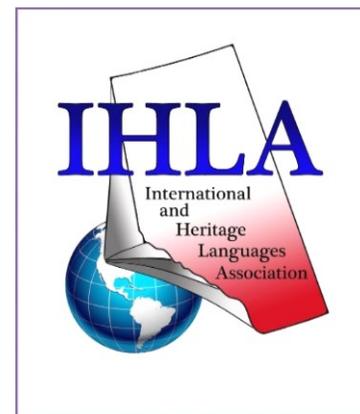


The IHLA Newsletter

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As the 2016-2017 School Year Comes to an End...

Welcome to the final IHLA newsletter of the 2016-2017 school year. As the school year nears the end, it is a good time to reflect on some of our successes.

IHLA received visits from some wonderful guests. In October, we started the year with a visit from Dr. Perena from UNESCO who presented us with the 2016 Linguapax Award. Our good times continued with our 40th Anniversary dinner where we were fortunate to have such special guests as Honourable Minister Marlin Schmidt (Minister of Advanced Education), Avery Acheson (President of the Alberta Association of Multicultural Education), Mr. Nigel Logan (Constituency Manager for MLA Denise Wollard), Mr. Aurelio Fernandes (Honorary Consul of Portugal), and Mr. Frank John Szumlas (Honorary Consul of Poland). Our 14th Annual Mother Language Day was a smashing success with Council Member Mohinder Banga, Mr. Nigel Logan, and Dr. Olenka Bilash. IHLA also was fortunate to have a visit from Renata Peskova who came all the way from Iceland to tell us about her organization!

Other successes included:

- two presentations at CASLT (one from Dr. Cortese, and one a panel discussion with Dr. Cortese, Mrs. Lekkos-Carrozza, and Dr. Aberdeen),
- 6 professional development sessions,
- 3 principals' meetings,
- a new website,
- our annual Mother Language Day book,
- and, the IHLA mentorship program.

IHLA cannot wait to see you again in the 2017-2018 year for even more. Register on-line now!

By Trudie Aberdeen

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Important Events from IHLA Member Schools

Gabriela Mistral Latin American School Latin Elements 2017

The School celebrated its 30th anniversary by offering an annual show called Latin Elements, where students showcase their Spanish skills and their artistic talents in dance and music. The School Dance Group (Taller de Danzas) performed different dances from Latin America, from Michoacan (Mexico) dance Los Viejitos (Old Men's Dance) to Easter Island (Chile) dance called Voy Navegando (I am sailing). The School Dance Group performed under the direction of Gabriela Jessome, our Dance Teacher for the last 12 years.

The School Music Group (Taller de Musica) presented a collection of Chilean songs in homage to Violeta Parra, a famous Chilean composer, songwriter, folklorist, ethnomusicologist and visual artist. The show had a special guest that performed as the main singer for the School Music Group. She is very talented and a young girl with a beautiful voice. She is the daughter Anita Hanneman-Gutierrez, a former student of this school and now a Spanish teacher for the Edmonton Catholic School. The name of the young star is Kayla Ruth Hanneman-Gutierrez. The School Music Group performed under the direction of Marianela Adasme, a Music Teacher for the last 12 years and David Rojas, just graduated from the University of Alberta and a former student of this school.

We were privileged to have very special guests in this show, people who have helped the School in many ways. These people are: Rodrigo Loyola, MLA for Edmonton-Ellerslie who came representing the Minister of Education, Dr. Antonella Cortese president of the International and Heritage Languages Association. We also have some founders of the school in this special occasion: Aurora Aguilera, Gabriela Reyes (both former Presidents of the Board of Directors), Ariela Cerna and Maggie Rojas (both former teachers).

Learning a new language isn't easy. Learning Spanish is a true challenge that helps the student in more than one way. Gabriela Mistral is a Spanish school where we teach and celebrate our Latin American cultures. But we do more than that – we teach good moral values. We provide an opportunity for our children to learn about perseverance and punctuality. To recognize their achievements in 2017 we gave a **Best Attendance and Punctuality Award** to our students.

By German Vidal



Congratulations to these hardworking Gabriela Mistral students:

Pre-Kinder:
Chelsea De La Coba

Kinder:
Christina Castillo

Grade 1:
Robert Wait

Grade 2:
Zoe Dewald

Grade 3:
Jürgen Plach-Ram

Grade 4:
Ashton Halayko

Grade 5-6:
Elisa Vidal

Grade 7-9:
Amelia Tessier

Dance Group:
Faith Armstrong

Music Group:
John Paul Holzman

Polish Schools in Edmonton Dictation Contest 2017!

The Polish Teachers Association of Edmonton organized writing dictation contest for Polish language students. Three Polish schools participated in this event. The event was hosted by Henryk Sienkiewicz Polish School on May 6, 2017. Monetary prizes were awarded for first, second and third place. 21 students from the 4th to 8th grade participated. The attached image shows the winners from this contest.

