
Article of Journal of Learning and Education Policy

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ABSTRACT: *This article provides a critical analysis of policies from two education systems that support the education of students from migrant backgrounds. This analysis examines the highly political policy context of multiculturalism to reveal how education systems acquiesce to or resist social and political forces. In making this case, the article presents an historical analysis of the Australian federal government's multicultural policy and the events that shaped it. The article then presents an analysis of the national policy statement Multicultural Australia: United, Strong, Successful to understand the current federal position on multiculturalism. These analyses provide an understanding of the political rationality of the broader context. This article argues that education policy constructions are likely to reflect this political rationality. Against this backdrop it then examines primary policies from two education systems that relate to education for students from migrant and refugee backgrounds. The key argument is that, whilst the federal government attends to concerns about security, social integration and economic contributions, education departments can 'resist' and attend to broader issues related to educational equity and social justice.*

1. INTRODUCTION

The Journal of Research in Rural Education is a peer-reviewed, open access e-journal publishing original pieces of scholarly research of demonstrable relevance to educational issues within rural settings. JRRE was established in 1982 by the University Maine College of Education and Human Development. In 2008, JRRE moved to the Center on Rural Education and Communities, located within Penn State University's College of Education, and is edited by Karen Eppley with associate editors Kai Schafft, Jerry Johnson, and Mara Tieken.

We welcome single-study investigations, historical and philosophical analyses, research syntheses, theoretical pieces, and policy analyses from multiple disciplinary and methodological perspectives. Manuscripts may address a variety of issues including (but not limited to): the interrelationships between rural schools and communities; the sociological, historical, and economic context of rural education; rural education and community development; learning and instruction; preservice and inservice teacher education; educational leadership, and; educational policy. Book reviews and (occasionally) brief commentary on recently published JRRE articles are also welcomed.

Educational Policy provides an interdisciplinary forum for improving education in primary and secondary schools, as well as in higher education and non school settings. Educational Policy



blends the best of educational research with the world of practice, making it a valuable resource for educators, policy makers, administrators, researcher, teachers, and graduate students. Educational Policy is concerned with the practical consequences of policy decisions and alternatives. It examines the relationship between educational policy and educational practice, and sheds new light on important debates and controversies within the field. You'll find that Educational Policy is an insightful compilation of ideas, strategies, and analyses for improving our educational system.

Education is not preparation for life; education is life itself. Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. Education is the movement from darkness to light. The foundation of every state is the education of its youth.

2. CONCLUSION:-

Everyone has understanding, resources, and interests on which to build. Teachers have a critical role in assisting learners to engage their understanding, building on learners' understandings, correcting misconceptions, and observing and engaging with learners during the processes of learning.

In conclusion, education makes you a better person and teaches you various skills. It enhances your intellect and the ability to make rational decisions. It enhances the individual growth of a person. Education also improves the economic growth of a country.

The pace at which science proceeds sometimes seems alarmingly slow, and impatience and hopes both run high when discussions turn to issues of learning and education. In the field of learning, the past quarter century has been a period of major research advances. Because of the many new developments, the studies that resulted in this volume were conducted to appraise the scientific knowledge base on human learning and its application to education. We evaluated the best and most current scientific data on learning, teaching, and learning environments. The objective of the analysis was to ascertain what is required for learners to reach deep understanding, to determine what leads to effective teaching, and to evaluate the conditions that lead to supportive environments for teaching and learning.

A scientific understanding of learning includes understanding about learning processes, learning environments, teaching, sociocultural processes, and the many other factors that contribute to learning. Research on all of these topics, both in the field and in laboratories, provides the fundamental knowledge base for understanding and implementing changes in education.

This volume discusses research in six areas that are relevant to a deeper understanding of students' learning processes: the role of prior knowledge in learning, plasticity and related issues of early experience upon brain development, learning as an active process, learning for understanding, adaptive expertise, and learning as a time-consuming endeavor. It reviews research in five additional areas that are relevant to teaching and environments that support effective learning: the importance of social and cultural contexts, transfer and the conditions



for wide application of learning, subject matter uniqueness, assessment to support learning, and the new educational technologies.