



International and Heritage Languages Association

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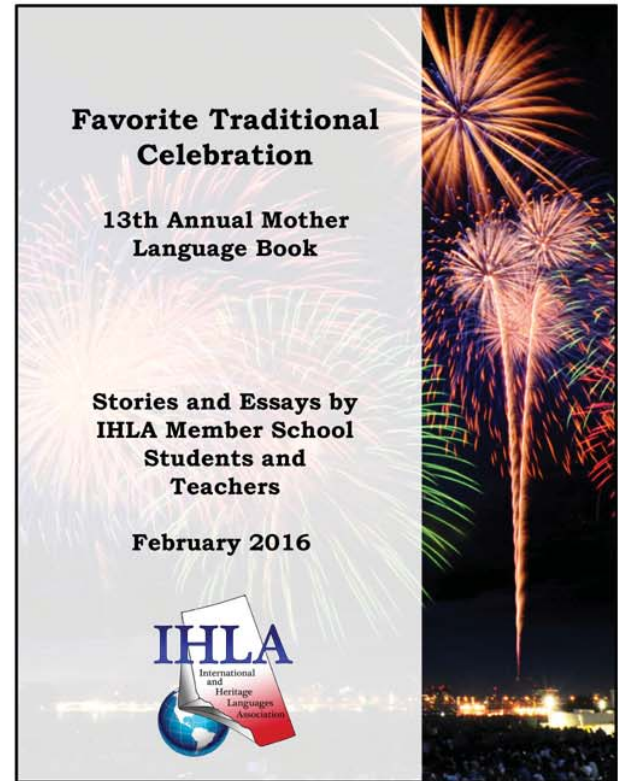
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Thank you all for your submissions for the 2016 IHLA Mother Language Book. We have had submissions from 14 different schools this year and they are beautiful and creative. Expect to receive your copy of the book during the upcoming Mother Language Day on February 20, 2016.

Read more about the Mother Language Day and some guidelines for it on pages 2 and 3.

Like IHLA's Facebook page:



<https://www.facebook.com/groups/1513060642278608/?fref=ts>

International and Heritage Languages Association

invites you to take part in the

13th Annual Mother Language Day

The Mother Language Day was proclaimed officially in the City of Edmonton in 2015 by the Mayor – Don Iveson and Councillor Amarjeet Sohi. This event features the achievements of heritage language schools and showcases the student talent. The Mother Language Day is an exhibit in which different communities present their achievements in promotion of their mother languages and their contribution to Canadian cultural mosaic which profoundly advocates multiculturalism in Edmonton and Alberta. IHLA is proud to have organized the annual Mother Language Day for over a decade and to support language diversity in Edmonton for over 3 decades.

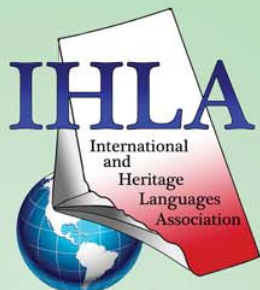
**The Mother Language Day
takes place on:**

**February 20th at 12:30 PM
at
Edmonton Italian Culture Center at
14230 – 133 Ave**

Admission is Free.

For more information, contact
us at:

edmontonihla@gmail.com
780-721-3122
www.ihla.ca



Mother Language Day Prep

As the Mother Language Day is approaching we all need to adhere to certain guidelines to ensure that the event is fun, educational and safe for the children.

- Make sure to set up your display for the MLD by 12:00 PM at the latest. You want to have the display set up and ready for the time when children arrive, not to be setting it up as people are walking around. For that purpose, send someone to the Italian Centre ahead of time to do all of the setup.

- Do not start packing up your displays until all of the children have finished their performances. You know perfectly well that it is rude and disrespectful. If you need to leave early, plan accordingly. Have someone from your school stay behind to take down the display after the end of performances.

- After all of the performances are finished we will have a prize draw for the children. We have 3 iPads that will be drawn, so make sure your students know and get excited.

- We need one volunteer from every school to be able to run the MLD effectively. Please, select a volunteer from your school, and email me the contact information.

