contributing to social disharmony and disruption in schools and communities, we believe it is critically important to remind educators to truly understand the content that they are presenting to their students and the context in which they are delivering it. By no means do we suggest that teachers sidestep the difficult conversations about race, diversity, and global complexities in their courses; in fact, we want teachers in New Brunswick to become even more resilient, confident, and competent in these deep dialogues (Shields, 2004). One teacher in New Brunswick we interviewed had her students critically challenge the themes in classical novels like Harper Lee's *To Kill a Mockingbird*. Shields (2018) writes, it is critically important for teachers, "to help our students to make sense of the myriad of information that bombards their senses on a daily basis" (p. 7). Teachers must be committed to developing greater understanding of contemporary social issues and themes. They must be prepared to unpack the ideas in a democratic and inclusive classroom setting that invites all voices into the conversation.

Further, we suggest that teachers have books, or classroom libraries with selections about immigration, diversity (social, cultural, linguistic, and religious), and the experiences that refugee children face (Stewart, 2017; Wiltse, Menon, & Jin, 2017). Children are ready to learn about these realities, and it is especially important as new Canadian refugee students continually enter New Brunswick classrooms. One way educators might consider doing this is to build their global, intercultural, and diversity competencies and capacities by being continuously connected professionally with other Canadian educators. We suggest that educators and leaders intentionally look for these digital opportunities and learn what is going on across Canada regarding immigration, demographic changes, and diversity extending to how their colleagues are responding.

## Build Bridges Between Canadian-Born and New Canadian Students

Our student participants told us that they wanted to belong in meaningful ways to the social fabric and extra-curricular agenda of their schools. Many teachers we interviewed in New Brunswick empowered their new Canadian students through sports and extracurricular activities. We believe many more opportunities exist in schools, particularly for marginalized students from minority backgrounds who often cannot participate for various reasons.

Teachers and leaders in New Brunswick schools must continuously look for social opportunities for their students through which they can build their relationships crossing cultural backgrounds. For instance, teachers can help their students—new Canadians and Canadian-born—work together to fight against racially motivated graffiti in their communities. Social action clubs can be started in schools with their own vision and mission statements. They can exist alongside the student councils to provide marginalized student groups greater voice in their school community (Massfeller & Hamm, 2019).

## Create Connections in the Community

Community connections are important for all schools in Canada, but we argue that it is even more important when students in a diverse school need additional support from community agencies that align with immigration and settlement strategies. We learned that multicultural, settlement, and diversity-oriented agencies are important for school leaders and teachers to connect with on behalf of their students. In one school, many of the new Canadian students were actively engaged in the multicultural activities in their communities, yet few of their teachers knew about this. Further, when we asked several new Canadian students if they knew about the post-secondary opportunities in New Brunswick and where the institutions were located, they didn't know. When we asked new Canadian students about their hopes and dreams for their futures in Canada, all of their responses involved additional post-secondary education in some form. With the New Brunswick and Canadian government advocating for more immigration to support population and economic growth, it is important for new Canadian students to quickly learn of opportunities awaiting them beyond the immediate school community. We suggest that teachers take them for tours into the community and especially on campuses of nearby post-secondary institutions.

## Commit to Diversify the New Brunswick Professional Teaching and Support Staff

As schools in New Brunswick continue to increase in ethnocultural diversity beyond traditional Mi'kmaq, Wolastoqey, Francophone, and Anglophone student and community populations, it is prudent for school and district leaders to consider the ethnocultural representation of the next generation of educators in provincial schools. Simply stated, the ethnocultural characteristics of teachers need to move towards representing contemporary classroom composition. This is not a new argument. Researchers in several countries have been suggesting this equitable and ethical hiring practice for some time (Howard, 1999; 2007; Santoro, 2009; Walker & Dimmock, 2005). Some researchers suggest that it is a challenge for school leaders in Canada based on factors such as resistance from hiring committees (Hamm, 2015; Jack & Ryan, 2015), and a disproportionately low number of pre-service teachers from diverse backgrounds in Canadian teacher education programs (Ryan, Pollock, & Antonelli, 2009). However, students from diverse cultural, linguistic, and religious backgrounds need to see themselves and their ethnocultural identities reflected in their teachers and leaders in their classrooms and schools. Shields (2018) relates a story about a young Latino student who was perplexed that his vice-principal could be a woman from his ethnic

