

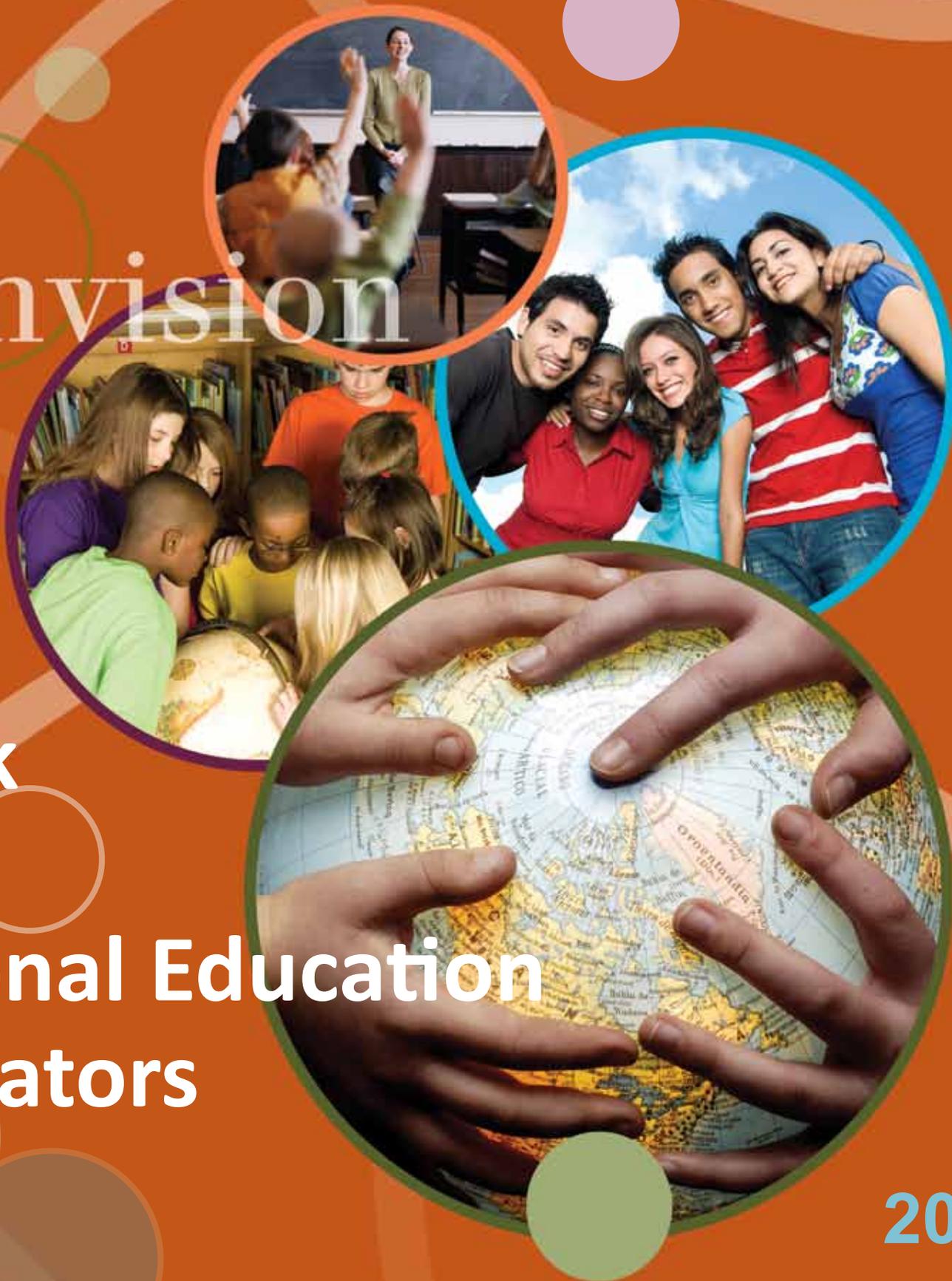
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Handbook for International Education Administrators

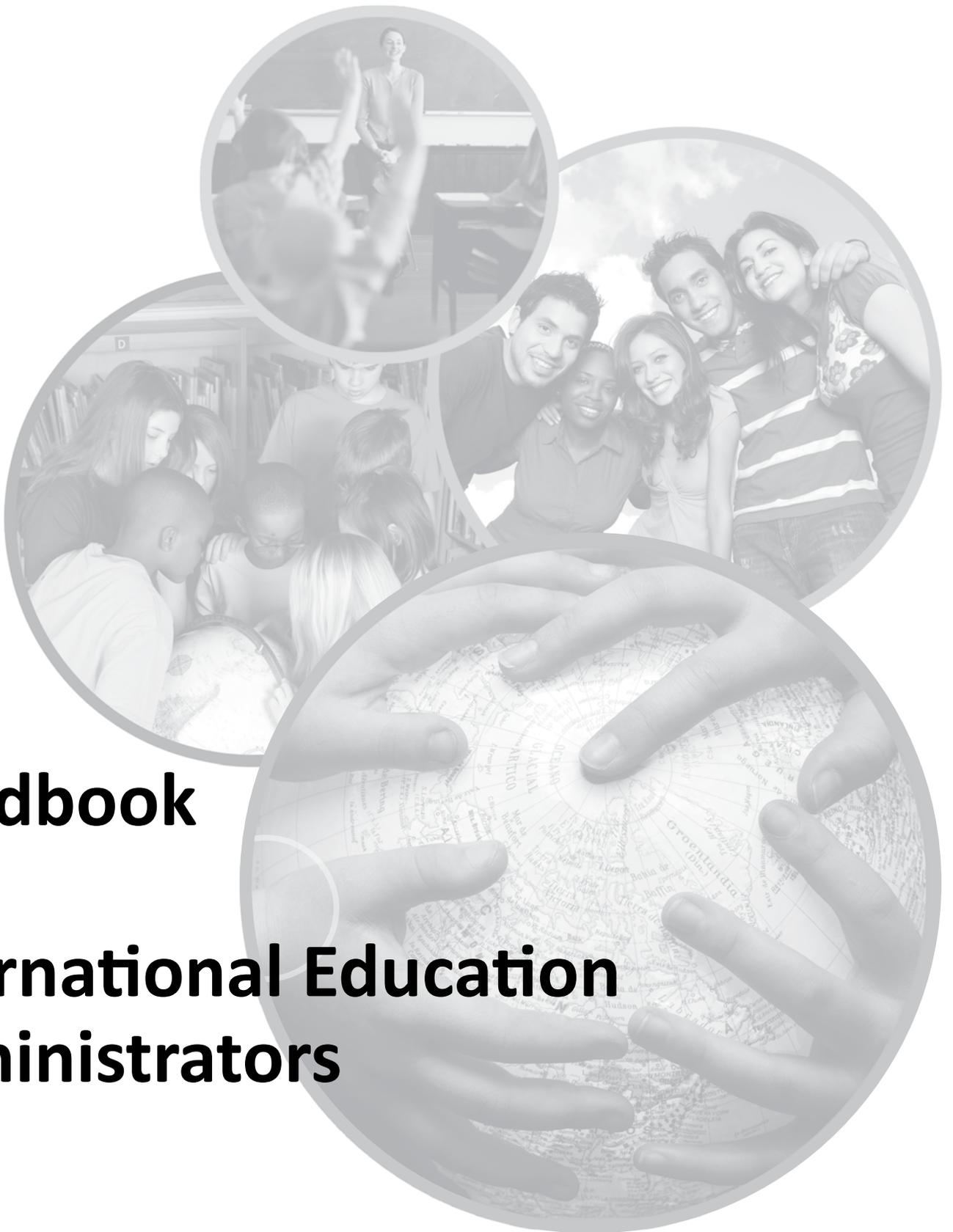
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Alberta

Government of Alberta



**Handbook
for
International Education
Administrators
2010**



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This handbook is intended for school administrators of International Education programs, including:

- Superintendents
- International Education Advisory Council Members.

This handbook may also be of interest to:

- Principals
- Trustees
- Deputy Superintendents
- Vice Principals
- School Counsellors
- Consultants.

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Web Site: <http://education.alberta.ca/students/internationaleducation.aspx>

A PDF version of this handbook is available on the Alberta Education Web site at <http://education.alberta.ca/students/internationaleducation.aspx>.

Additional copies of this handbook are available for purchase from the Learning Resources Centre. Order online at <http://www.lrc.education.gov.ab.ca> or telephone 780-427-2767 in Edmonton (toll-free in Alberta by dialing 310-0000).

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**Message from the Honourable Dave Hancock
Minister of Education**

On behalf of the Government of Alberta, I am pleased to share with you this valuable resource, the Handbook for International Education Administrators. This handbook is being offered to all school authorities as a reference guide for developing and implementing international education strategies, programs and activities.

Our province promotes international cooperation in education through agreements with foreign governments that build and enable programs of benefit to Alberta's students. These include student and teacher exchanges, school partnerships, visiting teacher programs, foreign language advisors and international student programs.

Leadership is essential to the successful development and implementation of international programs and initiatives within our education system.

High-quality learning means ensuring all students can reach their potential and fulfillment as citizens in a rapidly, changing world. School-based international education initiatives expose students to social and cultural differences, new educational methods and systems and unique global perspectives.

By adding an international element to education, we better prepare our students for future success in our global community and for the future prosperity of our province.

[Original Signed]

Dave Hancock, Q.C.
Minister

November 2010

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Preface

Rationale for the Handbook



Globalization is transforming education. It is becoming ubiquitous in today's curriculum and assessment. Hence, there is an ever-increasing need for schools to become involved in international education. Many school authorities are actively involved; some are new to the scene, some have been involved in international education for many years in one form or another.

The handbook was developed to provide the necessary information and tools to assist school administrators in the development and implementation of successful international education programs. This useful resource will serve as a guide to answer questions, such as:

- What is international education?
- Why should I get involved?
- Who is involved and what is their role?
- How do I get involved?
- How do I implement a successful international education program?
- Where do I find available resources?

Our interconnectedness with other parts of the globe means that we are always—consciously or unconsciously—negotiating within a global context and so are our students. International education enables students to recognize their place in the international community and to reflect upon their role as global citizens.



Using this Handbook

This handbook contains the following major components.

Section 1: An Introduction

Chapters 1 to 3 – Introduces international education, its definition and benefits. This section addresses the following questions:

What is international education? Why is it important? Who is involved?

Section 2: Building a Framework

Chapters 4 to 9 – Sets the foundation for the handbook and presents the overarching guiding principles for successful international education programs. This section answers questions, such as:

How can school authorities internationalize? How do they build capacity to support internationalization? How might they integrate international education programs and activities?

Section 3: Introducing Programs

Chapters 10 to 15 – Describes the programs and provides a practical approach to implementing international education programs. Each section begins with guidelines specific to each program. This section deals with:

What programs can school authorities offer? What benefits does each program offer? How might school authority staff plan and implement them?

Section 4: Additional Information, References and Resources

Chapters 16 to 18, Glossary, References – Provides information on the resources available to support program implementation, information on hosting visitors and educational travel, and a glossary. The reader will discover:

What supports/resources are available to help? Where can school authorities go for more information?

Appendices – This section contains a comprehensive collection of documents; e.g., promotional material, guides, application forms, sample templates, booklets.

The handbook is also available on the Alberta Education Web site at <http://education.alberta.ca/students/internationaleducation.aspx>. Updates to the handbook will be made to the online version only. The loose-leaf format of this print version will allow users to incorporate updates from the online version. This format will also allow for the addition of other relevant material; e.g., standard school authority forms can be added to the respective areas in the Appendices.



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Chapter 1

An Introduction to International Education

What Is International Education?

International education is the sum of all programs and initiatives that promote an understanding of the differences and connections between the world's people. Also referred to as internationalization of education, it

“... integrates an international dimension into the teaching/learning, research and service function of a [school]. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of ... education.”¹

Knight 2008, p. 21

International education includes all educational initiatives that aim to build intercultural competency, an understanding of the international community and a sense of responsibility to others around the world. Its main goal is to ensure that learners develop the knowledge, skills and attributes they need to participate fully and responsibly in an increasingly global environment.²

Key International Education Components

International education includes a wide variety of programs and initiatives. The following is a list of the most common and, when properly planned and managed, most effective international education programs.

- Professional development for Alberta educators
- Internationally infused curriculum
- International school partnerships
- Student and educator exchange programs
- International student programs
- English as a second language (ESL)
- Language programs

For a more detailed overview of each type of program, see chapters 5, 7 and 10–15.

Capacity Building in International Education for Alberta Educators

To fully realize the potential of the above programs, school authority personnel, teachers and administrators must be equipped to effectively plan and manage them. Capacity building can take many forms, including the following:

- training sessions on intercultural communication and cultural adaptation strategies
- conferences or seminars on how to incorporate international topics in the classroom
- study tours that provide educators with a first-hand account of a country they are teaching about
- immersion experiences to improve the language proficiency and teaching skills of Alberta language teachers.

A Snapshot of Professional Development for Alberta Educators

In the 2008–2009 school year:

- superintendents participated in a study tour organized by Alberta Education and the Office of the Chinese Language Council International (HANBAN)
- a delegation of teachers, administrators and school authority staff from Chinook's Edge School Division No. 73 visited the United Kingdom to investigate best practices in career education
- four teachers from Alberta travelled to Saxony to improve their knowledge of teaching German as a second language
- three teachers were awarded the Spanish Language Study Scholarship to take summer courses in Spain and studied at the University of Salamanca and the University of Granada
- teachers from school authorities received a total of \$50,000 from Alberta Education's Language Teacher Bursary Program to participate in language and cultural immersion courses in Mexico, Spain and France.

MORE
INFORMATION

••• see Chapter 5: Professional Development.

Internationally Infused Curriculum

Many outcomes in Alberta's programs of study can be met by exploring global themes or involving students in global projects. A global mindset may be most obvious in the social studies and international languages programs of study. However, because the issues we collectively face as a planet require interdisciplinary examination and collaborative solutions, students need to think beyond their own school, community and country in every subject. We can help students make connections between their lives and the world by incorporating global elements into all subject areas.

International School Partnerships

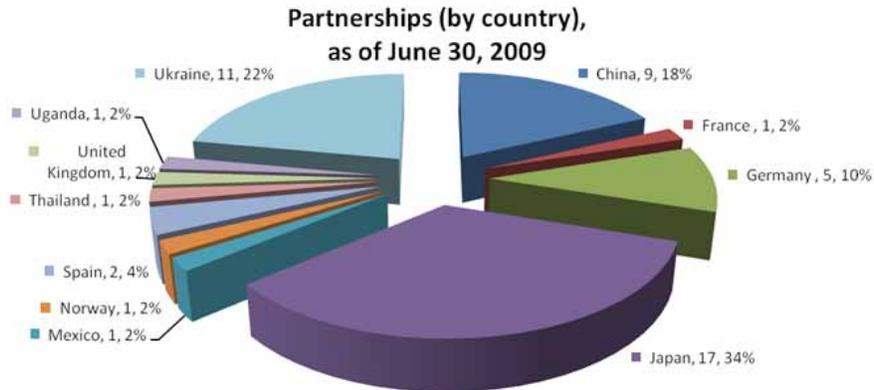
School partnerships link Alberta students with students from around the world to share knowledge and ideas. Partnerships may be short term or long term and may connect two schools or two classrooms. Students can exchange information about their culture, history, education system, and overall way of life through letters, Internet-based technologies, videoconferencing and school trips. They can also exchange perspectives on global issues or collaborate on projects of mutual interest.



MORE
INFORMATION

••• see Chapter 7: Curriculum Links.

A Snapshot of School Partnerships in Alberta



Forty-three Alberta schools from twenty school authorities are formally twinned with schools in other countries, including schools in China, France, Germany, Japan, Mexico, Norway, Thailand, Spain, Uganda, Ukraine and the United Kingdom.

Many more Alberta schools have established informal relationships with schools in other countries.

MORE INFORMATION

•••• see Chapter 10: International School Partnerships.

Student and Educator Exchange Programs

Exchange programs are a mainstay of international education, with a long history dating back to colonial times. These programs match Alberta students or educators with students or educators in other regions or countries of the world and then have the pairs trade places or, alternatively, spend time together in Alberta and then in the partner's home country.

Student Exchange Programs

Student exchange programs vary significantly in length, from a couple of weeks to a whole academic year. They also vary in structure. Some exchanges involve groups of students that travel with chaperones; others involve only two students and their families. Some exchanges are formal programs organized by schools, government bodies or community organizations; others are simple agreements between two families. Regardless of the length or type, all exchanges are reciprocal by nature. For funding information regarding exchange students, see Chapter 11: Student Exchange Programs.

A Snapshot of Student Exchange Programs in Alberta

Since 2006–2007, more than 100 students have participated in one-to-one reciprocal exchanges with schools in 23 countries each year. The most popular destinations have been France, Germany, Japan, Mexico and Brazil. Other countries include Hungary, Sweden, Switzerland, Denmark, Ecuador, South Africa, Thailand, Australia, New Zealand, Taiwan, Poland, Austria, Spain, Belgium, Turkey, Russia and India.

The following number of students participated in Alberta's International Education Exchange Program for Students:

School Year	Number of Alberta Exchange Students					Total
	Germany	Japan	Mexico	Spain	Quebec	
2006–2007	27	6	3	23	17	76
2007–2008	18	6	1	23	15	63
2008–2009	24	8	2	21	19	74

**MORE
INFORMATION**

•••• see Chapter 11: Student Exchange Programs.



Educator Exchange Programs

Exchanges for educators (teachers and administrators) are diverse in structure and length. Short-term exchanges are often based on team teaching or job shadowing; for example, a visiting teacher job shadows an Alberta teacher and then, at a later date, the Alberta teacher travels overseas to shadow his or her partner. Long-term exchanges usually involve the exchange of jobs and homes for an entire year or school year. An educator exchange pairs an educator from Alberta with an educator from another region or country. It is distinct from an international teaching placement or visiting teaching program, which places teachers unilaterally.

A Snapshot of Alberta's International Education Exchange Program for Teachers

The following number of Alberta teachers participated in the year-long Alberta's International Education Exchange Program for Teachers supported by Alberta Education:

Number of Alberta Participants		Number of Alberta Participants	
School Year	United Kingdom	Calendar Year	Australia
2006–2007	3	2007	25
2007–2008	4	2008	18
2008–2009	2 (1 to Switzerland)	2009	17 (1 to New Zealand)

The following number of Alberta teachers participated in the short-term Alberta's International Education Exchange Program for Teachers administered by Alberta Education:

Number of Alberta Participants		
Year	Germany	Denmark
2006	8	10
2007	6	4
2008	6	5

**MORE
INFORMATION**

•••• see Chapter 12: Educator Exchange Programs.

International Student Programs

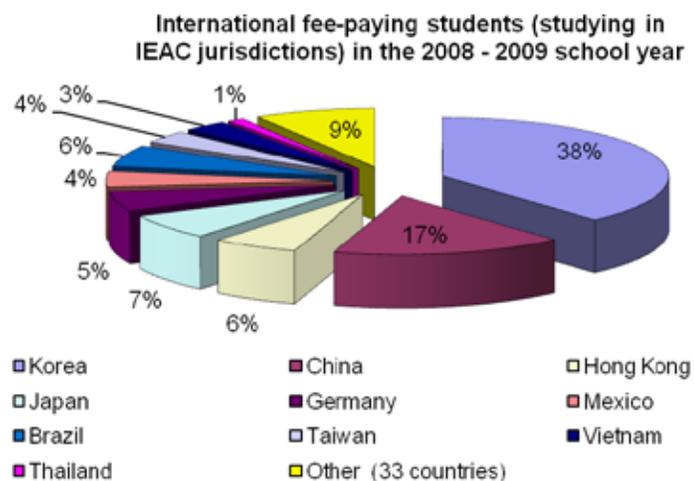
International student programs recruit students from other countries to attend school in Alberta. International students choose to come to Alberta for a variety of reasons. Some are seeking cultural and language immersion, while others want to graduate from an Alberta senior high school and continue their education in an Alberta post-secondary institution. International student programs are distinct from exchange programs in that they are not reciprocal. These programs focus on attracting students from around the world to study in Alberta.

A Snapshot of International Student Programs in Alberta

School Year	Number of International Fee-paying Students*
2008–2009	1770
2007–2008	1592
2006–2007	1653
2005–2006	1480

*Students coded 416 or students from outside Canada receiving instruction in person.

Of the 1770 international fee-paying students, 1094 (or approximately 62%) from 43 countries studied in the 19 Alberta school authorities represented on Alberta's International Education Advisory Council (IEAC).



**MORE
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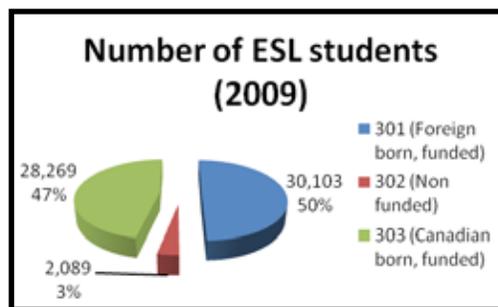
•••• see Chapter 13: International Student Programs.

English as a Second Language (ESL)

English as a second language (ESL) programming helps students improve their English language proficiency. Students enrolled in an ESL class in Alberta may include international fee-paying students, new immigrant or refugee students, and those “born in Canada who live in homes in which the primary spoken language is not English.”²³ From Kindergarten to Grade 9, ESL support is integrated into a student’s regular classes. In grades 10, 11 and 12, students register in separate ESL courses with distinct, provincially defined curricula. Some school authorities also offer intensive ESL programs during the summer months, often for international fee-paying students.

A Snapshot of ESL Programming in Alberta

In the 2008–2009 school year, 60 461 students, or approximately 10% of the entire student population in Alberta, were coded as ESL (i.e., 301, 302 or 303). The breakdown by code was:



In 2008, 53 074 students (approximately 9% of the total student body) were coded as ESL. In 2007, 46 217 students (approximately 7.5% of the total student body) were coded as ESL.

**MORE
INFORMATION**

•••• see Chapter 14: English as a Second Language Program.

Language Programs

Language programs provide students with opportunities to learn a language other than their native tongue. They are offered throughout the academic year as for-credit courses. School authorities decide which language programs they will offer and in which schools these programs will be housed. Students may supplement these in-school courses by participating in an exchange program that immerses them in their language of study.

A Snapshot of Language Programs in Alberta

Enrollment in language programs:

	2006–2007	2007–2008	2008–2009
French Programming*	174 608	182 296	184 983
French as a Second Language	137 247	143 507	145 751
French Immersion	32 459	33 412	33 803
International Languages	36 622	37 307	37 180
Provincial Programs	Chinese (Mandarin), German, Italian, Japanese, Punjabi, Spanish, Ukrainian		
Locally Developed Courses	Arabic, American Sign Language (ASL), Hebrew, Polish, Russian	Arabic, ASL, Greek, Hebrew, Hungarian, Korean, Polish, Russian, Swedish	Arabic, ASL, Greek, Hebrew, Polish, Russian, Swedish
Total Student** Population	560 563 students	559 118 students	561 255 students

* Includes Francophone students.

** Public, Separate, Francophone and Charter students only.

- In 2008–2009, 26 full-time and 20 part-time French language assistants worked in French immersion and Francophone schools across Alberta as part of the Odyssey Program.
- Five special language and culture advisors representing China, Germany, Japan, Spain and Ukraine work with Alberta Education and Alberta school authorities to enhance language learning in schools around the province. In the 2008–2009 school year, language advisors presented sessions to Alberta teachers and administrators on a variety of topics, including:
 - teaching Chinese language and culture, learning Chinese abroad and participating in the Confucius Classroom Program
 - preparing for the Deutsches Sprachdiplom examinations, designing German curriculum and learning activities, and accessing resources for teaching German
 - facilitating the DELE (Diplomas de Español como Lengua Extranjera/Spanish Diploma as a Foreign Language) examination, using authentic Spanish learning materials, and beginning school twinning projects.

**MORE
INFORMATION**

•••• see Chapter 15: Language Programs.

Additional Initiatives

The above list of components is not exhaustive; there are a number of other programs and/or activities that engage students and educators in intercultural and international learning and otherwise promote internationalization in Alberta school authorities. For example, schools may:

- set up student clubs that focus on culture, diversity or international issues
- sponsor globally relevant events, such as the celebration of International Education Week or holidays from other countries
- circulate information about international learning opportunities.

School authorities may also become involved in the following programs and initiatives, which contribute to the internationalization of Alberta schools, but are not explored in-depth in this handbook:

- international curricula
- professional development for international teachers
- accredited out-of-province schools (off-shore schools)
- visiting teacher programs.

International Curricula

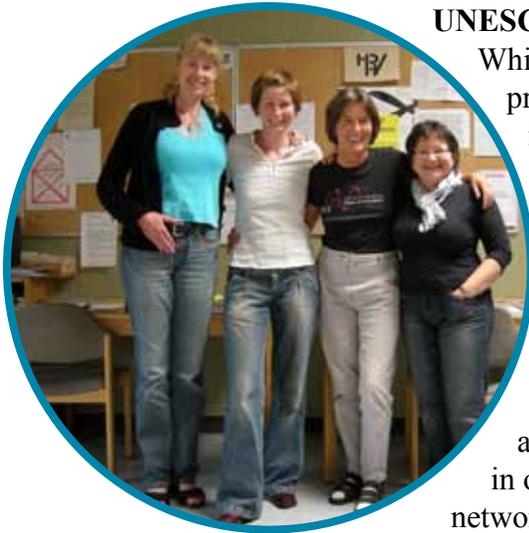
International Baccalaureate

Some school authorities offer the International Baccalaureate (IB) curriculum, which, among other things, emphasizes the importance of global mindedness and language learning. The IB curriculum is regulated by an independent, international body. It is offered by over 2500 schools in more than 100 countries and is recognized by post-secondary institutions worldwide. For more information on the IB program, visit <http://www.ibo.org>.



Advanced Placement

Some Alberta school authorities also offer Advanced Placement (AP) courses to senior high school students who excel academically. These courses are designed by the College Board, an American, not-for-profit membership organization. They are offered predominantly in North America but are recognized by post-secondary institutions in Central and South America, Africa, the Middle East, Europe and Asia. For more information on AP, visit <http://www.collegeboard.com/student/testing/ap/about.html>.



UNESCO Associated Schools Project Network (ASPnet)

While not a defined curriculum, the UNESCO ASPnet program encourages schools to commit to “UNESCO’s ideals by conducting pilot projects to better prepare children and young people to meet the challenges of an increasingly complex and interdependent world.” Pilot projects are structured around ASPnet’s four subthemes: 1) World concerns and the role of the United Nations system; 2) Human rights, democracy and tolerance; 3) Intercultural learning; and 4) Environmental concern. ASPnet schools are also encouraged to connect with teachers and students in other countries through UNESCO’s international network. For more information on UNESCO’s ASPnet, visit <http://www.unesco.ca/en/interdisciplinary/aspnet/default.aspx>.

A Snapshot of International Curricula in Alberta in 2009

- Thirty-nine Alberta schools from eleven school authorities offer International Baccalaureate programming.
- Five Alberta schools representing five school authorities are part of the UNESCO Associated School Project Network (ASPnet).

Is Alberta's curriculum "international"?

Although not managed by an international body, Alberta's education system is highly regarded internationally. Alberta students have an excellent track record on international tests, such as the Programme for International Student Assessment (PISA). Partly as a result of this success, numerous international delegations visit the province each year. The Alberta High School Diploma is also well-recognized internationally, with graduates gaining admission into many prestigious universities around the world. In addition, Alberta's programs of study are continually updated to reflect new global realities. For example, the Grade 10 social studies program of studies thoroughly explores the concept of globalization.

A Snapshot of Alberta's International Reputation for Education

In the 2008–2009 school year, 18 delegations from over 13 countries visited Alberta Education and Alberta school authorities to discuss topics ranging from the integration of technology to special education.

Alberta students have participated in international testing since 1995, completing tests such as the:

- Programme for International Student Assessment (PISA): 2000, 2003, 2006 (see rankings below)
- Progress in International Reading Literacy Study (PIRLS): 2006
- Trends in International Mathematics and Science Study (TIMSS): 1995, 1999, 2007.

Programme for International Student Assessment (PISA) Rankings, 2006, 2003, 2000:

2006

Rank	Reading	Mathematics	Science
1	Korea	Chinese Taipei	Finland
2	Finland	Finland	Alberta
3	Hong Kong, China	Hong Kong, China	Hong Kong, China
4	Alberta	Quebec	British Columbia
5	Ontario	Netherlands	Ontario
6	British Columbia	Alberta	Canada
7	Canada	Switzerland	Chinese Taipei
8	Quebec	Canada	Estonia
9	New Zealand	Ontario	New Zealand
10	Canada	Liechtenstein	Quebec

2003

Rank	Reading	Mathematics	Science
1	Alberta	Japan	Korea
2	Finland	Quebec	Japan
3	British Columbia	Alberta	Alberta
4	Quebec	Korea	Quebec
5	Canada	New Zealand	Finland
6	Ontario	Finland	British Columbia
7	Manitoba	British Columbia	United Kingdom
8	Saskatchewan	Australia	Canada
9	New Zealand	Manitoba	New Zealand
10	Australia	Canada	Australia

2000

Rank	Reading	Mathematics	Science
1	Alberta	Hong Kong, China	Finland
2	Finland	Alberta	Japan
3	British Columbia	Finland	Alberta
4	Korea	Korea	Hong Kong, China
5	Ontario	British Columbia	Finland
6	Canada	Netherlands	Korea
7	Liechtenstein	Quebec	British Columbia
8	Quebec	Liechtenstein	Australia
9	New Zealand	Japan	Liechtenstein
10	Newfoundland	Canada	Macao, China

Professional Development for International Teachers

Some school authorities offer professional development to international teachers on a variety of topics such as pedagogy and classroom management. Most of these school authorities already have well-established partnerships with schools or institutions overseas, and run professional development programs in Alberta or abroad at the request of or with the active cooperation of their international partner(s). When structured to include Alberta teachers, this activity creates a unique opportunity for intercultural dialogue between educators.