By Ewa Launspach- President of the Polish Teachers Association



Trường Lạc Hồng School

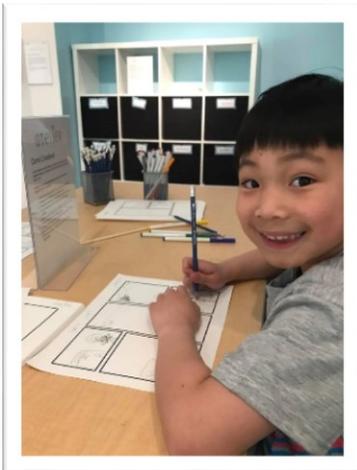
Field Trip to the Edmonton Art Gallery

On April 30, 2017 Trường Lạc Hồng School went to the Edmonton Art Gallery. During this field trip students and parents learned about Canadian Inuit culture (children listened to videos about the arctic way of life), Victorian culture and toys (we made traditional toys in the children's room), sculpture and self-portraits, and photography. What a fun and exciting way to learn about art, culture, and global citizenship.

The costs of the field trip were very reasonable since children and university students at the



Edmonton Art Gallery are free this year for Canada 150. Children must be in groups no larger than six and accompanied by an adult. We invited parents and interested adults to join us. The fees for the parents, volunteers, and teachers were reduced because we had a group rate. A tour guide can be booked in advance.



It was an excellent field trip and we highly recommend it to your school.



Photos by Linh Truong / Text by Trudie Aberdeen

**The Portuguese Consulate General visits
Gil Vicente School
to Celebrate Success!**

In the modern world, and one in which the need for freedom of movement and a knowledge of languages are important factors, it is of the utmost importance to have a global certificate for studying Portuguese abroad that enables full appreciation, recognition and accreditation of students' communicative abilities with the Portuguese language, regardless of where they reside.

This language certificate facilitates the free movement of students between the various countries in the EPE network and is compatible with local certificates.

Gil Portuguese School had students write the EPE Certification and were successful in doing so.

The Portuguese consulate general in Vancouver, Maria João Boavida, paid a visit to our school in order to present students with their certificates. As well, the Caixa Geral de Depositos Bank offered a monetary prize to the student with the highest mark, Isabel Erickson.

