

Index

- Adult Education Programmes in
 - Malta, 216
- “Alien” status, 294–295
- Alternative disciplinary programs (DAEP), 26–27
- Ambassadors Club, 61
- Anti-immigrant policies, 234–235
- Arabic-speaking educators, 58–59
- Association of Muslim Schools UK (AMS-UK), 292
- Asylum-seekers, 214, 215, 267–268, 278
- Australia(n)
 - culturally diverse countries, 110
 - multiculturalism, 111
 - resettlement of refugees, 112
 - skilled migration programme, 98
- Belongingness, 76
 - sense of, 137–139
- “Blame the victim”, 290
- Border Patrol Agents, 19
- Bridge Schools Inspectorate (BSI), 292–293
- British values, 292–293, 295–297
- Bronfenbrenner’s human development theory, 78
- ‘Bureaucratic muddle’, 100
- Business as usual or state of emergency, 276–280
 - new leadership actions, 277–278
 - newly arrived students, 278
 - policy meets practice, 276–277
- Canada, 34
 - immigration policy and trends in, 74–75
 - Syrian newcomers in, 38–39
- Canadian Federal Government, 53–54
- Capitalism, 20–21
- Catch and release policy, 20
- Census Metropolitan Area (CMA), 85–86
- Child labour, 139–140
- Child marriage, 139–140
- CNN
 - portrayal of undocumented youth on, 237–241
 - social (mis)construction on, 239–240
- Community
 - engagement, 84–85
 - leaders, 290
 - school, 290–291
 - stakeholders engagement, 8
 - supports, 59
- Corruption, 20–21, 25
- Criminal aliens, 19–20
- Critical discourse analysis (CDA), 5, 9–10, 234
 - of news media, 235–236
- Critical race theory (CRT), 9–10, 234
- Cross-cultural interaction, 214–215
- Cultural/culture, 252
 - awareness of cultural differences, 86–87
 - capital, 119

- cultural-discursive
 - arrangements, 114
 - diversity, 253
 - origin, 268
- Culturally responsive
 - leadership, 9, 78, 86, 87
 - programmes, 226–227
 - teaching, 216–217
- Curriculum, 76–77, 78, 81, 86, 87, 270
 - specialists, 78
- De facto* recognition, 97–98
- De jure* recognition, 97–98
- Deferred Action for Childhood Arrivals (DACA), 20, 22, 233
- Development, Relief, and Education for Alien Minors Act (DREAM Act), 232, 235–236
 - ‘DREAMers’, 20, 246
- Directorate for Quality and Standards in Education (DQSE), 217
- Discrimination, 76, 100
- Displaced students, university role with, 175–177
- Domestic violence, 139–140
- East Jerusalem education system, 192
- Ecologies of practices, 8, 114–115
 - for refugee background students, 117–121
- Economic(s), 41
 - forces, 20–21
 - marginalization, 100
 - migration, 287
- Education Reform Act (1988), 291, 293–294
- Education(al), 22–23, 25, 28–29, 146–147, 252
 - attainment, 96, 97–98
 - authorities, 252
 - challenges, 271
 - complex, 114–115
 - defence, 23–24
 - development of migrants, 9
 - disrupted, 23
 - for diversity, 214
 - domain, 150–151
 - in enclosed city, 206–207
 - fractured, 24–27
 - functions, 97
 - for global citizenship, 87
 - leading, 112
 - perspectives and systems in
 - global contexts, 86
 - policy-makers, 4
 - practices, 110
 - practitioners, 232
 - process, 84
 - provision, 147–148
 - qualifications, 96, 102–103
 - researchers, 41
 - service providers, 78
 - settings, 279–280
 - stakeholders, 222
 - system, 101, 196, 272–273, 279
 - value, 101–102
- Education of refugee children, 141
 - parental involvement in, 139–140
 - TECs and, 137–138
- Educational leadership, 3, 6, 7, 35–37, 110, 126, 232, 238–241
 - practice/praxis, 110, 126
 - programmes, 238–241
 - See also* Leadership
- Educational policy, 112–113