community. "Her presence in a formal position of authority was beyond the realm of his experience and assumptive world" (Shields, 2018, p. 114). By having her as a role model in the school leadership position, he began to conceptualize a very different future for himself.

We argued elsewhere (Hamm et al., 2016) that ethnocultural hiring practices can be conceptualized and strategically written into a working educational diversity plan for a demographically-changing school. Further, if hiring committees are not finding qualified candidates from diverse backgrounds applying for their vacant positions through their usual teacher hiring strategies, they must be committed to widening their recruitment practices and go outside their normal parameters. For example, in rural school districts in New Brunswick that are experiencing changes in student populations, this might mean sending hiring committee members to larger urban universities with greater diversity in teacher education programs. More effective would be for New Brunswick pre-service teacher education programs to intentionally recruit students from diverse ethnocultural communities.

With the proliferation of digital technologies, school and district webpages often have hyperlinks directly connecting teacher candidates to available educational positions. It is important for the demographic characteristics of the school and district to be represented, so teacher candidates can see the students they will be teaching and communities they will be serving. That means that if the school district is multiethnic and multilingual, children and teachers need to be represented through the webpage pictures from various cultural communities that attend the schools and live in the communities.

## A Final Thought

In a speech on April 19, 2017, Canada's federal immigration minister, Ahmed Hussen, argued that immigration will be an important part of Canada's population's growth. The minister stated,

> What we are doing in Immigration, Refugees, and Citizenship Canada is … to maintain and grow our tradition of being a progressive country that welcomes those in need, not shying away from our international obligations to provide protection for those who are fleeing war and persecution. Equally—if not as important—to make sure that we allow for avenues for Canadians to reunite with their family members and loved ones and also make sure we have mechanisms in place and continue to pay attention to the aspects of immigration that allow us to compete, to get the best and the brightest, to Canada, to facilitate their way here. (Government of Canada, April 19, 2017)

It is important for New Brunswick citizens to understand that this mandate will impact their communities. Our school system advocates for inclusion of all children to provide them the best opportunities for their lives. There is no better place than a diverse ethnocultural school to prepare children for the world they will soon come to know as participating citizens. New Brunswick educators must respond proactively, effectively, and promptly to the realities being reshaped by immigration, demographic change, and increasing diversity in their schools and communities.

## References

Abbott, M. L., & Rossiter, M. J. (2011). The professional development of rural ESL instructors: Program administrators' and instructors' views. *Alberta Journal of Educational Research, 57*(2), 204–219. Retrieved from www.ajer.ca

Ali, M. A. (2012). The shadow of colonialism on relations between immigrant parents and their children's teachers. *Alberta Journal of Educational Research, 58*(2). 198–215. Retrieved from www.ajer.ca

Baker, C., Varma, M., & Tanaka, C. (2001). Sticks and stones: Racism as experienced by adolescents in New Brunswick. *CJNR: Canadian Journal of Nursing Research, 33*(3), 87–105. Retrieved from https://psycnet.apa.org/record/2002-06889-007

Baker, J., Price, J., & Walsh, K. (2016). Unwelcoming communities: Youth observations of racism in St. John's, Newfoundland and Labrador, Canada. *Journal of Youth Studies, 19*(1), 103–116. https://doi.org/10.1080/13676261.2015.1052048

Bascaramurty, D. (2017, November 2). 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. The Globe and Mail, A1, A4.