By Cindy Pereira



**Congratulations to these
hardworking Gil Vicente
students on your recent EPE
Certification:**

Isabel Erickson

Sofie Gamiero

Sierra Melo

Mikaelo Amorim

Duarte Baeta

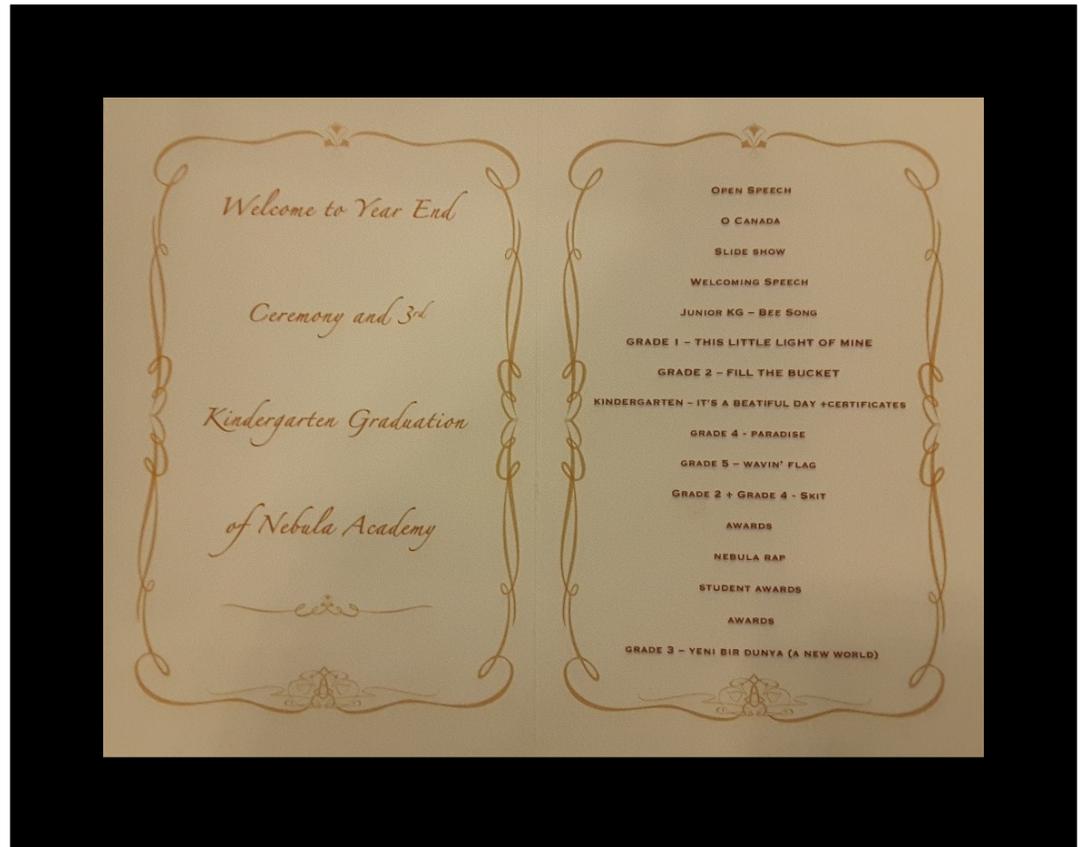
Laine Santos

Camila Da Silva



Nebula Academy Kindergraten Graduation Ceremony

Nebula Academy hosted their 3rd Annual Year End and Kindergarten Graduation ceremony. What a great way to celebrate the successes of Nebula's students, teachers, and families. Parents and teachers were so proud to hand students awards for graduating Kindergarten and for receiving High Honours. Guests were treated to many performances including the Nebula Rap sung in 5 languages and a beautiful version of Wavin' Flag. Enjoy some of the photos from the event!







Congratulations Staff and Students of Nebula Academy!

Mother Tongue Instruction in Iceland, Sweden, and Canada

By Renata Pesková

Móðurmál – the Association on Bilingualism is organizing its 5th annual conference in Reykjavík on August 25 and 26, 2017. The previous themes have been varied, i.e. home-school collaboration, HL teaching methods, technology in HL education, projects, good practice and research. In the last three years, the conference was open to employees of the School and Leisure Department of the City of Reykjavík, as well as the interested public. Each year we were lucky to have a foreign key speaker. We remember them all very fondly: Barbara Day from Denmark, Deirdre Kirwan from Ireland, Olenka Bilash from Canada. In reality all our speakers have always been international, whether they were based in Iceland or born here, growing up in multilingual families.

This year we are even more lucky, as we could invite two speakers from Edmonton, Canada, and one from Lund, Sweden. They are closely involved in organisation and teaching of heritage languages in their countries. Dr. Trudie Aberdeen will speak about HL schools in Alberta and Dr. Josephine Pallard will explain the accreditation process of HL teaching. Silvia Cordero will introduce the concept of internalisation of HL teaching at the Mother tongue center in Lund in Sweden.

Dr. Sebastian Drude will introduce a new institution Vigdís International Centre, which, under the auspices of UNESCO and the University of Iceland, has the goal to promote multilingualism and intercultural understanding. Móðurmál is lucky to use its new building as a venue of this years' conference.

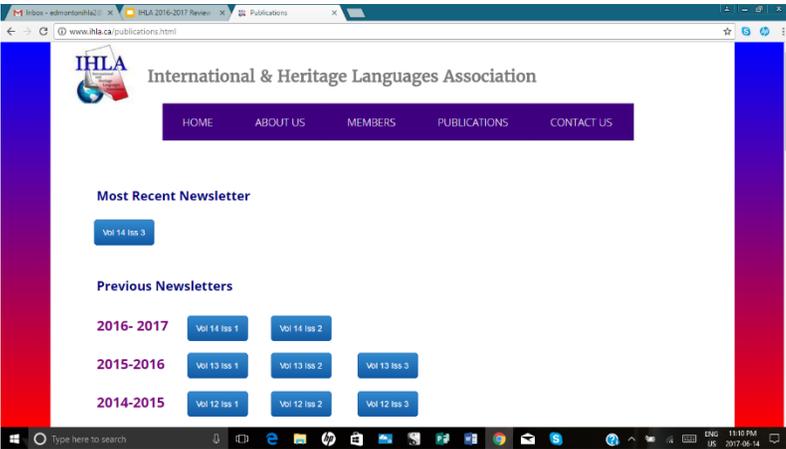
Traditionally, we will also have speakers who present their own research on heritage languages at the University of Iceland, two projects from Filipino and Lithuanian groups will be presented, as well as good practice in one of the new groups. At the end, Dr. Trudie Aberdeen will give a workshop on project-based HL teaching. That will come in handy, as Móðurmál had a common project on environment for the first time this year, participated by more than half HL groups.



Giving HL teachers an opportunity to educate themselves in the field of HL education, and making connections with other HL teachers, is a privilege that strong HL associations like IHLA and Móðurmál provide to their member schools. Teachers devotion, knowledge and skills are enhanced, when they grab PD opportunities; they become more competent and get new energy to continue with their honorable quest.

We would like to extend our invitation to our partners in IHLA, as well as Sweden, Denmark, Ireland and other countries, in which our Móðurmál groups have partners. Welcome!

The way we were... about newsletters By Trudie Aberdeen



www.ihla.ca website for you to enjoy. You can find this newsletter that you are currently reading as well as others on the IHLA site.