- The front row of the seats during the performances will be reserved for parents of performing children. While the children are performing, the parents will be able to sit there and take photos. Once the performance has ended, those parents

need to stand up and free the space for the next group of parents.

- Make sure that while performances are going on, your children are not running around and making noise. It is rude and if you expect others to listen to your performance, then you need to ensure that you listen to others.

- If your students are performing, then there must be a language component to the performance. If you are doing a song, reading poetry, doing a play in your language, that language component is covered. If, however, you are doing a dance, playing instruments, etc. that does not include your language, then you must have someone speak and introduce the performance in your language.

- Make sure that you know in what order your school is performing. Be ready when your turn is approaching. A volunteer will be designated to guide students to the preparation area and changing rooms, and then to and from the stage. If your students and their representative can not be located 20 minutes prior to their performance, they will be taken off the performance list and next group will automatically go.

- There are garbage cans placed throughout the hall in which MLD is taking place. Garbage goes in the garbage cans, not on the floor or tables or chairs.

More information will be sent to you all by email in the upcoming days.

Technology PD Session

On January 27 and 28 IHLA held 2 PD Sessions titled: **TEACHER POWER: CLASSROOM MANAGEMENT TECH TOOLS THAT WORK!**

The sessions were presented by our educational technology expert, the talented Patricia Sacawa. They were attended over 2 days by more than 30 teachers and school administrators and focussed on delivering practical solutions to classroom management through the use of educational technology.

The session description is as follows:

TEACHER POWER: CLASSROOM MANAGEMENT TECH TOOLS THAT WORK!

Many excellent teachers struggle with classroom management. Large classes, ambivalent and troubled students, as well as low attention spans come together to create a rowdy classroom leaving teachers tired and bitter at the end of the day.

In this session, you will learn to use three educational technology tools that will dramatically improve your classroom management and your peace of mind.

Learn how to...

*report misbehavior easily and quickly to parents
encourage students to behave due to their own motivation
prevent student misbehavior with engaging apps
and keep your students on their toes.*

Please bring an ipad and your student attendance list if you have them.

You will find after this session that not only will you like your controlled classroom, your students will too!

The sessions focussed on teaching the teaching tools offered by Classroom Dojo, Stick Pick, and Go Noodle. You may find out more about these tools by going to the following website:

www.blackboardtalk.com/tech-4-teachers/

Hope to see you all at the next session.



Tips for homework assistance

Canadian Parents for French have developed several tips for helping parents with understanding their children's

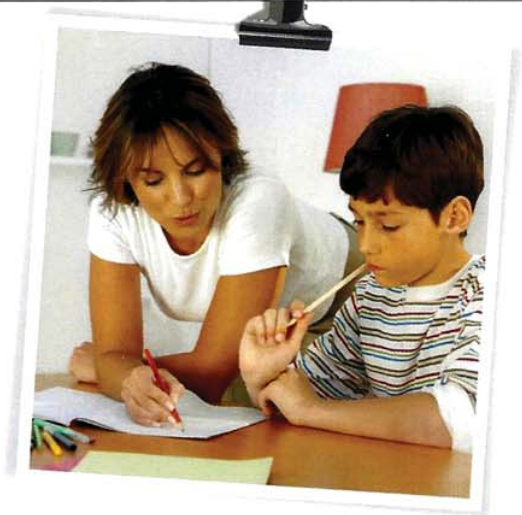
homework. Perhaps you will find them handy as well.

HOMEWORK

How to deal with "les devoirs" when you don't speak French

Helping your children with their homework is a challenge for any parent. Helping with their homework, or "les devoirs", in a language you don't speak is an altogether different challenge. But it isn't impossible; we have gathered some invaluable homework tips for you from experienced parents.

HOMEWORK: Reviewing and practising concepts and skills taught at school. Helping your child keep up with curriculum pace, develop study skills, and review oral material.