A Snapshot of Professional Development Activities for International Teachers in Alberta for the 2008–2009 School Year

- Calgary School District No.19 welcomed 16 Korean teachers to Calgary to take part in a one-month English teacher internship program.
- A group of 12 teachers from the United Kingdom visited Edmonton Catholic Separate School District No. 7 to research best practices in children's rights education.
- A group of 12 teachers from the United Kingdom visited Chinook's Edge School Division No. 73 to research best practices in elementary-to-junior-high transitions.
- Edmonton School District No. 7's Institute for Innovation in Second Language Education (IISLE) hosted month-long teacher training programs for teachers from Spain and China. The training programs focused on bilingual education and language pedagogy.

Accredited Out-of-province Schools

Off-shore schools are satellite schools that offer the curriculum of their home institution, province or country in a foreign location. Alberta Education works with overseas schools that wish to offer Alberta's programs of study. Once these schools have satisfied rigorous requirements, Alberta Education accredits them as Alberta accredited out-of-province schools. Because they share a common curriculum with Alberta schools, accredited out-of-province schools offer opportunities for student and teacher exchanges and school partnerships. For more information on overseas school accreditation, accredited schools and the accreditation process, visit <http://education.alberta.ca/students/internationaleducation/accreditation.aspx>.

Note: Only the Alberta government may grant accreditation status to schools to teach the Alberta programs of study in a school outside the province of Alberta.

A Snapshot of Alberta-accredited Out-of-province Schools

In 2009, the International School of Macao in Macau, China and The Christian Alliance P. C. Lau Memorial International High School in Hong Kong, China were fully accredited by Alberta Education. The Canadian International School in Abu Dhabi, United Arab Emirates and Mount Saint Agnes Academy in Hamilton, Bermuda have achieved preliminary accreditation status.

Visiting Teacher Programs

Alberta Education's visiting teacher programs are enabled through agreements with the Office of the Chinese Language Council International, the Hokkaido Board of Education and the Spanish Ministry of Education and Science. These programs enable teachers from Spain, Japan and China to teach in Alberta school authorities and to help develop Chinese, Japanese or Spanish language programs. For more information on the visiting teacher programs, visit <http://education.alberta.ca/students/internationaleducation/visitingteacher.aspx>.



Some school authorities have agreements with foreign education authorities that include visiting teacher programs. These programs are independent from Alberta Education’s visiting teacher programs. Instead, the teachers come to Alberta to assist with local programming or support certificated teachers in their classrooms.



A Snapshot of Alberta Education’s Visiting Teacher Programs

Chinese Visiting Teacher Program:

School Year	Number of Visiting Teachers in Alberta
2008–2009	3

Japanese Visiting Teacher Program:

School Year	Number of Visiting Teachers in Alberta
2004–2006	2
2006–2008	2
2008–2009	2

Spanish Visiting Teacher Program:

School Year	Number of Visiting Teachers in Alberta
2006–2007	9
2007–2008	22
2008–2009	25
2009–2010	23

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Chapter 2

Benefits and Trends in International Education



“It is time we realized that, wherever we are, whatever our line of work, we are affected by nearly everything else that’s happening in the world. Students who leave school without some grounding in international education may turn out to be the new disadvantaged.”

Marx 2006, p. 56

Globalization has transformed our world. Simply put, what happens on one side of the world affects the other side of the world, and while links between countries have existed for centuries, never before has change in one part of the world affected another so greatly and with such immediacy.

The increasing number of players and factors influencing national policy and the overall state of the planet mean that national and global issues demand increasing collaboration between countries and amongst individuals, community organizations, governments, businesses and academic institutions. International education provides students with the knowledge, skills and attributes they need to function effectively in this interdependent global context.¹ It also generates academic, social, cultural, political and economic benefits that extend well beyond the students themselves.



Skills and Attributes

Broadly speaking, international education programs and initiatives develop the following skills and attributes:

- critical, creative and complex thinking
- problem solving
- information gathering and synthesis
- communication and diplomacy
- practical application of knowledge
- self-reflection and self-evaluation
- curiosity and enthusiasm for learning
- independence
- a sense of personal identity
- self-confidence
- a sense of responsibility to the world
- the ability to understand, relate to and communicate with people of other cultures.



Academic Benefits

Because most international education programs are interactive and experiential, they create learning environments that engage students in learning and promote the practical and personal application of knowledge.

International programs and initiatives:

- enable students to build unconventional friendships, which become foundations for information sharing and collaboration
- support inquiry-based and cross-curricular learning
- allow language learners and teachers to practise their language skills with native speakers
- enable students and educators to access primary sources of information about other parts of the world
- enrich Alberta programs of study by bringing new perspectives and unique personal experiences into the classroom.



Social and Cultural Benefits

International education strengthens the social and cultural fabric of Alberta by providing school communities with the opportunity to develop personal relationships with students and educators from other places. It also combats cultural stereotypes, encourages appreciation for cultural differences and develops the intercultural communication skills of all involved which, ultimately, enhances the quality of life of all Albertans.²

International education programs and initiatives:

- demystify other cultures³
- support the integration of immigrant students and educators
- involve parents and the larger community in student learning; e.g., as host families, invitees to international celebrations in the school⁴
- encourage citizen engagement in global issues.

Political Benefits

International education is an important part of foreign policy, creating geopolitical ties upon which provincial and national governments may build.⁵

International education programs and initiatives:

- create awareness about Alberta and Canada internationally, which in turn results in greater Canadian influence in the international arena
- contribute to a citizenry that is informed about different regions of the world and that understands global issues and local implications⁶
- ensure that today's students and tomorrow's leaders develop the communication and diplomacy skills they will need to build and sustain international relationships
- break down mistrust between countries by developing trust between individuals.⁷

Economic Benefits

International education contributes to Alberta's economy and labour force in a number of direct and indirect ways.



International education programs and initiatives:

- give students the knowledge, skills and attributes needed to pursue an international career
- create workers who can communicate in multiple languages and negotiate cultural boundaries, thereby supporting local industries that involve international trade or cross-border partnerships
- promote Alberta internationally, encouraging an increase in immigration, tourism and international business ventures in the province
- attract international students, whose tuition fees, living expenses and personal spending contribute approximately \$20,000–\$30,000 (per student) to the local economy in which they live.⁸

Responding to Trends and Impacts of Globalization

A long-time supervisor of international programs at Edmonton School District No. 7, Ann Calverley, has described internationalization as “an earthquake” and with good reason. Just as an earthquake has the potential to significantly alter a landscape, internationalization has the potential to significantly alter a student’s or educator’s worldview. The effects of an earthquake are often felt throughout the region; the same is true for internationalization. An earthquake is the adjustment of the earth to significant pressure. Globalization has created some new points of pressure as well as new spaces of opportunity within the school system. School authorities that internationalize will be able to adjust to these pressures and leverage these opportunities with relative ease. The following chart highlights some key trends, identifies their impact on education in Alberta, and explains how school authorities that internationalize are better able to respond to these trends.

In 1999, the Conference Board of Canada released a study noting the connection between international education and various economic indicators. Some highlights of this study include the following.

- In countries where students study abroad and then return to their home country, there is a marked increase in national income.
- Countries involved in international education tend to be more involved in the trade of technology and technological patents (likely due to the knowledge exchange and development of cross-border partnerships).
- Countries involved in international education “improve their standing as trading nations faster than their counterparts that are less involved” and, therefore, tend to benefit from increasing rates of international trade (p. 20).
- Participants in international education programs serve as ambassadors and promote their home country while abroad, resulting in greater foreign direct investment in their home country.

In 2009, the Department of Foreign Affairs and International Trade (DFAIT) Canada released a study, *Economic Impact of International Education in Canada*. Some highlights of this study include the following.

- International students contributed more than \$6.5 billion to the Canadian economy in 2008.
- In employment, international education services provided 64 940 jobs in Canada.
- The number of international students in Canada has more than doubled since 1998 to 178 000.
- Their presence provided employment for over 83 000 Canadians last year.

Key Trends	Impact on Education in Alberta	School authorities with international education will be better able to:
Increasing immigration to Alberta	An increasing number of students from different cultural backgrounds, many with a first language other than English or French, are enrolling in Alberta schools and will require extra support. There is also an increased possibility of culture-based conflict among students.	<ul style="list-style-type: none"> • support new Canadians, permanent residents and temporary residents as they transition to Alberta • provide students, teachers, administrators and school authority staff with the intercultural communication skills they need to build positive relationships • celebrate diversity and the innovative thinking that comes from multiple perspectives and approaches
Increasing travel abroad	More students, teachers, administrators and school authority staff will travel or plan on travelling.	<ul style="list-style-type: none"> • encourage travel to be a meaningful learning experience • draw on the skills and experiences of travellers to develop strategic partnerships abroad
Alberta's integration into the global economy	Alberta students and their families will be influenced by the dynamics of the global marketplace.	<ul style="list-style-type: none"> • help students understand the dynamics of a global economy • prepare students to work with international clients or partners and, in some cases, to work and live abroad
Increasing urgency to protect and sustain the planet	More students, staff and citizens will seek ways to become environmentally conscious and responsible.	<ul style="list-style-type: none"> • encourage the examination of environmental issues in a global context • involve students in social action activities on the environment and related issues like global poverty and international conflict
Pervasive use of information technologies	Information technologies will continue to expand learning communities and provide even greater access to information from around the globe.	<ul style="list-style-type: none"> • expand learning communities to include students, teachers and content experts from other countries • contextualize news and events from other countries, helping students to understand the world around them • teach students about safe and responsible Internet use

Increasing Immigration to Alberta

According to Statistics Canada, Canada has the greatest net international migration (as a proportion of population growth) among all G-8 countries.⁹ Immigration to Canada has increased from 3.9 million (or 15.6% of the population) in 1986 to 6.2 million (or 19.8% of the population) in 2006. By 2017, 22% of the Canadian population, or roughly 1 in 5 Canadians, is expected to be foreign born.¹⁰



More newcomers are immigrating to Alberta than ever before.¹¹

The percentage of Canadian immigrants who settled in Alberta grew from 5.9% in 1997 to 8.8% in 2007.¹²

Many of these increases are in Alberta's largest cities; according to the 2006 Census, 5.2% of immigrants to Canada chose to live in Calgary and 2.9% in Edmonton. However, the number of immigrants (as a percentage of the population) either remained steady or increased in almost every region of the province.¹³ The above statistics do not include temporary residents and, therefore, likely underestimate the extent to which immigration is transforming Alberta communities and schools.

Many immigrants to Alberta have children, and our schools are increasingly diverse as a result. Creating cohesion within schools requires that newcomer students are well supported in their transition to Alberta, and that Alberta students and educators have the skills and attributes to accept and communicate with people of other cultures. English or French as a second language programs and intercultural and diversity training will be essential. Schools that already engage in internationalization will be well equipped to provide these supports.

Increasing Travel Abroad

In 2007, 903 million people travelled internationally for pleasure; in 2010, this number is expected to reach 1 billion.¹⁴ The world is on the move and so are Canadians. According to Statistics Canada, 7.4 million overseas trips were taken by Canadians in 2007, up 9.9% from the previous year.¹⁵

While factors such as rising fuel costs, communicable diseases and airplane safety may affect international travel in the future, many Alberta students will likely engage in some form of international travel during their lifetime. School authorities with international education programs will be better equipped to help students understand travel as a learning experience. These school authorities will also be able to draw on the expertise and relationships of teachers and other staff who have travelled abroad to form strategic educational partnerships.

Alberta's Integration into the Global Economy

Alberta's economy has become increasingly integrated into global markets. Between 1998 and 2008, Alberta exports grew approximately 250%¹⁶ and in 2007, Alberta exported \$90.4 billion dollars of goods to over 192 countries, predominantly the United States, Japan, Mexico and the Netherlands.¹⁷ Such economic integration means that Alberta's economy is sensitive to both positive and negative changes in the global economy; for example, in the first quarter of 2009, Alberta's international good exports were worth 30.3% less than they were in the same quarter of 2008, due largely or entirely to the global economic downturn.¹⁸



Schools play a critical role in shaping future citizens. Today's students will be tomorrow's leaders; these students must understand the dynamics of the global economy in order to guide Alberta through the changing economic landscape. School authorities that are engaged in internationalization are well positioned to teach students about global interdependency, economic or otherwise.

Increasing Urgency to Protect and Sustain the Planet

Numerous studies are available about the current state of the planet. Most highlight the progressive deterioration of the environment and encourage citizens, governments and industries to do more to protect and sustain our planet. For example, in 2005, 1300 authors from over 95 countries were brought together to conduct the Millennium Ecosystem Assessment or "the most comprehensive analysis ever conducted of how the world's oceans, dry lands, forests and species interact and depend on one another."¹⁹ It found that "human actions are depleting the Earth's natural capital, putting such strain on the environment that the ability of the planet's ecosystems to sustain future generations can no longer be taken for granted."²⁰

"The unavoidable conclusion is that our personal security depends on the security of our planet. We are past the point that any one group, wherever it is, can survive only at the expense of others ... We're all in this together. We have nowhere else to go. Optimistically, our common threats may be well disguised common opportunities."

Marx 2006, pp. 219–220

Increasing stress on the natural environment has serious implications for national and personal security as well. At current rates, the world population is expected to grow to 9 billion people by 2050, which means that more people will need access to natural resources.²¹ At the same time, life-sustaining resources, such as fresh water, are becoming increasingly scarce. Many experts predict future conflict over access to these resources.²²

This is the world in which Alberta students are growing up and these are the issues that they will contend with as adults. By highlighting interdependency and global issues, school authorities can encourage students to think bigger and to consider how they affect and are affected by people in other countries. By supporting international clubs and projects, school authorities can also create an arena for students to get involved, to learn about an issue, to take a stand and to do something about it.

Pervasive Use of Information Technology

The widespread use of information technology is changing how we interact with others and how we learn. The traditional concept of geographically based learning communities is being stretched to include virtual and online learning communities made up of students, teachers and content experts from around the world.²³ Cell phones and various Internet media, such as chat rooms and social networking sites, allow us to connect instantly with people in other parts of the globe. The rapid transmission of and widespread access to information means that we can follow events occurring in other countries as they unfold. Information technology presents a multitude of possibilities for international education.

However, the pervasive use of information technology also raises concerns. For example, some argue that immediate and universal access to information means that youth are more exposed to potentially inappropriate coverage of horrific international events, such as the Columbine shooting.²⁴ In addition, online chat rooms and social networking sites present a number of privacy and personal security concerns.

International education initiatives can help teachers transform these concerns into teachable moments. For example, teachers can help students make sense of what they see on television or the Internet by encouraging them to research and discuss current global issues. While preparing their students to e-mail or “chat” with international partners, teachers can explore the topic of safe and appropriate online communication. School authorities that engage in internationalization will be able to capitalize on the learning opportunities that information technology presents while giving students the tools to enrich and protect themselves.

Conclusion

International education programs and initiatives are considered by many to be interesting but extraneous. As this chapter has highlighted, internationalization is not only beneficial but arguably imperative. Putting learning in a global context has never been more appropriate or more necessary.

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Chapter 3



Leadership and Collaboration

The education of our students is fundamental to shaping a preferred provincial, national and global future. The education system must simultaneously prepare the citizens of tomorrow while equipping our students with the knowledge and skills they need to be successful in a rapidly changing and more global society. To ensure that the internationalization of Alberta's education system is successful, the participation of all key players involved in international education initiatives is critical.

Successful internationalization rests on a foundation of mutual interest, dedication and support among all involved.

Nord 2003, p. 6

Internationalization of an education system requires strong collaborative efforts among the teaching community and a lasting commitment from leadership at the provincial and local school authority levels. This chapter examines the leadership at all levels and Alberta's collaborative approach to effective leadership.

Provincial Leadership

As education in Canada is a provincial responsibility, the Government of Alberta plays a critical role in the education of Albertans. It mandates the direction of curriculum for learners, certification of teachers, and oversees education policies and procedures for school authorities.

The Government of Alberta recognizes the interconnectedness of today's society and the corresponding skills that students and the work force need to be successful on the international stage. As a commitment to international education, *Alberta's International Education Strategy* was developed and implemented in 2001.

Alberta's International Education Strategy, 2001

The strategy calls on the Government of Alberta to work together with its stakeholders toward the internalization of the education system. The strategy provides overall direction to international education in the province.

The strategy can be fully viewed in Appendix A: Leadership. Future updates of the strategy will be located at <http://education.alberta.ca/students/internationaleducation/strategy.aspx>.

Key components of the strategy (2001) are to:

- promote the internationalization of education curriculum to support Alberta's school authorities in providing international services and in accessing international markets
- expand the range of international opportunities available to Albertans
- build collaboration at all levels in international education, including local, provincial, national and international.

For Alberta Education, implementation of *Alberta's International Education Strategy, 2001*, requires the cooperation of several branches within the department. Alberta Education also liaises with other departments within the Government of Alberta, school authorities, individual schools, non-governmental organizations, foreign government offices, other provinces and the federal government.



Alberta Education is actively involved in several initiatives to support the internationalization of the Kindergarten to Grade 12 education system. The following initiatives are described in further detail below.

- Managing the International Education Advisory Council
- Leading International Student Recruitment Marketing Missions
- Developing Study in Alberta Promotional Materials
- Establishing and Maintaining Memoranda of Understanding (MOU) with Foreign Countries
- Supporting International Study Tours for Teachers/Administrators
- Overseeing Student Exchange Programs in Collaboration with Partners
- Overseeing Educator Exchange Programs in Collaboration with Partners
- Facilitating Visiting Teacher Programs
- Providing Foreign Language Advisor Services
- Promoting International Education Week
- Promoting and Overseeing International School Partnerships
- Regulating Out-of-Province School Accreditation
- Linking with Curriculum
- Linking with Pan-Canadian Organizations and the Federal Government

Managing the International Education Advisory Council

The International Education Advisory Council was created by the Deputy Minister of Alberta Education in 2007. The council is an advisory body that serves as a forum for school authority representatives and Alberta Education to address common areas of interest related to international education. The council meetings are chaired by the Director of the International Education Services Branch and take place on a regular basis. Refer to the Jurisdictional Leadership section on pages 43–44 for more information on the role of the council.

Steering committees associated with the council also guide specific initiatives identified by the council. In 2008, a Steering Committee was formed to oversee the development of this handbook. The Steering Committee is made up of council members from the following school authorities:

Battle River Regional Division No. 31 (BRRD); Calgary Catholic School District No. 1 (CCSD); Christ the Redeemer Catholic Separate Regional Division No. 3 (CRCSR); Edmonton Catholic Separate School District No. 7 (ECS); Edmonton Public School District No. 7 (EPS); Grande Yellowhead Public School Division No. 77 (GYPSD); Horizon School Division No. 67 (HSD); Red Deer Catholic Regional Division No. 39 (RDCRD); Red Deer Public School District No. 104 (RDPSD).



(Pictured above – left to right: Max Lindstrand (BRRD), Dave Driscoll (HSD), Carole Pelé (Alberta Education – Steering Committee Chair), Rob Porkka (RDPSD), Ann Calverley (EPS), Janet Small (CCSD), Emilie DeCorby (ECS), Hugh McPherson (RDCRD), Lisa Lozanski (Principal Author)

Leading International Student Recruitment Marketing Missions

In 2007, Alberta Education, in collaboration with Advanced Education and Technology, organized the first-ever Study in Alberta International Student Recruitment Marketing Mission, which took place in Mexico and involved six school authorities and eight post-secondary institutions.

Given the success of the mission and the need for collaborative missions identified by the International Education Advisory Council, the Government of Alberta supported a number of subsequent missions.

- 1. Study in Alberta Mission to China**
 - April 10–20, 2008
 - 7 participating school authorities
- 2. CO-EX Fair – Korea**
 - October 4–5, 2008
 - 2 participating school authorities
- 3. Study in Alberta Mission to Mexico**
 - February 16–23, 2008
 - 9 participating school authorities
- 4. Canadian Education Centre (CEC) Fair – Macao, Hong Kong**
 - October 10–11, 2008
 - 2 participating school authorities
- 5. Canadian Education Expo (CEE) Fair – Beijing, China**
 - October 18–19, 2008
 - 5 participating school authorities
- 6. Study in Alberta Mission to Mexico**
 - February 14–20, 2009
 - 10 participating school authorities
- 7. Salão do Estudante Fair – Brazil**
 - March 7–19, 2009
 - 9 participating school authorities



8. Study in Alberta Mission to Korea

- May 3–10, 2009
- 7 participating school authorities

9. Canadian Education Week Mission to Vietnam

- October 23–31, 2009
- 7 participating school authorities

10. Study in Canada – Japan

- November 2–3, 2009
- 9 participating school authorities

11. Study in Alberta Mission to Mexico

- February 17–24, 2010
- 10 participating school authorities

12. Study in Alberta Mission to China

- March 10–24, 2010
- 13 participating school authorities
- 2 participating post-secondary institutions



In 2009, a second committee from the International Education Advisory Council was formed to provide advice on the international student recruitment missions. The Student Recruitment Committee meets on a regular basis to assist with the strategic planning of the Alberta Government-led international student recruitment marketing missions. The committee is made up of council members who are actively involved in international student recruitment.



Committee responsibilities are to:

- assist in developing and implementing the funding model/fee structure for marketing events
- assist with identifying marketing activities for the year
- report results of committee activities to council
- develop measures of success for marketing activities
- attend meetings, as needed (approximately two per year).



The following school authorities are represented on the Student Recruitment Committee:

Battle River Regional Division No. 31 (BRRD); Calgary School District No. 19 (CSD); Calgary Catholic School District No. 1 (CCSD); Christ the Redeemer Catholic Separate Regional Division No. 3 (CRCSR); Edmonton Catholic Separate School District No. 7 (ECS); Edmonton Public School District No. 7 (EPS); Golden Hills School Division No. 75 (GHSD); Grande Yellowhead Public School Division No. 77 (GYPSD); Horizon School Division No. 67 (HSD); Lethbridge School District No. 51 (LSD); Red Deer Catholic Regional Division No. 39 (RDCRD); and Red Deer Public School District No. 104 (RDPSD).



Alberta Education continues to work with the Student Recruitment Committee, as well as Advanced Education and Technology in planning student recruitment missions abroad.

**MORE
INFORMATION**

••• See Chapter 13: International Student Programs.

Developing Study in Alberta Promotional Materials

Alberta Education developed numerous promotional materials for international student recruitment. The Study in Alberta materials provide key information for foreign students interested in studying in Alberta. Study in Alberta brochures and Study in Alberta fact sheets were developed in Chinese, English, Japanese, Korean, Portuguese, Spanish and Vietnamese, and are available on the Study in Alberta Web site.

Study in Alberta Web Site

Alberta Education and Advanced Education and Technology developed a Study in Alberta Web site that highlights pertinent information for foreign students (senior high school and post-secondary) wishing to study in Alberta. The site contains general information on Alberta; information on primary, secondary and post-secondary education; list of institutions that accept fee-paying international students; list of program choices; the application process; visa requirements; and available resources. Visit <http://www.studyinalberta.ca> for more information.

Study in Alberta Catalogue of Institutions (K–12)

The Catalogue of Institutions includes a brief description of the school authorities in Alberta involved in international student programs in Alberta, as well as a list of the programs offered. The catalogues were developed and printed in English and in the target foreign language. They are distributed to parents and students attending student fairs abroad. They are also available in the Alberta Government Trade Offices Abroad.

Study in Alberta DVD

In 2008, a Study in Alberta video was developed to showcase education in Alberta. The video can be found in Appendix G: International Student Programs and also online at <http://www.studyinalberta.ca/media/56749/studyinalberta.wmv>.

**MORE
INFORMATION**

- See Appendix G: International Student Programs for samples of the promotional materials developed by the International Education Services Branch.

Establishing and Maintaining Memoranda of Understanding (MOU) with Foreign Countries

Alberta Education negotiates and maintains education-related international agreements with foreign government ministries of education. The purpose of a Memorandum of Understanding (MOU) and other formal agreements between governments is to foster understanding and solidarity between peoples and countries and to contribute to the academic, cultural and professional development of students and educators. MOU, or other formal agreements, between Alberta Education and each of the following countries (Australia, China, Germany, Hungary, Japan, Mexico Spain and Ukraine) exist to enable exchanges, information sharing and support for second language programming. Initiatives that have resulted from these agreements include international study tours for teachers/administrators; educator and student exchanges; the posting of special language and culture advisors to Alberta; the establishment of international Spanish academies; and visiting teacher programs. Some of these initiatives are described below.

Supporting International Study Tours for Teachers/Administrators

Alberta has built relations with governments in other countries to support international activities. Study tours for teachers and administrators are often a result of agreements between Alberta and another country. Because of the collaborative nature of these initiatives, their goals/purpose depend on the interests or intended outcomes of the partnering host country.



Chinook's Edge School Division No. 73 visiting Lincoln, England on a study tour in 2009.

Alberta has enjoyed a strong relationship with China for 25 years, and has cultivated this relationship through its government office in Beijing. Alberta has the only special advisor on Chinese language and culture in Canada. As a result of Alberta Education's relationship with the Chinese government, specifically, the Office for Chinese Language Council International (Hanban), Alberta educators and administrators have had opportunities to participate in focused study tours to China since 2007.

Study tours provide educators with a “hands-on” experience to learn more about the history and culture of another country. Educators then bring their newfound understanding of the country's economic, political and social systems, and enhanced international knowledge, skills and awareness into the classroom to benefit their students. Study tours also provide education decision makers with the opportunity to build relations and share good practices with their international counterparts, and to learn first-hand about education issues abroad.

Overseeing Student Exchange Programs in Collaboration with Partners

Through long-standing collaborative relationships with its foreign and Canadian partners, Alberta Education has been involved in the support of Alberta's International Education Exchange Program for Students for the past 30 years. This program immerses second language learners in their language of study. Students study in Germany, Japan, Mexico, Québec or Spain for approximately three months and host their German, Japanese, Mexican, Québécois or Spanish counterpart in Alberta for three months. Effective October 1, 2010, the Alberta Teachers'

Association has become a delivery partner with Alberta Education and is responsible for the day-to-day operations in the administration of Alberta's International Education Exchange Program for Students.



Another exchange program available to Alberta students is the Yamate Exchange Program. This program is designed to enhance cultural exchange and the

Japanese language capacity of Alberta students. The students may participate in a one-month long group exchange or study independently for a full year at the Yamate Gakuin School in Yokohama, Japan. No prior language proficiency is necessary.

Other opportunities for exchange, while not directly supported by the department, are encouraged through the continuation of Alberta student funding to school authorities. To ensure continued funding, schools complete a Reciprocal Student Exchange Approval Form with student and exchange program information and submit it to the school authority (the form is available in Appendix E: Student Exchange Programs). The school authority then approves the exchange and submits the form to Alberta Education for approval. This approval ensures that the Alberta student participating in the exchange continues to be eligible for funding.

MORE
INFORMATION

•••• see Chapter 11: Student Exchange Programs.

Overseeing Educator Exchange Programs in Collaboration with Partners

Alberta Education has been supporting teacher exchanges since 1979 and, in that time, hundreds of Alberta teachers have taught in classrooms all over the world.

Alberta Education oversees both long-term and short-term teacher exchanges with a number of countries. Long-term teacher exchanges are available with Australia, Denmark, Germany, Québec, Switzerland and the United Kingdom. Teachers swap jobs and homes for a year. Teachers continue to be paid by their school authority for the duration of the exchange and return to their position after the year is over.

Short-term teacher/administrator exchanges, e.g., Denmark and Germany, may also be available. These usually occur during spring and summer holidays. Effective October 1, 2010, the Alberta Teachers' Association has become a delivery partner with Alberta Education and is responsible for the day-to-day operations in the administration of Alberta's International Education Exchange Program for Teachers.

“Life changing.”

“Absolute best thing I have ever done.”

Past exchange participants

MORE
INFORMATION

•••• see Chapter 12: Educator Exchange Programs.

Facilitating Visiting Teacher Programs

Alberta Education's relationships and agreements with foreign partners also enable visiting teacher programs. These programs allow teachers from China, Japan and Spain to teach in Alberta schools and help develop Chinese, Japanese or Spanish language programs. To date, the existing programs are facilitated through agreements with the Office of the Chinese Council International, the Hokkaido Board of Education, and the Spanish Ministry of Education and Science.

