

Our New Home Immigrant Children Speak

Before the economic boom of the 1990s, Ireland was known as a nation of emigrants. The past fifteen years, however, have seen the transformation of Ireland from a country of net emigration to one of net immigration, on a scale and at a pace unprecedented in comparative context. As a result, Irish society has become more diverse in terms of nationality, language, ethnicity and religious affiliation; and these changes are now clearly reflected in the composition of both primary and secondary schools, presenting these with challenges as well as opportunities. Despite the increased number of ethnically-diverse immigrant children and young people in the Ireland, currently there is a paucity of information about aspects of their lives in Ireland. This book is aimed at contributing to this gap in knowledge. This edited collection will be of interest to researchers in the fields of migration studies, childhood studies, education studies, human geography, sociology, applied social studies, social work, health studies and psychology. It will also be a useful resource to educators, social workers, youth workers and community members working with (or preparing to work with) children with immigrant and ethnic minority backgrounds in Ireland.

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The Trump administration violated the rights of migrant children who fled brutal violence in the Northern Triangle of Central America. Their rights are human rights. This book explores the administration's policies and practices of family separation at the U.S. southern border and its confinement of migrant children that, in some cases, experts describe as torture. Specific connections are made between harmful actions on the part of government officials and agencies, and provisions that protect against them in The Convention on the Rights of the Child and four other UN conventions. Awareness of the violations and the safeguards afforded to children may help preserve children's human rights. The book also examines efforts of humanitarian organizations, courts, and legislators to reclaim and defend migrant children's rights. The author's research includes information from international and national government documents, news reports, and interviews and stories that resulted from networking with advocates in both Arizona and Mexico. The young asylum seekers were called "criminals" and "not-innocent" by the President. However, his narrative is contradicted by vignettes that describe children's own experiences and beliefs and by photographs of them taken by advocates in Arizona and by the author in shelters in Mexico where families await asylum.

The Reluctant Immigrant was written to help readers understand what it can really feel like to be an immigrant in a strange new country, far away from home. Many immigrants seeking the opportunity of a better life or a safer life arrive on American shores not able to speak the English/American language. The immigrant in this story, however, was English, and had not expected to ever leave her homeland, an event which led to her life changing dramatically. Life in London, her birth city and where she was brought up, was exciting, beautiful, and full of the richness of its history and culture. During the sixties word went out from large American Corporations looking to employ highly qualified scientists, it was called the 'Brain Drain' and her husband qualified. Perplexed and heavy-hearted she forced herself through the process of dismantling her London home and tearing her children away from sad, aging relative and friends. It was never an adventure, but a duty. Gradually the homesickness of the early years began to subside, but feeling dismally equipped to embrace this unwanted adventure she decided that some serious history lessons were necessary. Piecing together the historical underpinnings of each new state, city and town where she made a home naturally brought frequent connections to her own homeland and provided the link and the bridge that brought her curiosity and appreciation of both pieced into play, leading to exciting success.

One child in five in America is the child of immigrants, and their numbers increase each year. Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the lives, dreams, academic journeys, and frustrations of these youngest immigrants.

Recent immigrants and refugees — both children and their families — often struggle to adapt to Canadian education systems. For their part, educators also face challenges when developing effective strategies to help these students make smooth transitions to their new country. In *Immigrant and Refugee Students in Canada*, researchers join educators and social workers to provide a thorough and wide-ranging analysis of the issues at the preschool, elementary, secondary and post-secondary levels. By understanding these issues within the unique Canadian context, educators can work more effectively with newcomers trying to find their way. This book pursues three lines of inquiry: What are the main challenges that immigrant and refugee children and families face in the Canadian education system? What are the common aspects of successful intervention? What can we learn from the narratives of researchers, educators, social workers, and other frontline workers who work with immigrant and refugee families?

From the diverse cultures of Pakistan, Sri Lanka, Vietnam, Guyana, Somalia, and others, immigrant children write of the fear, the excitement and challenge of moving to another country and forging a new sense of self in a new land.