Beauregard, C., Papazian-Zohrabian, G., & Rousseau, C. (2017). Making sense of collective identity and trauma through drawing: The case study of a Palestinian refugee student. *Intercultural Education, 28*(2), 113–130. https://doi.org/10.1080/14675986.2017.1294851

Berg, L. D. (2010). Experiences of newcomers to Fransaskois schools: Opportunities for community collaboration. *McGill Journal of Education, 45*(2), 287–304. https://doi.org/10.7202/045609ar

Bernard, J. (2010). From theory to practice: Engaging immigrant parents in their children's education. *Alberta Journal of Educational Research, 56*(3), 319–334. Retrieved from www.ajer.ca

Blanch, V. (2017, October 19). 'Why don't you go back home?': Rivalry fuels racism at high school football game: Stands at Moncton football game erupts with racial slurs, swearing and water bottles thrown at Syrian students. *CBC Online News*. Retrieved from: http://www.cbc.ca/news/canada/new-brunswick/racism-moncton-high-riverview-football-syria-newcomers-1.4358217

Blanch, V. (2018). Racism in province's schools just drives immigrants to 'bigger world,' researcher says: If children don't feel welcome in province striving for diversity, their families won't want to stay. *CBC News*, Retrieved February 3, 2018 from http://www.cbc.ca/news/canada,new-brunswick/racism-manju-varma-marcus-marcial-1.4516303

Bolgatz, J. (2005). *Talking race in the classroom*. New York: Teachers College Press.

Broadway, M. (2013). The world "meats" Canada: Meatpacking's role in the cultural transformation of Brooks, Alberta. *American Geographical Society's Focus on Geography, 56*(2), 47–53.

Burgess, K., McKenzie, W., & Fehr, F. (2016) International female students' experiences of navigating the Canadian health care system in a small town setting, *Intercultural Education, 27*(5), 425–436. https://doi.org/10.1080/14675986.2016.1240501

Bush, T. (2003). *Theories of educational leadership and management* (3rd edition). Los Angeles: Sage.

Campbell, D. & Kelly, R. (2016, November). *Atlantic immigration pilot overview: Growing together—How communities can make it happen*. Presentation at the New Brunswick Multicultural Council Annual Symposium, Moncton, New Brunswick.

Canadian Broadcasting Corporation (CBC) News. (2018, October 15). Young refugees face racism in schools, mostly from teachers. Retrieved from: https://www.cbc.ca/news/canada/new-brunswick/refugees-face-school-racism-1.4863418

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage Publications.

City of Moncton Economic Development Department. (2014). *Becoming an inclusive community: Greater Moncton immigration strategy 2014–2018*. Retrieved from https://monctonwins.ca/wp-content/uploads/2018/06/2014-05-29-CM_ImmigrationStrategy_Eng-FINAL.pdf

Collins, S. (2008). *The hunger games*. New York: Scholastic.

Dei, G. J., & James, I. M. (2002). Beyond the rhetoric: Moving from exclusion, reaching for inclusion in Canadian schools. *Alberta Journal of Educational Research, 48*(1), 61–87. Retrieved from www.ajer.ca

Fowler, D. (2018). *The 21ˢᵗ century leader: Leading schools in today's world*. Burlington, ON: Word and Deed Publishing.

Gagné, A., Schmidt, C., & Markus, P. (2017). Teaching about refugees: Developing culturally responsive educators in contexts of politicised transnationalism. *Intercultural Education, 28*(5), 429–446. https://doi.org/10.1080/14675986.2017.1336409

Goddard, J. T., & Hart, A. (2007). School leadership and equity: Canadian elements. *School Leadership and Management, 27*(1), 7–20. https://doi.org/10.1080/13632430601092263

Goldberg, M. (2000). Demographics—Ignore them at your peril: An interview with Harold Hodgkinson. *Phi Delta Kappan, 82*(4), 304–306. https://doi.org/10.1177/003172170008200413