Alberta Education matches foreign teachers with school authorities that are interested in hosting a visiting teacher. The department also works with its foreign partner to provide an orientation to the visiting teacher, which usually includes:

- an overview of programs of study
- a review of authorized learning and teaching resources
- a discussion about teachers and teaching in Alberta
- a description of the role of parents in the classroom.

MORE
INFORMATION

•••• see Chapter 16: Hosting International Visitors.

Providing Foreign Language Advisor Services

Alberta Education negotiates and maintains agreements for the services of special advisors on language and culture. Memoranda of Understanding with Chinese, German, Japanese, Spanish and Ukrainian educational authorities are in place for three-year terms. These agreements outline the terms and responsibilities for the posting of a special advisor to Alberta. The language advisors provide program implementation supports and professional development opportunities to school authorities and teachers.

To contact the language advisors or inquire about specific supports they provide, contact Alberta Education's International Education Services Branch.

Promoting International Education Week

Alberta Education supports the celebration of International Education Week, which usually occurs in the third week of November every year.

Some examples of past activities organized by the department are:

- International Film and Food Festival
- International Education Quiz posted on the Alberta Education Intranet site
- International Education Forum at a senior high school
- Lieutenant Governor Reception in Recognition of Exchange Teachers
- Think Global Art Contest – Poster challenge open to elementary, junior high and senior high school students across Alberta.

The department also supports school authorities in celebrating International Education Week through various means, including facilitating welcome letters to the international fee-paying students from the Minister of Education. The letter thanks students for choosing Alberta as a study destination and welcomes them to Alberta.

The schools involved in activities during International Education Week are also invited to post their activities on the Alberta Education Web site.



Promoting and Overseeing International School Partnerships

Through its foreign relationships, Alberta Education helps schools establish official school partnerships. Alberta's International School Partnership Program (AISPP) has promoted the establishment of international school partnerships throughout the province by:

- helping Alberta schools locate international partner schools
- helping international schools locate Alberta partner schools
- recognizing international school partnerships publicly and showcasing outstanding partnership activities
- developing resources to assist schools in building meaningful partnerships.

Schools partnered through AISPP receive a Certificate of Recognition signed by the Minister of Education and a complimentary copy of *A Guide to International School Partnerships* (see Appendix D: International School Partnerships).



••• see Chapter 10: International School Partnerships.

Regulating Out-of-Province School Accreditation

A number of overseas schools are interested in offering the Alberta curriculum and giving their students the opportunity to graduate with an Alberta high school credential. These schools may serve Canadian students who are temporarily out of the country or foreign students who wish to achieve an Alberta High School Diploma and potentially continue their studies at a Canadian post-secondary institution or obtain a credential that is recognized worldwide. Only the Alberta government may grant accreditation status to schools to teach the Alberta programs of study in a school outside the province of Alberta.

To date, Alberta Education has accredited four out-of-province schools. To achieve accreditation, all schools underwent an extensive application, review and inspection process and continue to work closely with the department.

- The International School of Macao located in Macau, China, was accredited in 2006 and has continuing accreditation status.
- The Christian Alliance P. C. Lau Memorial International School of Hong Kong located in Hong Kong, China, was accredited in September 2007 and has continuing accreditation status.
- The Canadian International School located in Abu Dhabi, United Arab Emirates, was accredited with preliminary status in 2009.
- The Mount Saint Agnes Academy in Hamilton, Bermuda, is accredited to begin preliminary status in September 2010.

To become accredited by Alberta Education, out-of-province schools must meet the accreditation standards outlined in the operational handbook for *Accreditation of Out-of-Province Schools*. The handbook also contains information on the application process and assessed fees. It is available online at http://education.alberta.ca/media/1161937/abed_inted_oofprovaccred_man_201009_final_web.pdf.

A full description of these initiatives and further information on Alberta Education and international education can be found at <http://education.alberta.ca/students/internationaleducation.aspx>.

Linking with Curriculum

Curriculum is a key component to internationalizing learning. Alberta Education develops curriculum for Alberta's Kindergarten to Grade 12 students. The department works with stakeholders and partners to provide a responsive and relevant curriculum through legal documents called programs of study that are developed in both English and French.

Programs of Study

Alberta is recognized nationally and internationally as one of the best education systems in the world. One of the many reasons is because it has a centralized, outcomes-based, high quality curriculum. Alberta's Kindergarten to Grade 12 curriculum is outlined in provincial programs of study, which identify what students are expected to learn and do in all subjects and grades. Many outcomes within Alberta's various programs of study reinforce the goals of international education. The intent of these outcomes is to broaden the students' view of their world and to develop a deeper understanding of themselves and others as they participate in a global society.

Alberta has been recognized internationally as having one of the best performing school systems. In July 2009, the Minister of Education was invited to participate in a Ministerial International Roundtable in Singapore to share expertise and to explore and identify what makes education systems effective.

**MORE
INFORMATION**

•••• see Chapter 7: Curriculum Links.

Language Programs

Alberta Education believes in the importance of providing students with expanded opportunities to learn languages and believes in choice in language programming. Language programming provides students with opportunities to learn another language and about other cultures through the language while at the same time learning about themselves. As such, school authorities are encouraged and supported to make language programs available where possible.

Alberta Education supports the following language programming:

- alternative French (French Immersion) and bilingual programs for Chinese, German, Spanish and Ukrainian
- French as a second language and language and culture programming at a variety of entry points (e.g., K/1, 4, 7 or 10) and in a variety of languages (Chinese, Cree, French, German, Japanese, Punjabi, Spanish and Ukrainian).

To further support language development, Alberta Education, and Advanced Education and Technology, provide scholarships and bursaries to current and future language teachers who wish to develop, enhance or maintain their language skills.

**MORE
INFORMATION**

•••• see Chapter 15: Language Programs.

Linking with Pan-Canadian Organizations and the Federal Government

Alberta Education works at strengthening and enhancing international education linkages not only within the province, but also with key organizations and governments nationally and internationally.

On the international stage, Alberta Education actively collaborates with other governments on various education issues and initiatives. Also, as part of the Council of Ministers of Education, Canada (CMEC), Alberta regularly participates in leading Canadian delegations abroad, and the province is Canada's education representative at the Organization for Economic Co-operation and Development (OECD), where it has the privilege of chairing the Education Policy Committee.

Currently, Alberta represents Canada on the Organization for Economic Co-operation and Development (OECD) and has the additional privilege to chair the Education Policy Committee of the OECD.

Alberta regularly leads Canadian delegations abroad as part of the Canadian Ministers of Education, Canada (CMEC).

Protocols of Agreement exist between the Department of Foreign Affairs and International Trade Canada (DFAIT) and the Council of Ministers of Education, Canada (CMEC) for international education-related activities and representation.

The Federal-Provincial Consultative Committee on Education-Related International Activities (FPCCERIA) was established under such an agreement. It exists to assist the Chair of CMEC and the Minister of DFAIT in ensuring that jurisdictional responsibilities are respected and that education in Canada is well represented internationally. The work of FPCCERIA helps to advance pan-Canadian collaboration in international education. Both Alberta Education, and Advanced Education and Technology, are represented on the FPCCERIA.

In 2007, DFAIT and CMEC collaborated to launch a marketing campaign promoting Canada as a study destination and creating a brand for Canadian education abroad. Since then, the FPCCERIA has worked to negotiate and develop a brand design, platform and slogan, as well as plans for usage, governance and coordination, and roll-out of the completed brand. In September 2009, the Education Brand for Canada was officially launched. For more information on the brand, visit the new Education Brand for Canada: DFAIT/CMEC Collaborative Arrangement at <http://www.slideshare.net/maymayli/canadas-competitive-challenge-realized-international-promotion-of-education-presentation>.

Alberta's international reputation for high-quality education leads to receiving education officials from around the world who wish to share best practices or work collaboratively on education initiatives or issues. Areas of focus have included special education, student assessment and technology.

For more information on using the Education Brand for Canada, contact Alberta Education's International Education Services Branch.

Another important linkage for the province with DFAIT is to Canada's diplomatic and consular offices in approximately 150 foreign countries. The offices provide a variety of services, including providing consular support to Canadians abroad, promoting education in Canada, and organizing student recruitment fairs.

See Chapter 18: Support Organizations and What They Offer for a list of services supplied by DFAIT.

Most Government of Alberta International Trade Offices are co-located within Canadian Embassies and High Commissions across the world.

Government of Alberta International Trade Offices

An important support for international education in the province is the Government of Alberta International Trade Offices. Alberta has nine trade offices—China, Germany, Hong Kong, Japan, Korea, Mexico, Taiwan, the United Kingdom and the United States. For information and locations on the international trade offices, visit the Web site at <http://www.international.alberta.ca/933.cfm>.

Each of Alberta's nine international offices is responsible for promoting trade with Alberta and attracting foreign investment to the province and other interests, such as education and culture, in their respective geographic region. While all offices are responsible for these activities, each office's mandate has been tailored to meet Alberta's priorities within the region. For example, the trade office in China identified a growing demand for more focused representation in the field of education.

Education Representation in China and Mexico

Alberta's education system is currently represented internationally at two international offices—Beijing, China and Guadalajara, Mexico. Alberta Education manages and funds a local education officer at Alberta's Beijing Office. Advanced Education and Technology manages and funds a similar program in Mexico through the Alberta Education Centre and its contracted staff in Guadalajara.

Both offices continue to have, as their mandate, the representation of Alberta's entire education system, to serve both the K–12 and the post-secondary sectors. Since 2005, dedicated education support in the Alberta China Office, as well as the Alberta Mexico Office has solidified and expanded Alberta's education relationships with China and Mexico.



“... high school graduates will: Sell to the world; buy from the world; work for international companies; manage employees from other cultures and countries; collaborate with people all over the world in joint ventures; compete with people on the other side of the world for jobs and markets; and tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery ... We need to open global gateways and inspire students to explore beyond their national borders.”

Stewart 2007, pp. 8–14

Jurisdictional Leadership

Through the *School Act*, locally elected school authority boards in Alberta are primarily responsible for delivering education programs to Alberta students. School authorities serve as the administrative body of schools in their communities, establishing policies and procedures to guide the management of their programs and activities.

School authorities play an influential role in carrying out the goals and outcomes of internationalizing education outlined by the provincial government. They are the driving force behind school participation in international education initiatives and in providing schools with guidelines, approvals and risk management plans to ensure successful international education programs. Some Alberta school authorities have established departments dedicated to international education.

These departments are usually responsible for:

- recruiting and admitting international students
- arranging homestays for international students
- ensuring proper coding is carried out for exchange and international students (see example on sidebar)
- promoting and approving international school partnerships
- inspiring new international education initiatives for students and educators.

In recognizing the influential role that school authorities play in international education initiatives, school authority representatives involved in international education activities are members of the International Education Advisory Council. The role of the council is to provide advice to Alberta Education and to foster, encourage and enhance partnerships within the education community to support the further development, refinement and promotion of the Alberta International Education Strategy.

The full list of members, as well as the Terms of Reference for the Advisory Council, are available in Appendix A: Leadership.

Code 416

Visiting Student: Student from outside Alberta receiving instruction in person or online (non-funded).

Code 413

Exchange Student: To the school from a school outside of Canada.

(See Appendix G: International Student Programs for the letter outlining the codes, as well as *Access and Funding for International Students in Alberta: Frequently Asked Questions.*)



International Education Advisory Council (pictured from left to right: Ian Lowe (LSD), Max Lindstrand (BRRD), Dave Driscoll (HSD), Rob Porkka (RDPSD), Sheila McLeod (CSD), Ann Calverley (EPS), Janet Small (CCSD), Emilie DeCorby (ECS), Hugh McPherson (RDCRD), Scott Howes (MHSD), Waldemar Riemer, Alberta Education International Education Advisory Council Chair – picture taken February 2010.

MORE
INFORMATION

•••• see Chapter 4: An Internationalization Strategy.

School Leadership

Alberta schools aim to provide safe and caring environments that promote learning. They teach Alberta curriculum and may offer optional programs to meet the unique needs of their students and communities. Teachers, principals and school staff all strive to assist students in developing higher level thinking, civic responsibility and healthy attitudes.

Schools generally serve as the primary source of international education activities for interested students, educators, parents and the community and can directly influence their participation. Schools also serve as the community's voice on international education initiatives and can suggest ideas for new programs or request changes to existing ones.

Schools can support international education through:

- second language teachers, who can inspire students to consider an exchange program to develop and/or enhance their linguistic and cross-cultural abilities
- counsellors, who provide international students and exchange students with strategies on settling into Alberta life
- exchange educators, who can inspire Alberta educators to travel and work abroad to learn new teaching practices and perspectives that can be implemented into their classroom and school
- school twinnings, that allow students to interact with others from around the world thereby establishing mutual understanding and respect of fellow global citizens.

Parental and Community Engagement

Parents play an important role in the education of their children and can help them excel in learning. Parents make up the majority of members in school councils, which have an active voice in the education of children in Alberta. Parental support for international education may include, but is not limited to:

- encouraging their children to participate in international education initiatives
- funding their child's participation in exchange programs or study tours
- participating as chaperones on school trips overseas
- welcoming and hosting international students into their homes.

Community engagement is also essential in the success of students. Community members play an active role in education by participating in school councils and electing local school authority boards that are held accountable to them. Communities can support and extend international education programming by:

- holding local fairs and festivals such as Heritage Days that celebrate cultures and countries of the world
- initiating development projects that allow students to give back to their local and global community
- welcoming international students and exchange teachers
- establishing museums for students to learn about local and world history.

Student Leadership

Students are encouraged to be involved in international education activities, such as school clubs and organizations that promote internationalization and cultural diversity. Students impact internationalization through their participation in the various international education initiatives outlined in Chapter 1: An Introduction to International Education. They can also play an influential role by:

- encouraging the participation of fellow students, their school, parents and their community in international education projects and initiatives
- inspiring new projects and programs aimed to develop global citizenship
- participating in student councils or associations that can lobby for policy and procedure changes in international education programs
- being part of the Speak Out – Student Engagement Committee and/or participating in the annual Speak Out Conference.

Alberta Education encourages students to voice their opinion on their education, international education included. Since 2008, the implementation of the Alberta Student Engagement Initiative has created opportunities for Alberta youth to provide advice to the ministry on the education system. Further information on this initiative can be found at <http://www.speakout.alberta.ca>.

You may find the following sections in this handbook helpful:

- Chapter 1: An Introduction to International Education
- Chapter 7: Curriculum Links
- Chapter 10: International School Partnerships
- Chapter 11: Student Exchange Programs
- Chapter 12: Educator Exchange Programs
- Chapter 13: International Student Programs
- Chapter 15: Language Programs
- Appendix A: Leadership
 - *Alberta's International Education Strategy, July 2001*
 - International Education Advisory Council Members
 - Alberta International Education Advisory Council Terms of Reference
- Appendix D: International School Partnerships
 - *A Guide to International School Partnerships*
- Appendix G: International Student Programs
 - Cover Letter for *Access and Funding for International Students in Alberta: Frequently Asked Questions*
 - *Access and Funding for International Students in Alberta: Frequently Asked Questions*
 - Study in Alberta DVD
 - Study in Alberta Brochure
 - Study in Alberta Catalogue of Institutions (K–12)
 - Study in Alberta Fact Sheet



Guiding Principles for International Education Programs in Alberta School Authorities

Recognizing that international education programs:

- assist students and educators in acquiring the international and intercultural knowledge, skills and awareness they need to live and work effectively in a global environment
- foster a commitment to responsible global citizenship
- reinforce curricular content within and across the Alberta programs of study
- provide unique experiential learning opportunities that give students and educators greater insight into the world, their community and themselves
- build connections amongst staff, students and educators worldwide, thereby creating a foundation for future collaboration
- benefit from the leadership of culturally diverse staff.

It is recommended that Alberta school authorities:

- include international education initiatives in three-year plans and report on them in annual education plans
- develop international education programs that meet the needs of Alberta's students and educators and align with the *School Act* and the *Guide to Education: ECS to Grade 12*
- link international education programs to the Alberta programs of study and to professional development plans
- build community support for international initiatives by involving and drawing on the expertise and capacity of parents and community members
- prepare staff, students, educators, parents and community members so that international education programs provide positive and rich learning experiences for all involved
- encourage educators to utilize international examples and consider international perspectives in all areas of curriculum delivery
- encourage learning that arises from participation in international education programs to be shared throughout the school authority and the province
- commit to hiring staff that reflect the diversity of their classrooms, schools and communities.

These principles should guide the internationalization efforts of Alberta school authorities. Chapters 4 to 17 provide more detailed information on planning and implementing international education programs and initiatives.

Chapter 4

An Internationalization Strategy



This chapter discusses the importance of a holistic approach to internationalization. It provides some guidance in developing a strategy to implement and coordinate international education programs in respective school authorities.

What Is a Holistic Approach to Internationalization?

“The whole is more than the sum of its parts.”

Aristotle

A holistic approach to internationalization acknowledges that:

- a variety of international education programs are required to effectively meet the needs of diverse educational stakeholders; e.g., Alberta students and teachers, foreign students and teachers, school authority staff, community members
- international education programs must be coordinated to ensure they collectively reinforce a school authority’s vision of and goals for internationalization.

To adopt a holistic approach, a school authority must be prepared to play a leadership role and develop an overarching vision, set of goals and overall plan for internationalization—an internationalization strategy.

What Is an Internationalization Strategy?

An internationalization strategy outlines a school authority's vision of and goals for internationalization and describes how the school authority will try to realize them. While strategies should be developed with input from school communities (see Stakeholder Consultation and Involvement on pages 52–53), this handbook identifies key principles upon which all school authority internationalization strategies should be based (see Guiding Principles on page 47). The Guiding Principles for International Education Programs in Alberta School Authorities highlight the value and characteristics of quality international education programs and recommend broad measures that school authorities can take to realize quality programming.



Why Is a Strategy Important?

An internationalization strategy formalizes a school authority's commitment to international learning and paints a clear picture of its future within the school authority. A strategy also provides staff, students, parents and community members with a framework within which they can situate their efforts.

Where Do I Start?

School authorities internationalize in different ways. Some develop a school authority wide vision and gradually develop programs to fulfill it, while others develop one program at a time, eventually coordinating various programs under a broad strategy. There is no right way or right order; however, internationalization is most effective when school authorities:

- research opportunities
- develop a vision statement and set of goals
- identify linkages with existing plans and priorities
- develop an internationalization strategy (and accompanying implementation plan)
- secure approval (from senior administration and the school authority's Board of Trustees).

Researching Opportunities

When asked how they started to internationalize their school authority, most representatives on Alberta’s International Education Advisory Council said that they started by talking to school authorities with established international education programs. Networking with other international education administrators can provide new administrators with an introduction to the inner workings of international education programming. Consulting with keen teachers, students, staff from central office, and local community organizations can also assist international education administrators as they explore the possibilities of internationalization (see Stakeholder Consultation and Involvement on pages 52–53).

Administrators may also wish to conduct online research to see what school authorities across Canada or in other countries are doing to internationalize. For a master list of all the materials referenced throughout the handbook, including Web sites, see the References section on pages 283–303.

The Calgary School District No. 19’s International Certificate is given to graduating senior high school students who have made significant contributions of an international nature throughout their school career. In order to be granted the certificate, they are required to take a second language(s), participate in an in-depth international experience, partnership or exchange, and put an international focus on some of their senior high school study.



Stakeholder Consultation and Involvement

To build support and ensure that the strategy responds to the needs and interests of the school community, it is recommended that school authorities consult with those who would benefit or be otherwise affected by its implementation. When, how and with whom this consultation takes place is ultimately up to the school authority. However, consultations ideally include representatives from the student body, teaching and administration staff, district office and community, so that each group is given the opportunity to comment on the importance of international education and how it could play out in their schools. A survey of the international education activities that currently exist within the school community can help to identify which individuals may be good representatives. Consider the following possibilities.

In the school

- Second language, English as a second language and social studies teachers
- Teachers or administrators who have demonstrated an interest in international or global education; e.g., teachers who:
 - incorporate global themes into their classrooms or schools
 - direct global citizenship projects
 - support students on exchanges
 - coordinate international school partnership projects
 - work with students of diverse cultural backgrounds
 - have participated in an international exchange
 - have travelled, volunteered or lived abroad
 - have a culturally and/or linguistically diverse background
- Students who:
 - belong to a school-based club focused on global issues
 - have participated in an exchange or travelled abroad
 - are studying or speak a second or third language
 - have participated in a model United Nations program

In district offices

- Second language, English as a second language, social studies program coordinators or consultants
- Program coordinators or consultants whose work relates to international or global education; i.e., staff involved in learning technologies or distributed learning

In the community

- Members of a home and school or parent council
- Other public authorities with experience in internationalization
- Alberta Education's International Education Services Branch
- Community organizations, including:
 - language and culture organizations
 - non-governmental organizations dedicated to global issues
 - immigrant settlement organizations
- Post-secondary institutions with expertise in global education, international relations or other related programs.

This list is not meant to be exhaustive or prescriptive but rather is intended to generate ideas about who might be interested in internationalization and have some expertise to share. These individuals are also most likely to champion the development of international education programs.

Of course, it is also necessary to include individuals who may not already be involved in international education activities but whose enthusiasm and cooperation is essential to the successful implementation of the strategy. Consider the following possibilities.

In schools

- School administrators

In district offices

- Superintendents or designates

In communities

- School authority's Board of Trustees

Developing a Vision Statement and Set of Goals

Clarifying the essential purpose and goals of internationalization provides the foundation for future planning. Fleshing out a vision statement and set of goals may seem daunting but there is no need to reinvent the wheel. A number of institutions in Alberta, Canada and other parts of the world have already developed internationalization strategies, which may help to inform your school authority's vision and goals (see side box).

While a school authority's vision statement and foundational goals may have much in common with other school authorities, it should also respond to the school authority's local context. In other words:

- What does the school authority hope to achieve through internationalization?
- What desired effects might it have on students, educators and community members?
- Why would international education programs be important additions to the programs already offered by the school authority?
- How might they enhance learning within Alberta's programs of study?

Internationalization in Calgary School District No. 19 is supported by its governance policies and particularly End 3: Citizenship, which states:

"Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities. Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society.
2. Understand the responsibilities of citizenship in local, national and international contexts.
3. Respect and embrace cultural diversity.
4. Develop the skills necessary to work and communicate effectively with others.
5. Actively contribute to creating a better local and global community."

Calgary School District No. 19, <http://www.cbe.ab.ca/policies/policies/E3.pdf> (Accessed August 5, 2010).

Identifying Linkages with Existing Plans and Priorities

It is important to know how internationalization links to and can advance existing educational plans and priorities. An international education administrator can bolster support for the development of an internationalization strategy and add legitimacy to international education programs by outlining how the strategy links to:

- the *Guide to Education: ECS to Grade 12*
- *Alberta's International Education Strategy*
- the Guiding Principles for International Education Programs in Alberta School Authorities
- Alberta Education's business plan
- the school authority's vision and/or mission statement
- the school authority's three-year plan
- other school authority governance policies.

When presented together with research on the benefits and value of internationalization (see Chapter 2: Benefits and Trends in International Education), these linkages can provide a compelling case for the adoption of an internationalization strategy.



Developing an Internationalization Strategy

An internationalization strategy outlines how the school authority will work to realize the vision or achieve the goals that it has established. The various components and programs described in this handbook (see Chapter 1: An Introduction to International Education) are an integral part of the strategy; however, a strategy must go beyond identifying possible programs to consider the necessary structures required to operate these programs and encourage an intercultural and international culture within the school authority.

Key components include the following.

1. Administrative Plan
 - Identifies the programs that best align with the vision and goals of the school authority (see Section 3: Introducing Programs in this handbook).
 - Highlights how existing international education activities may contribute to the realization of the school authority's vision of and goals for internationalization.
 - Identifies additional programs or activities that may advance the goals of the internationalization strategy.
 - Determines who will be responsible for managing components or programs and what background and training or support they require (see Chapter 5: Professional Development and Chapter 6: Cultural Considerations).
2. Financial Plan
 - Estimates how much international education programs will cost.
 - Outlines how the school authority will fund programs, as well as necessary training or staffing (see Chapter 8: Funding).
3. Information Management and Communication Plan
 - Establishes a mechanism to ensure that the school authority is aware of the various programs and initiatives.
 - Identifies indicators of success and plans for baseline and ongoing measurements.
 - Delineates how the school authority will promote internationalization and communicate its benefits to the school community.
4. Risk Management Plan
 - Identifies the potential risks of international education programs and initiatives (see Chapter 17: Educational Travel Abroad).
 - Outlines how the school authority will mitigate risk.
5. Implementation and Growth Plan
 - Distinguishes immediate priorities from longer-term goals.
 - Establishes time lines and stages of implementation.
 - Outlines how the school authority will adjust its plans to manage growth; i.e., when additional programs are introduced or participation in programs increases.

If you require additional assistance as you develop an internationalization strategy, other school authorities may also be able to provide advice and support. For more information, contact the International Education Services Branch (see Chapter 18: Support Organizations and What They Offer) or the Canadian Association of Public Schools – International (CAPS-I) at <http://www.caps-i.ca>.

Securing Approval

School authorities may require the approval of senior administration and/or the school authority's Board of Trustees to proceed with an internationalization strategy. Involving stakeholders in the development of the strategy will ensure a broad base of support.

Conclusion

Establishing an internationalization strategy is a critical first step toward the integration of international perspectives and experiences into Alberta schools and classrooms. To effectively implement the strategy and its various programs, school authorities will need the help of their staff who:

- are skilled intercultural communicators
- are interested in global issues and appreciate the importance of global perspectives
- understand and practise the concept of global citizenship
- internationalize their approach to teaching.

School authority staff may also require specialized knowledge to manage specific international education programs. The following chapter focuses on professional development activities that can help to build this necessary capacity.

You may find the following sections in this handbook helpful:

- Chapter 2: Benefits and Trends in International Education
- Guiding Principles for International Education Programs in Alberta School Authorities
- Chapter 5: Professional Development
- Chapter 6: Cultural Considerations
- Chapter 8: Funding
- Chapter 17: Educational Travel Abroad
- Chapter 18: Support Organizations and What They Offer
- Appendix A: *Alberta's International Education Strategy, 2001*
- Appendix B: Sample Internationalization Strategy – Red Deer Catholic Regional Schools Division

Chapter 5

Professional Development

This chapter discusses the professional development activities that may help to build capacity amongst school authority staff.

How Can Professional Development Support the Internationalization of Alberta Schools?

Human resource policies and practices that recognize the value of cultural diversity, second language competency and international experience play a key role in the internationalization of Alberta schools. Professional development programs can also help staff (i.e., teachers, administrators and central office staff) to:

- develop the skills necessary to capably work across cultures and borders
- become more familiar with global issues and perspectives
- build confidence in incorporating global issues and perspectives into their work
- learn about and model responsible global citizenship.

Why Is Professional Development Important?

Developing the international and/or intercultural expertise of staff is critical to internationalization. Globally minded professional development activities ensure that teachers, administrators and central office staff not only appreciate the importance of educating students with an international perspective, but are also able to lead the process of internationalization by integrating global themes, issues and perspectives into their own work. Professional development is a fundamental component of any internationalization strategy and should be fleshed out in the school authority's staffing plan (see Chapter 4: An Internationalization Strategy).

Where Do I Start?

Investigate Existing Programs

There are a number of existing programs and resources that staff may access. As is demonstrated in the following list, these programs and resources range in focus. Some have been created specifically for teachers, while others may appeal to all staff. Some encourage collaboration with schools or school authorities from other countries, while others develop language proficiency. The variety of programs and resources allows school authorities to select those most aligned with their needs and priorities.



Exchanges

Alberta Education supports short-term and long-term educator exchange programs. For detailed information on these programs, visit the educator exchange program at <http://education.alberta.ca/students/internationaleducation/teacherexchange.aspx>.

Study Tours

Alberta Education works with its international partners to support short-term study tours to international destinations. The focus and target audience varies from year-to-year. In the past, the department has led tours to China and the United Kingdom for teachers and superintendents, as well as mixed delegations of teachers, administrators and central office staff.



Language Learning

A comprehensive list of language-related professional development opportunities can be found on Alberta Education's Web site at <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>.

Alberta Education's Language and Culture Advisors work with the department and Alberta school authorities to organize a variety of professional development opportunities for teachers of Chinese (Mandarin), German, Japanese, Spanish and Ukrainian.

Edmonton School District No. 7's Institute for Innovation in Second Language Education (IISLE) has partnerships with a number of international organizations that promote language learning, some of whom have established a physical presence in Edmonton.

For example, the Confucius Institute has an office in the IISLE Language Centre at Woodcroft and is available to assist language teachers throughout the province. The IISLE resource libraries, including an Accredited Spanish Language Resource Centre, are also open to all Alberta teachers. For more information on the IISLE, visit <http://languages.epsb.ca/en/about-the-institute>. For more information on its partners, visit the:

- Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/>
- Spanish Language Resource Centre at <http://www.educacion.es/exterior/centros/edmonton/es/home/index.shtml>
- Goethe-Institut Toronto at <http://www.goethe.de/ins/ca/tor/enindex.htm>.

The Lviv Ivan Franko National University in Lviv, Ukraine offers a three-week summer program titled “Ukrainian language and country studies.” Participants study the Ukrainian language and learn methodology for teaching it to students. All instruction is in Ukrainian. For more information on this program, contact the International Education Services Branch.