Children in immigrant families represent nearly one-fourth of all children living in the United States. As this population of children has increased, so has their representation among children involved in child welfare and related systems. Once immigrant families come to the attention of these systems, they often have multiple and complex needs that must be addressed to ensure children's safety and well-being. Culturally competent practice with Latino, Asian, and African immigrants requires that professionals understand the impact of immigration and acculturation on immigrant families to conduct adequate assessments and provide interventions that respond appropriately to their needs. Professionals also need to be familiar with federal and state policies that affect immigrant families and how those policies may affect service delivery. At the system level, child welfare agencies need to educate and train a culturally competent workforce that responds appropriately to children and families from diverse cultures. This book addresses these critical issues and provides recommendations for the development of culturally competent assessment, intervention, and prevention activities in child welfare agencies. This information can be used as a resource by child welfare administrators, practitioners, and students to improve the child welfare system's response to immigrant children and families and promote culturally competent practice. This book was published as a special issue of the *Journal of Public Child Welfare*.

Covers early Israeli education policy regarding immigrant populations.

This monograph discloses how ideology in the domain of immigration is translated into educational policy and turned into school practices in Israel. The volume also provides bases for comparisons with other countries whose avowed goals are to educate for democracy and egalitarianism; contributes to the methodology of the policy sciences by demonstrating a complex model of process assessment; and clarifies the theorization of the process in which policy and practice are intertwined, and revert to ideology. The book will provide cues to

prescription—indications of remedies for at least some of the recognized ills.

In this touching and courageous memoir, Oscar Mann recounts his boyhood in France, the onset of World War II and the Holocaust, his immigration to America, and his years in the military and as a doctor. Mann's honest narrative offers us a glimpse into his past and a critical time in 20th century history and reminds us all of the power of hope. Visit the authors website for more information along with many unique images that help to visually support the author's story.

This book examines the social organization of recent immigrant South Asian women's mothering work. It explicates the processes that contribute to those belonging to this social group making changes to their mothering work after immigrating to Canada despite having reservations about doing so. The book draws its findings from interviews with 20 South Asian immigrant mothers who were raising school aged children in Canada and had been in the country for less than five years. Government policies, websites and newspaper reports also form important data sources for this study. Using institutional ethnography, the book shows the disjuncture between the mothering work of the South Asian immigrant woman and institutionally backed neoliberal discourses in Canada around mothering, schooling and immigrant employment. It highlights the manner in which the settlement experiences for South Asian immigrant women can become stressful and complicated by the changes that these women are required to make in line with these institutional discourses. The study explicates how the work of immigrant mother in the settlement process changes over time as she participates in social relations that require her to raise her children as autonomous responsible citizens who can participate in a neoliberal economy characterised by precarious work. The research that informs this book has implications for the social work profession, which is connected in many ways to the settlement experiences of immigrant women.

Our New HomeSecond Story Press

This comprehensive guide, edited and written by an interdisciplinary group of prominent scholars, provides an authoritative account of the most recent surge of immigrants in twenty thematic essays and comprehensive articles on immigration from the thirty most significant nations or regions of origin.

Explores the lives of the children of settlers on the American frontier, looking especially at schooling, chores, home life, food, and recreation.

An international look at children's rights, exploring global issues faced by children, encouraging compassion and empathy. Illustrated by award-winning illustrator Marc Martin. When you were born, a song began... So begins this lyrical and unique nonfiction picture book by award-winning children's author Nicola Davies. With tenderness and heart, Nicola introduces young readers to the universal rights that every child is entitled to under the United Nations Convention on the Rights of the Child. Using the metaphor of song, the book opens with the arrival of a newborn and its unique "song," then pans out to explore all the essential things that every song needs to thrive—love, protection, a home, a name, the chance to explore and learn. In the latter half of the book, the issues of child labor, exploitation and war are sensitively introduced to emphasize that we all must play our part in championing children's rights and offering support to those who need it most. With deeply moving watercolor illustrations by award-winning artist Marc Martin, this is a book that encourages children and adults alike to speak up for young people all around the world, and to treat one another with compassion and kindness. Crocodile Books, an imprint of Interlink Publishing, will donate 5% of the selling price of each book sold to The Young Center for Immigrant Children's Rights, a human rights organization that advocates for the rights and best interests of immigrant children. About The Young Center for Immigrant Children's Rights: The Young Center for Immigrant Children's Rights is a human rights organization that advocates for the rights and best interests of immigrant children. It protects and advances the rights and best interests of immigrant children according to the Convention on the Rights of the Child and state and federal law. It is a champion for the rights and best interests of unaccompanied immigrant children, making sure that wherever they land, whether here in the U.S. or in their home country, they are safe.

George Karampas was a young boy living in a small village in Greece when WWII shattered his simple life. Through his young eyes we see daily life in the village against a backdrop of war, hunger, poverty, and the constant uncertainty of what each day would bring. However, it was not the Italians, nor the Germans, nor the Greek civil war that brought him to America alone at the age of sixteen. We see how he overcame language, illness and loneliness to live the American dream. His is a story of family love, determination, and perseverance.