Government of Canada. (2017, April 19). Speaking notes for Ahmed Hussen, Minister of Immigration, Refugees and Citizenship at a Luncheon at the Canadian Club of Toronto. Retrieved from: https://www.canada.ca/en/immigration-refugees-citizenship/news/2017/04/speaking_notes_forahmedhussenministerofimmigrationrefugeesandcit0.html

Greenfield, T. (1986). The decline and fall of educational administration. *Interchange, 17*(2), 57–80. Retrieved from: https://link.springer.com/content/pdf/10.1007%2FBF01807469.pdf

Hamm, L. (2009). *"I'm just glad I'm here: Stakeholder perceptions from one school in a community undergoing demographic changes on the Alberta grasslands*. (Unpublished dissertation). University of Calgary, Calgary, Alberta.

Hamm, L. (2015). Hiring and retaining teachers in diverse schools and districts. In B. Hatt & N. Maynes (Eds.), *The complexity of hiring, supporting, and retaining new teachers across Canada* (pp. 40–61). Ottawa: Canadian Association for Teacher Education. Retrieved from: https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/Hiring-Supporting-Retaining-New-Teachers-Across-Canada-8.pdf

Hamm, L. (2017). Becoming a transformative vice-principal in culturally and linguistically rich diverse schools: "Pace yourself. It's a marathon, not a sprint." *International Journal of Mentoring & Coaching in Education, 6*(2), 82–98. https://doi.org/10.1108/IJMCE-11-2016-0072

Hamm, L., Doğurga, S., & Scott, A. (2016). Leading a multi-ethnic school at a time of demographic change in Canada: Reflection, action and suggestions for practice. *International Journal of Citizenship Teaching and Learning, 11*(2), 211–230. https://doi.org/10.1386/ctl.11.2.211_1

Hamm, L., Massfeller, H., Scott, A., & Cormier, K. (2017). "They wanted to study us; they didn't want to help us": Socially just and participatory research methodologies for demographically changing schools. *Journal of Contemporary Issues in Education (Special Issue), 12*(1), 53–70. https://doi.org/10.20355/C5S01T

Hamm, L., McLoughlin, J., & Maston, M. (2020). Teaching and learning global citizenship in rural Canada: Demographic changes and opportunities. In L. Kornelson, G. Balzer, and K. Magro (Eds.), *Teaching global citizenship: Challenges and opportunities in the 21ˢᵗ century* (pp. 104-119). Toronto, ON: Canadian Scholar's Press.

Hamm, L., Peck, C. L., & Sears, A. (2019). Building inclusive schools and communities in New Brunswick: Choice of language matters in diverse communities. In D. Jahr und R. Kruschel (Eds.), *Inclusion in Canada—Perspectives on Cultures, Structures and Practices*, (pp. 175–192). Weinheim, Germany: Beltz Publishers.

Hillier, C. (2014). "But we're already doing it": Ontario teachers' responses to policies on religious inclusion and accommodation in public schools. *Alberta Journal of Educational Research, 60*(1), 43–61. Retrieved from www.ajer.ca

Hodgkinson, H. (2002). Grasping demographics: Get ready for them now. *Principal, 68*(4), 4–7.

Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Howard, G. (2007). As diversity grows, so must we. *Educational Leadership, 64*(6), 16–22. Retrieved

from http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/As-Diversity-Grows,-So-Must-We.aspx

Jack, D., & Ryan, J. (2015). Hiring for diversity: The principal's role. In B. Hatt & N. Maynes (Eds.), *The complexity of hiring, supporting, and retaining new teachers across Canada* (pp. 62–80). Ottawa: Canadian Association for Teacher Education. Retrieved from: https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/Hiring-Supporting-Retaining-New-Teachers-Across-Canada-8.pdf

Jones, R. (2019, December 19). Newcomers fuel largest New Brunswick population bump in 44 years. CBC News online, Retrieved from https://www.cbc.ca/news/canada/new-brunswick/new-brunswick-population-growth-newcomers-1.5403298

Lopez, A. (2016). *Culturally responsive and socially just leadership in diverse contexts: From theory to action*. New York: Palgrave Macmillan.