Several universities in Spain offer language and culture courses for teachers who teach Spanish as another language. For a list of participating institutions, visit <http://www.educacion.es/exterior/usa/es/programas/cursos/portada.shtml#informacion>.

Teaching Abroad

Note: It is strongly recommended that teachers consult their human resource areas before considering temporary international teaching assignments.

Canadian Teachers’ Federation

The Canadian Teachers’ Federation (CTF), in partnership with the Alberta Teachers’ Association (ATA), enables Alberta teachers to provide professional assistance to teachers in developing countries as part of Project Overseas. To find out more about this program, visit the CTF Web site at <http://www.ctf-fce.ca/International/Default.aspx?SID=100> or the ATA Web site at <http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2042/Number%204/Project%20Overseas/Pages/What%20is%20Project%20Overseas.aspx>.

International Educator

The *International Educator* provides comprehensive online and offline service to help teachers secure an international teaching position. Teachers can subscribe to its publications to view international job postings. They can also post their résumé online for schools to see. For more information, visit <http://www.tieonline.com/>.

Faculty of Education, Queen's University

The Faculty of Education at Queen's University in Kingston, Ontario organizes recruiting fairs where teachers have face-to-face interviews with administrators of international schools or their representatives. The Faculty also has a wealth of information under its International Job Search Links section. For more information, visit <http://educ.queensu.ca/careers/torf.html>.

Council of International Schools

The Council of International Schools is a member organization committed to supporting its member schools and their staff. Teachers can review possible job postings on its Teacher Job Search Web page at <http://members.cois.org/im/vacancies/vacancies.aspx>. Teachers may also establish a placement file with the council (see <http://www.cois.org/page.cfm?p=20>).

National Defence and the Canadian Forces

Through a loan of service agreement with Canada's National Defence and the Canadian Forces, Alberta educators may teach at schools that serve the children of Canadian and NATO (North Atlantic Treaty Organization) forces. These schools are located in the Netherlands and Belgium. For more information on this program, visit <http://www.cmp-cpm.forces.gc.ca/dem-epcg/pd/osa-pra/300-01-11-eng.asp>.

Volunteering Abroad

Canadian Council for International Co-operation

A number of Canadian non-governmental organizations (NGOs) have programs or projects overseas that welcome Canadian volunteers. Some of these NGOs are members of the Canadian Council for International Co-operation (CCIC), a coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. The CCIC's Web site can connect staff with these NGOs and the volunteer opportunities that they provide. For more information, visit http://www.ccic.ca/resources/internships_e.php.

Workshops, Courses and Presentations

Alberta Regional Professional Development Consortium

Alberta Education provides implementation supports and conditional grant funding for work being done in Alberta in collaboration with professional development providers such as the Alberta Regional Professional Development Consortium. Professional development and implementation supports are provided for teachers and administrators in a range of new and revised curriculum areas that address international and global issues, including K–12 social studies, ESL, as well as international languages programs. For more information on the Alberta Regional Professional Development Consortium, visit <http://www.arpdc.ab.ca>.

The Alberta Teachers' Association

The Alberta Teachers' Association (ATA) offers a number of workshops to help incorporate the concept of global citizenship into the classrooms. For more information on these workshops, visit the ATA Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Pages/Index.aspx>.

The following ATA specialist councils are involved in internationalizing Alberta classrooms and hosting annual conferences:

- Social Studies Council
- Global, Environmental and Outdoor Education Council
- English as a Second Language Council
- Second Languages and Intercultural Council.

For links to specialist council Web sites, visit <http://www.teachers.ab.ca/For%20Members/Professional%20Development/Specialist%20Councils/Pages/About%20Specialist%20Councils.aspx>.



Canadian Association of Public Schools – International

The Canadian Association of Public Schools – International (CAPS-I) is an association of 70 Canadian public school authorities that provide educational programs to international students. Members of CAPS-I are able to access the members-only section of its Web site, which contains best practices on international student programs as well as sample program documents. CAPS-I also has annual meetings where professionals with similar responsibilities can interact. For more information on CAPS-I, visit <http://www.caps-i.ca>.

Canadian Bureau for International Education

The Canadian Bureau for International Education (CBIE) is a member-based, nonprofit organization dedicated to the advancement of international education in Canada. While it focuses predominantly on the post-secondary sector, its research papers and other publications on international education may be useful to international education staff and can be purchased through its Media Room. The CBIE also hosts an annual conference. For more information, visit http://www.cbie.ca/index_e.htm.

Teachers of English to Speakers of Other Languages, Inc.

Teachers of English to Speakers of Other Languages, Inc. (TESOL) is an international professional association that engages its members in ongoing discussion about current issues, ideas and opportunities in the field of English language teaching. TESOL produces two publications and provides professional development opportunities, including an annual conference. For more information, visit http://www.tesol.org/s_tesol/index.asp.

Canadian International Development Agency

The Canadian International Development Agency Web site contains teacher resources on international development and related topics. You may access these resources at <http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/JUD-12815027-RGC>.

Continuing or Graduate-level Education

A number of post-secondary institutions offer continuing education courses and/or graduate level programs that encourage deeper thinking on themes relevant to international education. While some are explicitly international in nature (i.e., the University of Alberta's Master of Education Program in Theoretical, Cultural and International Studies or the University of British Columbia's Intercultural Studies Certificate Program), others leave room for participants to independently focus on international themes (i.e., University of Calgary's Masters of Education in Curriculum, Teaching and Learning). Contact your local post-secondary institution for more information.

Develop Custom Programs or Professional Development Opportunities

Where the above programs and resources do not meet the needs of the school authority and its staff, school authorities may choose to develop their own professional development activities. The context, capacity and priorities of the school authority will determine which professional development activities are appropriate and feasible. The following list is meant to provide school authorities with ideas.

- To add another dimension to an existing school twinning or partnership, teachers could be encouraged to dialogue with and/or visit their counterparts in the partner school. (**Note:** School authorities that wish to go beyond a school visit or job shadow program to a teacher exchange should be aware that in order to teach in an Alberta classroom, exchange teachers must be certificated by Alberta Education.)
- A school authority project or program could be developed to help infuse global perspectives, understanding and action into school authorities. For example, some school authorities have developed study tours for teachers, administrators or central office staff. School authorities have either funded these initiatives out of their existing budgets or have applied, with varying success, to the Alberta Initiative for School Improvement (AIS) or Canadian Heritage for funding. School authority administration can also approve sabbaticals and secondments so that staff may engage in international learning.

- The school authority could arrange for intercultural training. In Chapter 6: Cultural Considerations, there is an introduction to intercultural communication that could be circulated to other school authority staff. For more interactive training, school authorities may approach organizations that offer intercultural workshops or seminars to present in their school authority. The following organizations are only a sample of a large number of organizations that offer intercultural training.
 - The Department of Foreign Affairs and International Trade Canada (DFAIT) Centre for Intercultural Learning (National) <http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/>
 - Centre for Race and Culture (formally Northern Alberta Alliance on Race Relations (NAARR) <http://www.naarr.org>
 - Catholic Social Services (Central and Northeast Alberta) <http://www.catholicsocialservices.ab.ca/CatholicSocialServices/>
 - Central Alberta Refugee Effort (Central Alberta) <http://www.intentr.com/immigrantctr/servicesandprograms.htm>
 - Central Alberta Diversity Association (Central Alberta) <http://www.cadiversity.ca/>
 - Canadian Centre for Diversity (Calgary) <http://www.centrefordiversity.ca>
 - Calgary Multicultural Centre (Calgary) <http://www.calgarymulti.com/>

School authorities may also wish to check with local post-secondary institutions to see if they employ instructors who specialize in intercultural training; e.g., NorQuest College (Edmonton) <http://www.norquest.ca>.

Regardless of whether or not the professional development activity is pre-existing or custom built, school authorities play an important role in giving teachers, administrators and school authority staff time to participate.

Conclusion: Promoting Professional Development Opportunities

School authorities and administrators play a key role in communicating professional development opportunities and making resources, including those listed in this handbook, available to staff. School authorities committed to increasing the international and intercultural capacities of their staff should consider assigning this responsibility to a specific individual. Promotional efforts may be complemented by publicly recognizing staff who participate in internationally related professional development activities.

You may find the following sections in this handbook helpful:

- Chapter 4: An Internationalization Strategy
- Chapter 6: Cultural Considerations
- Chapter 12: Educator Exchange Programs
- Chapter 18: Support Organizations and What They Offer

Chapter 6

Cultural Considerations



Learning from Each Other

Cristy from Mexico and Yumi from Japan were staying with the same host family for the year. They became very close friends. They realized how much they would miss each other when they returned to their respective countries. Cristy asked Yumi if she could visit her in Osaka. Yumi assured her that she would be welcome to visit.

Cristy asked, “Could I stay at your home?”

Yumi answered, “We don’t have a very large home.”

Cristy replied, “Don’t worry ... I can sleep on the floor.”

Yumi looked quite perplexed as she stated rather matter of factly, “Cristy, in Japan everyone sleeps on the floor.”

(Story courtesy of Max Lindstrand, Battle River Regional Division No. 31)

Canada is a country of immigrants and, as a result, Alberta—and by extension its education system—is culturally diverse. Students and educators come from various parts of the globe and from numerous ethnic backgrounds. Add internationalization and an increasing number of cross-border interactions, and suddenly intercultural competence becomes basic and requisite. To effectively manage classroom diversity and international education programs, educators must understand how culture influences behaviour and expectations.

This chapter provides administrators with an introduction to the concept of culture, cultural patterns and cultural adaptation. Administrators may wish to share this information with school authority staff.

Culture and Cultural Patterns

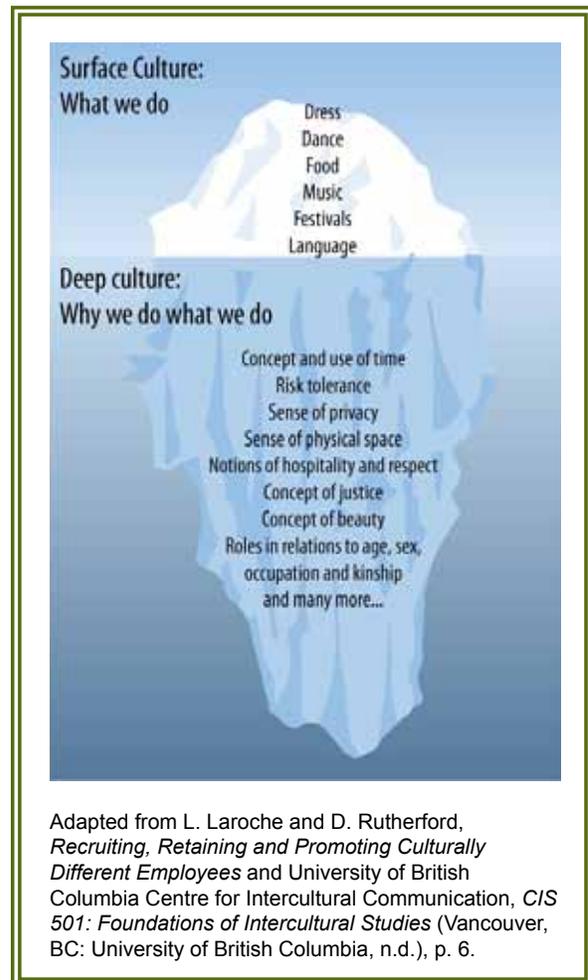
What Is Culture?

When people think of culture they often think of “surface” culture; e.g., food, dress, dance, music and/or rituals of particular cultural groups. However, culture includes less visible elements, such as the assumptions, values and judgements that govern how people understand the world and manage human problems. These elements of culture are ingrained at such a deep level that individuals raised within the culture may not even be able to articulate them. It is often at the level of “deep” culture, where cultural misunderstandings occur.

The first step toward intercultural understanding is to recognize that:

- your international colleagues, partners and/or students have cultures
- you have a culture
- some things in their culture[s] will be similar (or may seem familiar) to yours
- some things will be different.¹

A basic understanding of the differences between cultures is necessary for you to communicate effectively and build relationships of trust with your colleagues, partners and/or students.² While you may be familiar with the nuances of one or two other cultures, it is impossible to master the nuances of all the cultures that you will encounter in your work. General cultural patterns can help to highlight common cultural variables that can be used to analyze intercultural interactions.





The contact hypothesis

A popular misconception is that individuals of different cultural backgrounds will better understand one another if they are put together in the same place and encouraged to interact.³ The truth is that individuals must be prepared to communicate with one another. Research indicates that encouraging “spontaneous” interactions can actually reinforce prejudice and stereotyping. Intercultural training can help students and teachers to effectively interact with people from different cultures. For more information on intercultural training, see Chapter 5: Professional Development.



General Cultural Patterns

General cultural patterns are cultural tendencies that span across cultures and can, therefore, be applied to a variety of interactions, regardless of the cultural groups involved. General cultural patterns can help educators identify cultural values when they are not familiar with the norms of a specific culture (for culture-specific resources, see the recommended reading list on page 82).

Some of the most common cultural patterns are:

- individual and collective orientations
- high and low power distance
- indirect and direct communication styles (also referred to as high context and low context cultures)
- nonverbal communication cues.

These patterns are not meant to encourage the absolute categorization of cultures; i.e., “Culture A is individualist and Culture B is collectivist.” Instead they are a tool to help compare cultural tendencies and predict the outcome of intercultural interactions. The following descriptions and examples will describe what the above cultural patterns look like and how they may be accommodated in a classroom setting. In Appendix C: Cultural Considerations, three of the cultural patterns have also been correlated with particular countries and regions.

A proviso

*The following patterns and examples are **cultural generalizations** and, although based on substantive research, will not hold true in all situations. Because culture is dynamic and complex, there is variation in the degree to which individuals from a particular cultural background accept or resist broader cultural norms. In addition, while culture plays an important role in governing behaviour, universal needs and desires (such as the need for food or the desire to belong) and personality also play a role. Being cognizant of these influences will help prevent **cultural stereotyping**.*

Unless otherwise indicated, all of the following patterns and examples were adapted from Lionel Laroche’s (2003) *Managing Cultural Diversity in Technical Professions* and Alan Cornes’ (2004) *Culture From the Inside Out: Travel and Meet Yourself*.

Individual and Collective Orientations

Cultures with an individual orientation view individuals as self-contained entities, whereas cultures with a collective orientation consider individuals as part of a larger entity.⁴ Because their frame of reference is the individual, individualistic cultures value personal freedom and autonomy. Collectively oriented cultures use groups as their frame of reference and place greater value on group harmony and loyalty.

What It Looks Like:

In cultures with an individual orientation , people will:	In cultures with a collective orientation , people will:
understand themselves to be an individual entity (e.g., “My name is ... I like to ...”)	identify themselves with the group to which they belong (e.g., “I work for/belong to ...”)
value and protect personal privacy	combine work and social life
assign individual responsibility (e.g., Joe is responsible for ...)	assume collective responsibility (e.g., the maintenance department is responsible for ...)
share information on a “need to know” basis	share information regularly and update one another on their progress
devote time and energy to achieve goals	devote time and energy to build relationships

In the Classroom

Individual or collective orientations are noticeable during group work. Students from an individualist culture will divide the responsibilities and tasks relatively quickly. Each student works on and is accountable to the group for his or her part of the project. Students from a collectivist culture spend more time learning about their team members and discussing the tasks necessary to accomplish the goal. They often work collaboratively on tasks and help their team members when they think they are struggling, even if help is not requested.

Canadians, as a group, have an individual orientation. Students with a collective orientation may be frustrated by the group’s lack of rapport and planning. They may also consider their teammates to be unhelpful because they do not provide unsolicited assistance. Similarly, Canadian students studying in a collectivist culture may be frustrated by their team’s extensive discussions and the interference of team members in their work.

For examples of how the interaction of individual and collective orientations can create cultural misunderstanding, see the Culture Points in Chapter 16: Hosting International Visitors. Appendix C: Cultural Considerations also ranks countries according to their individual or collective orientations.

If you are working with students from a collectivist culture:

- find out what is important to your students (i.e., family, hobbies, etc.) and inquire about it periodically
- clarify who “we” includes when students use the term.

If you are preparing students to travel to a collectivist culture, encourage them to:

- take time to develop personal relationships
- reassess their expectations for privacy and personal space
- consider how their actions influence their host families and teachers.

High and Low Power Distance

The term “power distance” is a measure of hierarchy. It measures the “psychological distance” between subordinates and superiors and the degree to which inequality is accepted.⁵ Cultures with high power distance are organized in a hierarchy and its members informally associate only with their strata of society. Cultures with low power distance actively try to combat inequality, and various segments of the population associate informally with one another.



What It Looks Like:

In a low power distance culture, students (or subordinates):	In a high power distance culture, students (or subordinates):
interact with their superiors in an informal manner (e.g., students joke around with their teachers)	interact with their superiors in a formal manner (e.g., students address teachers as sir, ma'am or miss)
are willing to critique and debate the opinions of their superiors (e.g., question the perspectives put forth by teachers)	are unwilling to disagree with or contradict the opinions of their superiors (e.g., expect that teachers have the answers)
ask questions to clarify the parameter of the assignment (e.g., expect to have some interpretive freedom in the direction of projects)	ask questions to understand what the final assignment should look like (e.g., expect that their superiors will provide detailed and explicit directions)
take initiative	ask for permission
believe that teachers (or superiors) should recognize their skills and abilities and support their initiative	believe that their teachers (or superiors) have an obligation to look after them

In the Classroom

Because Canadian culture has relatively low power distance, Canadian students interact relatively informally with their teachers. Students are allowed to and are even encouraged to challenge the wisdom of their teachers. Students from a culture of relatively high power distance (e.g., Japanese culture) might have a hard time adjusting to a Canadian classroom because in their culture teachers are an authority, they are higher up in the hierarchy and, therefore, students should honour—not challenge—what they say. Likewise, a Canadian student attending school in Japan could unknowingly insult a teacher by questioning his or her knowledge, opinion or authority.

If you are working with students (or subordinates) from a culture of high power distance:

- encourage students to make decisions “by giving them explicit responsibility for [the] decision” (e.g., give instructions like “I am not sure what the answer is. I want you to weigh the pros and cons, decide which is better and then tell me what you have decided.”)⁶

If you are preparing students (or subordinates) to travel to a culture of high power distance, encourage them to:

- regularly communicate with and ask permission of their teachers or host families before taking the initiative to do something
- pay attention to a person’s position and show deference to people in positions of

For an example of how differing concepts of power distance can create cultural misunderstanding, see the Culture Point in Chapter 13: International Student Programs. Appendix C: Cultural Considerations also ranks countries from high to low power distance.

Indirect and Direct Communication Styles (also referred to as high context and low context cultures)

Cultures with an indirect communication style (also referred to as high context cultures) communicate implicitly and expect the listener to “read between the lines” in order to understand the message. In other words, the context surrounding the conversation is just as, if not more, important than what is being said. Cultures with a direct communication style (also referred to as low context cultures), on the other hand, are very explicit and expect the speaker to convey the message clearly using precise language.

What It Looks Like:

In cultures with direct communication styles , people:	In cultures with indirect communication styles , people:
use words to overtly express meaning (e.g., look for meaning in what is said)	provide context so that meaning is self-evident (e.g., look for meaning in what is not said)
prefer to confront conflict and resolve it openly and honestly	prefer to avoid conflict or deal with it in subtle and tactful ways
are outgoing and have visible reactions	are generally reserved and do not show their reaction
point to external factors or variables when things go wrong	accept personal responsibility when things go wrong

In the Classroom

Canadians have a mix of communication styles. We have a direct communication style in that the speaker is responsible for delivering the message clearly. For example, when a Canadian teacher checks in with his or her students to see if the students understood the lesson, the teacher is assessing how clearly he or she communicated the message. If the lesson was confusing, the teacher encourages students to ask questions or takes other steps to clarify it.

Students from a culture with an indirect communication style (e.g., many African cultures) think that, as listeners, they are responsible for understanding the lesson and assume the teacher will provide all of the information necessary to make sense of it. When confused, these students may struggle for some time before they ask questions. Once the meaning has been explained, they may feel frustrated that the teacher did not offer (what they consider to be) complete information on the subject.

On the other hand, Canadian students studying in an indirect culture may feel frustrated that their teacher does not “get to the point.” They may be confused about why the teacher provides the class with unnecessary background information and ends the lesson without a clear direction or conclusion.

There are times when Canadians communicate indirectly, particularly when they are trying to be polite. This can be confusing for visitors who come from cultures with direct communication styles (e.g., German culture). For example, students from Germany may be understandably confused when their Canadian peers suggest “getting together sometime” but then never arrange to meet.

For examples of how differing communication styles can create cultural misunderstanding, see the Culture Points in Chapter 10: International School Partnerships and Chapter 11: Student Exchange Programs. Appendix C: Cultural Considerations also ranks countries according to their tendency toward high or low context communication.

If you are working with students from a more indirect culture:

- consider the student’s nonverbal cues in your assessment of the situation
- increase your use of gestures and body language and be aware of what your nonverbal cues might be communicating
- highlight resources where students might be able to get more information
- take care not to be too blunt.

If you are preparing students to travel to a more indirect culture, encourage them to:

- consider nonverbal cues in their assessment of the situation
- provide their teachers and host families with context about themselves
- try not to be blunt.

If you are working with students from a more direct culture:

- be explicit about your expectations
- try not to take offense to statements or conversations that seem blunt
- give students “an estimate of the probability that what you say is actually going to happen.”⁷

If you are preparing students to travel to a more direct culture, encourage them to:

- be explicit about their needs and desires
- try not to take offense to statements or conversations that seem blunt.

Nonverbal Communication Cues

All cultures utilize nonverbal cues to communicate meaning. Consider how many meanings the phrase “sit down” can have depending only on tone. It can be a command, an invitation or a plea. When you are part of a culture, you understand how the intonation of the word changes its meaning but when you are new to the culture you may not pick up on these subtleties. Tone and other nonverbal cues, such as those listed below, often reveal more about the exchange than words. Effective cross-cultural communicators are aware of what their nonverbal cues are saying to their partner and what their partner’s nonverbal cues are saying to them.

Other common nonverbal cues include:

- **Personal space** – Refers to the size of the “bubble” that surrounds a person and marks the territory between him or her and other people.⁸ In some cultures, usually collectivist ones, the personal space is relatively small. It is desirable to be close to other people, even strangers. In Canada, personal space is relatively large. Only people who we know well and trust (e.g., family and friends) are allowed into our bubble.

In the Classroom

Proximity in a classroom can be easily misinterpreted. When entering a classroom, Canadian students will often choose to sit in the middle or at the back of the class. A teacher from a culture of close proximity (e.g., Mexican culture) may find this insulting and assume that students are snubbing him or her. Similarly, a student who is seated at a distance from other students may feel like he or she is being excluded.

In contrast, Canadians who interact with people from a culture of close proximity might feel like their personal space is being invaded. In some cases, they may misinterpret the closeness as flirting.

For an example of how differing concepts of personal space can create cultural misunderstanding, see the Culture Points in Chapter 13: International Student Programs.

If you are working with students from a culture of close proximity:

- express your discomfort in words rather than by stepping away from the student
- highlight situations in which physical contact is appropriate and model this for the students; e.g., handshakes of congratulations.

If you are preparing students to travel to a culture of close proximity, encourage them to:

- expect and try to accept incursions into their personal space
- think of physical contact as a polite gesture rather than a sexual innuendo.

- **Eye contact** – When (and for how long) it is appropriate to maintain direct eye contact varies from culture-to-culture. In some cultures, averting one’s eyes is a sign of respect while in others it is interpreted as disinterest, boredom, unhappiness or guilt. Eye contact also varies within cultures according to age, gender, status, sense of security and so on.

In the Classroom

Canadians, perhaps with the exception of First Nations, Métis and Inuit, consider it polite to make periodic eye contact. It is not polite to stare nor is it polite to constantly look away. When Canadian students and teachers encounter visitors that hold eye contact for a prolonged period of time (i.e., Arab cultures), they may interpret the behaviour as aggressive. In turn, Arab visitors may consider the Canadian hosts to be disrespectful and untrustworthy.⁹

For an example of how differing concepts of eye contact can create cultural misunderstanding, see the Culture Point in Chapter 14: English as a Second Language Program.

If you are working with students from other cultures:

- resist the temptation to immediately interpret the intentions behind varying degrees of eye contact
- observe the eye contact patterns of the student; e.g., talk to other educators about their experience
- research the culture of the student; e.g., is it considered polite for them to make eye contact with you?
- create a safe learning environment by praising students for their contributions.

If you are preparing students to travel to a new culture, encourage them to:

- research their host culture; e.g., is it polite for them (as young male or female Canadian students) to make eye contact? If so, when and with whom?
- observe and learn from interactions between people from the host culture
- seek out a cultural informant who they may contact if they have questions; i.e., teacher, host family, exchange partner.

- **Silence** – Culture often governs if, when and for how long it is appropriate to respond to another person with silence. In some cultures, people attempt to minimize silence. They think it signifies rejection or disengagement, or consider it to be “dead air space.” In other cultures, silence is a valuable part of the conversation. It shows that the listener is thoughtful in his or her response.¹⁰

In the Classroom

Canadians tend not to value silence. We turn music on in our cars, we wear MP3 players while we walk, and we leave the television on while at home. Background noise is comfortable. Popular television shows, where characters are scripted to banter back and forth, are particularly telling of our cultural norms around silence. We like noise, but we like structured noise. For example, Canadians expect only one person to speak at a time. To interrupt or to speak over someone is considered rude.

In a Canadian classroom, silence in the middle of a conversation usually means that students don't understand, don't care or disagree with the speaker. When silence arises, speakers feel compelled to further explain or move on. In some cases, they may become nervous and embarrassed. However, students from cultures that value silence (e.g., Asian cultures) may consider a silent response to be respectful. It shows that they are taking time to think through what the speaker just presented.

Misunderstandings can also arise when students from cultures that value dialogue (e.g., Italian and Greek cultures) study in Canadian classrooms. In these cultures, it is not uncommon to interrupt someone or to have multiple conversations occurring at one time. The students may interrupt or speak at the same time as the Canadian speaker, not knowing that the Canadian speaker considers this to be rude and disruptive.

If you are working with students from a culture that values silence:

- give students time to digest information and think about their response
- be patient; e.g., refrain from moving on when the student does not respond immediately (students from Asian cultures will often wait for a prolonged pause before speaking).

If you are preparing students to travel to a culture that values silence, encourage them to:

- take time to consider their words before they speak
- wait for a prolonged pause before speaking
- incorporate silence into their lives.

If you are working with students from a culture that values dialogue:

- explain why interrupting or talking over somebody is considered rude in Canada.

If you are preparing students to travel to a culture that values dialogue, encourage them to:

- try not to be offended if they are interrupted or if others speak over them
- take initiative and join the conversation rather than waiting for their turn to speak.

Individual and collective orientations, high and low power distance, indirect and direct communication styles and nonverbal communication are only four of many general cultural patterns. The recommended reading list on page 82 contains more information on general cultural patterns.

Speaking with Non-native English Speakers

Alberta school authorities are increasingly in contact with non-native English speakers. In some cases, these individuals speak better English than many Anglo-Albertans and are able to converse with students and staff without any trouble. In other cases, limited proficiency or heavy accents can make conversations more difficult. In these situations, school authority staff may employ the following strategies to communicate more effectively with non-native English speakers.¹¹

1. **Use simple terms** (e.g., “many” instead of “numerous”) and basic sentence structures (e.g., “I teach students to play sports” instead of “In my class, students learn to play a variety of sports.”)
2. **Speak slowly and pause generously between sentences.** This gives the listener time to digest what you are saying and to form his or her contribution to the conversation.
3. **Face your colleague and use body language or props,** if necessary, to convey your message.
4. **Do not shout or raise your voice.**
5. **Be genuine.** It is very difficult for someone learning a language to pick up on sarcasm.
6. **Avoid contractions, jargon and acronyms.**

Handling Cultural Misunderstandings

When people experience cultural misunderstanding, they have very emotional reactions. They may be frustrated by their inability to communicate or angered by the seemingly nonsensical response of the other person. When you find yourself reacting like this, ask yourself “could this be a cultural misunderstanding?” Try to separate your thoughts into description, interpretation and evaluation. This thought process ensures that you are not making a judgement without analyzing the interaction first.

1. **Description** – Describe the situation in concrete terms. Who was involved? What was said? What did the interaction look like?
2. **Interpretation** – Why did you behave or react the way you did? What values or norms underlie your behaviour or response? Why might other people have behaved or reacted the way they did? What values or norms underlie their behaviour or response? Consider the cultural patterns outlined above. Try to think of more than one possible interpretation.

3. Evaluation – How did the interaction make you feel? What did you learn or what would you like to better understand? How might you gather more information? What assumptions might you have made if you had not stopped to describe the interaction and consider multiple interpretations?

Cultural informants—people who are familiar with the norms and expectations of a culture and can explain the behaviours to you—are also tremendously helpful in alleviating cultural misunderstandings.