- critically analysing ‘positive’
 - constructions of undocumented youth, 241–242
- documents, 270
- findings, 237–245
- media and interview analysis, 245–247
- misconstruction of undocumented youth, 237
- portrayal of undocumented youth on CNN, 237–241
- student voices, 242–245
- Educators experiences with Syrian Schools
 - challenges and strategies, 158–161
 - data analysis, 153
 - data collection instrument and procedure, 153
 - findings, 153–161
 - methodology, 152–153
 - multicultural education praxis within post-migration ecology, 147–151
 - perceptions towards refugee students, 154–156
 - policy and praxis at school level, 156–158
 - refugee education policy and leadership in Turkey, 151–152
- Empowering school culture, 161 and social structure, 150
- England, Muslim schooling in, 290–292
- English as a Second Language (ESL), 27–28
- English as a second-language/English-language development (ESL/ELD), 57
- English as Additional Language (EAL), 115–116
- English-language learners (ELLs), 26–27
- Equity
 - domain, 150–151
 - education, 215
 - pedagogy, 150, 158, 160–161
- Ethnicity, 252
 - ethnic and linguistic diversity, 111
 - ethnic identity theory, 9–10
 - ethnic origin, 268
- European refugee crisis, 267–268
 - business as usual or state of emergency, 276–280
 - immigrant, 269–270
 - newly arrived students in post-migration phase, 272–274
 - regulations for newly arrived students, 270–272
 - searching for school leadership in turbulent times, 275–276
 - turbulence theory, 274–275
- Extremism, 288
- Fanatics, 289
- Federalism, 41–42
- First-generation immigrant, 269
- Forced migration, 147–148
- Foreign qualification recognition (FQR), 8, 96–98
 - as apolitical identifier, 102–103
 - in Australia’s skilled migration programme, 98
 - literature on, 99
 - meant to achieve, 101–102
 - persistence as problem, 100–101
 - scale of FQR problem, 99
 - value lie using governmentality, 103–105

- Foucault's governmentality, 96–97
- '4-quad' framework, 63
- Gender, 252, 269–270
- Gifted and talented programs (GT programs), 26–27
- Girls' High School in Jerusalem, 199
- Global economic crisis, 253
- Global migration and interconnection, 74, 76–77
- Guided Entry into New Teaching and Learning Experiences (GENTLE), 7–8, 54, 55
- data sources and definitions, 55
- grassroots conception, 57–58
- implications for future research, 67–68
- lessons learning, 65–67
- literature recommends, 64–65
- Ontario/Thames Valley K–12 public education context, 56–57
- Reception Centre, 58–59
- resources, 62–64
- styles and practices, 59–61
- values and policies, 59
- High complexity schools in Catalonia, Spain
- education, 252
- methods, 254–263
- requirements, 259–260, 262–263
- sample, 254
- scenario, 253–254
- school, 256–259
- steps, 259–262
- studies, 254, 255
- Higher Education Alliance for Refugees (HEAR), 182
- Higher education in Syria, 9, 169–174
- Syrian student refugees in Lebanon, 177–186
- theoretical and historical underpinnings, 174–177
- university role with displaced students, 175–177
- Human Rights Act (1998), 291
- Humanitarian crisis, 1–2, 6
- Hybrid Identity, 134, 192
- Hybrid status of Muslim schools in Britain
- basic demographic sketch, 287–290
- Muslim educational leadership as praxis, 292–297
- Muslim schooling in England, 290–292
- Muslims in Britain, 286–287
- Identity formation theory, 235
- Ideological discourse, 19
- IDESCAT reports, 253
- Illegal aliens, 19–20, 236, 237, 238, 244
- Illegal immigrants, 236, 237, 241
- Imams, 288
- Immigrants, 14, 17, 19–21, 23, 269–270
- awareness of immigrant issues, 86–87
- Canadian experiences with, 7
- children, 75–76
- motives, 20–21
- students, 83–84, 87, 269–270
- Immigration policies, 3–4
- in Australia, 111
- and trends in Canada, 74–75
- Immigration and Customs Enforcement (ICE), 20
- Inclusive educational spaces, 252