Lund, D. E. (2006a). Rocking the racism boat: School-based activists speak out on denial and avoidance. *Race Ethnicity and Education, 9*(2), 203–221. https://doi.org/10.1080/13613320600696813

Lund, D. E. (2006b). Social justice activism in the heartland of hate: Countering extremism in Alberta. *Alberta Journal of Educational Research, 52*(2), 181–194. Retrieved from www.ajer.ca

Luscombe, M. (2018, May 22). Welcoming international students for a better future. *The Daily Gleaner*, p. A10.

Malcolm, C. (2018, November 3). Trudeau's immigration numbers boost. *The Edmonton Sun*, p. 15.

Massfeller, H., & Hamm, L. (2019). "I'm thinking I want to live a better life": Syrian refugee and new immigrant student adjustment in New Brunswick. *Journal of Contemporary Issues in Education (Special Issue), 14*(1), 33–54. https://doi.org/10.20355/jcie29354

Maston, M. (2018). *Perceptions and roles of educators in an ethnoculturally diverse schoo*l. (Unpublished master's thesis). University of New Brunswick, Fredericton, New Brunswick.

McMahon B. (2007). Educational administrators' conceptions of whiteness, anti-racism and social justice, *Journal of Educational Administration, 45*(6), 684–696. https://doi.org/10.1108/09578230710829874

Miles, M., Huberman, M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Los Angeles, CA: Sage.

New Brunswick Government. (2014). *New Brunswick population growth strategy 2014–2017: Putting our resources to work*. Retrieved from http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/PopGrowth/PopulationGrowthStrategy2014-17.pdf

New Brunswick Government. (2016). *New Brunswick's economic growth plan: Why growth is imperative*. Retrieved from http://www2.gnb.ca/content/gnb/en/corporate/promo/EconomicGrowthPlan2016.html

New Brunswick Government. (2019). *New beginnings: A population growth strategy for New Brunswick 2019–2024*, Retrieved from (https://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/PopGrowth/Population_growth_strategy.pdf).

Palmer. P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th anniversary edition). San Francisco: Jossey-Bass.

Pollock, K. (2016). Principals' work in Ontario, Canada: Changing demographics, advancements in information communication technology and health and wellbeing. *International Studies in Educational Administration, 44*(3), 55–73. Retrieved from: https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/Pollock%20ISEA%202016%2044_3.pdf

Preibisch, K. L. (2004) Migrant agricultural workers and processes of social inclusion in rural Canada: Encuentros and Desencuentros, *Canadian Journal of Latin American and Caribbean Studies, 29*(57), 203–239. https://doi.org/10.1080/08263663.2004.10816857

Raby, R. (2004). 'There's no racism at my school, it's just joking around': Ramifications for anti-racist education. *Race Ethnicity and Education, 7*(4), 367–383. https://doi.org/10.1080/1361332042000303388

Ryan, J. (2016). Promoting inclusion in Ontario: Principals' work in diverse settings. *International Studies in Educational Administration, 44*(2), 77–93.

Ryan, J., Pollock, K., & Antonelli, F. (2009). Teacher diversity in Canada: Leaky pipelines, bottlenecks, and glass ceilings. *Canadian Journal of Education/Revue Canadienne De l'éducation, 32*(3), 591–617. Retrieved from https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3053

Santoro, N. (2009). Teaching in culturally diverse contexts: What knowledge of 'self' and 'others' do teachers need? *Journal of Education for Teaching: International Research and Pedagogy, 35*(1), 33–45. https://doi.org/10.1080/02607470802587111

Schellenberg, V. (2011). The impact of immigration on southern Manitoba schools: A case study of a rural school division. *Diaspora, Indigenous, and Minority Education, 5*(4), 277–284. https://doi.org/10.1080/15595692.2011.606013

Schroeter, S., & James, C. E. (2014). "We're here because we're Black": The schooling experiences of French-speaking African-Canadian students with refugee backgrounds. *Race Ethnicity and Education, 18*(1), 20–39. https://doi.org/10.1080/13613324.2014.885419

Shields, C. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly, 40*(1), 109–132. https://doi.org/10.1177/0013161X03258963

Shields, C. M. (2018). *Transformative leadership in education: Equitable changes in an uncertain and complex world* (2nd edition). New York, NY: Routledge.