Helping Students to Separate Description and Interpretation

Many people, students and adults alike, interpret a situation and describe it as fact. For example, a person may say “I asked him a simple question and he became angry with me” instead of saying “I asked him a question and when he responded, he raised his voice and spoke very rapidly.” When we consciously separate description (i.e., what we saw or heard) from interpretation (i.e., what we think about what we saw or heard), we are open to multiple interpretations of the situation. This openness is extremely important when communicating with other cultures that may have different behavioural norms.

Teachers can encourage openness amongst their students by exploring the difference between description and interpretation. The following lesson plan is one way to highlight the difference between the two.

Observations versus Judgements

From AFS Intercultural Programs USA, “Observations vs. Judgments Lesson Plan,” http://www.usa.afs.org/usa_en/view/7819 (Accessed August 5, 2010).

Ask students to collectively brainstorm the characteristics of a designated subgroup; e.g., “How would you describe rock stars?” Write down everything you hear. Try to accumulate 20 to 25 characteristics.

Ask students to put themselves “in the shoes” of the chosen subgroup. How do they feel about their brainstorming results? Do they agree or disagree with any of the observations?

Highlight the difference between observations (statements about others informed primarily by your empirical senses) and judgements (statements about others informed primarily by your interpretations). Point out that judgements are not necessarily negative (as often perceived). We frequently make positive judgements about other groups.

Return to your list of characteristics and ask the group to identify the characteristics that are observations and those that are interpretations. Encourage students to realize that it is important to understand the difference between observations and judgements and that, when interacting with people from other cultures, they need to observe, gather information and consider multiple interpretations before interpreting what is happening.

Being able to communicate effectively and form relationships across cultures provides innumerable benefits. Intercultural relationships increase our exposure to different ways of thinking and enhance our ability to analyze and solve problems. Diverse groups are also able to draw upon the variety of communication and problem-solving strategies that their members bring. So while intercultural communication can be confusing or challenging at times, in the end it is worth the effort.

Communicating across cultures is particularly difficult for the individual who, immersed in another culture, is simultaneously coping with cultural misunderstandings and the symptoms of cultural adjustment. The following section will explore the process of cultural adaptation so that school authority staff can effectively prepare students, teachers and staff to go abroad, as well as welcome students, teachers and staff from other countries.

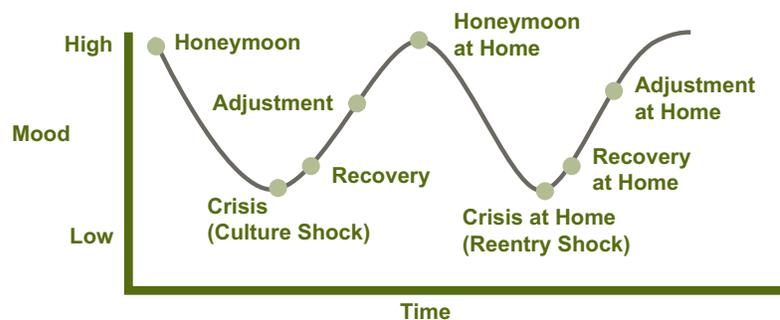
Cultural Adaptation

What Is Cultural Adaptation?

(From University of California, Berkeley International Office, "Cultural Adjustment," http://internationaloffice.berkeley.edu/multiple_use/cultural_adjustment.php) (Accessed August 5, 2010).

Cultural adaptation is a process many travellers experience, particularly if they spend a significant amount of time in a foreign culture. When properly prepared and supported, travellers can adapt relatively well and experience minimal culture shock.¹² (Resources to help prepare for and manage cultural adaptation are available in the recommended reading list on page 82.)

The cultural adaptation process is often illustrated as a *W* curve (see diagram above). Initially, travellers experience elation or excitement about being in new environments. This initial excitement can deteriorate into a state of sadness or confusion, generally as travellers become aware of less-desirable cultural characteristics and/or feel unable to function effectively in their host cultures. Over time, most travellers recover to a place of cultural understanding and functionality.



A similar process occurs during re-entry or when travellers, who have been away from their own cultural context for a substantial period of time, return home. While away, many travellers romanticize “home” and are excited to return. However, home can feel foreign or overly mundane. Travellers may be frustrated with the rules or lifestyle of their home countries or feel unable to relate with their friends and families. Again, with time, most travellers adjust to life in their home context. (Resources to help minimize re-entry shock are available in the intercultural resources list in the recommended reading list on page 82.)

The *W* curve provides a basic framework from which to understand cultural adjustment; however, not all travellers experience this predictable pattern. Recent research suggests that the cultural adaptation process can be more or less challenging based on “intensity factors”¹³ such as:

- the degree of cultural difference between the home and host culture
- the extent to which the traveller is immersed within a culture and the length of time in which the traveller is immersed
- the extent to which the host culture welcomes outsiders into the community
- the traveller’s prior intercultural experience
- the traveller’s ability to function in the language of the host culture
- the accuracy of the traveller’s cultural expectations.

Indicators of Cultural Adjustment

(From J. Martin and T. Nakayama, *Intercultural Communication in Contexts*, p. 211; University of Wisconsin-Madison, “International Engineering Studies & Programs – Culture Shock,” <http://international.engr.wisc.edu/preparing/cultureshock.php>)
(Accessed August 5, 2010).

Honeymoon phase:

- excitement
- apprehension/nervousness.

Culture shock:

- confusion/disorientation
- frustration and irritability
- suspicion and stereotyping of host culture
- crisis of identity
- romanticizing home culture
- struggle with simple, everyday activities
- feeling like an “outsider”
- withdrawal from host culture
- insomnia or excessive sleeping
- digestive problems
- uncharacteristic weight fluctuation
- deterioration in appearance (dress and grooming)
- out-of-character behaviour with others; i.e., family, friends, colleagues
- complete adoption of host culture; e.g., surrendering own identity.

Recovery and adjustment:

- sense of mental well-being
- comfortable and competent when engaging with the host culture
- able to complete everyday tasks with ease
- able to articulate likes and dislikes of both home and host cultures
- capable of problem solving.

Significant preparation and support is necessary when travellers are expecting transitions of great intensity. If someone with little intercultural experience is travelling to a place of considerable cultural difference for a lengthy duration, the ability to adapt would be enhanced if he or she learned some of the local language and researched the host country and culture before departure.

One cannot expect to escape the anxieties of cultural adaptation; it is, by nature, a challenging and uncomfortable learning process that most travellers go through. Travellers who do not experience any of the indicators of cultural adaptation (see side box on page 80) have generally been isolated or shielded from the host culture. For example, tourists often remain in the honeymoon phase.

Learning to adapt to another culture can reveal a great deal about one's personal values and identity. This kind of personal exploration can be challenging and scary but has tremendous benefits. Travellers emerge from this transformational process more comfortable with their personal and global identities and more confident in their ability to manage change.

Recommended reading on culture

- Alberta Education. “Appendix 2: Understanding Cultural Differences in Student Behaviour” in *English as a Second Language Kindergarten to Grade 9 Guide to Implementation*. Edmonton, AB: Alberta Education, 2007.
- Cornes, Alan. *Culture from the Inside Out: Travel and Meet Yourself*. Yarmouth, ME: Intercultural Press, Inc., 2004.
- Gochenour, Theodore. *Beyond Experience: An Experiential Approach to Cross-Cultural Education*. Yarmouth, ME: Intercultural Press, 1993.
- Hansel, Bettina. *The Exchange Student Survival Kit*. 2nd ed. Boston, MA: Intercultural Press, 2007.
- Hofstede, Gert Jan, Paul B. Pedersen and Geert Hofstede. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Yarmouth, ME: Intercultural Press, 2002.
- Kohls, L. Robert and John M. Knight, eds. *Developing Intercultural Awareness: A Cross-cultural Training Handbook*. 2nd ed. Yarmouth, ME: Intercultural Press, Inc., 1994.
- Mikk, Barbara Kappler et al. *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, 2009.

Culture-specific References

- Citizenship and Immigration Canada. “Cultural Profiles Project.” <http://www.cp-pc.ca/english/index.html>.
- CultureGrams. <http://www.culturegrams.com>.
- Department of Foreign Affairs and International Trade Canada Centre for Intercultural Learning. <http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/>.
- Kwintessential. “Country Profiles – Global Guide to Culture, Customs and Etiquette.” <http://www.kwintessential.co.uk/resources/country-profiles.html>.
- Morrison, Terri and Wayne A. Conaway. *Kiss, Bow or Shake Hands: The Bestselling Guide to Doing Business in More than 60 Countries*. Avon, MA: Adams Media, 2006.
- Cultural groups within the local community.

Conclusion: Creating a Culture of Our Own

If culture is considered to be the assumptions, values and judgements that govern how people understand and manage the world, how might Alberta school authorities and schools go about creating a culture of their own? How can they build a culture of understanding, acceptance and worldmindedness? ¹⁴

Worldmindedness often begins as global awareness and grows as individuals begin to appreciate the viewpoints, experiences and worldviews of others, especially those quite different from themselves. It develops along with intercultural skills in communication and prolonged experiences in cross-cultural interaction. We know we are worldminded when we form the habit of thinking about the effects of our decisions on people across the planet, when we care about how others perceive our nation, and when we use “us” to mean people from many places and not just our neighbourhood or nation.

Some obvious synergies exist between international education and character or citizenship education. Both promote respect for diversity, intercultural dialogue and a responsibility to humanity.¹⁵ For example, a student who studies abroad learns first-hand what it means to be an outsider and knows what it is like not to understand the cultural patterns that govern behaviour. He or she may even know how frustrating it can be to communicate in another language. These experiences enable the student to empathize more sincerely with newcomers to Canada and to be more patient, more understanding and more willing to help. The intercultural communication skills that the student developed while abroad may also help him or her to interact more effectively with individuals from other countries and cultures, thereby serving as a role model for other students.

International education programs that exist in isolation, however, can have only limited impact on the student body and school culture. Developing a culture of acceptance, understanding and worldmindedness requires that “the world” is constantly represented in Alberta schools. For example, students are thinking about the world and it shows on the bulletin boards that display their work; culturally diverse events are held in the school; international partnerships are established, recognized and celebrated; and overseas visitors are welcomed and their wisdom is valued.

These are just a few of the myriad of things that school authorities can do to build a culture where multiculturalism, diverse worldviews and global perspectives are valued. To ensure that meaningful learning is happening in each instance, educators should connect international education initiatives to curriculum outcomes. These connections are explored in the following chapter.

You may find the following sections in this handbook helpful:

- Chapter 5: Professional Development
- Chapter 10: International School Partnerships
- Chapter 11: Student Exchange Programs
- Chapter 13: International Student Programs (in Implementing the Program section and Supporting the Transition to Alberta section)
- Chapter 14: English as a Second Language Program
- Chapter 16: Hosting International Visitors (in Long-term Visitors section)
- Appendix C:
 - Cultural Considerations (in Intercultural Competence: Key Knowledge, Skills and Attitudes section)
 - Cultural Considerations (in Studies on Cultural Patterns section)

Endnotes

1. University of the Pacific, *What's Up with Culture?*, <http://www.pacific.edu/sis/culture/> (Accessed August 5, 2010).
2. Ibid.
3. J. Martin and T. Nakayama, *Intercultural Communication in Contexts*, 2nd ed. (Mountain View, CA: Mayfield Publishers, 2000), p. 102.
4. Lionel Laroche, *Managing Cultural Diversity in Technical Professions* (Burlington, MA: Elsevier Science, 2003), p. 66.
5. Ibid., p. 29.
6. Ibid., p. 49.
7. Ibid., p. 159.
8. J. Martin and T. Nakayama, p. 184.
9. Larry A. Samovar and Richard E. Porter, *Communication Between Cultures*, 5th ed. (Belmont, CA: Wadsworth Publishing, 2003), p. 182.
10. Ibid., p. 198.
11. Laroche, pp. 154–156.
12. J. Martin and T. Nakayama, “Culture shock is a feeling of disorientation and discomfort due to the lack of familiar cultural cues,” *Intercultural Communication in Contexts*, 2nd ed. (Mountain View, CA: Mayfield Publishing, 2000), p. 206.
13. Janet Bennett and Michael Paige, *EPFA 510: Training Design for Intercultural Learning* (Portland, OR: Portland State University, Summer Institute for Intercultural Communication, 2008).
14. Merry M. Merryfield, Joe Tin-Yau Lo and Masataka Kasai, “Worldmindedness: Taking Off the Blinders,” *Journal of Curriculum and Instruction* 2, 1 (2008), p. 7.
15. Alberta Education, “Character and Citizenship Education,” <http://education.alberta.ca/teachers/safeschools/character.aspx> (Accessed August 5, 2010).

Chapter 7

Curriculum Links



The vision of Alberta’s education system is to “inspire and enable students to achieve success and fulfillment as citizens in a changing world.”¹ In other words, education should empower students; it should give them the knowledge, skills and attributes they need to make sense of the world around them, to become informed and responsible citizens, and to pursue their future goals by understanding the wealth of opportunities available to them in relation to the broader global context.

Alberta Education recognizes the importance of international education in core documents. For example:

- The Ministerial Order that outlines the goals and standards for basic education in Alberta, states that students should “... understand personal and community values and the rights and responsibilities of citizenship” and “... have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness that will help to prepare them for participation in the global economy.”²
- The *Guide to Education: ECS to Grade 12* emphasizes the importance of education in “shaping a preferred provincial, national and global future ...” and highlights the need to “prepare the citizens of tomorrow ... with the knowledge and skills they need to be successful in a rapidly changing economy and society.”³
- Alberta Education’s Business Plan for 2010–2013 identifies changes in society and the world at large at an unprecedented pace as a significant challenge and opportunity and recognizes the need for an education system that enables students to “learn the skills and knowledge they need to succeed in an ever-changing environment as members of a local community and as citizens of the world.”⁴

Many of Alberta’s programs of study directly support international education. This chapter will explore where links to international education exist in some of the programs of study. It will also identify some locally developed courses that have an international focus and, finally, will consider how co- and extra-curricular activities can support the international education strategy. What is important to note is that international education activities can be integrated into any program area, when deemed appropriate and where a natural learning outcome can be established.

Programs of Study

Social Studies

The social studies program of studies aims to foster students' understanding of and involvement in practical and ethical issues that face their communities and humankind, with the ultimate goal that students become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world. To achieve this, students spend time examining the world and its people as well as the dynamics and challenges of the international community. The social studies program of studies has infused international perspectives and themes under the strands titled "Global Connections" and "Culture and Community." Examples include the following.

- In Grade 3, students examine communities around the world and the concept of global citizenship.
- In Grade 4 and Grade 5, students examine how the diversity of immigrants has enriched and shaped Canada.
- In Grade 7, students are introduced to the concepts of intercultural contact ... through an examination of migration and immigration.
- In Grade 8, students learn how intercultural contact between societies leads to significant change and alters each society's worldview.
- In Social Studies 10-1 and 10-2, students consider the question, "To what extent should we embrace globalization?"

Grade 10 social studies students from Queen Elizabeth High School in Edmonton deepened their understanding of climate change by connecting with:

- representatives from the nonprofit organization "TakingITGlobal" who attended the Climate Change Conference in Copenhagen, Denmark
- environmental researchers from the University of Alberta
- students from Nicaragua, the Netherlands, Jordan, Brazil, the USA and other parts of Canada.

Students collectively learned about the concept of global warming, its causes and possible consequences. They shared their observations about how climate change is affecting their communities. They also considered how governments, businesses and consumers could address climate change and what the respective roles of developed and developing countries should be. Students used online discussion threads and videoconferencing to interact with one another.



For more information on this project, contact Queen Elizabeth High School's Centre for Global Education at <http://queene.epsb.ca/academics/international-programs>.

- In Social Studies 20-1, students demonstrate a global consciousness with respect to the human condition and global affairs.
- In Social Studies 30-1, students analyze the impacts of the pursuit of internationalism in addressing contemporary global issues, such as conflict, poverty, debt, disease, environment and human rights.

English Language Arts

The aims of the English language arts programs of study are 1) to encourage an understanding and appreciation of the significance and artistry of literature; and 2) to enable each student to use language competently and confidently for communication, further learning, employment and personal satisfaction. Through the study of literature, students experience, vicariously, persons, places, times and events that may be far removed from their day-to-day experiences. Literature provides insight into other countries and cultures, stimulates awareness and understanding of universal issues and themes, and fosters respect for cultural diversity. For example:

- in Grade 4, students are encouraged to recognize English words and expressions that come from other cultures or languages. (General Outcome 4)
- in Kindergarten to Grade 9, students are encouraged to read texts from diverse cultures and communities and consider how these texts interact with culture and history. (General Outcome 5)
- in grades 10, 11 and 12, teachers have the option of including international texts into literature studies; at each level, students are expected to explain how literary texts relate to the cultural contexts in which they were produced.

International Languages Programs

Alberta Education has developed programs of study for Chinese, French, German, Italian, Japanese, Latin, Punjabi, Spanish and Ukrainian. All of these programs of study recognize that mastering the vocabulary and grammar of another language is not sufficient. Rather, to be proficient, language learners must also understand the cultural and contextual nuances that affect language use.

Language students in Alberta learn about other cultures and consider the similarities and differences between themselves and native speakers of the language, permitting them to reflect on alternative ways of thinking and living. In some cases, language learners also have opportunities to build relationships with their peers in other countries and gain real-world experience in international cooperation and diplomacy.

All of the languages programs of study have international education outcomes embedded. For example, Grade 6 students in the Spanish Language and Culture Nine-year Program, Grades 4–5–6, identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world (GC–1.2b). Similarly, in the

French as a Second Language Three-year Program of Studies 30-3Y, students research and identify aspects of the arts and popular culture of the Francophone world that have influenced other cultures (30-3Y, 30 R 4.1f).

Fine Arts

Art provides students with the opportunity to explore and comment upon the world around them. While developing artistic techniques and skills, art students are encouraged to think critically about the human condition and to externalize their personal feelings and intuitions or those of their fellow human beings. Visual and performance art also tell stories and, much like literature, expose students to people, times, places and situations that they might not otherwise be able to experience. By studying art from other cultures or countries, students can gain insight into different traditions, values and worldviews. They may also develop an appreciation for the historical and present realities of different people. The list below highlights curricular entry points where global perspectives can be emphasized.

Art

- In grades 1 to 6, students develop an appreciation for the ethnic and cultural aspects of the visual arts in Canadian society, an understanding of art as a common or universal means of expression among all peoples, and an appreciation of artistic accomplishments, past and present.
- In junior high, students consider how art interacts with cultural context. Grade 8 students also consider the impact of man-made structures upon human activity in the modern world.
- In Art 10–20–30, students consider how art interacts with cultural context.
- Art 11–21–31 is a study of culture through images designed to take students from consideration of their own experiences with art, through a historical analysis of art forms, to a more global investigation of art.

Drama

- A specific learning expectation of the elementary drama program of studies is that students will develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories.
- In the theatre studies component of junior high drama, students learn that drama exists in every culture and that theatre is a mirror of society.

The drama department from Hunting Hills High School in Red Deer, Alberta brought an international flavour to its dinner theatre production by offering French, Chinese and Spanish cuisine. Each night, audience members enjoyed a different ethnic menu while taking in evening performances of the Middle Eastern folk tale, known in English as “Arabian Nights.”

- In the theatre studies component of Drama 10–20–30, students explore selected elements of drama and theatre that foster an appreciation of theatre as a traditional art form. Theatre nurtures a tolerant worldview by encouraging students to reflect upon the history and broad themes of humanity.

Music

- A general learner expectation of the elementary music program of studies is that students will gain an awareness and appreciation of a variety of music, including music of the many cultures represented in Canada.
- In the junior high music program of studies, modules relating to musical perspective concentrate on national and ethnic music. The following modules are available: Black Music, Music of Canada, Music of Latin America, Music of the Orient, and Music of the United States.
- In Choral Music 10–20–30, teachers are encouraged to incorporate music from other languages and cultures.
- General Music 10–20–30 modules encourage students to develop a knowledge of music history and literature and their relationship to world history and develop an understanding of the music of world cultures. These outcomes are most prevalent in the History of Western Music, World Music and Popular Music modules.
- In the music history section of Instrumental Music 10–20–30 (Levels IV and V), students are encouraged to identify composers from various countries and historical periods.

All students need to be provided with opportunities to share and improve their natural gifts and talents. Many of our refugee English language learners face tremendous challenges as they enter our education system. One particular group, with many different African origins, did share one common talent and that was a love of music, in particular drumming and dancing.

Through the support of an Alberta Teachers' Association (ATA) Educational Trust grant, an after-school project was developed that matched students of African ethnicity with their Canadian peers. Under the guidance of a local drum builder, students constructed drums together, made out of polyvinyl chloride (PVC) pipe and goathide drumheads. Another local drummer worked with the students to bring forth some of the drum patterns from their backgrounds, with contributions from both African and Canadian students. The six-month project culminated with the students performing original drumming and dance routines. While the students were brought together through the drumming and dancing activities, each session began with a shared discussion to help both groups of students get to know each other better. In the end, they found that they have a lot in common, and that pizza is a universal food!

Emilie DeCorby, Principal, Edmonton Catholic Separate School District No. 7

Science

Science explores universal principles and extends into the global arena. Alberta's science programs of study provide students with the opportunity to develop scientific and related technological knowledge and skills that will enable them to understand and interpret their world. Science introduces students to the planet in which they live; the planet they share with six billion other human beings and a myriad of organisms. Because natural systems do not obey human-created borders, science extends into a global arena. In Alberta, science students are encouraged to explore the cultural and intellectual assumptions that underlie scientific thought and to examine environmental issues that are intertwined with ethics, global economics and international politics (see the following examples).

- In Grade 4, Topic A: Waste and Our World, students examine natural and man-made waste, its origins, cycles and impacts on the planet.
- In Grade 5, Topic D: Weather Watch, students are encouraged to consider how climate varies in different parts of the world and to identify human actions that contribute to climate change.
- In Grade 7, Unit A: Interactions and Ecosystems, students consider the relationships between human activity and natural environments. The unit highlights concepts of interdependency and interrelatedness and encourages students to identify intended and unintended consequences of human activities within local and global environments.
- In Grade 8, Unit E: Freshwater and Saltwater Systems, students examine the ecological dynamics of freshwater and saltwater systems, their distribution around the world and how humans affect and are affected by these systems.
- In Grade 9, Unit A: Biological Diversity, students examine the concept of biodiversity and how human activity affects it. They also examine the geographical distribution of biodiversity, threats to it and attempts to preserve it around the world.
- In Science 10, Unit D: Energy Flow in Global Systems, students learn about energy flows within the biosphere and consider how they affect the lives of humans and other species. They explore biomes from various parts of the world and consider—from various perspectives—the causes, ways of measuring and possible solutions to global climate change.
- In Science 14, Unit D: Investigating Matter and Energy in the Environment, students consider the impact of humans on the biosphere.
- In Science 24, Unit C: Disease Defence and Human Health, students consider how social, environmental and genetic factors affect human health and the spread of disease.
- In Science 30, Unit D: Energy and the Environment, students consider how global energy demands impact the biosphere and how conventional and alternative sources of energy may inform sustainable development.
- In Biology 20, Unit A: Energy and Matter Exchange in the Biosphere, students examine how energy and matter cycle through the biosphere. They use food chains and webs to trace the interconnectedness of organisms and ecosystems.

- In Chemistry 30, Unit C: Chemical Changes of Organic Compounds, students examine how society can ensure that the technical applications of organic chemistry are assessed to ensure future quality of life and a sustainable environment.
- In Physics 30, Unit D: Atomic Physics, students consider how the risks and benefits of technologies need to be assessed for each potential application from a variety of perspectives, including sustainability.

English as a Second Language (ESL)

The goals of the English as a Second Language Program of Studies are to provide ESL students with planned, systematic instruction and support that will enable them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society. ESL classrooms are uniquely positioned to draw upon the cultural knowledge and the unique international perspectives of ESL students, who generally belong to various cultural groups and/or come from different parts of the world. As students interact with one another, they, therefore, not only develop English language proficiency but also intercultural competency.

Health and Life Skills and Career and Life Management

The Health and Life Skills Kindergarten to Grade 9 Program of Studies and the Career and Life Management Senior High Program of Studies help students acquire, practise and demonstrate strategies for dealing with the challenges of life and living. The challenges we face on a personal level often relate to global systems, networks or events.

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. For example:

- in Grade 4, students examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry
- in Grade 5, students identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.

The aim of the Career and Life Management (CALM) Senior High Program of Studies is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. For example, in CALM, students continue to work toward becoming responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

Health and CALM courses also engage students in diversity issues. They emphasize the importance of considerate relationships, and encourage students to make decisions that contribute to the well-being and respect of self and others, including their local and global neighbours.

Information and Communication Technology (ICT)

The Information and Communication Technology Program of Studies encourages students to consider the role and impact of technology in society and to practise using technology in an effective and responsible way. It ensures that students consider the global impact of communication technology. For example:

- in Division 2, students describe, using examples, how communication and information networks, such as the telephone and the Internet, create a global community
- in Division 3, students identify the cultural impact of global communication and explain ways in which technology can assist in the monitoring of local and global environmental conditions
- in Division 4 students analyze and assess the impact of technology on the global community.

Educators in the field also recognize that the best way to learn to use technology and to judge its impact is to engage in activities, projects and problems that replicate real-life situations. By using technology to establish and maintain contact with partners in other countries, educators can provide students with meaningful and real-world contexts in which to develop technological literacy.

Career and Technology Studies (CTS)

Recognizing that globalization has a significant impact on career options and continues to shape the world of work, the Career and Technology Studies Program of Studies encourages students to consider the global scope of the knowledge, skills and attitudes related to specific occupational areas (see the following examples).

- **Tourism Studies Courses**
 - In Travel Destinations 1 (TOU2060), students demonstrate knowledge of world tourism and geography by presenting travel information about North America and at least one other world region.
 - In Travel Destinations 2 (TOU2070), students demonstrate knowledge of world tourism and geography by presenting travel information regarding various tourism regions of the world.
 - In Travel Planning (TOU2080), students create and evaluate an Alberta or Canada tour package and/or an international travel package, including itinerary, tour and attractions information, and traveller information.

Grande Yellowhead Public School Division No. 77 has been offering “Species at Risk,” a combination of three CTS Wildlife courses, by videoconference since 2006.

The course brings in researchers and wildlife management personnel from around the world by videoconference to discuss their work in this area. Presenters have delivered sessions on their work with gorillas in the Congo, lemurs in Madagascar, and tree kangaroos in Papua, New Guinea. In addition to the content coming from researchers from around the world, the course has also had students participate from schools in Saskatchewan and Nunavut.

- **Foods Courses**
 - In International Cuisine (FOD2170), students discover other cultures by exploring their cuisine, and develop a variety of techniques for international cooking and use of specialized tools.
- **Fashion Studies Courses**
 - In Cultural Fashions (FAS3080), students research and learn about the fashions of other cultures and produce a project related to their research.
- **Legal Studies Courses**
 - In Law & the Traveller (LGS2050), students identify and describe the issues and legal considerations that may arise when individuals travel domestically and internationally.
- **Forestry Courses**
 - In Issues & Trends in Forestry (FOR3010), students analyze current local and global issues and trends in forest management, and demonstrate individual and shared actions that foster environmental stewardship.

Social Sciences

Social Sciences 20–30 is intended to complement the Alberta social studies program by encouraging increased understanding of human society and social relationships. It provides opportunities for educators and students to consider how specific disciplines explore and explain the world phenomena. The following social sciences courses contain an explicit international or intercultural focus.

- **Macroeconomics 30** – Students consider the interdependence of the global economic system and examine the current conditions of developing countries through an economic lens.
- **World Geography 30** – Students examine how natural landscapes shape and are shaped by human organization. Topics include “Human Occupance of the World, World Urbanization, Agriculture of the World, and World Transportation and Commerce.”
- **Comparative Government 20** – Students compare and contrast the Canadian political process to the system(s) adopted in the United Kingdom, the United States or the former USSR.

- **International Politics 30** – Students develop an understanding of the importance of international relations. Topics include the nature of power in international relations, historical forms of international relations, international forums for peace, and international forces in the economy.
- **World Religions 30** – Students examine some of the basic beliefs and practices of major religions of the world.
- **Applied Sociology 30** – Students examine the dynamics of social and cultural change.

An International Approach to Teaching

Many of Alberta’s programs of study contain explicit international or intercultural content. However, an international approach to teaching can also help students to link their studies to the broader global context. For example, a teacher of Grade 6 mathematics/science used the book, *The World of 100*, which highlights what the world would look like if it was 100 people, to engage her students in statistics and fractions.

“During our Peace Festival in December last year, I pulled [*The World of 100*] book out and read it to my Grade 6 class. I didn’t have a concrete plan as to what I was going to do with it, but as I expected, the students were quite shocked by many of the statistics presented. This led to a great discussion about disparity and global and regional inequality ... Since there are 25 students in my class, we did some work with fractions to find out how many people in our classroom village would be affected by things such as access to clean air and water, and schooling and literacy ...” (Erin Couillard, teacher at the Calgary Science School Society).