REASONS FOR HOMEWORK

- Homework is an important step in building a strong home/school partnership
- Parental involvement is crucial to achievement and to a positive attitude for learning
- Homework is a planned part of the Ministry of Education's education process
- The education process is designed to enhance student learning by establishing important skills your children will carry with them as they grow: responsibility, organization, concentration, time management, self-discipline

HOMEWORK LOCATION

It is a good idea to establish an appropriate location for homework tasks. An ideal place is one:

- Close to a parent and distraction-free (siblings, phone, TV, vocal music)
- With an appropriate height table and chair and good lighting
- That has required supplies and review/reference materials at hand
- That has a clock or timer

ASSISTING WITH HOMEWORK (in general)

- Check agenda daily for homework information (teachers usually provide written explanations for you during the first year)
- Create a "homework calendar" to keep track of due dates/tests and post it at the designated homework desk/table
- Initially supervise very closely, then gradually encourage more independence - progress will vary with each child (Note: It usually takes one to three months for homework routines to become a habit)
- Don't do the work for your child – it is sometimes hard not to, but really doesn't "help"

Truong Lac Hong School



Our school opened its doors to students in September 2015, but our preparation and determination began a long time before. To create our school we had to (1) ensure that we had enough interest from others; (2) get our first board together; (3) choose a name and make sure it was available at Alberta Registries; (4) develop a mission statement and guiding principles; (5) collect forms, pay fees and register as a not-for-profit; (6) purchase insurance; (7) rent a space; (8) hire teachers and develop curriculum based on our mission statement; (9) advertise for students and make promotional materials; and (10) PAY OUR IHLA MEMBERSHIP FEES!

We have only been in operation for a few months, but we have had numerous successes. We shared in Yalda night with the Iranian school. We performed at Edmonton City Hall for Mid-Autumn Festival. We collected and prepared school supplies and backpacks for for 8 Syrian refugee children. We even managed to have an interesting and educational program on top of this.

While all of those things are very exciting, the best is yet to come! We will soon be performing again for Vietnamese New Year and for Mother Language Day. The children are excited to see their work in print in the Annual Mother Language Day books.

We are very grateful to IHLA, The Edmonton Viets Association, and the Edmonton Mennonite Centre for Newcomers for all of their wonderful support.



Juneli School of Nepali Language

Juneli School of Nepali Language for children has been in operational in Edmonton since 2004. This is one of the effective and self-sustained program of Nepalese Canadian Society in Edmonton (NECASE). The program has contributed significantly in maintaining language and heritage specially in the young generation and youth. Few batches of children have been successfully graduated from the program. The school has been running under the guidance of NECASE board and Parents Advisory Committee. Currently, two teachers and few students volunteer teachers are involved in teaching Nepali language to the children of different skill levels. Teachers are engaging children in learning through different activities while having fun at the same time. These activities include both in class and outside extra activities such as storytelling, show and tell, field trips etc.

The language class is held at NECSE centre located at 5624, 53 Ave NW, Edmonton (T6B 3K1) every Sunday from 10:00 AM to 11:30 AM except during Christmas break, spring break and summer vacation. Currently, there are 14 kids enrolled. The School will accept the kids from the community who are 6 years of age or older or in grade or greater.



Edmonton Korean Language School

The Edmonton Korean Language School holds 30 years of teaching Korean language, culture and history in Edmonton since 1979. Highly qualified and experienced teaching staffs and the Edmonton Korean Language School Society developed a reputation for providing outstanding and excellent Korean education.

The classes are divided based on language proficiency and age group. As of September 2015, there are total 8 classes; Kindergarten, Beginner I & II, Intermediate, Advance I & II and Adult I & II. The classes are held on Fridays from 6:15pm to 8:45pm and scheduled as a term which begins in September and completes in June of the following year.

All classes utilize various teaching and learning materials and activities specifically designed to comfort each classes to increase level of interest and concentration. The context and objective of all courses include not only Korean language proficiency but also, culture, heritage, history, modern living, society and moral & ethic.

The Edmonton Korean Language School is proud and pleased to support all Korean and non-Korean learners who show interest in Korean language and culture and participate in our program.