- Inclusive leadership, 55
- Index of Multiple Deprivation, 288
- Individuals Dedicated to Excellence and Achievement (IDEA), 26
- Integrated schools, 152
- Internally displaced persons (IDPs), 16
- International refugee law, 21–22
- Interview
 - analysis, 245–247
 - protocols, 153
 - with undocumented students, 236
- Involuntary migration, 21–22
- Islam, 291
- Islamaphobia, 111–112
- Islamic education, 292
- Israeli education system, 195
- Israeli MOE, 195–196, 203–204
- Jamaat-e-Islami (Muslim communities in Britain), 288
- Jerusalem, 191
 - Palestinian education system in, 194–198
- Jerusalem Education Administration, 195–196
- Jerusalem Unification Day, 195
- Job-ready immigrants, 34
- K–12 public education system, 54
- Kindergarten to Grade 12 policy for English-language learners, 39
- Knowledge, 14, 63–64, 102, 261, 286
 - construction, 150, 158, 160–161
- Knowledge is Power Program (KIPP), 26
- Language, 82, 170
 - barriers, 76
 - development, 273
 - supports, 59
- Language other than English (LOTE), 110, 115
- Leadership, 3–4, 7, 55, 77, 112–113, 237–245, 259
 - dilemmas, 46–49
 - engagement, 80–81
 - enterprise, 214–215
 - moral, 149
 - one-size-fits-all philosophy of, 9
 - practice, 55
 - processes, 222–223
 - school, 9, 269
 - for social justice, 148–149, 150–151
 - social justice, 149
 - willingness, 67
- Learnification, language of, 25
- LGBT + students, 26
- Local Education Authority (LEA), 290–291
- London Cross Cultural learning Centre (LCCLC), 57, 58–59
- Malta, 214
 - multicultural education in, 218
- Malta College for the Arts, Science and Technology (MCAST), 216
- Maltese, 214–215, 217
 - adult education system and infrastructure, 216–217
 - social landscape, 214
- Maltese Ministry of Education and Employment, 216

- Media, 85, 245–247
 portrayals impacting
 undocumented immigrants,
 233–234
- Medical services, 262–263
- Mediterranean migration
 analysis, 223–225
 broader context, 215
 leadership processes,
 222–223
 Maltese adult education system
 and infrastructure,
 216–217
 methodology, 218–219
 migrant education and
 National Literacy Strategy,
 217–218
 multicultural education in
 Malta, 218
 perspectives shaping migrant
 education, 219–222
- Menores no acompañados, 23
- Mental health supports, 59
- Migrant qualification recognition
 as control
 barriers to recognition, 100
 Foucault, governmentality and
 FQR, 96–97
 FQR, 97–98
 FQR as apolitical identifier,
 102–103
 FQR in Australia's skilled
 migration programme, 98
 FQR meant to achieve,
 101–102
 human capital and Australia's
 skilled migration
 programme, 102
 literature on FQR, 99
 persistence of FQR as problem,
 100–101
 scale of FQR problem, 99
 value lie in FQR using
 governmentality, 103–105
- Migrant(s), 217, 269
 education, 27–28, 217–218
 Migrants Training Centre, 216
 students, 214–215
- Migration, 16, 96, 147–148,
 286–287
 broadcast, 276
 crisis, 268
 forced, 147–148
 involuntary, 21–22
 process, 103
 in socio-political sphere, 215
See also Immigration policies;
 Mediterranean migration
- Ministry of Education (MoE), 60,
 62–63, 195–196
- Misconstruction of undocumented
 youth, 237
- Multicultural education, 147,
 214–215, 225
 in Malta, 218
 praxis within post-migration
 ecology, 147–151
- Multiculturalism, 111, 214
- Multilingual students, 269–270,
 279
- Muslim Council of Britain
 (MCB), 288
- Muslim educational leadership as
 praxis
 Muslim schools, British values
 and Muscular liberalism,
 295–297
 Muslim schools and national
 security context, 293–295
 reflexive turn, 292–293
- Muslim schooling in England,
 290–292
 1944 Education Act, 290–291
 1988 Education Act, 291–292