Teachers can utilize the following strategies to integrate international perspectives and content into their lesson planning.⁵

1. Highlight the “international dimensions of the subject area ... what knowledge and skills [would] students need to know to function in the field of study in an international setting?”⁶
2. Include international case studies and examples to illustrate subject area concepts.
3. Incorporate international data, stories and news from or about other countries into discussions and assignments.
4. Design assignments that require students to interact with students from other cultural groups (in Alberta or abroad).
5. Be aware that knowledge is formed in context. How might someone in another country or region view or approach this subject matter? How might his or her perspective or approach compare with ours?
6. Model respect for cultural diversity (e.g., take time to properly pronounce the names of students, acknowledge various cultural holidays) and intercultural competence (see Chapter 6: Cultural Considerations) in the classroom and school.

Locally Developed Courses

Many locally developed courses provide opportunities for international learning. For example, religious studies courses, which were developed to serve the needs of students attending schools in Roman Catholic school authorities, devote 20 percent of course time to comparative religious studies, giving students the opportunity to learn about other world religions.⁷

Some school authorities have elected to develop locally developed courses that specifically focus on international perspectives on learning. For example, Calgary School District No. 19 is currently piloting a course titled “Intercultural Studies 35,” where students reflect upon the concept of culture, investigate their own culture, learn about other cultures, and consider the dynamics of intercultural interactions and cultural adjustment. For more information, contact the Calgary School District No. 19’s International Bureau at <http://www.cbeinternational.ca/>.

Internationalizing Learning

Learning is not confined to classroom lessons that are developed to meet curricular outcomes. It often happens spontaneously as students react to their current circumstances, interact with their peers and their teachers, and participate in co-curricular or extra-curricular activities. These types of learning can also have an international flair and help to establish an international culture in school authorities. For example:

- teachers may, when appropriate, include current events of an international nature to facilitate class discussions or to enhance group or individual projects that students are working on
- interactions within an increasingly diverse student body may spark curiosity or concerns about cultural differences and encourage school staff to develop a campaign to explore and celebrate diversity
- a well-planned and pedagogically sound school trip to another country can enhance curricular study and expose students to new places, people, languages, landscapes and ways of living (see Chapter 17: Educational Travel Abroad)
- after hearing about an international disaster, a student council may decide to organize a fundraiser for an emergency relief organization and raise awareness about a global issue.

Conclusion

Alberta’s programs of study contain a number of opportunities to integrate international and intercultural content. School authorities can further internationalize learning by:

- adapting internationally focused locally developed courses
- encouraging an international approach to teaching
- supporting co- and extra-curricular activities that consider global issues or promote global understanding.

The most common concern expressed by school authorities that agree with the value of international education and international learning is “how can we fund it?” Funding will be explored in the following chapter.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Chapter 17: Educational Travel Abroad

Endnotes

1. Alberta Education, *Business Plan 2010–2013*, p. 66, <http://education.alberta.ca/admin/resources/guidetoed.aspx> (Accessed August 5, 2010).
2. _____. “Ministerial Order #004/98: Goals and Standards Applicable to the Provision of Basic Education in Alberta,” 1998. <http://education.alberta.ca/department/policy/standards/goals.aspx>. (Accessed August 5, 2010).
3. _____. *Guide to Education: ECS to Grade 12*, p. iii, <http://education.alberta.ca/admin/resources/guidetoed.aspx> (Accessed August 5, 2010).
4. _____. *Business Plan 2010–2013*, p. 67, <http://education.alberta.ca/department/businessplans.aspx> (Accessed August 5, 2010).
5. Griffith Institute for Higher Education, “Internationalising the Curriculum: Strategies for Academic Staff” (Queensland, AU: Griffith University), http://www.griffith.edu.au/gihe/pdf/gihe_tipsheet_web_int.pdf (Accessed November 9, 2009) and Dale Stanley and Joan Mason, *Preparing Graduates for the Future: International Learning Outcomes* (Vancouver, BC: British Columbia Centre for International Education, 1997), p. 31.
6. Dale Stanley and Joan Mason, *Preparing Graduates for the Future: International Learning Outcomes* (Vancouver, BC: British Columbia Centre for International Education, 1997), p. 31.
7. Alberta Education, Policy 1.2.2 Locally Developed Religious Studies Courses, 2003, <http://education.alberta.ca/department/policy/k-12manual/religious.aspx> (Accessed November 10, 2009).

Note: All Alberta English-language programs of study are available for viewing at <http://education.alberta.ca/teachers/program.aspx>. All Alberta French-language programs of study are available for viewing at <http://education.alberta.ca/francais.aspx>.



Chapter 8

Funding



School authority internationalization strategies must reflect the interests and needs of stakeholders who will ultimately support and champion them. They must also be financially viable. This chapter outlines various financial sources that may help to fund internationalization activities.

What Does It Cost to Internationalize?

The financial resources required for internationalization depend on the school authority, its size and the scope of its strategy. Many components of an international strategy can be funded through regular funding allocations. However, if a school authority determines that it would like to expand its international program, additional funding may be necessary.

The first and most important expense is an international education administrator who will coordinate the process of internationalization. A number of other costs, including but not limited to the following, may also be incurred.

Cost	Example
Personnel	An international education administrator and a school authority employee (who devote part of his or her time to supporting the international education administrator) are hired.
Research and program start-up	A school authority employee consults with key teachers and administrators within the school authority and with other, more experienced school authorities (see Chapter 4: An Internationalization Strategy) to develop a school authority internationalization strategy.
Communication	A school administrator explores how to best facilitate communication between his or her school and partner school in Europe through various technologies (see Chapter 10: International School Partnerships).
Program promotion and marketing	An international education administrator develops an advertising campaign to raise awareness about the school authority's internationalization strategy.
Release time to attend professional development opportunities or to manage programs	A teacher is released from instructional time to plan and manage a student exchange program (see Chapter 11: Student Exchange Programs).
Professional development programming or resources	A school administrator invites a local organization to facilitate an intercultural communication workshop with school staff to prepare them to work with students from a variety of cultural backgrounds (see Chapter 5: Professional Development).
School events	A school hosts Chinese New Year festivities to celebrate diversity and promote interaction between Chinese international students and the school community.
Travel	To attract international students to the school authority, a school authority employee travels abroad to participate in student recruitment fairs and meet agent partners (see Chapter 13: International Student Programs).

The funding sources identified below may assist with the implementation of initiatives that are resource intensive. While some of the funding sources provide school authorities with regular income, others are one-time disbursements. School authorities should consider the sustainability of funding when developing internationalization strategies (see Chapter 4: An Internationalization Strategy).

Where Might the Money Come From?

The two main sources of funding that support internationalization are internal funding and external funding.

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Internal funding is funding that is regularly allocated within the school authority's budget. It includes instructional grants, credit enrollment unit (CEU) funding, English as a second language (ESL) grants, and other funding provided by Alberta Education. These funds are disbursed every year in accordance with well-developed guidelines and are relatively predictable. In the remainder of this chapter, internal sources of funding will be denoted with an **i**.



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External funding is funding that external organizations or groups provide to students, teachers and school authorities, usually for a specific purpose. External funds require that an application is made for funding and that the application meets specific criteria. Since the number and quality of applications varies from year-to-year, external funding is less predictable. However, it can be accessed by schools, teachers and students to support specific internationalization projects. In the remainder of this chapter, external sources of funding will be denoted with an **e**.

School authorities committed to internationalization usually draw upon both internal and external funding. Internal funding is usually required to develop an internationalization strategy and to initiate long-term, labour intensive programs like international student programs (see side box). External funding generally assists students, teachers and schools in planning international celebrations, trips or projects.

How They Did It ...

After adoption of its International Education Strategy in 2004, the Red Deer Catholic Regional Division No. 39 committed \$50,000 per year for three years to assist with the implementation of the strategy. These start-up funds assisted with the development of an international student program. The additional revenue from the successful recruitment of fee-paying students resulted in the replacement of the start-up allocation and provided additional revenue for other international activities in the school authority.

International Student Fees

International students do not receive any funding from Alberta Education because they do not have a right of access to education in Alberta, as defined in section 8 of the *School Act*, and they do not meet the definition of a funded student, as per the *Funding Manual for School Authorities*. This definition is not to be confused with an international student who is a foreign national (see the definition in the side box on the following page).

School authorities that choose to admit international students are permitted to charge them tuition or fees, the amount of which may “exceed the cost to the board of having that individual enrolled in a school operated by the board,” (see section 49(3)(b) of the *School Act*).¹ In order to maintain a cost-neutral international student program, school authorities generally consider the costs required to operate the program when calculating international student fees.

Alberta school authorities interested in establishing an international student program also incur start-up costs before they are able to receive students and collect international student fees. To bridge this gap in funding, most school authorities allocate seed money from the school authority budget. More information on international student fees and the costs of an international student program can be found in Chapter 13: International Student Programs.

Foreign National Students

These students have Canadian citizenship but live outside of Canada. They have a right of access under section 8 of the *School Act* but are not funded by Alberta Education because they do not have a parent that is a resident in Alberta (section 44 of the *School Act*). If that is the case, then school authorities can only charge tuition that does **not** exceed the cost of having that individual enrolled.

Types of Funding

For Student Exchange Programs

Funding for Participants

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Alberta’s International Education Exchange Program for Students.

There is no fee to participate in Alberta’s International Education Exchange Program for Students and the reciprocal nature of the program ensures that parents do not have to pay for their son or daughter’s room and board while abroad. With the exception of the Alberta–Quebec program where airfare is covered, parents are required to cover the cost of their son or daughter’s airfare. For more information, see Chapter 11: Student Exchange Programs.



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T. Mikuriya Award. The T. Mikuriya Award provides funding to Alberta students who have been accepted into an exchange program with a Japanese school. The award was created by the family of Mr. Tomatsu Mikuriya, an Albertan of Japanese heritage, and is managed by Alberta Education. For more information on this award, visit <http://education.alberta.ca/students/internationaleducation/studentexchange/mikuriyaaward.aspx>.

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Funding for School Authorities/Exchange Organizers

Reciprocal Student Exchange Funding. To encourage student exchanges, Alberta Education continues to fund Alberta students participating in a one-to-one reciprocal student exchange program. If the participating student is in elementary school or junior high school, the school authority would continue to receive the base instructional grant for that student. If the participating student is in senior high school, the school authority would continue to receive block funding for 35 credit enrollment units (CEUs), which is the equivalent of full-time status. The funding that the ministry provides for the temporarily absent Alberta student can then be used to cover the education costs of the incoming exchange student. To maintain funding for the outgoing Alberta student, the participating student and school authority must complete a Reciprocal Student Exchange Approval Form and return it to the International Education Services Branch. You may access the Reciprocal Student Exchange Approval Form online at <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>. More information on the funding of one-to-one reciprocal student exchanges can be found in Chapter 11: Student Exchange Programs.

Coding for Exchange Students

402 – Resident Student: from this school to a school outside Alberta but within Canada

403 – Resident Student: from this school to a school outside Canada

412 – Exchange Student: to this school from a school outside Alberta but within Canada

413 – Exchange Student: to this school from a school outside Canada

From Alberta Education, *Student Information System User Guide* (Edmonton, AB: Alberta Education, 2009), pp. 3–19.

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Society for Educational Visits and Exchanges in Canada (SEVEC). SEVEC, a nonprofit organization that works collaboratively with the federal government, helps schools organize a one-to-two week reciprocal homestay exchange program for groups of young Canadians between the ages of 12 and 17. The cost of student participation is affordable and bursaries are available for students with low incomes and students with special needs. The costs of teacher chaperones are often covered. For more information, visit <http://www.sevec.ca>.

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Yamate Gakuin School. Yamate Gakuin School in Yokohama, Japan, contributes to a fund that supports short-term exchanges between Alberta schools and Yamate Gakuin School. Money from the fund is disbursed each year to assist organizing committees in Alberta. Currently, there are three organizing committees, representing the Calgary, Edmonton and Red Deer areas. For more information on short-term exchanges with Yamate Gakuin School, see Chapter 11: Student Exchange Programs or contact Alberta Education’s International Education Services Branch.

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Legacy Funding. Schools that organize group student exchanges may establish legacy funding, whereby participating students pay an additional administration fee to fund administrative support, enhance programming or otherwise ensure the viability of the program.

For Educator Exchange Programs

Funding for Participants

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Alberta’s International Education Exchange Program for Teachers. There is no program fee to participate in Alberta’s International Education Exchange Program for Teachers and the reciprocal nature of the program ensures that educators do not incur substantial accommodation costs while abroad. Participants are responsible for covering the costs of their international flights. For more information, see Chapter 12: Educator Exchange Programs.

For School Partnerships

Funding for School Authorities/Program Organizers

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Confucius Classrooms. The Office of Chinese Language International (HANBAN) provides financial support to Chinese school authorities that partner with school authorities in other countries to “support innovative teaching and learning of Chinese language and culture ... and enhance[e] inter-cultural understanding.”² School authorities that are involved in the Confucius classroom program are also able to access Chinese language resources through HANBAN. For more information on Confucius Classrooms, contact the Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/> or the Chinese Language Advisor, International Education Services Branch.

Also see Multipurpose/Project-based Funding on page 110.

For English as a Second Language Program

Funding for School Authorities/Program Organizers

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English as a Second Language Grants. Students that meet established criteria (see Chapter 14: English as a Second Language Program) are eligible for English as a second language (ESL) grants from Alberta Education. These grants are meant to fund ESL programming and support. International fee-paying students are not eligible for ESL grants. For more information on ESL grants, see Alberta Education’s *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

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Credit Enrollment Unit Funding.

Senior high schools that offer the ESL program of studies may also receive credit enrollment unit (CEU) funding. For more information on CEU funding, see Alberta Education's *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

Coding for ESL

301 – Foreign-born English as a Second Language (funded)

302 – English as a Second Language (non-funded)

303 – Canadian-born English as a Second Language (funded)

From Alberta Education, *Student Information System User Guide* (Edmonton, AB: Alberta Education, 2009), pp. 3–20.

For Language Programs

Funding for Participants

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Funding for Language Learners. *Language Learning Opportunities for Students* is a comprehensive list of language learning programs that highlights where funding is available for prospective participants. It is available for downloading from the Alberta Education Web site at <http://education.alberta.ca/teachers/resources/learnlang/students.aspx#exchange>. Some examples of listings are:

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Alberta–Québec Exchange Funding. Students participating in Alberta's International Education Exchange Program for Students with Québec are eligible for subsidized return airfare to and from Québec. Participants in the program with Hokkaido, Japan, are eligible for the T. Mikuriya Award (see student exchange funding on page 104).

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Explore Program and Destination Clic (French). To improve fluency and encourage the real-world use of French, the Explore Program offers English-speaking, Grade 11 and Grade 12 students with five weeks of French classes, activities and experience in a new region of the country. Destination Clic provides French first-language students, who live outside of Québec, with a five-week French-speaking experience in another region of Canada. Both bursary programs are funded by the Department of Canadian Heritage and administered by the provincial government. For more information, visit <http://www.myexplore.ca> or <http://destinationclic.ca>.

In 2008–2009, 745 Alberta students received a bursary to participate in the five-week Explore Program.

In the same year, 29 Alberta Francophone students participated in Destination Clic.

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Funding for Language Teachers. *Language Learning Opportunities for Educators* provides educators with a comprehensive list of language learning programs and highlights where funding is available for prospective participants. It may be downloaded from the Alberta Education Web site at <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>. Some examples of listings are:

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Alberta Education Bursaries. Alberta Education offers bursaries to language teachers who wish to improve their language fluency, pedagogical skills and knowledge through an international language immersion experience. For more information on these bursaries, visit <http://www.alis.gov.ab.ca/scholarships/info.asp?EK=874>. Specific bursaries are also available for teachers who teach the French language or teach in French. For more information on these bursaries, visit <http://www.education.alberta.ca/teachers/role/pd/bursariesfr.aspx>.

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Spanish Ministry of Education and Science. The Ministry of Education and Science in Spain offers scholarships for the Spanish language teachers to take summer courses in language, culture and literature at Spanish universities. More information on this program is available on the Spanish ministry Web site at <http://www.mepsyd.es/exterior/usa/en/home/index.shtml>.

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Government of China. The Government of China provides short-term scholarships for overseas full-time teachers of Chinese language, with a view to improving their Chinese language teaching skills and facilitating cooperation and exchange in the field of Chinese language teaching. Financial assistance is available. For more information, visit the China Scholarship Council Web site at <http://en.csc.edu.cn/>.

Funding for School Authorities/Program Organizers

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Credit Enrollment Unit Funding. Senior high schools that offer the French or international languages programs of study receive credit enrollment unit (CEU) funding from Alberta Education. For more information on CEU funding, see Alberta Education's *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

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Odyssey Language Assistant Program (French). School authorities offering a French immersion program may apply to the Odyssey Program. Funded by the Department of Canadian Heritage and operated by the Council of Ministers of Education, Canada (CMEC), this program places English first-language language assistants into schools in French-language communities and French first-language language assistants into schools in English communities



(or in settings where Francophone speakers are a minority). Language assistants support second-language teachers and provide students with the opportunity to interact with native speakers. Additional information and application forms are available by contacting the Manager of Official Languages in Education, Alberta Education by e-mail at officiallang@edc.gov.ab.ca or by calling 780-427-5538.

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Confucius Classrooms. The Office of Chinese Language International (HANBAN) provides financial support to Chinese school authorities that partner with school authorities in other countries to “support innovative teaching and learning of Chinese language and culture ... and enhance[e] inter-cultural understanding.”³ School authorities that are involved in the Confucius Classrooms Program are also able to access Chinese language resources through HANBAN. For more information on Confucius Classrooms, contact the Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/> or the Chinese Language Advisor, International Education Services Branch.

In 2008–2009, 26 full-time and 20 part-time French language assistants worked in French immersion and Francophone schools across Alberta as part of the Odyssey Program.

For Professional Development

Funding for Participants

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Alberta Education Language Bursaries. Alberta Education’s language bursaries provide funding to language teachers who want to improve their language proficiency and/or teaching skills by enrolling in a summer post-secondary program in a language other than English, or language pedagogy course at an institution outside of Canada. For more information, visit <http://education.alberta.ca/students/internationaleducation/awards.aspx> or the Alberta Learning Information Services (ALIS) at <http://www.alis.alberta.ca>.

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Funding for Language Teachers. Alberta Education’s *Language Learning Opportunities for Educators* outlines various language learning opportunities and identifies whether funding is available for each program. To access this document, visit <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>.

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Alberta Teachers’ Association (ATA) Educational Trust. As part of the ATA Educational Trust, the ATA provides teachers with funding to update their knowledge by taking courses or attending the annual conference of an ATA specialist council. This funding can support internationalization to the extent that the courses or conferences align with the goals of the school authority’s internationalization strategy. For more information on the Educational Trust and its professional development funding, visit the ATA’s Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/Index.aspx>.

Individual Teacher Bursary Program (French).

Negotiated under the Official Languages in Education Protocol (OLEP) (see page 108), the Individual Teacher Bursary Program provides funding for the training and professional development of teachers and administrators who teach the French language or teach in French.

Additional information and application forms are available from the Alberta Education Web site at <http://education.alberta.ca/teachers/role/pd/bursariesfr.aspx>.

In 2008–2009, 363 Alberta teachers received a bursary to participate in conferences/courses offered in French.

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Funding for School Authorities/Program Organizers

Intercultural Training by Community Organizations. A number of public or nonprofit organizations offer intercultural training for free or for a nominal cost. For more information on intercultural training, see Chapter 5: Professional Development.

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The Alberta Teachers' Association Workshops. The ATA offers workshops on global citizenship at a nominal cost to school authorities. For more information on the workshops and how to book them, visit <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Workshops%20Seminars%20Courses/Pagesnewindex.aspx>.

e

Multipurpose/Project-based Funding

Alberta Initiative for School Improvement (AISI). AISI aims to improve student learning and performance by supporting initiatives that address unique needs and circumstances within school authorities. To receive funding from AISI, school authorities must submit a proposal. More information can be found on the AISI Web site at <http://education.alberta.ca/admin/aisi.aspx>. Some school authorities have developed parameters for AISI proposals at the local level. You may want to check with your school authority to ensure that your proposal abides by these guidelines.

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Alberta Culture and Community Spirit. This ministry operates two grant programs from which school authorities have successfully received funding to support their internationalization efforts. They are:

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Human Rights Education and Multiculturalism Fund.

The Human Rights Education and Multiculturalism Fund provides funding for programs and projects that encourage cultural understanding and the creation of inclusive communities. Both

community organizations

and public institutions are eligible for funding. For more information on this fund, visit the Alberta Culture and Community Spirit's Grants Programs and Foundations page at <http://culture.alberta.ca/grantprograms/default.aspx>.

In the 2006–2007 fiscal year, Wetaskiwin Regional Division No. 11 received \$8,445 from the Human Rights Education and Multiculturalism Fund to fund a youth leadership initiative that would help Grade 8 and Grade 9 students of Ecole Queen Elizabeth Junior High School “develop the skills and attitudes ... that will help them interact positively with other cultural groups.” For more information on this project, visit the Alberta Lottery Fund “Who Benefits” searchable database at http://aglc.ca/alf_public/who_benefits/default.asp.

Community Initiatives Program. The Community Initiatives Program (CIP) supports project-based initiatives in a variety of areas, including education. The CIP requires that recipients match the amount awarded. A number of Alberta schools have received funding from the CIP to subsidize

educational travel programs or to upgrade technology, which is often a first step for Alberta schools wanting to connect with schools abroad via the Internet or videoconferencing. For more information on this fund, visit the Alberta Culture and Community Spirit's Grants Programs and Foundations page at <http://culture.alberta.ca/grantprograms/default.aspx>.

In the 2008–2009 fiscal year, Parkview School (Edmonton) received \$20,080 to support an education tour to Europe. The CIP matched the contributions of participating students, who spent the fall and winter studying the sites they would visit and learning key language phrases. In spring 2009, the students travelled to London, Paris and Barcelona.

Helen Tkachenko Global Education Fund. The ATA's Educational Trust provides project-based funding for educators to develop practical classroom resources for their fellow teachers. Within the trust, the Helen Tkachenko Global Education Fund focuses specifically on developing material that helps teachers “address global and environmental issues in Alberta classrooms within the provincial curriculum of studies.”²⁴ For more information on the Educational Trust and its project-based funding, visit the ATA's Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/index.aspx>.

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The Alberta Teachers' Association Grants Supporting Inclusive Learning Communities. The ATA's Grants Supporting Inclusive Learning Communities fund innovative projects designed to build learning communities that are "based on the principles of respect for diversity, equity and human rights." Peace, global and intercultural education initiatives are eligible for these grants. For more information on these grants, visit the ATA's Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/index.aspx>.

In the 2007–2008 school year, St. Mary's School (Edmonton) received support from the Grants Supporting Inclusive Learning Communities to fund a cultural awareness program that:

- encouraged students to reflect upon their own personal biases and prejudices
- explored worldviews of other cultures
- promoted cultural services in the community
- engaged students in cross-cultural interactions.

More information about this project and other grant recipients is available at the bottom of the ATA's Grants, Awards and Scholarships page.

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Citizenship and Immigration Canada's Multiculturalism Program. Managed by Citizenship and Immigration Canada (CIC), the Multiculturalism Program provides financial assistance to projects that support economic, social and cultural integration in Canada. Schools engaging in initiatives that encourage intercultural understanding or that assist students who have recently immigrated to Canada may be interested in applying. For more information on the Multiculturalism Program, visit <http://www.cic.gc.ca/english/multiculturalism/index.asp>.

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Grants Offered by Foundations. Depending on the nature of a school or school authority's program, project or initiative, a school authority may be able to apply for grants from foundations such as the Alberta Sport, Recreation, Parks and Wildlife Foundation (<http://www.tpr.alberta.ca/asrpf/index.asp>), Alberta Ecotrust (<http://www.albertaecotrust.com/grants>) or the Alberta Foundation for the Arts (<http://www.affta.ab.ca/default.aspx>). Some nonprofit organizations may also manage small grants for programs or projects that align with their mandate. For example, in 2008, the Central Alberta Diversity Association offered schools in the Central Alberta region up to \$500 (from the Government of Canada's Multiculturalism Program) to engage in activities or events that "promoted diversity or counteracted discrimination or racism."⁵

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Fundraising. Students, educators and parents are not strangers to fundraising and many international education programs and initiatives have been supported by the funds generated by their efforts. Exchanges Canada lists a number of fundraising resources that may assist school authorities (see <http://exchanges.gc.ca/index.php/eng/p200902191324.html#Fundraising>). Fundraising guides are also available from nonprofit organizations like the Society for Educational Visits and Exchanges in Canada (SEVEC) (see <http://www.sevec.ca/vm/newvisual/attachments/802/Media/Fundraising20082009.pdf>).

To complement fundraising efforts, students, parents or educators may approach local companies or organizations for in-kind donations. There is a two-fold benefit to in-kind donations; companies and organizations that are able to provide a product or service for free can reduce the costs of the international education program or project, and while surveying the community for in-kind donations, students, parents and/or educators can raise awareness about the program or project within the community.

Hillhurst Community School (Calgary) was able to raise awareness and funds with its “The Way the World Could Be” project. In partnership with a school in Zimbabwe, Grade 5 and Grade 6 students created a book of writings that reflected on the Convention of the Rights of the Child. The Alberta school found a professional printer that was willing to print and bind the book for free and then published and sold the book to interested parties for a nominal fee.

Conclusion

The above list is not exhaustive but may provide a useful starting point for school authorities eager to engage in or expand international education programming. These activities should be complemented by the infusion of international perspectives and themes into the Alberta programs of study. This is often done with minimal cost as many international education resources, including some of those listed in this handbook, are available for free online.

You may find the following sections in this handbook helpful.

- Chapter 4: An Internationalization Strategy
- Chapter 5: Professional Development
- Chapter 10: International School Partnerships
- Chapter 11: Student Exchange Programs
- Chapter 12: Educator Exchange Programs
- Chapter 13: International Student Programs
- Chapter 14: English as a Second Language Program
- Chapter 18: Support Organizations and What They Offer
- Appendix E: Application for Approval of Reciprocal Student Exchange

Endnotes

1. Government of Alberta, *School Act*, http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941 (Accessed August 5, 2010).
2. HANBAN, “Confucius in Sanford: Growth of NC State’s Confucius Institute,” <http://english.hanban.edu.cn/content.php?id=4845> (Accessed December 15, 2009).
3. Ibid.
4. The Alberta Teachers’ Association, “Helen Tkachenko Global Education Fund,” <http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2041/Number%2014/Notices%20and%20Events/Pages/Helen%20Tkachenko%20Global%20Education%20Fund.aspx> (Accessed August 5, 2010).
5. Central Alberta Diversity Association, “Celebrate Diversity & Eliminate Discrimination: School Grants Project,” <http://www.cadiversity.ca/2007%20School%20Grant%20Funding%20Application.doc> (Accessed August 5, 2010).

Chapter 9

Program Connections

International education is most powerful when programs and initiatives touch the entire school community and continually reinforce the importance of cultural sensitivity, intercultural competency, international awareness and global responsibility. Most school authorities begin the process of internationalization by implementing one program or initiative; however, usually their goal is to develop multifaceted and omnipresent programming that involves students, school authority staff and the broader community. Many believe that complete internationalization will only occur when international education goals are widely considered to be as important as traditional education goals; e.g., literacy and numeracy.

To assist school authorities in expanding international education programming, this chapter will highlight the various connections that can be made between international education programs, initiatives and activities. It assumes that at the base of all internationalization strategies, contained within each of the following programs, are connections to the Alberta programs of study and intercultural literacy.

What Programs and Initiatives Are Already in Place?

In Chapter 4: An Internationalization Strategy, school authorities are encouraged to conduct a survey of “international education activities that currently exist within the school community ...” to identify which individuals should be consulted about a possible internationalization strategy. Administrators planning to expand programming may wish to revisit the results of that survey or to conduct a new one, as it will identify areas of interest and highlight points of entry for future programming.

Knowing who is involved in international education helps administrators map out networks (international or otherwise) to assist them in developing, promoting, implementing and evaluating programs, initiatives and activities. For example, former

teacher exchange participants may initiate partnerships between their Alberta schools and their exchange schools; an effective English as a second language (ESL) program may not only support Alberta students but may also attract international students; and strong second language programming may motivate students to study abroad. Community resources, such as cultural clubs or immigration and settlement organizations, may also be able to provide expertise or assistance.

What Program Combinations Exist?

The following graphics illustrate the most common program connections. However, because all international education programs share a similar aim, they are all likely to interconnect in some way.

Beginning with Language Learning

Many school authorities began their journey of internationalization with language programming, which provides students with a tangible skill and naturally raises interest in the people who speak the language of study. It also brings teachers with international and/or intercultural experience into Alberta schools. Finally, because senior high school language programs receive credit unit enrollment (CEU) funding, they do not require school authorities to apply for grants, fundraise or otherwise independently finance the program. School authorities with existing language programs may consider the following expansion options.



1. Form partnerships between Alberta schools and schools located in countries that speak the language of study.
2. Encourage students studying a language to participate in an exchange to a part of the world where the language is spoken.

3. Encourage educators that teach a language to participate in an exchange to a part of the world where the language is spoken.
4. Leverage the skills and experience of staff and students who are engaged in language learning. As second language learners, these individuals can empathize with the language challenges that students face when studying in their non-native language. They may also be able to communicate with international students in their native language.

