



# NEWCOMER INTEGRATION IN SCHOOLS: OPPORTUNITY FOR DIVERSITY TRAINING

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# INTRO

- Immigration: Family venture
- Integration: Two-way street
- School: Microcosm of society

# INTRO

- Schools are central to adaptation and integration
- School are at the core of immigrant family's experiences

# DATA

- Literature reviews
- Data on newcomer settling (semi-structured interviews):
  - 2014: Toronto, ON (n=28)
  - 2021: Brandon, MB (n=28)

# OBJECTIVES

- Important for newcomers
- Valuable EDI-training opportunity
- Proactive two-way street

# LIVED STORIES

- **Katia:** Syrian girl, arrived Mississauga, ON, age 7



# LIVED STORIES

- **Alberto:**  
Bolivian boy,  
arrived Toronto, ON,  
age 15



# LIVED STORIES

- Akissi:  
Ivory Coast girl,  
arrived Neepawa, MB,  
age 13





## TAKE AWAYS

- Kids propelled to school within 2 to 6 weeks of arrival
- Newcomer/racialized kids in rural communities: “feeling” differences
- More immigrants in a class doesn’t make integration easier
- Why many kids are still left to themselves to adapt (and fast)?

## TAKE AWAYS

- Presence (or lack) of adaptation structures for newcomers in school
- Early-supported language acquisition
- Peer relationships are key to acquiring sense of belonging
- (Tacit) acceptance of (soft) bullying?

# INTEGRATION BROKERS

- Welcoming, non-judgmental
- Mobilizes resources, cheers progress
- Introduces social capital; friendship matters!
- Safe space: calls out negatives

# EDUCATION TO DIVERSITY

- Great opportunity
- More than a topic
- Embed practices in classroom
- Be explicit: Integration and acceptance concerns everyone

# CONCLUSION

- Walk the talk: Grab the opportunity to build EDI competences
- Teach and practice that society is diverse: It enriches us!
- Linked to preventing / addressing racism

# IMPLICATIONS

- Break institutional siloes, barriers
- Recognize/ value teachers as integration/ EDI brokers
- Means to go beyond curricular content