- Muslims in Britain, 286–290
 challenges of socio-political
 British context, 289–290
 Muslim communities
 demographic profile,
 287–288
 Muslims religious diversity,
 288
- National Assessment
 Program–Literacy and
 Numeracy Testing test
 (NAPLAN test), 115–116
- National Curriculum Framework
 (NCF), 217
- Neoliberal autocracy, 173–174
- Neoliberal discourses, 25
- Newcomers, 34, 44, 74–75
 holistic framework, 79–88
 students' needs for welcoming
 and inclusive schools,
 75–77
See also Syrian newcomers
- Newly arrived students, 278
 in post-migration phase,
 272–274
 regulations for, 270–272
- Obama-era policy, 20
- Objective violence, 21–22
 deliberate non-inclusion, 21–22
- Office for National Statistics
 (ONS), 287
- Online learning, perception of,
 181–184
- Ontario Ministry of Education, 56
 'Operation Trojan Horse', 294
- Orchestrating ecologies of socially
 just practices
 Broader Australian Context,
 110–112
 ecologies of practices, 114–115
 ecologies of practices and
 personalized learning,
 117–121
 educational policy, leadership
 and praxis, 112–113
 personalized learning and
 ecological connections to
 educating practices,
 116–117
 play-based learning practices
 for refugee students,
 121–124
 Urban Primary School,
 115–116
- Organization for Economic Co-
 operation and Development
 (OECD), 273
- Palestinian education system,
 193–194
 characteristics and coping
 strategies of, 194–198
- Parachute kids, 23
- Passive liberalism, 296
- Peaceful revolution in Syria
 (2011), 169–170
- Perceptions towards refugee
 students, 154–156
- Personalized learning, 116–117
 for refugee background
 students, 117–121
- Plyler v. Doe, 233–234
- Policies, 59, 233–234
 context, 290–292
 policy-makers, 78
 and praxis at school level,
 156–158
- Politics, 41
 political conflict, hybrid
 management overshadowed
 by, 192–194
 political discourse, 19

- political economy,
 - 104–105
- Post-traumatic stress disorder (PTSD), 84
- Praxis, 74, 75, 77, 112–113, 237–245
 - Muslim educational leadership as, 292–297
 - and policy of educational leader, 3–4
 - refugee education policy and, 148–149
- Pre-migration phase, 272
- Prejudice reduction, 150, 158, 160–161
- Provincial aboriginal education strategy, 39
- Public
 - awareness, 85
 - education, 76–77, 146
 - policies restricting investments, 253
 - schools, 24
 - social policies, 252
- Qualitative research
 - design, 152–153
 - methodology, 134–135
- Race, 111
 - to Top, 24
- Racism, 76, 216–217, 234–235
- Radicalisation, 294
- Radicalized modernity, 16
- RAISE Act, 98
- Refugee Assistance Programme (RAP), 43
- Refugee(s), 17, 19–21, 23, 267–268
 - Boys' High School, 199
 - Canadian experiences with, 7
 - characteristics and coping strategies of Palestinian education system, 194–198
 - children, 28
 - contrived contact, 200–201
 - crisis, 170
 - findings, 200
 - Girls' High School, 199
 - hybrid management
 - overshadowed by political conflict, 192–194
 - Jerusalem, 191
 - managing school at junction of clashing curricula, 201–203
 - methodology, 198–199
 - walking tightrope, 203–206
- Refugee education, 8–9
 - contexts in US, 27–28
 - in enclosed city, 206–207
 - policy and leadership in Turkey, 151–152
 - policy and praxis, 148–149
- Refugee students, 83–84
 - ecologies of practices and personalized learning for, 117–121
 - perceptions towards, 154–156
 - play-based learning practices for, 121–124
- Rehabilitating traumatized children, 154
- Resources, 55, 62–64
 - Resources management, 66–67
- Restrictive migration policy, 268
- Rightist governments, 6
- Rohingya people, 19
- Salafis (Muslim communities in Britain), 288
- Sale of citizenship, 17
- School, 252, 256–259
 - absenteeism, 139–140