From Language Learning to International Partnerships and Student Exchanges

At Lindsay Thurber Comprehensive High School and Hunting Hills High School in Red Deer, enrollment in language and culture programs was beginning to dwindle. To generate more excitement and interest in language and culture programs, it was decided that all major international school trips would centre around the second languages taught in the school. Therefore, to participate in a school trip to China, France, Germany, Japan, Mexico or Spain, students had to complete (or be enrolled in) at least 10 credits of second language or immersion instruction. Twin school relationships were developed in each of the countries and individual and group exchanges followed.

The most successful of these partnerships has been between Lindsay Thurber Comprehensive High School and École Jeanne D'Arc in Mulhouse, France. Individual and group exchanges have taken place every year between these schools over the last 20 years. Nearly 1000 students have participated in the program since its inception in the early 1990s.

School partnerships, exchanges and international trips have proven to be an excellent vehicle to promote second language and immersion programs as well as internationalism in Red Deer public senior high schools.

– Rob Porkka, Director, International Education Services, Red Deer Public School District No. 104.

Beginning with an International Student Program

International student programs require an initial investment by school authorities. However, because they have the potential to become financially self-sufficient, they are attractive to school authorities that are beginning to internationalize. International student fees enable school authorities to enhance programming to benefit both international and domestic students. For example, enhanced ESL programming and support benefits both Alberta English language learners and international students. In addition, international student programs rely upon well-developed international relationships between Alberta school authorities and students, agent partners and/or ministries of education abroad. These relationships can expand beyond international student recruitment. Partners may elect to establish international school partnerships, cooperate on language programming or create mutually beneficial professional development activities. School authorities with existing international student programs may consider the following expansion options.

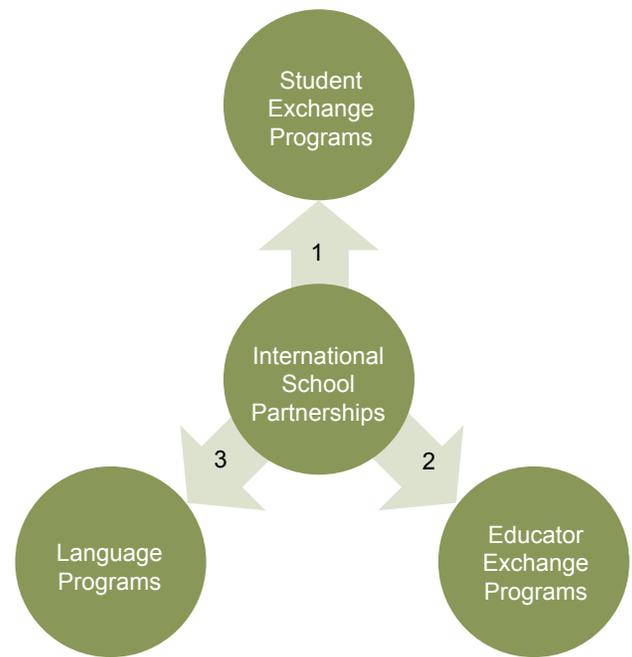


1. Encourage school authority representatives who are travelling overseas to recruit international students and to form relationships with individuals and organizations that may facilitate or support the establishment of school partnerships and language learning programs in the school authority.
2. Include ESL fees in international student fees; this funding will improve ESL support for all English language learners.

Beginning with School Partnerships

School partnerships are often organized by teachers and administrators who locate a partnership opportunity and then work with their partners to develop international learning opportunities for their students. School partnerships are a great way to establish relationships between schools because

- 1) they are relatively inexpensive compared to other international education programs; and
- 2) they allow for the gradual establishment of international relationships. Once solidified, these relationships may become a platform for additional programs and initiatives. Schools with existing partnerships may consider, and work with, their school authority to realize the following expansion options.



1. Expand existing partnership activities to include student exchanges.
2. Expand existing partnership activities to include educator exchanges.
3. Enhance school partnerships by offering the language spoken by the students at the partner school.

Soon after the International Education Program was established in our school authority, we were approached by a leader in the local Chinese community to consider establishing ties with the city of Wuhan in central China. An invitation to visit one school in Wuhan was soon reciprocated by a visit to one of our senior high schools and formed the basis of a school twinning partnership.

The school staff had a discussion about what activities they could engage in with their partner school and a Chinese Mandarin language program was suggested. A school survey indicated that there was enough interest to begin the program. With the support of the Chinese Language Advisor, we implemented the Chinese Mandarin Language and Culture program. Close to 20 students enrolled the first year.

We began our search for a teacher, and lo and behold, we were able to find someone who was originally from Wuhan and is now a certificated teacher in Edmonton! This teacher facilitated communication with the school in Wuhan and helped to organize the placement of one of our retired English teachers in Wuhan (to provide English tutorials) and a visit to the partner school by the group of students taking Chinese Mandarin!

– Emilie DeCorby, Principal, Edmonton Catholic Separate School District No. 7.

Beginning with an English as a Second Language Program

Many schools have or are introducing ESL support and programming to meet the needs of Alberta's increasingly diverse population. The lingual and intercultural skill set of ESL professionals may assist in developing other international education programs. For example, many international students choose to come to Canada to improve their English. School authorities with a high quality ESL program may, therefore, be positioned to market their school authority and its schools abroad. School authorities with an existing ESL program may consider the following expansion options.

1. Showcasing the school authority's strong ESL program may help the school authority attract international students. ESL teachers and domestic ESL students are able to empathize with and support international students who are learning English.
2. ESL teachers or domestic ESL students may know individuals, schools or organizations abroad that can facilitate international school partnerships.

Before inviting international students to come study in our school authority, it was important for us to have a comprehensive ESL program available. Because of the significant number of immigrants coming to Edmonton on an annual basis, strong ESL programming already existed at the senior high school level. It was important for our staff to recognize that, once enrolled, international students were to be welcomed as 'one of our own' and provided with the same supports that are available to all of our English language learners. International students and their parents tend to be very discerning of the programming provided. Our strong ESL program has repeatedly lived up to their expectations and helped us to attract international students to our school authority.

– Emilie DeCorby, Principal, Edmonton Catholic Separate School District No. 7.



Beginning with Student Exchanges

It is difficult to begin the process of internationalization with a school authority based student exchange program because successful student exchange programs require well-established and reliable international partnerships. However, some school authorities begin to internationalize by informing students about exchange programs and international learning opportunities that are available to them (see Chapter 11: Student Exchange Programs). Students who are participating in or have completed an exchange are effective champions for international learning, particularly amongst their peers. By sharing their experiences and perspectives, they generate curiosity about other parts of the world and may inspire other students, and even teachers, to engage in this unique form of experiential learning. On rare occasions, a student exchange may establish a strong link between two schools, a link that evolves into an international school partnership. School authorities that have students participating in student exchanges may consider the following expansion options.

1. Consider deepening the Alberta school's relationship with the hosting school. Might it be a good international partner school?
2. Encourage exchange students to share their experiences with students and staff. Inform educators about the opportunities for educator exchanges.

Beginning with Educator Exchanges

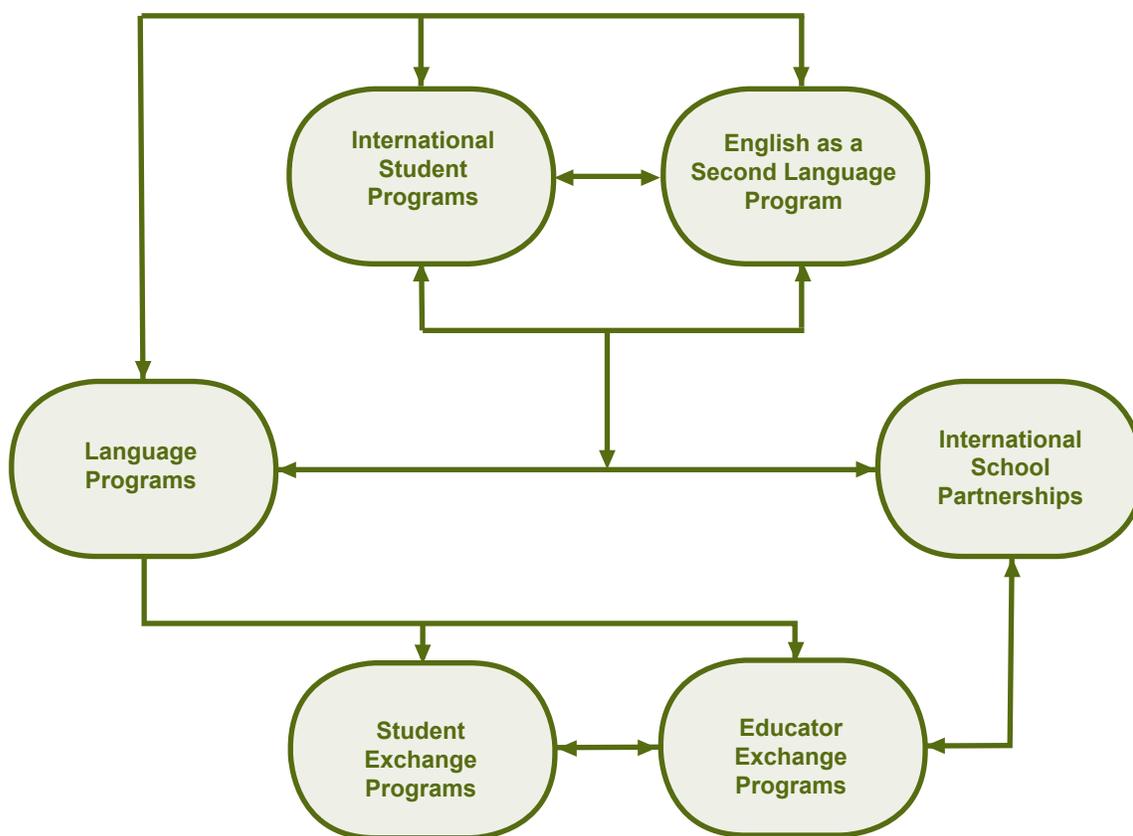
Like student exchanges, school authority based educator exchange programs require well-established and reliable partnerships. School authorities that begin to internationalize through educator exchange programs do so by promoting the educator exchange programs supported by Alberta Education (see Chapter 12: Educator Exchange Programs). These programs enhance the international capacity of the school authority and its schools because they bring international teachers into the classroom and provide Alberta teachers with international knowledge, skills and experience. Because exchange teachers know their partner teachers and host school relatively well, they are able to champion and help establish international school partnerships. Having participated in first-hand experiences with an exchange, they can also more effectively promote the idea of exchanges to their students and fellow teachers. School authorities with teachers participating in exchanges may consider the following expansion options.



1. Work with exchange teachers to establish and support international school partnerships in their schools.
2. Encourage exchange teachers to share their exchange experiences with their peers and students. Involve exchange teachers in the promotion of international learning; e.g., to inform students about possible student exchange opportunities and the value of exchanges.

Conclusion

There is no one right path to internationalization. Because all of the above international education programs support one another in indirect or direct ways (see diagram below), there are multiple paths to holistic internationalization. School authorities will begin in different places and the path they wish to take depends on the goals of their internationalization strategies and their capacity to implement programs.





Guidelines for the Management of a Successful School Partnership Program in Alberta School Authorities

Recognizing that:

- school partnerships aim to encourage dialogue and build understanding between countries and/or cultures
- collaborative learning between students in Alberta and students from other countries enriches existing programs of study and promotes international cooperation
- as Alberta students and teachers learn about other places and cultures, they reflect more deeply upon their own country, culture and way of life.

It is recommended that Alberta school authorities:

- promote international school partnerships within their school authority
- assist interested Alberta schools in locating partner schools abroad and in accessing technology necessary to communicate with their partner
- encourage schools to develop partnerships that are mutually beneficial
- encourage schools to connect partnership projects and learning activities to the Alberta programs of study
- showcase international partnership projects so as to share best practices with other schools and school authorities
- encourage schools to submit their partnership information to Alberta Education so that it may be formally recognized by the Minister of Education.

These guidelines should be considered in the establishment of international school partnerships. Chapter 10: International School Partnerships provides more detailed information on program planning and implementation.

Chapter 10

International School Partnerships

What Is a School Partnership?

The term school partnership refers to the pairing of an Alberta classroom or school with a classroom or school in another country or culture. Partnerships vary significantly in scope and purpose. Some are short term in nature and span a couple of weeks or months, others span years. The length of a partnership depends upon the learning activities that students and teachers wish to engage in. For example, an international visit or student exchange between partners requires substantial planning and demands a longer-term commitment from each partner. Because it involves less planning and commitment, a collaborative art project between two classrooms may be shorter in duration. The length of a partnership is not indicative of its learning value. Short-term partnership activities are a great way to develop the rapport and trust that is needed to plan longer-term partnership activities.

Why Form a Partnership?

School partnerships bridge national and cultural divides by encouraging students and teachers from different parts of the world to learn about, with and from one another. They expose students to new places and perspectives on the world, and to different ways of living and learning. They highlight similarities and celebrate differences, and illustrate how, despite great physical or cultural distance, individuals can learn and work cooperatively with one another.

“I don’t remember the exact name of the school, but I will never forget the name of my pen pal ... I can’t help but read every article I find on Zimbabwe [and think], whatever happened to my friend?”

- Jordan Foo, former student, Hillhurst Elementary School, Calgary, Alberta

School partnerships also instill greater global awareness and responsibility among students. Issues that students may have once dismissed as irrelevant take on new meaning when they learn how these issues affect real people (their partners) in another part of the globe.

Where Do I Start?

Although international school partnerships are established at the school level, school authorities have an important role to play. The remainder of this chapter will identify how school authorities can support international school partnerships. Much of the information has been taken from *A Guide to International School Partnerships* (see Appendix D: International School Partnerships).

Promoting the Idea of Partnerships

Before schools begin to establish international partnerships, they need to know what partnerships are and what they involve. Partnerships are formed with a myriad of goals in mind but they generally revolve around one or more of the following goals.

To enhance curriculum

Grade 3 students from The Hamptons School in Calgary partnered with Grade 12 students at Harry S. Truman High School in the Bronx, New York, to form what has become known as the New York Buddy Project. Using an online platform, the Grade 3 students were encouraged to ask mathematics-related questions of their big buddies in New York. The Grade 12 students used the partnership as an opportunity to learn more about conversions from the imperial system to the metric system.

From *A Guide to International School Partnerships*, p. 7, <http://education.alberta.ca/students/internationaleducation/schooltwinning.aspx> (Accessed August 5, 2010).

To facilitate second language learning

Ukrainian bilingual schools in Edmonton (Delwood Elementary School, Holyrood Elementary School, Balwin School, and M. E. LaZerte High School) are connecting with their Ukrainian partner schools through an online newsletter. The newsletter enables Alberta students to post information about their country, community and interests in Ukrainian and to read and respond to the posts made by their partners.

For more information on this project, contact Edmonton School District No. 7's Institute for Innovation in Second Language Education (IISLE) at <http://languages.epsb.ca/en/about-iisle>.

To explore culture and identity

Students and educators from Talmud Torah School in Edmonton connected with students and educators at Levha Emek Elementary School in Emek Hchla High School in Galilee. Contact and communication took place through the Internet, letter writing, videoconferencing and exchange visits to Israel. Through this dialogue with their Israeli counterparts, students in Edmonton began to understand what it means to be Jewish and live in communities in Israel, and Israeli students learned about the challenges of living a Jewish life in a multicultural society.

From *A Guide to International School Partnerships*, p. 8, <http://education.alberta.ca/students/internationaleducation/schooltwinning.aspx> (Accessed December 8, 2009).

To engage in international development projects or issues

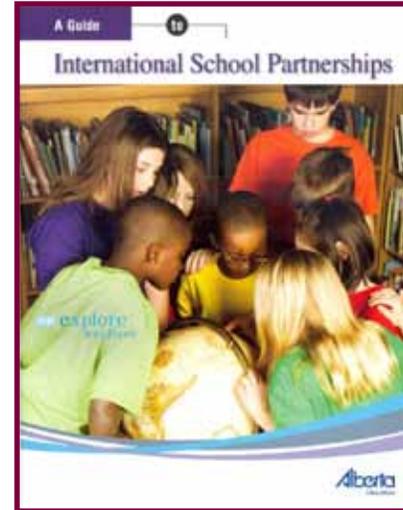
Students from Rideau Park School in Calgary, with the help of Child Speak Canada, began to liaise with schools in Sunyani, Ghana to enhance cultural understanding and appreciation for diversity. As part of both language arts and social studies classes, students became aware of global issues and began their own inquiries as to the educational climate in Ghana. To assist their partner school, students agreed to focus on literacy and technology-related activities and raised over \$800 to purchase books, in the hopes of developing a school library in Sunyani.

From CBE Global Connect, http://www.cbeglobalconnect.ca/cbe_global_citizenship_projects.html (Accessed August 5, 2010).

A Guide to International School Partnerships responds to a multitude of questions related to international partnerships, including the following.

- What are the benefits of partnerships?
- Who should be involved?
- How might a school locate a partner?
- What makes a partnership successful?
- How do partnerships support curriculum-based learning?
- How can technology facilitate partnerships?

The Guide is available for purchase from the Learning Resources Centre at <http://lrc.education.alberta.ca/pro/default.html> or may be downloaded for free from Alberta Education's Web site at <http://education.alberta.ca/students/internationaleducation/schooltwinnings.aspx>.



In addition to distributing the Guide, school authorities may promote international school partnerships by doing the following.

- Advertising partnership opportunities on their school authority Web site or Intranet.
- E-mailing or mailing information on partnerships out to schools and teachers.
- Providing professional development opportunities to help teachers and administrators manage effective international school partnerships (i.e., see Chapter 5: Professional Development).
- Showcasing school partnerships in their school authorities.

To promote the establishment of international school partnerships in their school authority, Calgary School District No.19 devoted a section of its Global Connect site to school partnerships (see <http://cbeglobalconnect.ca>). Schools from around the province and around the world can post their profile and/or look through the profiles of other schools for a potential partner. A number of other Internet sites also aim to connect schools from different parts of the world. See Chapter 8: Resources in *A Guide to International School Partnerships* for a listing of these sites (a copy of the Guide is included in Appendix D: International School Partnerships).



In 2008, Red Deer Public School District No. 104 showcased its school partnerships and promoted language learning during its World Showcase. The showcase invited junior high school students to Lindsay Thurber Comprehensive High School to participate in language and cultural activities. Displays highlighted visits and correspondence between partner schools.

Schools also showcase their partnerships by developing partnership logos that can be used on letterhead, shirts, promotional materials and Web sites. Have students collaborate to design the logo! Make it a contest! Either way, logos are a great way to make partnerships visible! They can be put on t-shirts, made into stickers and/or incorporated into fundraising efforts.



Examples of partnership logos from schools in Red Deer Public School District No. 104.

Helping to Locate Partner Schools

Schools locate partner schools in a variety of ways. Some schools establish partnerships through word-of-mouth, while others post their interest on Web sites. Many schools rely on the support of their school authority to locate international partner schools. School authorities that are new to international education and have not yet developed international contacts can do so by:

- **tracking school authority representatives who are travelling.** When central office staff travel to recruit international students or school authority staff participate in international exchanges or study tours, they are ambassadors of the school authority. Encourage them to keep school partnerships in mind during their sojourn and to develop relationships that may assist the school authority in locating partner schools.
- **welcoming international delegations.** When international guests come to visit school authorities, talk to them about possibilities for school partnerships. Perhaps they can support your efforts to locate partner schools overseas.
- **joining the International Education Advisory Council.** This council contains members who have been involved in international education for a long time and have many international connections. If you are looking for an international partner school for one of your schools, they may be able to provide you with a contact.

- **contacting Alberta Education.** Alberta Education maintains contact with a number of educational authorities from other countries and is home to special language and culture advisors from China, Germany, Japan, Spain and Ukraine. The department may use these contacts to locate international partner schools for Alberta schools (see The Alberta International School Partnership Program on page 138).

When the goal of a partnership is to enhance language learning, school authorities may direct their schools to the following organizations, which have international connections.

- **Confucius Institute.** The Confucius Institute was established in Edmonton as a result of a tri-partite partnership between the Office of Chinese Language Council International (HANBAN), Edmonton Public School District No. 7 and the University of Alberta. Its resources are available to schools throughout the province. One program promoted by the Confucius Institute is Confucius Classrooms, which aims to develop connections between students studying Chinese and schools and communities in China. For more information on the Confucius Institute in Edmonton, visit <http://www.confuciusedmonton.ca/>.
- **Spanish Language Resource Centre.** Located in Edmonton, the Spanish Language Resource Centre is operated under the joint supervision of Edmonton Public School District No. 7 and Alberta's Spanish special language and culture advisor. The centre is associated with the Ministry of Education in Spain and thus has connections with Spanish educational stakeholders. For more information on the Spanish Language Resource Centre, visit <http://www.educacion.es/exterio/centros/edmonton/es/home/index.shtml>.
- **Ukrainian Language Education Centre.** Located within the University of Alberta, the Ukrainian Language Education Centre provides language and cultural support for schools offering bilingual Ukrainian programming. It also engages in educational capacity-building projects in Ukraine, and, as a result, is well connected with Ukrainian educational stakeholders. For more information on the Ukrainian Language Education Centre, visit <http://www.ualberta.ca/~ulec/>.
- **Goethe-Institut.** The Goethe-Institut in Toronto is responsible for promoting German language and culture in Ontario and the four western provinces. It works with the German language and culture advisor in Alberta Education to organize professional development for German language teachers and to provide German language resources. For more information on the Goethe-Institut, visit <http://www.goethe.de/ins/ca/tor/enindex.htm>.

Suggesting Partnership Activities

Partnerships enhance any program of studies and, therefore, the possibilities for partnership activities are endless. To illustrate the breadth of activities that can and have been undertaken, examples of partnership activities have been provided below.



Music and Languages

Students from a school in Spain and a school in Sweden taught one another how to sing Christmas songs in their native languages. They then recorded the vocal performances of their class and digitally mixed the recordings so that students sang together.

From eTwinning, "Christmas Is ...," <http://www.etwinning.net/> (Accessed December 21, 2009).

Health

Kindergarten classes in Spain and Italy read a story that explored the origins of pizza. The Italian class then sent a pizza recipe to their partners in Spain, who videotaped themselves as they learned to make pizza. The video was shared with the Italian class. This project covered a number of subject areas including language arts, mathematics and health.

Languages

Students from Lindsay Thurber Comprehensive High School in Red Deer, Alberta and École Jeanne d'Arc in Mulhouse, France spent a semester studying in one another's schools to enhance their French and English language learning.

Social Studies

Students from schools in Poland, the United Kingdom, Germany and Spain developed several editions of a joint newspaper. Students were the reporters and were expected to comment on current events that affected their country and Europe more broadly. Once completed, the newspaper editions were distributed to teachers, students and parents of each school. This project covered a number of subject areas including foreign languages (i.e., German and English), mathematics, information and communication technology (ICT), and social studies.

From eTwinning, "Into News!" <http://www.etwinning.net/> (Accessed December 8, 2009).

English Language Arts

Grade 5 and Grade 6 students from Hillhurst Community School in Calgary and Westridge Primary School in Harare, Zimbabwe, reflected on the Convention of the Rights of the Child through an illustrated personal response. The work of students from both schools was collected, compiled into a book called *The Way the World Could Be* and, ultimately, shared. Writing and illustrating personal responses gave students the opportunity to hone their art and creative writing skills. Reading the personal responses of their Zimbabwean partners gave students from Hillhurst Community School greater insight into their partners' context and worldview.

From *A Guide to International School Partnerships*, p. 21, <http://education.alberta.ca/students/internationaleducation/schooltwinning.aspx> (Accessed August 5, 2010).

Science

Various chemistry and physics experiments were posted on a common platform by teachers from 10 different European schools. Students from each school were divided into groups and then asked to select three or four experiments that they would undertake. Students took videos and pictures of their experiments, which they posted on the common platform, and compared their results with other groups who undertook the same experiments. To promote the project within the school, students also prepared murals that explained their experiments and results. These murals were exhibited within the participating schools.

From eTwinning, "Magic But Real Experiments," <http://www.etwinning.net/> (Accessed December 8, 2009).

Mathematics

Students from a school in Germany and a school in Hungary used the same survey to gather data about the recycling behaviour of people within their communities. The students then graphed and interpreted their results and compared them to the results of their partner school.

From eTwinning, "Is All This Rubbish Waste?" <http://www.etwinning.net/> (Accessed December 8, 2009).

Art

Students from a school in Italy and a school in Germany created art (i.e., paintings, sculptures, photos) that reflected 20th century art movements in their countries. They sent photos of their pieces, as well as short, explanatory texts, to their partner school. Through the exchange of work, students learned more about the art and the history of art in their partner school's country.

From eTwinning, "Talking About Art, Talking About Us," <http://www.etwinning.net/> (Accessed December 8, 2009).

Other ideas for activities.

- Students measure their environmental footprint and then compare their results with their partner. Both schools/classes make an action plan to reduce their footprint and share it, along with their progress, with their partner class/school.
- Students conduct a book study on the same book, e-mail their thoughts to one another and share their work. They consider why their perspectives may be different or similar.
- Alberta students read literature that originates from or talks about their partner school's country and students from the partner school read Canadian literature. They summarize the literature for their partners and critically respond to it. They ask their partners questions related to the story and context.
- School bands or music classes are paired. They record their performances and exchange the recordings with their partners. Classes learn how to play music that is native to their partner school.
- Students from Alberta visit their partner school abroad and host students from their partner school in Alberta (see Chapter 11: Student Exchange Programs, Chapter 16: Hosting International Visitors, and Chapter 17: Educational Travel Abroad for more information).

Unilateral activities, such as the following, may also complement collaborative partnership activities.

- Students conduct research on their partner school's country through the help of:
 - the Internet
 - films, videotapes, books, DVDs
 - community members who have personal knowledge of the country
 - consulates of the country.
- The class or school celebrates the holidays and traditions of their partner school.



Culture Point

Scenario

An Alberta school, recently matched with a school in Africa, was eager to begin its first international school partnership. Students in like grades were paired and encouraged to share basic information about their schools, communities, interests and daily routines. The Alberta school created a secure Web site on which its students could post their entries and then provided the partner school with the password so its students could do the same. The exchange sparked a lot of conversation. Students from both schools were surprised and intrigued by the responses of their peers. They posted follow-up questions on the Web site and eagerly awaited their partners' replies.

To build upon the success of the initial exchange, Ms. Wolfe, a Grade 11 teacher, e-mailed her counterpart in the partner school to see if the teacher would be interested in co-developing a project their students could work on together. Ms. Lumumba, the teacher from the partner school, responded, saying that she was enthusiastic about the possibility. To kick start the planning process, Ms. Wolfe sent Ms. Lumumba one of her lesson plans on international cooperation and development, along with some suggestions outlining how it could be adapted to encourage interaction between the two classes. When Ms. Lumumba wrote back, she complimented Ms. Wolfe on her lesson plan. She agreed that her students would be interested in discussing

this topic and noted her wealth of knowledge and personal experience with development projects. She concluded her e-mail message by saying she was “looking forward to advancing this project” with Ms. Wolfe.

Ms. Wolfe was pleased with the message, but was unsure of what to do next. Did Ms. Lumumba feel that the lesson plan was good as it was? Ms. Wolfe wrote another e-mail asking Ms. Lumumba if she had any suggestions for the project plan and when it could begin. Ms. Lumumba wrote back a week later, apologizing for her tardy reply. She told Ms. Wolfe that her class was commemorating the leadership of her country’s independence leader, who, she said, did much to advance the development of the country. She said that the celebrations tied nicely into the lesson plan that Ms. Wolfe supplied her. At the end of her e-mail, she again thanked Ms. Wolfe for her work to date on the project.

After reading Ms. Lumumba’s e-mail, Ms. Wolfe was even more confused. Was Ms. Lumumba no longer interested in the project? Or had she already started it—using the commemoration celebrations as an entry point—and failed to inform Ms. Wolfe? Ms. Wolfe was frustrated and unsure of what to do next.

Analysis

It is often difficult to identify different cultural communication patterns when individuals are interacting in person; this difficulty increases 10-fold when individuals are interacting over e-mail. (It just goes to show how important nonverbal communication really is!) In this scenario, Ms. Wolfe is a very direct communicator. She is very frank when she inquires about and proposes a project. She is careful to make her intentions and her needs very clear. She is likely from a low context culture, where meaning is conveyed through words and not through the context of the discussion.

Ms. Lumumba, on the other hand, appears to be communicating indirectly. Ms. Wolfe and the reader get a sense that something is not being said but they are not sure what “it” is. An indirect style of communication is common amongst individuals from a high context culture, where meaning is conveyed not through words, but through the circumstances in which a conversation takes place.

In this scenario, Ms. Lumumba is appreciative of Ms. Wolfe’s work but is hesitant to critique it, as direct criticism is considered to be rude in her culture. To highlight the expertise that she can bring, Ms. Lumumba tries to inform Ms. Wolfe of the context in which she works (e.g., she has personal experience with international development, her country has had successful national development strategies). Because she is from a high context culture, she expects Ms. Wolfe to recognize these facts as important to the project and perhaps invite her to submit an alternative proposal. However, Ms. Wolfe, who is from a low context culture, is confused by her lack of directness.