In the past few years, there has been an influx of immigrant children into the school system, many with a limited understanding of English. Successfully teaching these students requires educators to understand their characteristics and to learn how to engage immigrant families to support their children's academic achievements. The Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners is a collection of innovative research that utilizes teacher professional development models, assessment practices, teaching strategies, and parental involvement strategies to develop ways for communities and educators to create social and academic conditions that promote the academic success of immigrant and English language learners. While highlighting topics including bilingual learners, family engagement, and teacher development, this book is ideally designed for early childhood, elementary, middle, K-12, and secondary school teachers; school administrators; faculty; academicians; and researchers.

Traditional Chinese Edition of [NICKY&VERA: A Quiet Hero of the Holocaust and the Children He Rescued]. International Andersen Award, New York Times Best Children's Book winner Peter Sis works He never told anyone about the children. In the disorderly spring and summer of 1939, the Nazi haze gradually enveloped Europe, and the British youth were warm. Don arranged a train to flee the Czech Republic for refugee children. He saved 669 lives, but never told anyone.

In this much needed comprehensive study of the Progressive movement, its reformers, their ideology, and the social circumstances they tried to change, Shelton Stromquist contends that the persistence of class conflict in America challenged the very defining feature of Progressivism: its promise of social harmony through democratic renewal. Profiling the movement's work in diverse arenas of social reform, politics, labour regulation and "race improvement," Stromquist argues that while progressive reformers may have emphasized different programs, they crafted a common language of social reconciliation in which an imagined civic community ("the People") would transcend parochial class and political loyalties. As progressive reformers sought to reinvent a society in which class had no enduring place, they also marginalized new immigrants and African Americans as being unprepared for civic responsibilities. In so doing, Stromquist argues that Progressives laid the foundation for twentieth-century liberals' inability to see their world in class terms and to conceive of social remedies that might alter the structures of class power.

This edited book focuses on immigrant and refugee children around the world and will provide readers with a richer and more comprehensive approach of how researchers, practitioners, and social policymakers can examine immigrant children and youth among ethnic minority families. Also, the chapters will focus on the various methodological advances used to explicitly investigate immigrant children and youth.

"Report of the Dominion fishery commission on the fisheries of the province of Ontario, 1893", issued as an addendum to vol. 26, no. 7.

When South Africa ended its policy of racial segregation and peacefully transitioned to a democracy in 1994, Jennie Gungiah was filled with hope and patriotism. As a young teacher who had attended all-Indian segregated schools as a child, she was thrilled to have students of all races in her classroom. — rainbow children who represented the future of her beautiful country. But despite the promising start, South Africa soon had one of the highest crime rates in the world. Stories of brutal killings and carjackings told Jennie and her husband that South Africa held little future for them and their two young children. So they sold their things, packed several suitcases, and moved nearly 8,000 miles away to start a new life in Atlanta, Georgia. In *The Immigrant*, Jennie recounts the pain of leaving home, the excitement and challenges of beginning a new life in the U.S., and their cultural and educational journey. She takes you through the emotions of emigration and shows you the power of courage, hard work, and hope.

On the 400th anniversary of the Mayflower landing and the establishment of Plymouth Plantation, Carla Gardina Pestana offers an intimate look at life in the settlement. Hardly the isolated outpost of myth, in Pestana's telling Plymouth is revealed as a vibrant place of meeting, with strong connections to the seventeenth-century colonial world.

Grounded in both theory and practice, with implications for both, this book is about children's perspectives on the borders that society erects, and their actual, symbolic, ideational and metaphorical movement across those borders. Based on extensive ethnographic data on children of immigrants (mostly from Mexico, Central America and the Philippines) as they interact with undergraduate students from diverse linguistic, cultural and racial/ethnic backgrounds in the context of an urban play-based after-school program, it probes how children navigate a multilingual space that involves playing with language and literacy in a variety of forms. *Immigrant Children in Transcultural Spaces* speaks to critical social issues and debates about education, immigration, multilingualism and multiculturalism in an historical moment in which borders are being built up, torn down, debated and recreated, in both real and symbolic terms; raises questions about the values that drive educational practice and decision-making; and suggests alternatives to the status quo. At its heart, it is a book about how love can serve as a driving force to connect people with each other across all kinds of borders, and to motivate children to engage powerfully with learning and life.

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