- boards, 39, 40, 62, 78
- facilities, 25–26
- integration, 34, 35
- management training
 - programmes, 257
- priorities, 64–65
- school-based educators, 7
- school-level educators, 58–59
- systems, 24
- welcoming ability, 77
- School leadership, 9, 224–225, 261, 269
 - responsibility in effective school contexts, 146–147
 - and teachers, 147–148
 - in turbulent times, searching for, 275–276
- School Leadership for Newly Arrived Students, 275
- School Mental Health Newcomer Resource Group, 60
- School Standards and Framework Act (1998), 291
- Second-generation immigrant, 269
- Second-language learners, 269–271
- Sexual harassment, 26
- Shiite split, 288
- Sikhism, 291
- Skills, 63–64, 102
 - assessment, 97–98
 - skilled migration, 8, 98
- Social
 - assistance, 262–263
 - class, 252, 269–270
 - cohesion, 263
 - equity, 220
 - justice, 112, 148–149, 220, 262
 - media, 246
 - needs, 174–175
 - skills, 257
 - systems, 16
 - worker, 43, 44
- Socialism, 43–44
- Socio-political
 - British context, 289–290
 - context, 285–286
 - sphere, 215
- Stereotypes, 76
- Student
 - demographics, 74–75
 - instruction with special education needs, 39
 - as leaders, 81
 - population, 222
 - voices, 242–245
- Supporting Students with a Refugee Background—A Framework for Responsive Practice, 63
- Swedish as second language (SSL), 267–268
- Swedish Democrats (SDs), 268
- Swedish educational context, 269
- Swedish School Act, 268
- Swedish School Inspectorate, 271
- SWIS, 41–42
- Syria, higher education in, 169–174
 - Syrian student refugees in Lebanon, 177–186
 - theoretical and historical underpinnings, 174–177
 - university role with displaced students, 175–177
- Syrian Civil War (2011), 1–2, 132, 137
- Syrian education system, 172–173
- Syrian higher education, 180–181
- Syrian neighbourhoods, 152–153
- Syrian newcomers, 41–46
 - initial questions and assumptions, 36
 - networking and access, 36–37

- in Ontario, Canada, 38–39
 - open-ended policy and leadership dilemmas, 46–49
 - participants and methods, 39–41
- Syrian refugees, 34
 - children in Turkey, 132
 - schools, 151–152, 161
- Syrian refugees students' lived experiences in Turkey
 - data collection and analysis, 136–137
 - issues with family background and parental involvement, 139–140
 - narrative inquiry as research method, 135
 - negotiating multiple identities and sense of belongingness, 137–139
 - participants, 136
 - research methodology, 134–137
 - research setting, 135–136
 - research studies, 134
 - TECs, 132–134
- Syrian Schools, 8–9
- Syrian student refugees
 - integration, 59
- Syrian student refugees in Lebanon, 177–186
 - perception of online learning, 181–184
 - perception of scholarships, 185–186
 - perceptions on legal documents, laws and policies, 184–185
 - specific challenges Syrian students face in Lebanon, 181–185
- Tawjihi* (Palestinian matriculation exam), 197–198, 199, 203–204
- Teachers
 - as leaders, 81
 - leaders, 238–241
 - and managers competent for relations with community, 262
- Temporary Education Centres (TECs), 132–134, 137–138, 151–152, 157
- Transmigration phase, 272
- Trauma, 44
- Traveller, 17
- Tribal minds, 15
- Trojan Horse affair, 293
- Trump administration, 25
- Turbulence theory, 10, 192, 200, 269, 274–275
- Turkey, 9, 132, 146–147
 - refugee crisis in, 132
 - refugee education policy and leadership in, 151–152
- Turkish culture, 156
- Turkish education system, 146
- Uncivilised people, 289
- 'Undocumented, Unafraid, and Unapologetic' movement, 246
- Undocumented immigrants, 233, 237
- Undocumented students,
 - interviews with, 236
- Undocumented youth, 246
 - critically analysing 'positive' constructions, 241–242
 - misconstruction of, 237
 - portrayal on CNN, 237–241
- United Nations Children's Fund (UNICEF), 132

- United Nations High
 - Commissioner for Refugees (UNHCR), 132, 170, 191
- United Nations Relief and Works Agency (UNRWA), 195–196
- United States (US), 24
 - refugee and migrant education contexts in, 27–28
 - technical schools in, 24–25
- US Immigration and Customs Enforcement (ICE), 233–234
- US immigration laws and policies, 20–21
- US–Mexico border, 237, 242
 - immigration in, 20, 22–23
- Values, 59
 - leading by, 65
 - lie in FQR using governmentality, 103–105
- Violence, 21–22
- Voluntary migration, 21–22
- Vulnerable Persons Resettlement Scheme (VPRS), 287
- Welcome Centres, 39, 42–44
- Welcoming and inclusive schools, 74
 - actors in policy and implementation process, 78–79
 - celebrating progress and success, 87–88
 - characteristics, 77–78
 - holistic framework for, 79–88
 - newcomer students’ needs for, 75–77
- White Australia policy*, 111
- Xenophobia, 216–217