2016 - UNESCO International Year of Global Understanding

This year has been marked by UNESCO as the International Year of Global

Understanding. Read below from the official transcripts to learn more about it.

EXPLANATORY NOTE

I. Introduction

1. Thinking globally and acting locally presupposes global understanding. To reach global sustainability and to advance good governance and transparency we need to bridge the gap in awareness between local actions and global effects. Herein lies the ultimate significance of a program for the promotion of global understanding.
2. Humankind is now confronted with unprecedented situations: the world's climate, ecosystems, and biodiversity, economic order, and socio-cultural well-being are at stake. Those already most vulnerable will bear the brunt of the impacts making it increasingly difficult to meet the Millennium Development Goals.
3. Global environmental change research has produced unambiguous scientific insights into earth system processes that are rarely translated into effective policies. We need to deepen our knowledge of socio-cultural contexts and to improve social and cultural acceptance of scientific knowledge and to reach culturally differentiated paths to global sustainability.
4. Genuine transdisciplinary research is now a first-order necessity. In order to achieve this, we need to overcome the established divide between the natural and social sciences. Natural and social scientific knowledge have to be integrated with non-scientific and non-Western forms of knowledge to develop a global competence framework.
5. It is imperative that the gap between global problems and national, regional, and local behavior and decision-making be bridged. Effective solutions based on bottom-up decisions and actions need to complement the top-down measures.

II. Rationale and objectives of an International Year of Global Understanding (IYGU)

6. The International Year of Global Understanding will:
 - establish a comprehensive global understanding and awareness of the natural and cultural embeddedness of all human action.
 - contribute to changing ecologically harmful habits by designing culturally differentiated, exemplary alternative models of core everyday (best) practices.
 - enhance awareness of the individual capacity and responsibility for everyday decision-making.
 - mobilize social and natural scientists, as well as scholars in the humanities, to engage in transdisciplinary sustainability research.
 - produce school teaching modules and study guidelines to be implemented at all educational levels – from primary to tertiary and post-experience education.
 - serve as a catalyst for transdisciplinary cooperation and improve the culturally differentiated transfer of scientific insights to social practice.
7. Recognizing that societies and cultures determine the ways we live with and shape our natural environment, the International Year of Global Understanding addresses the ways we live in an increasingly globalized world and the transformation of nature from the perspective of global sustainability – the objective it wishes to achieve for the sake of future generations.

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8. The International Year of Global Understanding focuses on habitual day-to-day practices that will show the two-fold global embeddedness of local biophysical and the socio-cultural living conditions. Bridging these two main realms of everyday practices is of primary urgency.

9. The International Year of Global Understanding aims to yield deep, but practical, insights into the ways all peoples can live together more sustainably. The focus will be on developing strategies for targeted local projects with a global reach.

10. The IYU objectives involve three core elements: namely, research, education and information. Research will bring together social and natural scientists to gain an understanding of the global impacts of everyday local activities of everyday local activities' global impacts. Teaching will use these research results at all levels in classrooms throughout the world. Information will be provided in cooperation with strong partners from the private sector to increase public awareness using, for example, print media, computer games, social networks, internet platforms (www.global-understanding.info) and television programmes.

III. Coordination of the International Year of Global Understanding

11. This initiative is led by the International Geographical Union (IGU). The IGU has a truly global reach with 57 full national members and 40 associate national members with observer status. At its General Assembly in August 2012 in Cologne the presidents of the national committees and the IGU Executive Committee approved unanimously the IYU initiative for 2016 to be the United Nations International Year of Global Understanding. This initiative has the full support by the International Council for Science (ICSU), the International Social Science Council (ISSC), the International Council for Philosophy and Humanistic Studies (CIPSH), the International Human Dimensions Programme on Global Environmental Change (IHDP), and is expected to become part of the Future Earth initiative, co-sponsored by ICSU, ISSC, UNESCO, UNEP, UNU and the Belmont Forum.