Stake, R. (1995). *The art of case study research*. Thousand Oaks: Sage.

Statistics Canada. 2017. *New Brunswick [Province] and Canada [Country] (table). Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. Retrieved from https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

Stewart. J. (2007). *Children affected by war: A bioecological investigation into their psychosocial and educational needs*. (Unpublished doctoral dissertation). University of Manitoba, Winnipeg, MB.

Stewart, J. (2017). A culture of care and compassion for refugee students. *Education Canada, 57*(1), 20–25. Retrieved from https://www.edcan.ca/articles/a-culture-of-care-and-compassion-for-refugee-students/

Stewart, J., & Martin, L. (2018). *Bridging two worlds: Supporting newcomer and refugee youth*. Toronto, ON: CERIC. Retrieved from https://ceric.ca/resource/bridging-two-worlds-supporting-newcomer-refugee-youth/

Walker, A., & Dimmock, C. (2005). Leading the multiethnic school: Research evidence on successful practice. *The Educational Forum, 69*(2), 291–304. Retrieved from https://files.eric.ed.gov/fulltext/EJ683530.pdf

Wang, F. (2018). Social justice leadership—Theory and practice: A case of Ontario. *Educational Administration Quarterly, 54*(3), 470–498. https://doi.org/10.1177/0013161x18761341

Williams, R. (2018, December 22). New Brunswick population hits a record high: Immigration is the driving force behind growth in the province. *Saint John Telegraph Journal*, B3.

Wiltse, L., Menon, J., & Jin, J. (2017). *Promoting social justice and global understandings through refugee children's literature*. Paper presentation at Center for Global Citizenship and Educational Research conference, October 27, University of Alberta, Edmonton, Alberta.

Wong, K. K. (2015). Implementing parent engagement policy in an increasingly culturally diverse community of new immigrants: How new is "New"? *Canadian Journal of Education /Revue Canadienne De l'éducation, 38*(3), 1–30. Retrieved from https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1823

*Lyle Hamm* is an Associate Professor of Educational Administration and Leadership in the Faculty of Education at the University of New Brunswick. His teaching and research focus on leadership in demographically changing schools and communities, intercultural and citizenship education, and peace-building. Lyle served as an educator and administrator in Alberta for 22 years before he joined UNB in 2013. Lyle can be reached at lhamm@unb.ca.

*Matt Maston* is a staff member at Mount Allison University in Sackville, New Brunswick, Canada, where he works as a Disability Services Advisor. Prior to working in a post-secondary environment, he taught internationally at various grade-levels. His research interests include immigration, ethnocultural diversity, and cannabis use within the post-secondary student population. Matt can be reached at mmaston@mta.ca.

*John McLoughlin* is a Professor in the Faculty of Education at the University of New Brunswick in mathematics education, with a cross-appointment to Mathematics and Statistics. His interests include mathematical problem solving, teaching and learning, and community outreach. John can be reached at johngm@unb.ca.

*Jeremy Smith* has been a practicing secondary science teacher in New Brunswick for the past fourteen years, and currently serves in a district science leadership position. He has observed the increasing number of new Canadians in New Brunswick schools. Jeremy's graduate research surrounded the operationalization of inclusion in secondary science courses, in which the presence of new Canadians became a point of discussion. Jeremy can be reached at: Jeremy.smith@nbed.nb.ca.