

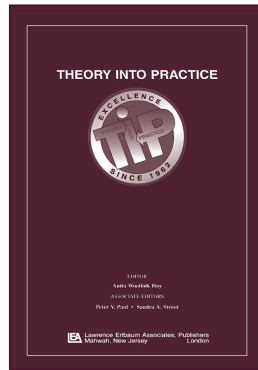
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Volume 48, Issue 4, 2009 – The Policies of Immigrant Education: Multinational Perspectives

Theory Into Practice

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Special Issue – Volume 48, Issue 4, 2009

The Policies of Immigrant Education: Multinational Perspectives

Guest Edited by Eliane Rubinstein-Avila and Norma Gonzalez,
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A global perspective on immigrants and immigration is integral to understanding learning and teaching in increasingly transnational and multinational spaces. However, such discussion cannot circulate exclusively within institutions of higher education since transformation can take place only insofar as K-12 educators begin to view themselves as agents of change.

The contributors to this issue lay out the contours of immigration and education within multiple and transnational contexts, and explore the processes students, teachers, and parents work through as they face shifting and multiple identity formations. What is evident here is that all educators must be prepared to engage with difference, to grapple with the unknown, and be willing to continually interrogate their own practice. They must also interrogate the policies of the institutions within which they work as well as those of the nation-states in which they vote and live, and make a commitment to expand their own knowledge bases. The pedagogical principles that emerge from the social experiences of immigrant and refugee students can be powerful in terms of producing knowledge that is situated within communities. The hope is that as educators embrace the humanity and knowledge bases of their students, the discourses of possibility will come to replace the discourses of deficiency.

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The Policies of Immigrant Education: Multinational Perspectives

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