



The IHLA Newsletter Back-to-school 2017-2018

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Welcome back!

by Trudie Aberdeen

IHLA had a very successful 2016-2017 school year and the 2017-2018 school year looks to be as promising. We had some great events happen over the summer and we can't wait to share them with you.

In this newsletter you will learn about IHLA's attendance at the Móðurmál Annual Conference in Reykjavik, Iceland. We will also share in some important summer activities from our fellow IHLA member schools.

This newsletter will list important dates of IHLA events. Stay updated,

IHLA Membership Info

This year IHLA schools will need to

1. complete their membership registrations online, and
2. pay their membership fees in person at the first Principal's Meeting or by mail.

This change in procedure is designed to help us be more efficient with contact information and to help IHLA reduce its carbon footprint by eliminating unnecessary paper. You can

find the IHLA registration form at <http://www.ihla.ca/members.html>

If you cannot attend the First Principals' Meeting, please try to arrange for someone else from your school to come and register for the next school year and learn about up-and-coming IHLA events.

Important IHLA dates

The first principal's meeting **September 25, 2017 at Tiramisu Bistro** (See page 3)

Deadlines for IHLA Newsletter submissions: **October 31, 2017, February 28, 2018, and May 31, 2018.**

IHLA Casino **October 30-31, 2017**

Mother Language Day **February 24, 2018**



Armenian fused-glass project

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IHLA Abroad!

by Trudie Aberdeen

Did you know that Móðurmál means mother tongue in Icelandic? On August 25th and 26th, IHLA was fortunate to be invited to Móðurmál's Annual Conference held in Reykjavik, Iceland. Not only were we warmly welcomed to the conference and to the country, we were also welcomed into the Móðurmál family. This was our first event as official "sister organizations".

Both **Dr. Josephine Pallard** and I were able to share our knowledge and experience of heritage language education. Dr. Pallard explained how international and heritage language credit courses are designed in Alberta based on the framework provided by Alberta Education. I was able to share insights from my 2016 doctoral dissertation which was titled *Understanding Heritage Language Education in Alberta*.

Silvia Cordero (a lead Spanish teacher in Lund, Sweden) explained how her educational system operates. Key differences between Sweden and Alberta are that mother tongues (heritage languages) are taught as part of the mainstream school system and that students must use the language in the home. Families who do not use the language as a mother tongue are not admissible to the program. Similarly, heritage language programs are guided by a state mandated curriculum document.

It was interesting and enlightening to see how heritage languages are taught in other parts of the world. We might live in different countries and speak

different mother tongues, but we share passion and commitment to pluralism.

Kriselle Suson Jonsdottir from the Filipino community spoke to the attendees about phonological awareness in heritage language speaking children in Iceland. She shared methods for early literacy screening in bilingual children. We are hoping that she shares her insights with us in Edmonton later next year.

Danijela Zivojinovic spoke about her project in Icelandic. Rasa Vareikiene spoke about a community group organized for Lithuanian young adults. This project inspired youth to come together to share with one another. They attended community events and made a commemorative video.

Jeni Tryggvason shared a new program that could be used for distance language teaching lessons. She shared some of the strengths and weaknesses of this program.

Maria Sastre shared Modural's year-long environmental project for which multiple schools participated. As a collective goal, many schools contributed terms to a bilingual dictionary. Each school was free to celebrate and participate in ways that they found appropriate. Maria's Spanish school organized a clean-up/garbage collection. The project was a success on many levels. It was important because it allowed the children to work together for the benefit of Icelandic society, to come together as heritage language students, and to gain mutual respect for their environment and the heritage learning community as a whole.

The conference also allowed for **Olga Kacianova** to share her experiences of working with the Slovak Modural group. In addition two heritage language writers



presented their works for children in their heritage languages.

The conference finished with my workshop on project-based learning curriculum design. In this workshop I shared my knowledge with teachers about how to create engaging and meaningful lessons for students and how to construct lessons based on the principles of project-based learning.

The feedback from the conference was overwhelmingly positive for all involved. It was a terrific opportunity to share and learn from one another. Much the same as learning from each working with other not only as schools, but as umbrella organizations.



The Armenian fused-glass project

By Sona Grigoryan

FUSED-GLASS



On June 24th, the Armenian School of Edmonton's students had a wonderful time working with the Glazing Pot Studio! The students created an Armenian-themed glass fusion project which students will be able to take home and hang on their walls. The design included 3 sections: the choice of a pomegranate, flower, or bird; the first letter of his/her name; and the Armenian flag.



Some photos of students hard at work!

The Armenian School of Edmonton's students worked in groups of 2-3. When the design was completed, the facilitator took the projects to be baked at the kiln in her studio. We picked them up at a later date. Excellent work!



The Principals' Meeting at Tiaramisu Bistro 124th St & 108 Ave 6 PM

Agenda:

- Canada Reconciliation Stories
- Upcoming workshop and events
- Professional Standards committee selection
- Results from the AGM survey on what people are looking for in PD workshops
- Members in good-standing
- The October 30-31 Casino
- Theme for MLD & the MLD book
- Cheques/ funding
- Introduction of the new board members
- Reaching out to other schools
- Items for the next newsletter requested

The Way we were about ... Professional Standards

by Trudie Aberdeen



In 2009, IHLA began the process of writing and adopting professional standards. This 18 month progress was an opportunity for reflection and goal setting as an organization. Though out the process IHLA members looked at what was important to them in terms of professional conduct and standards. IHLA settled on creating standards in three main areas: commitment to the community, commitment to students, and professionalization and leadership.

This result of this process finalized in 2011 was the completion of the IHLA professional standards document which can be found on the IHLA website at

<http://www.ihla.ca/ihla-professional-standards.html>

IHLA, with sponsorship of Alberta Education, will revisit these professional standards. The process will involve reading the standards together, formulating a revisions committee, and sending the revisions to the IHLA general membership. The process is expected to be completed in June at the 2018 Annual General Meeting.

FROM THE STANDARDS DOCUMENT:

Commitment to the Community

Commitment to the Community

Excerpt: IHLA member schools are first and foremost community schools. They are created by the community and they serve the community. These standards outline the type of commitment that all IHLA member schools strive to follow with regards to their relationship with and in the community.

Commitment to Students

Commitment to Students

Excerpt: IHLA member schools work through specifically structured

educational environments to facilitate the learning of language and cultures at the community levels, building communities of learners of all ages and interests.

Professionalism and Leadership

Professionalism and Leadership

IHLA member schools act in highly professional ways in all their activities and tasks. Although instructors in IHLA member schools do not require provincial certification, unless they teach locally developed and approved high school programs, they still strive to act a professional educators, working on their previous teaching experiences in their own countries of origin, and or working collaboratively and respecting the Canadian learning experience of their students.

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Winner of the 2016 UNESCO
Linguapax Award!