



Roundtable/Workshop: This involves a more informal forum to explore and discuss the issues at hand. To be led by 2 – 4 individuals/organizations with 30-40 participants.

Poster Presentation: This forum is primarily for new scholars (graduate students) and others who may prefer this type of engagement.

See the program for 2007:

[http://www.family.uoguelph.ca/CMSPDF/GEN/GEN\\_chuangnewshoresprogram.pdf](http://www.family.uoguelph.ca/CMSPDF/GEN/GEN_chuangnewshoresprogram.pdf)

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**CALL FOR PAPERS: EARLY CHILDHOOD RESEARCH QUARTERLY – SPECIAL ISSUES “EARLY CHILDHOOD EDUCATION AND IMMIGRANT CHILDREN: PROMISES, PERILS, CULTURES AND THE TRANSITION TO SCHOOL”**

Early Childhood Research Quarterly is planning to publish a special issue dedicated to the diversity of early childhood environments for young immigrant children, and implications for successful development and school transitions. Special Issue Editors: Micere Keels (University of Chicago) and Cybele Raver (New York University).

There is considerable evidence that a successful transition to school is critical for children’s academic trajectories. As the United States (and other countries) receive increasing numbers of immigrant families, schools are challenged to understand the diversity of such children’s home experiences, approaches to learning, language, and interaction/communicative styles. Immigrant parents also often have less knowledge of, and potentially agreement with, the cognitive, social, emotional, and academic demands of U.S. classrooms. Additionally, the expectations of the parent’s role in the education system are often implicit and open to multiple interpretations by immigrant parents. Researchers have demonstrated that immigrant children bring with them a wealth of knowledge and skills that can be used to support their achievement in early childhood settings. To facilitate immigrant children’s successful school transition, teachers, schools, and parents need more explicit understanding of each other’s perspectives. This may be particularly pressing given that implicit knowledge of schooling practices, teacher’s expectations, and parent involvement (which comes from growing up in the same culture) may not be available. Most of the current research on the perils and promises of immigrant youth has been conducted with older children and adolescents, leaving our knowledge of the development of young immigrant children (age 0-8) sorely lacking.

Papers for the special issue might include (but are not limited to) such topics as the home-school cultural (mis)matches for immigrant children; the diversity of immigrant children’s funds of knowledge; the effectiveness of different interventions, curricula or early childhood programs and services; and linguistic and cultural resources based on differences in generational status, acculturation, and parents pre-immigration background. Authors are encouraged to explicitly discuss and measure aspects of different immigrant groups’ cultural practices and orientations that could interact in interesting ways with universalized pedagogical strategies. We welcome conceptually

driven empirical qualitative, quantitative, and comparative studies, and studies that focus in-depth on a particular immigrant group.

The deadline for manuscript submission is April 1, 2008, with a projected deadline for receipt of final revised drafts of papers accepted by October 1, 2008. Manuscripts of a maximum of 40 pages must be written in APA pre-publication style and submitted through the regular ECRQ online submission process. Submissions must mention in the cover letter and in the comments field on the site that the submission is specifically for the special issue on Early Childhood Education and Immigrant Children. [ECRQ@gmu.edu](mailto:ECRQ@gmu.edu)  
<http://ees.elsevier.com/ecrq/>

### **CALL FOR PROPOSALS. 5th INTERNATIONAL CONFERENCE ON TEACHER EDUCATION & SOCIAL JUSTICE**

Organized by the Center for Anti-Oppressive Education and hosted by the University of Illinois-Chicago, US, 7-8 June 2008.

What does it mean to prepare teachers to teach toward social justice? Across the United States and around the world, educators face many challenges. Especially troublesome are the economic, social, and political contexts that make difficult our attempts to address differences and oppressions in schools and society. Yet, in the face of these challenges, teacher educators are continuing to produce significant theories, practices, and coalitions. The 5th International Conference on Teacher Education and Social Justice will offer rare opportunities to discuss cutting-edge research, develop innovative resources, build networks, and explore possibilities for new directions in teacher preparation. The Conference draws together hundreds of educators from around the world with diverse experiences but with shared commitments and priorities. Two types of proposals are solicited: curriculum showcase and research presentation. Descriptions of the conference theme and procedures to submit a proposal are online <http://antioppressiveeducation.org/2008conference.html>. Deadline for proposals: 31 March 2008.

### **~ EVENTS ~**

March 5-6/08

#### **STUDYING IMMIGRANT FAMILIES PRECONFERENCE MEETING SOCIETY FOR RESEARCH IN ADOLESCENCE**

Illinois, Chicago

Exchange ideas on how to advance innovative methods in studying immigrant families, Engage in discussion and action-planning for disseminating research to influence policy on behalf of immigrant families. Discuss projects and next-steps in which the group would like to engage (e.g. "best practices" handbook series), Discuss ethics in studying immigrant families. For a meeting agenda, registration, and information about this group, please visit: <http://www.education.wisc.edu/edpsych/imfamsg/index.html> .