Some of the joys of looking back are seeing how much we have changed, taking time to reflect on growth, and seeing which friends always made time for us and still do. For example, in the 2004 Vol 1 Iss 5 *The Edmonton Korean Language School* celebrated their 25th Anniversary! In January 2005 Vol 2 Iss 3, our dearest friend and IHLA supporter, Melody Kostiak was working as a consult for the Edmonton Public School Board. Ms. Kosiak still works with us today, but now as the Senior Manager of the International Languages Department at Alberta Education. In the 2010 Vol 7 Iss 3 newsletter, IHLA members learned that our very own Dr. Olenka Bilash was awarded the 3M Teaching Fellowship.

Recent IHLA Events

A warm welcome- After Mother Language Day IHLA welcomed three schools and three languages into our multicultural language learning community! Hindi Parishad was a former IHLA member many, many years ago. We are delighted that they found their way back to us! The Gujarati School of Edmonton was introduced to IHLA at the February 2017 MLD. And last, but not least, the Slovak Heritage School of Edmonton has joined us and will be opening their doors in September 2017! We are so glad to have you join us.

A special thank you- The board of IHLA, the member schools, and especially the students of IHLA member schools would like to offer a heartfelt thank you to the **Alberta Association of Multicultural Education** and to the **Alberta Liquor and Gaming Commission** for sponsoring these cherished books.

Languages without Borders- The Canadian Association of Second Language Teachers (CASLT), the Institute for Innovation in Second Language Education (IISLE) and the Edmonton Public School Board co-hosted the annual Languages without Borders conference on April 6-8, 2017 in Edmonton. IHLA was proud

IHLA has produced newsletters since the days of AELTA in the late 70s. However, this article is to draw your attention to more recent events. Our current IHLA began producing the IHLA Newsletter in 2003. These newsletters continue to be a rich source of history and a wealth of information for current members. They contain photos of our members and long-time supporters, academic articles, and logs of past events. These newsletters are now available on the

IHLA wishes to extend its congratulations to Melody Kostiuk, consultant for Modern Languages at EPSB for her gracious and expert leadership in development of the first draft of the Punjabi Language and Culture Program of Studies.



Melody Kustiuk and Linda Vargas

IHLA Newsletter

to offer a booth in order to tell about IHLA services to language teachers and language professionals across Canada. A great big thanks to Antonella Cortese and Cindy Pereira who worked the information booth.

IHLA also presented at two talks. The first was *Parents Matter: Parents' Perceptions and Expectations of the Heritage Language School on Children's Italian Language Learning and Development* by Dr. Antonella Cortese. She shared research about the role families play in heritage language development. The second talk was presented as a panel discussion by Dr. Antonella Cortese, Mrs. Maria Lekkos-Carroza, & Dr. Trudie Aberdeen titled *Edmonton IHLA: Winner of the 2016 UNESCO Linguapax Award*. During this panel the three discussed IHLA history, IHLA member services, and challenges faced by IHLA schools. In addition, each of the three discussed the state of their language schools as a school that had been in operation for over 50 years (St. George's Hellenic Language School), a school in process of community language revitalization (Comitato Promotore della Lingua Italiana), and a school with parents of generation 1.5 (Trường Lạc Hồng School).

IHLA Professional Development Sessions- IHLA has had two PD sessions this term. Dr. Olenka Bilash taught heritage language teachers about the requirements for obtaining provincial teaching licenses on April 27, 2017. Dr. Bilash's talk included learning about the steps to follow for teacher certification, the role of Teacher Qualification Services (TQS), and Teachers' Professional Standards in Alberta. This knowledge is important for schools which would like to offer high school credits for their students since each school offering a Locally Developed Course (LDC) must have at least one provincially certified teacher in its employ.

Dr. Trudie Aberdeen offered the second PD session this term on Project Based Learning on May 27, 2017. Participants of this workshop walked through the creation of their own project-based units. The key elements of a project-based unit plan covered in this talk included real-world problems or applications, interdisciplinary-orientation, long-term, and student choice and direction.

IHLA Mother Language Day Books- After a delay due to personal illness and delays at the printers, the MLD 2017 Books have finally arrived! They will be available at the AGM. Copies of the 2008, 2015, 2016, and 2017 MLD books have been placed in the Provincial Archives of Alberta (<http://www.provincialarchives.alberta.ca/>). If you have others from years past, please consider sharing them with the PAA so that they can remain a permanent record of our students' hard work.

The IHLA Mentorship Program- This year IHLA matched two schools for the mentorship program: Trường Lạc Hồng School (mentor) and the Eritrean Community Tigrinia School (mentee). Trường Lạc Hồng School has been in existence for only three years, but the school leadership and most of the teachers have been involved with heritage language education for almost ten years. The Eritrean Community Tigrinia School restarted this year after a long absence. They are eager to learn about developing different kinds of early literacy lessons and teaching techniques for their young learners. Materials development is key for this school since almost no materials can be purchased locally and materials purchased abroad are too difficult for Canadian students. Although more Vietnamese material is available than in the case of Tigrinia, Vietnamese teachers also find that what can be readily purchased does not meet the needs and expectations of Canadian-Vietnamese students. The teachers at Trường Lạc Hồng School are excited to share what they have learned through experience with the excited Eritrean teachers.