12. The objectives of the International Year of Global Understanding (IYU) will complement the Future Earth initiative through the mobilization of the social and natural sciences, as well as the humanities, to engage in sustainability research. It will enhance the opportunities for both citizens and decision-makers to benefit from and relate to new findings and orientations. In addition, the IYU will (a) advance science and technology for sustainable development; (b) promote UNESCO's priority for Africa; and (c) contribute to the achievement of the Millennium Development Goals.

13. The IGU and supporters of the IYU will cooperate with the UNESCO to highlight the role of cultural, social and natural sciences to reach global sustainability in culturally differentiated ways to address the needs of society and to support new geographical imaginations for new geographical realities in the digital age. The IGU will serve in a coordination and communication role for the IYU activities. These activities will be planned by national geographical societies, ministries of education, science and technology; educational institutions; and non-governmental as well as governmental organizations. All these activities will be coordinated by regional action centres and the global secretariat in Jena (Germany).

14. The IYU can draw from and will be fully in line with UNESCO's climate change education programmes as well as UNESCO's efforts in regard to education for sustainable development; i.e., enabling people to foresee, face up to, and solve the problems that threaten our future. The IYU will demonstrate to a wide range of world citizens – as global citizens with global responsibilities – that most everyday activities are rooted in a dual global natural and socio-cultural embeddedness that links the local and the global scale.

15. UNESCO has played a crucial role in the designation and the celebration of the International Year of Planet Earth, the International Year of Astronomy, and the International Year of Chemistry. Through its Executive Board and General Conference, UNESCO will be an important champion to

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obtain approval from the United Nations for the proclamation of the International Year of Global Understanding.

IV. Conclusion

16. International Years may only be proclaimed by the United Nations during their annual General Assembly meetings, and only at the request of one (or more) of the United Nations Member States. Rwanda is taking the lead role in bringing this request forward, on the understanding that a significant number of other United Nations Member States will support this initiative.

17. An International Year of Global Understanding will support and raise the profile of UNESCO in giving global leadership towards building capacity in science and technology for sustainable development.

Proposed decision

18. In the light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recognizing that global sustainability is grounded in a global understanding of our everyday activities,
2. Stressing that geographical education for global understanding is critical for addressing challenges such as global climate and social change, for providing sustainable sources of clean water, food and energy, and for maintaining an intact environment for the well-being of all people,
3. Considering that global understanding contributes to reducing the potential for regional conflicts helping to advance peace at the local, national and global scales,
4. Being aware that the year 2016 provides the opportunity to highlight the need for international and transdisciplinary scientific collaboration to reach global sustainability,
5. Having examined document 192 EX/39,
6. Welcomes the unanimous approval of the International Geographical Union (IGU), at its 2012 International Congress and General Assembly, together with the support of the Executive Boards of ICSU, ISSC and CIPSH to declare 2016 the International Year of Global Understanding and to play a lead role in coordinating and promoting geography-related activities at the national and regional levels around the world;
7. Invites the Director-General to support all efforts leading the United Nations General Assembly to declare 2016 the International Year of Global Understanding;
8. Recommends that the General Conference at its 37th session adopt a resolution on this subject.

The Way We Were by Trudie Aberdeen

The way we were... Annual General Meetings (AGMs)
by Trudie Aberdeen

Annual General meetings are set up by an organization so that the membership can stay abreast of the actions of the board. During an AGM, the directors of the organization inform the members about the past activities of the organization by reading the previous minutes, reports on the organization's financial status, outlines future goals and objectives for the organization, and may hold an election for new board members. Additionally the members may vote on new rules for governing the organization. A handbook is available which guides registered Albertan not-for-profit organizations on some of the regulations that govern them. (<http://eae.alberta.ca/media/324127/self-help-guide-economic-development-and-non-profit-organizations.pdf>)

IHLA holds AGMs every year. The first AGM was held on November 18, 1978. There were 25 members in attendance along with a news reporter, a guest speaker, and letters from public officials. The original meeting minutes are available in the Provincial Archives of Alberta (PAA). Should you have any information on the early days of AELTA or NAHLA that you believe belongs in the PAA, please contact us. Below are the minutes from our very first AGM in Edmonton. Do you recognize your community?