April 3-6/08

## **10<sup>TH</sup> ANNUAL METROPOLIS CONFERENCE**

Halifax, Nova Scotia

<http://www.metropolis2008.net>

The following is a list of sessions with a focus on immigrant children, youth and families:

### **WORKSHOPS**

#### **School-Family Relations Arising from Immigration: A Critical Perspective.**

This workshop brings to light, in a comparative manner, recent efforts regarding migrants and the school environment, identifying strategies to avoid difficult interaction and highlight available tools to improve intercultural interaction.

Annick Lenoir, Université de Sherbrooke, QC.

**Defining the issue of missing child migrants.** This workshop will examine the issue of unaccompanied migrant children who go missing after being released into the care of relatives, what can or should be done to assay how large an issue it really is. It will also explore the academic and policy dimensions that need to be addressed. Steven L. Morris, Metropolis Project Secretariat at Citizenship and Immigration Canada and Dr. Madine VanderPlaat, Saint Mary's University, Halifax, NS.

**Health and wellbeing among newcomer families, children and youth.** Data from the national longitudinal New Canadian Children and Youth Study is discussed in relation to identity, health, discrimination, and education of newcomer youth. Findings are presented by project researchers and a response panel comprised of policy makers and community representatives. Lori A. Wilkinson, University of Manitoba, MB.

**Spatial inclusions, multicultural meanings, networks: 2nd Generation urban youth.** Generating many possibilities, we focus on urban youth's generational and gender similarities/differences, re: the nature of attachments; understandings of multiculturalism; and the role of recognition, respect and acceptance in the formation of social networks. Yvonne M. Hébert, University of Calgary, AB.

**Academic performance of immigrant youth in Montreal, Toronto and Vancouver.** Using secondary analysis of provincial and school board data banks, this workshop will present preliminary findings of a project comparing the academic performance and educational mobility of immigrant youth in Montreal, Toronto and Vancouver. Maria McAndrew, Université de Montréal, QC.

### **ROUNDTABLE SESSIONS**

#### **Various stakeholders: Creating potential alliances to serve immigrant families.**

Goal: Talk about the issues of knowledge exchange among various stakeholders which tends to be shared within, not among, each stakeholder group. Susan Chuang, University of Guelph, ON.

## POSTER SESSIONS

### **Art therapy: Meeting the mental health needs of immigrant and refugee families.**

Immigrant and refugee families underutilize mental health services due to multiple barriers that inhibit accessibility to conventional services. Integrating art therapy in a naturalized setting, such as the child's school or home, may reduce the constraints of providing services to this population. Presenters: Lucy Lu and Karin Derouaux, Concordia University, Montréal, QC.

### **Poverty, social support and the health of children born to minority migrants.**

We examined differences in health status between 17-month-old children of minority migrant mothers and children of Canadian and majority migrant mothers. When facing poverty and lack of social support, the health advantage of children born to minority migrant mothers is lost. Presenter: Andrea Van Hulst, Université de Montréal, QC.

**Don't forget me: Immigrant Chinese fathers of today.** Since the 1970's, there is substantial evidence that fathers are important which has beneficial effects on their children's development. However, our understanding of Asian fathering remains limited. The poster will present a multi-informant, multi-methodological study addressing these concerns. Presenter: Susan Chuang, University of Guelph, ON.

**Policy in practice: The Ontario international languages program.** This study looks comparatively at Ontario's non-official minority language education program and Canada's Multiculturalism Act. Findings point to the necessity of such programs for the development of children of immigrant families and a step toward a truly inclusive and multicultural country. Alison Hughes, Toronto, ON.

April 2-5/08

## **THE 9<sup>TH</sup> ANNUAL WHITE PRIVILEGE CONFERENCE**

Springfield, Massachusetts

This powerful conference, addressing critical issues of white privilege, diversity, multicultural education, and leadership will be held at the Sheraton Springfield Monarch Place Hotel. Registration begins January 22, 2008

<http://www.uccs.edu/wpc>

## **~ RESOURCES ~**

### **ATLAS OF NEWCOMER STUDENTS IN ONTARIO SCHOOLS**

The Department of Geography at Ryerson University has created a website listing maps and summary tables showing the number of newcomer students in the English and French language school systems in the Province of Ontario. The maps and tables are based on data obtained from the Ontario Ministry of Education, which requires school boards to do an annual count of students at the end of October, each year. The data are used to determine ESL funding. Currently, the website features maps for 28 school boards. More will be added as work on the site continues.

<http://www.geography.ryerson.ca/newcomermaps>

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For Information about the Canadian Coalition for Immigrant Children and Youth  
please visit:

<http://www.lerc.educ.ubc.ca/CCICY/index.html>

To submit items for future Bulletins, please forward them to [zs.worotynecc@utoronto.ca](mailto:zs.worotynecc@utoronto.ca)  
with CCICY in the subject heading.

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