Renata Pesková's visit to HL schools in Edmonton

By Renata Pesková

I am a Ph.D. candidate at the University of Iceland, School of Education and I focus on plurilingual children and heritage language education in Iceland. A part of my doctoral study was a trip abroad to gain knowledge about the research field. I am also the chair of Móðurmál – the Association on Bilingualism, based in Reykjavík, Iceland. I came to Edmonton for two months in spring 2017.

I have come to realize that I chose the best of all places in terms of bilingual education and heritage schools recognition. Even though Edmontonians don't seem to understand how Edmonton can attract tourists, and teachers and directors of heritage language schools are sometimes critical of their concrete situations, this is the place to be if you want to see plentiful thriving bilingual schools and heritage language schools. Even Ontario, the most multicultural province in Canada, hasn't legalized heritage language instruction in schools, nor instruction in heritage languages. A new initiative has just started there in support of legalization of heritage languages in schools. New Brunswick, the province in the far east at shore of the Pacific Ocean, seems to be just learning how to incorporate all the present languages into the school structure. One of the conference goers at *Languages without borders* (April 6-8, 2017) came from British Columbia to learn how to improve a just established Spanish bilingual program, the first of its kind up there.

So, to count all the advantage that I see in visiting Alberta:

- A high ranking University of Alberta
- The unique advisory organisation IISLE
- The unique number of bilingual programs in many languages
- Numerous accredited heritage language schools and the structure in place that enables new HL schools to apply for accreditation
- The existence of IHLA (International Heritage Language Association) that supports HL schools, promotes international languages, organizes numerous professional development sessions, provides mentor / mentee program for old and new heritage language schools, and joins a variety of HL schools and organisations.

Apart from all these valuable features, the aboriginal / first nations / metis history and presence enrich the experience of linguistic variety.

My trip to Edmonton was planned well ahead. It started with meeting Prof. Olenka Bilash at a conference in Reykjavík in autumn 2015. She presented about intercultural communication based on her stays in Japan, but she also showed interest in the booth of Móðurmál – the Association on Bilingualism. My two colleagues and coordinators of Spanish and Portuguese heritage language groups made the first contact with her and we managed to invite her for an informal meeting and discover IHLA through her. A year later, in the fall 2016, Olenka came as a key speaker to the annual conference of Móðurmál, and not only gave a key talk and workshop for heritage language teachers of Móðurmál, but she also met with representatives of the University of Iceland, the School and Leisure Department of the City of Reykjavík, the Ministry of Education and the Union of Iceland's municipalities. We also chased the Northern Lights, but to no avail, and thus Olenka has to come back to Iceland one day.

Olenka invited me to Edmonton in spring 2017 as a PhD candidate from the University of Iceland. I came first and foremost to continue with the work on my PhD project and to attend and present at the CASTLE / IISLE

conference *Languages Without Borders*, but I grabbed the opportunity to explore the organisation and praxis of bilingual schools and heritage language schools.

I was lucky to visit a Chinese, German and Arabic bilingual schools, French Immersion Elementary and High School, Polish bilingual school, IISLE with their precious resource center for international languages and Nebula Academy. From heritage language schools, I visited the Russian, Polish, Italian, Greek and Turkish/Arabic HL schools.

In addition to these schools, I was able to learn closer about St. Catherine's School where I came twice a week for almost two months as a volunteer in the third grade. My bilingual son attended the school where he struggled, along with other classmates, to learn his third language English and study in English. In that school I learned about a philosophy, or a literacy program Daily 5, and could gain insight into how a powerful literacy work can change all ESLs into independent, confident readers and writers in English.

As a cherry on a cake (Czech saying), or a raisin at the sausage end (Icelandic saying), I was very lucky to meet the chairman of IHLA Antonella and the coordinator of IHLA Trudie and ask them some of my burning questions, and be invited to a meeting of directors of HL schools of IHLA. That director meeting took place in the Vietnamese school and was very well attended. I was invited to say a few words about Móðurmál and express my wish that IHLA and Móðurmál collaborate, and I invited the HL schools to make contact with out groups in Iceland. There was no time and space to speak individually with all directors, that was left to my desire, but I could still engage in some rich conversations with a few devoted teachers.

My strong impression from all the discussions and visits is that IHLA and Móðurmál have a lot in common. Some of the burning issues in Iceland, such as recognition and support of HL programs, have long been dealt with in Edmonton, while other challenges seem to be the same – such as motivating parents to bring their

children to HL classes on Saturday mornings. We also share ambitions – to keep the link with our heritage alive and strong and to promote literacies and positive attitudes to all languages of our children. Still other issues lie in the future for Iceland – how will the third and fourth generation of immigrants approach their heritage? Will they assimilate in Iceland or change the society into a truly multicultural one, will they thrive and struggle in a mono- or plurilingual mode?

