

The background features a light pinkish-red color with two large, overlapping circles in shades of orange and grey. On the right side, there is a vertical strip with a complex, low-poly geometric pattern in various shades of orange, red, and grey.

# International Secondary School Students in Canada: Exposing Vulnerabilities and Recognizing responsibilities

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# Theoretical Framework

## 1. Asian Critical Theory (AsianCrit)

*prioritizes Asian identity and their experiences with racism in order to comprehend how these prevailing systems of oppression have impacted their lives*

## 2. International Student Security (ISS)

*aims to improve standards of protection and human security for international students with respect to personal, financial, and domestic safety*

# AsianCrit and ISS

Principles can build upon each other:

- To understand how educational institutions interact and understand these student populations
- What forms of institutions and diversity initiatives are dominated by whiteness and privilege
- How programs are maintained or implemented based on assumed notions and ideologies of Asian students

# Methodology & Participants

## Case Study

*examined the Immigrant Youth Centre (IYC) as my case*

## Phenomenological

*applied a phenomenological lens to critically develop an in-depth understanding of the lived experiences of international students*

## Interviews

*conducted in-depth interviews with 5 Chinese secondary school students and 6 public secondary school teachers all located in Toronto and the GTA*

# Equality vs. Equity

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Many teachers were strongly opposed to the notion of providing accommodations for their international students on the basis that it was not “fair”

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Teacher mindsets and attitudes highlight the ways that Whiteness and the dominant culture can function in “in invisible ways [that] correlate with normalcy” (Shah, 2018, p. 28)

# Stereotypes and Attitudes

Teacher participants have shared that many of their teacher colleagues think that because these students are from China they will have no issue with the mathematic content and will excel, or that there is this assumption that very little English is required for this subject

Model minority myth, which is a narrative that associates positive attributes with Asian individuals, underpins many Chinese international secondary school students' identities and persists in many teachers' attitudes

# Racism & Discrimination

Many students experiences with racism have been consistent prior to the start of COVID-19 and following, which signified how racism toward Asian populations is so normalised

Neo-racism: “us vs. them” narrative; implicit or explicit bias towards Western culture and nationalities

# Recommendations

There needs to be a standardized level of support for international students e.g guidance counsellors, accommodations, services



More initiatives to provide more opportunities to foster interaction and friendship between domestic and international students



More protections and security for vulnerable youth, especially those entering the country independently through the use of exploitative recruitment agencies