Fostering Safety and Belonging for Immigrant-Origin Youth

Domains of Educator Practice, EdPrep Lab Learning Café
February 3, 2023


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TABLE 4
Domains of Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Signaling affirmation</td>
<td>Practices to demonstrate support for immigrant-origin students and communities explicitly. They communicate that students know they are welcome and safe in schools. Sometimes the format is visual, as public displays of affirmation—signage or posters, sometimes it is in written form, such as emails of support from administration, and it is also spoken by educators in classrooms directly to students as verbal affirmation.</td>
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<tr>
<td>Building shared knowledge and capacity</td>
<td>Practices to exchange information within and between schools to increase staff knowledge and capacity to serve immigrant-origin students and families. This can include professional development, explicit sharing of resources gathered by one educator and shared with other staff in the district.</td>
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<tr>
<td>Finding and mobilizing resources</td>
<td>Practices to identify and leverage resources to address students’ needs holistically both inside and outside of the district. This happens in three ways: (1) within the school or district, identifying staff; (2) reaching out to external resource providers, such as counseling support, legal services, or community organizations; and (3) self-educating via curricular resources, news, and other media.</td>
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<tr>
<td>Creating space for conversation</td>
<td>Practices that establish space for connection about issues of immigration. These practices aim to personalize or humanize the issue of immigration by fostering openness, conversation, and connection around immigration experiences. This can occur as educators (1) share their own culture, language, and memories; (2) provide purposeful opportunities for students to talk about immigration-related issues; and (3) create ways for families to discuss issues related to immigration and share their concerns.</td>
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Discussion Questions:

1) How are these practices showing up in the contexts you work in?

2) What are common dilemmas/barriers in implementing these practices effectively?

3) How do/should teacher prep programs support novice teachers in developing these practices?

Additional Resources:

Tools & Websites

- Learning for Justice, Educator Resources on Immigration (Formerly Teaching Tolerance) https://www.learningforjustice.org/topics/immigration
- Re-imagining Migration: https://reimaginingmigration.org/
- Harvard Immigration Initiative https://immigrationinitiative.harvard.edu/

Teacher Education-Related, Leadership, & Practitioner References

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Academic References