There are also issues that I feel neither Iceland nor Canada have mastered – in no schools I visited in both countries, the schools built on students linguistic and cultural repertoire and used it to enhance all students' language awareness, metalinguistic knowledge, interest in learning and speaking many languages.

Russian Educational Centre of Edmonton

I visited the Russian school on the day when they celebrated Easter holiday. The celebration took place in the community center at an orthodox church where they usually teach. We came to a large space, decorated



with Easter theme, projects and national costumes. Children were drawing Easter themes, searching for eggs and creating Russian spring dolls under the supervision of a craftswoman. Members of the community prepared some dishes that were shared at the end of the program. I spoke with a few children and adults and I realized that they are mostly second or third generation of children, brought here by their grandparents, and they often had conversations among themselves in English. I tried to speak my rusty Russian and was very proud that I could actually lead simple conversations. Later, a community leader invited me also to a regular Saturday Russian class and proudly told me that their students have really high standard of their mother tongue. The reason was, according to the leader, that in the Russian school students studied hard from the beginning to the end of school year and used all the time for real work, which I think didn't include field trips, collaboration, projects and communicative approaches. This is an interesting phenomena which I have also encountered in Iceland – parents oftentimes bring their expectations and standards from their countries of origin to their new country and compare the two systems. It is very hard to understand a whole school system, so criticisms based on standards from another country, may be substantiated to some extent, but never can encompass the whole system. An example of this would be the amount of reading and writing that children do in different countries, the accuracy of writing and grammar, the amount of homework and time spent with homework.

Maria Chrzanowska Polish School



I travelled to the Polish HL Saturday school far into the south part of the city. The school is situated in a high school building where it has had its home for about two decades. The rent is relatively high and the number of students in the Polish school is about eighty today and has long been on a decrease. The school director thought that the decreasing number of students is a trend because parents in second and third generation of immigrants have become Canadian and adopted the language fully. The Polish school has a preschool group and grades 1 – 9. However, due to smaller number of students, some grades had to be joined together. I was able to visit the preschool

group and grade four that was studying national parks in Poland when I came. They were using a Polish educational website about the parks, projected on the whitescreen. Children listened about the parks, answered questions and filled out worksheets. All of them spoke fine Polish and as I was told, those who have a chance to visit Poland in summers, come back with even more solid speaking skills and extra motivation. Children in the preschool were creating pictures with domestic animals. They received parts, glued them on the paper and discussed both animal names and parts of their bodies. Some children were new to Polish while other had Polish as a home language. Children were also very proud to show their knowledge of numbers up to more than one hundred which they joyfully recited, as the teacher wrote them down on a white board. I also had a chance to speak with teachers in the corridor during the coffee break.

Hellenic Heritage Language School of Edmonton

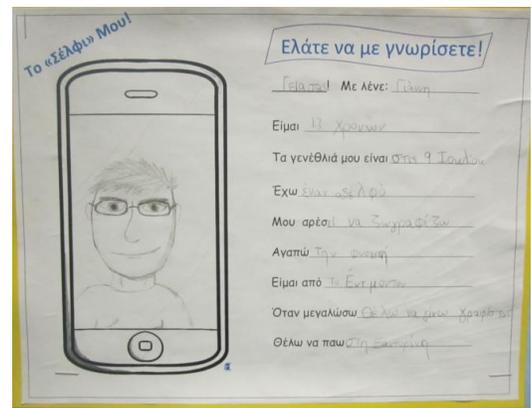


The Hellenic school owns a building in the North part of the city which was reconstructed by volunteers from the Greek community in the eighties. It teaches Greek on Saturdays and contrary to another Greek school in Edmonton, is entirely separate from church. This school has a large hall for events which is equipped with tables and chairs and on a regular Saturday is open for parents and community members who bring their children to the school. This is a large space with Greek motives where new acquaintances and friendships are forged as time goes. On the first floor, a group of adult is taking Greek classes. Their reasons vary, oftentimes they live in families with a family member from Greece. Preschool

class takes two years and socialized children in Greek, they learn vocabulary and communication.

Classes are not marked according to grades, but according to levels of children's language knowledge. That way, they don't have the feeling that they are lagging behind.

One group consists of youth who came to Canada from Greece with their parents and who had received a part of their education in Greek schools. In the Hellenic Saturday school, they continue their education in Greek, receive more individual approach than in public schools and the focus is on becoming leaders in their community. The Greek school has income from a so called „casino“, receives small funds from IHLA, and has to finance the rest of what it needs by fundraising. Teachers are paid and there are textbooks and students do not pay any fees.



St. Basil Polish Bilingual School

I visited St. Basil just a few days before my departure. This school is both under the Edmonton Catholic Board, and a member of IHLA. It is a unique institution, one of its kind in North America, and maybe worldwide. There are two school boards in Edmonton, Edmonton Public and Edmonton Catholic School board. Under the Catholic School Board there are these languages: Spanish, Polish and Ukrainian. I was told that the Catholic School Board and the Public School Board collaborate in consortia on the level of individual languages.



There were two of us who received this guided tour through the school, the other visitor was a student from Australia, and we had two guides, the advisor from the Catholic School Board and the director of St. Basil. They proudly told us about the long history of the school, over 31 years, and their struggles and victories.

One of the fantastic achievements was to have more than 200 A-Z books translated from English into Polish, in order to be able to assess Polish reading skills of their students. Most of the students don't come from the neighbourhood, they are bussed in or driven (from all city). More than a half continue in a Polish bilingual junior high school. The youngest children are in the Polish and English bilingual kindergarten where they follow the curriculum of Alberta Education. This year there were two classes, one that has Polish speakers and reinforces English, and vice versa. Due to generous funding, there is a speech therapist, behaviour therapist etc., a team of experts who provide immediate intervention when needed.

Nebula Academy

In Nebula Academy, there are many languages spoken and taught. It is a private school and the only school in Alberta that teaches Turkish, and outside of that, Arabic and French are taught. Somali is spoken by some of the children and is welcome as a language of communication in the school. Nebula Academy is a new school that started in 2014 as K3, and it is adding a classroom every year, as students progress. This year, there is kindergarten to Grade 5. The school building is on the 3rd floor above a Mennonite English teaching center and Day care. Nowadays the school has about 90 students and seven employees. Classes consist of only 10-15 students. Grades K-2 strongly focus on ESL and from 3rd grade, French, Turkish, and Arabic are added. Children and parents are fond of the variety of languages on offer, which coexist harmoniously in the schools. Besides being taught formally in classes, children speak and practice Arabic and Turkish with their peers in the breaks. Some of them have different home languages, i.e. Somali.

During my 90 minute visit, I spoke with the director, school counsellor, English teacher, Turkish teacher, Arabic/French teacher. The size and closeness of people is a great advantage and it creates a special atmosphere. People meet in the central space, they are accessible, friendly and open.

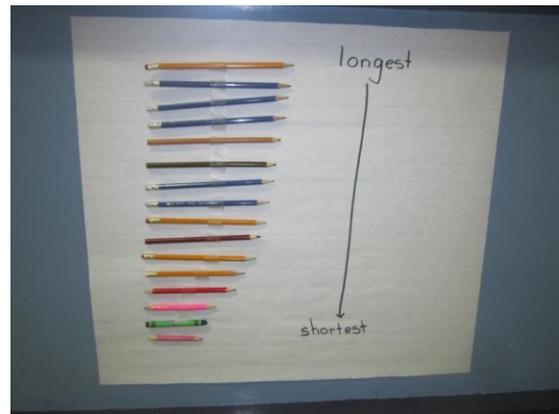
I asked many questions, for example why the school is a part of IHLA. Obviously it is because of Turkish and Arabic that are taught in the school, but also because of other advantages, assistance, counselling, professional development sessions etc.

* * *

There is not enough space to write about all schools I visited or everything I saw and learned. However, to conclude, I would like to focus on IHLA and Móðurmál – the Association on Bilingualism, and what they can offer to their member schools.

Móðurmál has existed since 1991 as a non-profit, volunteer based organisation. The original number of language groups was four or five, nowadays counting up to twenty-three languages. Parents have always felt a strong need to sustain and develop their children's bilingualism and they found the strength to do it in joining forces and supporting each other. Over the years, the partnership developed into a formal organisation that can provide more assistance and services to its members.

When parents get together and wish to start teaching their heritage language to children in their language community, they get support and practical advice on how to proceed. They get both information about formal



requirements for the legal and financial system, and support and advice from other schools that have collected more experience. The umbrella organisation substantiates the existence of the new group, but also becomes stronger with each new partner.

I have always felt that by bringing our groups together, we create a very special community. While standing alone requires more effort, time and determination, belonging to a strong association gives access to an ocean of existing experience and available information. The umbrella provides help and services, that individual groups may not have the power and energy to sustain, and it offers a sense of belonging and purpose that feeds the individual schools. Common projects, such as annual Mother language book, celebrating Mother Language Day together, or joining a common project, such as the environmental project that Móðurmál ran this year – all of that contributes to creating a special community.

Plurilingual children who attend heritage language classes are empowered by having sense of this larger community. They learn their heritage languages not only to be able to speak with their grannies and grandfathers, but also to become better language learners and better members of their schools and societies. With their knowledge and plurilingual identities, they create a better world, in which they bridge and connect countries and languages. By creating the feeling of belonging and by validating their bilingualism, heritage language schools create a better world to live in for everyone.

With these airy conclusion, I would like to thank IHLA for the hospitality, wish to extend my kind regards to all schools, and hope that Móðurmál and IHLA will formally confirm their collaboration in the close future. Connecting on all levels, student, teacher, group and umbrella, will be beneficial for all.

Mark your calendars

AGM- Our Annual General Meeting will take place on **June 19th, 2017** from 6:30-9:00. Please plan to attend the meeting in the cafeteria of the Edmonton Intercultural Centre located at 9538-107th Avenue. We plan to discuss:

- *IHLA's year in review
- *IHLA's financial situation (including disbursement of funds for those schools who applied for IHLA funding)
- *IHLA's bylaws
- *Potential topics for IHLA 2017-2018 professional development sessions
- *Building a partnership with Modurmal (The "IHLA" organization of Iceland) <http://www.modurmal.com/>
- *Discussion about sign up for IHLA 2017-2018 membership, along with the IHLA casino (October 30-21, 2017)

In addition, we would like you to consider a position on the IHLA Board. As a member of the board, you can help us decide our priorities and events. The IHLA board is seeking FOUR new board members to welcome this exciting opportunity. As a member of the board you will have the opportunity to help shape the direction of the organization. The board meets once a month (usually the first Monday of the month). In order to fill a position, you can be a principal or a teacher, but you must be an IHLA member in good standing. If you are interested in participating, please send an email to Trudie (edmontonihla2@gmail.com) or to Antonella (edmontonihla@gmail.com) to let us know. We will vote at the AGM.

The Upcoming IHLA Casino- IHLA will host its fundraising casino on **October 30-31, 2017**. This event allows us to pay for the services that we offer our members. It would be impossible to fund this organization

without the generous support of the AGLC. Please plan on helping IHLA by agreeing to work a shift. We need at least 40 volunteers to make this possible.

Modarmul Conference in Reyjavik, Iceland-

Modarmul will hold its annual professional development conference on **August 25-26, 2017**. The theme of this year's conference is Mother tongue instruction in Iceland, Sweden, and Canada. Guest speakers include Dr. Silvia Cordero (Lund, Sweden), and our very own Dr. Josephine Pallard and Dr. Trudie Aberdeen. For more information visit <http://www.modurmal.com/>.

American University Conference in Washington, DC- American University and the Center for Applied Linguistics will be hosting a one day conference on **Saturday, October 7th, 2017**. The conference is titled "Community-Based Heritage Language Schools: Promoting Collaboration and Advocacy Among Educators, Families, and Researchers". They hope to see you there!



MÓÐURMÁL

Association on Bilingualism

Annual Conference

2017

Mother Tongue Instruction: Iceland, Sweden, and Canada

August 25 - 26
University of Iceland
Sæmundargötu 2

| Conference Friday, August 25 | Workshop Saturday, August 26 |
|--|---|
| <p>15:00 Welcome. Renata Emilsson Peskova, chair of MÓÐURMÁL</p> <p>15:15 Looking back at MÓÐURMÁL's history Cinzia Fiorini, former chair of MÓÐURMÁL</p> <p>15:30 The Viglís International Centre: Promoting the beauty of languages Dr. Sebastian Drude, director of VIC</p> <p>15:45 Heritage language schools in Alberta Dr. Trudie Aberdeen, director of the International and Heritage Languages Association in Alberta</p> <p>17:00 Internalisation of Heritage Language Teaching at the Mother tongue Centre in Lund, Sweden Silvia Cordero, teacher at Modernálscentrum</p> <p>17:45 Accreditation process of HL teaching Dr. Josephine Pallard, director of Philippines Heritage Language and Cultural School in Edmonton</p> <p>18:30 Renata Emilsson Peskova - Final words</p> | <p>9:30 Rendez-vous between languages Breakfast!</p> <p>"Academic writing about mother tongues"</p> <p>10:00 Kriselle Suson Jónsdóttir - Family Language Policy and Icelandic phonological awareness</p> <p>10:30 Danijela Zivojinovic - Þróun tvítyngis hjá leikskólabörnum af erlendum uppruna</p> <p>"Projects"</p> <p>11:00 Jeni Tryggvason - Distance Filipino teaching at Stóru-Vogaskóli, Suðurnes</p> <p>11:30 Break</p> <p>12:00 Rasa Vareikiene - Youth Project for the Lithuanian Community</p> <p>12:30 Maria Sastre - Language and Environment Environmental Project of MÓÐURMÁL</p> <p>"Good Practice"</p> <p>13:00 Olga Kaciánová - two years of Slovak móðurmál group</p> <p>13:30 Break</p> <p>14:00-16:30 Workshop with Dr. Trudie Aberdeen Project-based HL teaching</p> |

Free event for parents and children:
Friday, 14:00-15:00 - Czech author reading: Veronika Válková
Saturday, 12:00-13:00 - Ghanaian author reading: Abena Darko

REGISTER NOW <https://goo.gl/M1odoh>

Conference fee for Friday: 4.000 kr.
Workshop fee on Saturday: 4.000 kr.
Teachers of MÓÐURMÁL will get full reimbursement






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