As relatively low context communicators, Canadians should be aware that individuals from high context cultures will rarely come right out and say what it is they mean. This is considered to be brazen or rude. However, without sufficient cultural familiarity, it can be difficult for Canadians to understand what is being insinuated. In situations like this, it is best to engage a cultural informant, who can help to make sense of the situation and provide advice on how best to proceed. For more information on direct and indirect communication styles (also known as low and high context cultures), see Chapter 6: Cultural Considerations.

Supporting Implementation

Partnerships are most successful when partners have similar goals and expectations of how the partnership will function. School authorities can encourage principals/lead teachers from both schools to be in contact frequently in the beginning. Together, principals/lead teachers should consider how much time they can allot to partnership activities and decide what they will try to accomplish within that time frame. Each partner should know what his or her responsibilities are regarding frequency of communication, sharing of information and so on. For more information on planning a successful partnership, see Chapter 4: What Makes a Partnership Successful? in *A Guide to International School Partnerships* (a copy of the Guide is included in Appendix D: International School Partnerships).

Tips for teachers and administrators on managing partnerships.

- Avoid using jargon without explaining it (your partner teacher or administrator may not be using his or her mother tongue to communicate with you).
- Try to learn a few words in your partner's native language.
- Start with a small project to build confidence in the partnership, then get more ambitious.
- If you would like to send something to your partner school, check to see if someone in the community is travelling to that place and would be willing to take small items over for you.

Enabling Access to Technology

It can sometimes be challenging for schools to access the technology necessary to engage with partner schools abroad. However, school authorities can provide schools with the technical assistance necessary to connect with international partners. They may also arrange for the temporary or permanent provision of technical equipment such as videoconference suites. For more information on how technology can support partnerships, see Chapter 7: How Can Technology Facilitate Partnerships? in *A Guide to International School Partnerships* (a copy of the Guide is included in Appendix D: International School Partnerships).

Employees of Calgary School District No. 19 provided the vice-principal of The Hamptons School with training on Desire2Learn (D2L), the school district's online platform. As a result, the vice-principal was able to establish a space for her class to communicate and collaborate with a school in New York, USA (which had been granted "guest" access to D2L).



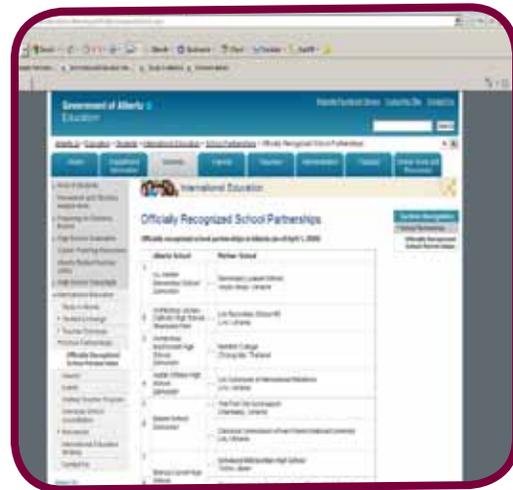
Permitting International Travel

School authorities can facilitate exchanges with or visits to partner schools by granting permission for students and teachers to travel internationally. Permission should only be granted if the school authority considers it safe to travel internationally and is satisfied that the organizers have been duly diligent in identifying and taking steps to mitigate potential risks (see Chapter 17: Educational Travel Abroad).

The Alberta International School Partnership Program

The Alberta International School Partnership Program (AISPP) promotes the establishment of international school partnerships throughout the province by:

- helping Alberta schools locate international partner schools
- helping international schools locate Alberta partner schools
- publicly recognizing international school partnerships and showcasing outstanding partnership activities
- developing resources that assist schools in building meaningful partnerships.



Schools that have been partnered through the AISPP receive a Certificate of Recognition signed by the Minister of Education and a complimentary copy of *A Guide to International School Partnerships* (see Appendix D: International School Partnerships). To apply for a partner through the AISPP, schools must fill out the application for Alberta schools in Appendix D: International School Partnerships and submit it to Alberta Education.

Alberta schools that have already established partnerships may want to have them recognized by the Minister of Education. They may do so by 1) filling out the application for Alberta schools; 2) having their international partner school fill out the application for international schools (see Appendix D: International School Partnerships); and 3) submitting the two applications together. Both application forms can be downloaded from Alberta Education's School Partnerships page at <http://www.education.alberta.ca/students/internationaleducation/schooltwinning.aspx>.



Conclusion

School partnerships are a great way to bring an international flavour into the school. They enhance learning by bringing new perspectives and ways of thinking into the classroom. When they involve a variety of groups (i.e., students, teachers, administrators, central office staff and community members), school partnerships are also able to generate widespread enthusiasm and support for international education initiatives. The relationships that sustain international school partnerships may also be drawn upon if school authorities wish to develop student and/or teacher exchange programs, global citizenship projects or collaborative professional development opportunities.



An Unexpected Benefit of a School Partnership

Lindsay Thurber Comprehensive High School (Red Deer) and École Jeanne D'Arc (Mulhouse, France) have been partners since 1992 and have organized student exchanges since 1993. The excerpt below shows how this school partnership has not only touched the lives of the participating students, but parents as well.

“Our son Jordan took part in the Lindsay Thurber and Jeanne D'Arc exchange in 1997 and I was fortunate to be a member of the chaperones for that trip. Needless to say, Jordan wasn't thrilled! However, it proved to be the beginning of a wonderful friendship when I met his host family.

In spite of Yves's [Jordan's host father] fear of flying, they came to Red Deer and we showed them the beauty of the Rocky Mountains. Then it was our turn to visit them—Alsace, Normandy, Brittany, the Loire Valley and Paris. This summer we spent five weeks travelling with them in Provence and the Cote d'Azur. Our knowledge and appreciation of France and French culture has been so enriched. Our next adventure will be an Alaskan cruise together. They are among our dearest friends, and we are so thankful to the partnership between the schools that started it all.”

Elaine and Roger Ward

You may find the following sections in this handbook helpful:

- Chapter 5: Professional Development
- Chapter 17: Educational Travel Abroad
- Chapter 18: Support Organizations and What They Offer
- Appendix D:
 - *A Guide to International School Partnerships*
 - International School Partnerships brochure
 - Alberta International School Partnership Program, Application Form (Alberta schools)
 - Alberta International School Partnership Program, Application Form (to twin with an Alberta school)



Guidelines for the Management of a Successful Student Exchange Program in Alberta School Authorities

Recognizing that:

- student exchange programs aim to encourage dialogue and build understanding between countries and/or cultures
- students that participate in student exchange programs may sometimes experience destabilizing, transformational change
- the well-being of participating students affects the quality of their learning
- student exchange programs expose Alberta schools and communities to individuals from other countries and/or cultures.

It is recommended that Alberta school authorities:

- inform students and parents of student exchange opportunities
- take steps to welcome incoming exchange students and help them integrate into Alberta schools
- ensure that outgoing and incoming exchange students are assigned to teachers/advisors who are familiar with cross-cultural communication strategies and are available to provide support and advice to students throughout the exchange.

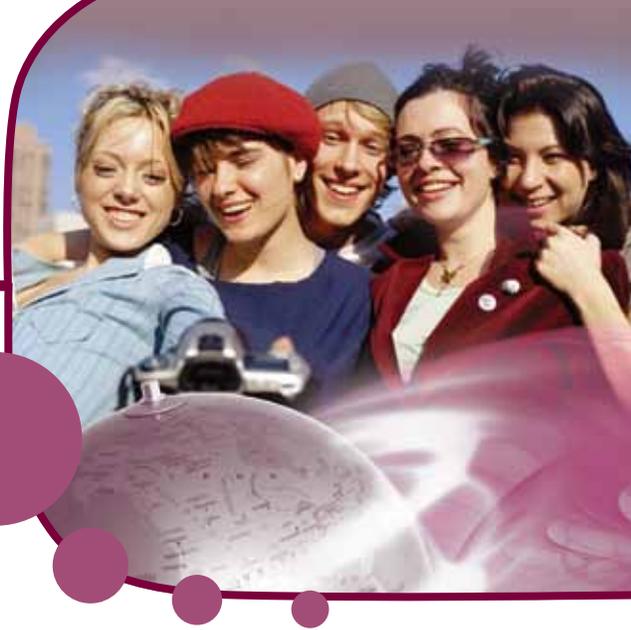
When managing school authority based exchange programs, it is recommended that Alberta school authorities also:

- support organizers of student exchange, where possible, by:
 - releasing them from instructional time
 - connecting them with school authority experts and/or resources on risk management, travel, language and culture
- grant permission for student exchanges once they are satisfied that coordinators:
 - have exercised due diligence in ensuring the reliability of the international partner school, school authority or organization
 - are linking exchange activities to the Alberta programs of study
 - have taken steps to ensure incoming exchange students are placed into safe homes
 - are familiar with and will abide by the travel advisories issued by the Department of Foreign Affairs and International Trade (DFAIT) Canada and the travel recommendations contained within the *Bon Voyage, But ...* document
 - will facilitate orientation and debriefing sessions.

These guidelines should be considered in the establishment and implementation of student exchange programs. Chapter 11: Student Exchange Programs provides more detailed information on program planning and implementation.

Chapter 11

Student Exchange Programs



What Is a Student Exchange?

A student exchange is when students from an Alberta school authority study in another province or country and their partners from those provinces or countries come to study in their school authority in Alberta. It is literally the exchange of students. This broad definition, however, includes two different kinds of student exchanges.

One-to-one Reciprocal Student Exchanges

A one-to-one reciprocal student exchange involves two students who either a) switch places and study at one another's schools; or b) study together in an Alberta school authority and then in the exchange school for equal periods of time. Students may participate in organized reciprocal student exchange programs like Alberta's International Education Exchange Program for Students or Rotary Youth Exchanges, or they may arrange the exchange privately; i.e., parents agree to host the son or daughter of their friends or relatives and their friends or relatives agree to host their son or daughter.

One-to-one Reciprocal Student Exchange Funding

If an Alberta student is not present for the September 30 count because he or she is participating in an exchange, the Alberta school authority may still receive funding for that student from Alberta Education. In order to do so, the following conditions must be met.

- Before the start of the exchange, the student must complete a Reciprocal Student Exchange Approval Form and submit it to the school authority. The form may be downloaded from <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>; a copy is also available in Appendix E: Student Exchange Programs. The school authority then approves the exchange and submits the form to Alberta Education.

- If the participating students do not switch places, they must conduct the two phases of the exchange (i.e., studying together in Alberta and in the exchange destination) either in the same school year or in the following school year (see the Glossary of Terms in the *Funding Manual for School Authorities* available on Alberta Education’s Web site at <http://education.alberta.ca/admin/fundingmanual.aspx>).



Sometimes when students switch places, the Alberta student may be placed in a school that was not their partner’s home school and/or the partner may be placed in a school that was not the Alberta student’s home school. In these situations, a one-to-one reciprocal student exchange will be approved by Alberta Education providing that:

- the incoming student remains in the home school authority of the outgoing Alberta student
- the arrangement is approved by the Alberta school authority
- the exchange organization is the same.



School authorities will not receive funding for students who are participating in exchanges that are not reciprocal, as defined above.

Group Exchanges

Group exchanges involve the exchange of groups of students and do not require the one-to-one ratio of reciprocal student exchanges, although they may be organized this way. Group exchanges tend to be shorter in duration (i.e., Alberta students are abroad for weeks rather than months) and, therefore, do not affect per pupil funding in the same way as one-to-one reciprocal student exchanges.

Group exchanges are the natural extension of school twinnings or partnerships and, therefore, are often organized at the school level. They aim to introduce students to another country or culture and, in many cases, give students the confidence to participate in a one-to-one reciprocal exchange later in their educational career.



Note: All group exchanges organized by the school require the permission of the school authority.

Why Should I Encourage Students to Participate?

Student exchanges can be a transformative learning experience. They expose students to another way of living, another culture and sometimes another language. As students navigate their way through a new environment, they hone their problem-solving and coping skills, often resulting in increased independence and self-confidence. Unfamiliar situations or seemingly strange personal interactions give students the opportunity to develop their information gathering, critical thinking and problem-solving skills. Exchanges are also a time for self-reflection and, with proper guidance, they not only broaden a students' knowledge of the world, they deepen their knowledge of themselves, their communities and their country.



Where Do I Start?

Investigate and Promote Existing Programs

Alberta's International Education Exchange Program for Students

Alberta's International Education Exchange Program for Students gives students, who are learning another language, the opportunity to immerse themselves in their language of study. Students can study in Germany, Japan, Mexico, Quebec or Spain for approximately three months and then host their German, Japanese, Mexican, Québécois or Spanish counterpart in Alberta for three months. The program is designed for Grade 11 students, but students from Grade 10 and Grade 12 may be considered.

TIP: Many exchange students choose to fast track their Grade 10 studies to free up time to go on an exchange in Grade 11. More information on timetabling for student exchanges can be found on Alberta's International Education Exchange Program for Students Web page at <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>.

Effective October 1, 2010, the Alberta Teachers' Association has become a delivery partner with Alberta Education and is responsible for the day-to-day operations in the administration of Alberta's International Education Exchange Program for Students.

More information on Alberta's International Education Exchange Program for Students can be found on Alberta Education's Web site at <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>.

Culture Point

Scenario

Mr. and Mrs. Jamieson's daughter, Tara, is participating in Alberta's International Education Exchange Program for Students with Japan. Tara has already spent two months in Japan and now her family is hosting her partner, Amiko. The Jamiesons are fascinated about other parts of the world and are looking forward to learning more about Japan and Japanese culture. They are also eager to share their traditions with Amiko and show her some of their favourite places in Alberta.

After a few weeks, Mr. and Mrs. Jamieson are concerned about Amiko and her adjustment to life in Alberta. She eats very little during meals and has been noticeably withdrawn. When they suggest an outing or activity, her reactions are usually very subdued. Tara has encouraged Amiko to confide in her, but with little success. The Jamiesons think that Amiko is homesick or experiencing culture shock. They want to help but are unsure what to do. They contact Tara's liaison teacher at the school for help.

Analysis

After speaking with Amiko, the liaison teacher realizes that this situation may not be attributable solely to homesickness and culture shock. At first, Amiko said that everything was fine. However, the liaison teacher knows that Japanese people tend to be indirect communicators and does not expect an "I'm unhappy" or "I'm frustrated" response from Amiko. The teacher rephrases her questions, changes her angle and probes a bit further. When she asks Amiko if she likes the food that is served, Amiko tells her that they eat a lot of pasta and that broccoli is an "interesting" vegetable. The teacher understands that the simple inclusion of these facts in the conversation is notable. They talk a bit longer before the liaison teacher realizes that Amiko is having trouble communicating her preferences to her host family.

The liaison teacher advises Amiko to be more direct with her homestay family. She explains that they come from a culture of direct communicators and they are not likely going to pick up on her subtleties. The teacher reassures Amiko that she will not be considered rude if she voices her preferences.

The liaison teacher also explains to the Jamiesons that Japanese people tend to be indirect communicators and that it is often difficult for Canadians, who are more direct communicators, to pick up on the nuances of the conversation. Often indirect communicators need to be invited to speak and even when they are invited, they will almost never complain or express dissatisfaction publicly. The liaison teacher advises the Jamiesons to give Amiko choices instead of asking her open-ended questions. For example, they could ask "would you like broccoli or peas?" instead of "what would you like for dinner?" Over time, the answers to these questions will reveal Amiko's preferences in an indirect way. She also tells them to be aware of language like "that seems very inconvenient," which is often a polite way of saying "no."

Finally, the liaison teacher also provides the Jamiesons with some resources that may help them to better understand Japanese cultural norms and behaviours (see the recommended reading list in Chapter 6: Cultural Considerations).

For more information on direct and indirect communication styles (also known as low and high context cultures), visit Chapter 6: Cultural Considerations.

The Yamate Exchange

In cooperation with Alberta Education and local school authorities, Yamate Gakuin School in Yokohoma, Japan coordinates two exchange programs.

- The long-term exchange program sees an Alberta student study at Yamate Gakuin School for a full school year while his or her Japanese partner studies in his or her Alberta school. Students are eligible to apply as long as they are 18 years old or younger on September 1 of the year they wish to participate. There is no Japanese language requirement, although selection is partially based on a demonstrated interest in Japanese language and culture.
- The short-term exchange sees a group of senior high school students from Yamate Gakuin School visit Alberta. Later in the year, generally in the summer, a group of students from Alberta visit Yamate Gakuin School.



The short-term exchange is coordinated by regional committees, which accept applications and develop the program for the Japanese visitors. It rotates through different regions of the province on a three-year cycle. The rotation for the next few years is as follows:

- 2010–2011: Southern Alberta region
- 2011–2012: Central Alberta region
- 2012–2013: Northern Alberta region



The short-term Yamate exchange is open to Alberta senior high school students who attend schools in the region scheduled to participate in the exchange program.

For more information on the Yamate student exchange programs, visit Alberta Education's Web site at <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>.

Exchanges Canada

Exchanges Canada is a "Government of Canada Initiative that helps Canadian youth connect with one another, experience the diversity of Canada's communities, languages and cultures, and get involved in the future of the country." While Exchanges Canada focuses on intra-country exchanges, its Web site lists a variety of international exchange, volunteer and travel programs for Canadian youth. To access the list of opportunities, visit <http://www.exchanges.gc.ca> (click on Youth and then Find an Opportunity; in the text of the Web page, click on Youth Exchanges and then on Other Opportunities).

Some of the listings are limited to individuals aged 18 and over. The following organizations have programs for individuals or groups of students in secondary school.

The inclusion of the following organizations is provided for general information purposes only and does not constitute or imply a recommendation from Alberta Education. Students and parents are encouraged to thoroughly research exchange programs before applying.

Intra-Canada exchanges

- 4-H Youth Exchanges Canada
- Canada Sports Friendship Exchange Programs
- Destination Clic
- Explore, Summer Language Bursary Program
- SEVEC Youth Exchanges
- YMCA Youth Exchanges Canada

International exchanges

- Canada World Youth

Although not included in the Exchanges Canada list, the Rotary Youth Exchange Program (<http://www.rotary.org>), Organisme Séjours Éducatifs Français (<http://www.osef.ca>) and Katimavik (<http://www.katimavik.org>) are well known international exchange programs.



Develop an Exchange Program

When the above programs do not meet the needs of their students, some school authorities elect to develop their own group exchange program. A suggested approach is outlined below. You may also wish to consult the student exchange resources identified in the handbook’s References.

Suggested steps	Sample timeline [★]
<p>1. Establishing a relationship with an international partner</p> <p>It is recommended that you develop a strong relationship with a partner abroad before you attempt to exchange students. Planning and implementing a safe and successful student exchange requires that organizers can trust and rely on one another. Usually, trust is built up over time by communicating and collaborating on other projects.</p> <p>For information on how to find an international partner school, see <i>A Guide to International School Partnerships</i> (included in Appendix D: International School Partnerships).</p>	<p>School year 1 and 2</p>
<p>2. Evaluating feasibility</p> <p>If both you and your partner are interested in the possibility of a group student exchange, it is worth conducting a brief feasibility study.</p> <ul style="list-style-type: none"> • Do you have the support of the necessary authorities? Schools are required to obtain the approval of their school authority before proceeding with a student exchange. • Does your partner have the support of the necessary authorities? • Do you and your partner have the human and financial capacity to plan and operate a student exchange? • Are parents supportive? • Are there any travel restrictions (e.g., visa restrictions, DFAIT travel warnings) that could prevent students from travelling? (See Chapter 17: Educational Travel Abroad.) <p>At this stage, some school authorities will send a representative to meet with the partner school or organization.</p>	<p>School year 3</p>

★ This timeline is an example only. Timelines will vary according to a number of factors, including the goals of the two partners, the timetables of the schools and the level of support provided by the school authority and community.

<p>3. Defining the educational goals of the exchange</p> <p>While there is much to be gained through any international travel experience, including tourist-oriented trips, schools have a responsibility to carefully plan and direct the learning that occurs on school-sponsored trips and exchanges. Answers to the following questions should form the foundation of any exchange.</p> <ul style="list-style-type: none"> • What do we hope students will learn from participating in the exchange? • What educational activities might be appropriate before the exchange, during the exchange and after the exchange? How do these activities link to or enhance curriculum? • How will we know what students have learned? What are the indicators of success? <p>TIP: The educational value of a student exchange is highest when students from both schools are engaged in curricular work before, during and after the exchange.</p> <p>Exchange organizers should discuss the educational goals with their international partner to ensure that they are both working toward a common purpose.</p> <p>See Chapter 17: Educational Travel Abroad for more information on educational activities and planning. The following resource may also provide you with some ideas on exchange activities.</p> <ul style="list-style-type: none"> • Cathy Hepburn and Rob Porkka's <i>Planning Student Exchange Programs: The Red Deer Experience</i> is available online at http://www.rdpsd.ab.ca/internationalservices/PDF/PlanningStudentExchanges.pdf. 	<p>School year 3</p>
<p>4. Developing a proposal</p> <p>As you and your partner develop the structure of the student exchange, consider the following factors.</p> <ul style="list-style-type: none"> • Timelines – When is the best time of year for each of you to travel? How does this influence the planning process? How long will the exchange be? How might the time be scheduled? • Staffing – Who will accompany the students overseas? Who will host the partners while they are here? • Risk Management – What measures can be put in place to minimize the risks associated with international travel and hosting students from other countries? (See Travelling with Minors in Chapter 17: Educational Travel Abroad, and Homestay Provision in Chapter 16: Hosting International Visitors). 	<p>School year 3</p>

<ul style="list-style-type: none"> • Costs – How much will the program cost? Consider the cost of the following items with your partner: <ul style="list-style-type: none"> • to plan the exchange: <ul style="list-style-type: none"> – printing and photocopying – long distance calls or faxes • to travel abroad: <ul style="list-style-type: none"> – flight – international medical insurance – cancellation and baggage insurance – in-country transportation – accommodation – in-country excursions or activities – meals – substitute teacher(s) (if applicable) • to host exchange partners: <ul style="list-style-type: none"> – local transportation – accommodation – local excursions or activities – meals – substitute teacher(s) (if applicable). • How will you divide the above costs with your partner? How will your school authority cover its share of the costs? (See Chapter 8: Funding for a list of financial resources that you may be able to draw from.) • Establish protocols for when groups meet. Will you exchange gifts? If so, what kind of gifts? How will you encourage students to interact and learn more about each other? For more information, see Chapter 16: Hosting International Visitors. 	<p>School year 3</p>
<p>5. Promoting the program, accepting applications and selecting participants</p> <p>There are a variety of ways to promote a Student Exchange Program. Some example are:</p> <ul style="list-style-type: none"> • advertise in school newspapers and/or on school Web sites • mention student exchanges in morning announcements • present in targeted classes • hold parent and student information sessions. <p>Additional ideas are listed in the program handbooks for liaison teachers, available online at http://www.education.alberta.ca/students/internationaleducation/studentexchange.aspx.</p>	<p>School year 4</p>

TIP: If you have 10 or more people travelling on the exact same itinerary, you qualify as a group and will receive special concessions from most travel agents. For example, you will not have to pay for the flight in full at the time of booking. Exchange organizers often book group flights up to a year in advance. For more tips on international travel, see Chapter 17: Educational Travel Abroad.

<p>The information that exchange application forms collect vary according to the structure of the student exchange program. According to Alberta's <i>Freedom of Information and Protection of Privacy Act</i>, you may only collect personal information that you require to effectively operate the student exchange program. You are also responsible for conducting due diligence in keeping personal information confidential.</p> <p>Cathy Hepburn and Rob Porkka's <i>Planning Student Exchange Programs: The Red Deer Experience</i>, available online at http://www.rdpsd.ab.ca/internationalservices/PDF/PlanningStudentExchanges.pdf, has some useful information on developing an application process and selecting students.</p>	
<p>6. Preparing for departure and hosting</p> <p>Students participating in a student exchange usually require three forms of preparation.</p> <ul style="list-style-type: none"> <p>Academic preparation. Academic preparation ensures that students have the skills and/or conceptual framework to engage in collaborative learning with their exchange partners. For example, if the purpose of the exchange is to complete a project that compares the climate of each place, students will need to have some background knowledge in climate before the exchange begins. If students are expected to converse in a second language during the exchange, students may be encouraged to complete language exercises.</p> <div data-bbox="760 766 1052 1291" style="border: 1px dotted #800080; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>TIP: Students who are participating in an exchange may miss some school. Participating students should discuss their absence with their teachers well in advance of the exchange so that alternate arrangements for readings, assignments and/or tests can be made.</p> </div> <p>Students may academically prepare for the exchange by completing a specific course. For more information on where international and intercultural content can be found in Alberta's programs of study, visit Chapter 7: Curriculum Links.</p> <p>Preparation can also occur after school; e.g., participating students may be asked to research material independently or as part of a group. Examples of pre-trip activities can be found in Chapter 17: Educational Travel Abroad.</p>	<p>School year 4</p>

- **Cultural preparation.** Before students host their partners or travel abroad, they should have some background in culture, intercultural communication and cultural adaptation. Details about the culture of their partner school (also known as culture-specific details) should also be covered. Students who have been introduced to this material tend to be more culturally conscious hosts. They are also able to communicate more effectively with their partners and adapt more readily to new cultural contexts.

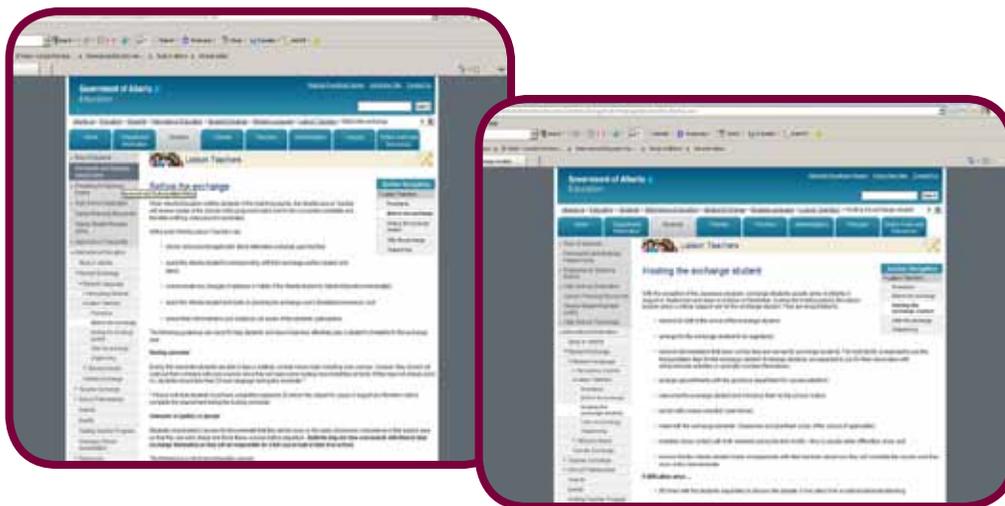
The following books may help you develop an introduction to culture for students participating in an exchange:

- L. Robert Kohls and John M. Knight, eds. *Developing Intercultural Awareness: A Cross-cultural Training Handbook*, 2nd ed. Yarmouth, ME: Intercultural Press, Inc., 1994.
- Gert Jan Hofstede, Paul B. Pedersen and Geert Hofstede. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Yarmouth, ME: Intercultural Press, 2002.

See also Chapter 6: Cultural Considerations.

- **Logistical preparation.** Logistical preparation ensures that students and their parents know what is happening and when it is happening. It also assists students and parents as they sort out pragmatic details, such as what to pack. While logistical details vary from exchange program to exchange program, Chapter 17: Educational Travel Abroad outlines some standard things that organizers should cover in logistical preparation sessions.

Where possible, it is useful to have participating students' parents participate in both the cultural and logistical preparation sessions and/or activities.



<p>7. Implementing the program</p> <p>The most successful exchange programs are those that encourage students to be thoughtful about their experiences. Teachers may wish to include journaling, talking circles or other reflective activities to assist students in this endeavour.</p> <p>To develop broader support for the exchange, you may also wish to invite school authority representatives, community members or local media to witness or participate in exchange events or activities.</p> <div style="border: 2px dotted #800080; border-radius: 50%; padding: 10px; display: inline-block;"> <p>TIP: Encouraging students to communicate regularly with their exchange partners between the hosting period and the travel abroad period can help maintain momentum and enthusiasm for the exchange.</p> </div>	<p>School year 4</p>
<p>8. Debriefing and evaluating the program</p> <p>Debriefing is perhaps the most important part of a student exchange and, yet, it is often neglected. It is strongly recommended that exchange organizers take time to help students digest and make sense of their experience (ideally after the hosting and after the travel periods).</p> <p>Gibb's Reflective Cycle is one way teachers can structure debriefs. For more information on Gibb's Reflective Cycle, visit http://www2.hud.ac.uk/hhs/staffsupport/lqsu_files/Gibbs_Reflective_Cycle.pdf.</p> <p>The end of the student exchange program is also a period of reflection for exchange organizers. What went well? What did not go well? Discuss this with your partner. Consider the indicators that you identified at the beginning of the exchange. Did you both accomplish what you hoped to accomplish? What might you change if you decided to do the program again?</p>	<p>School year 4</p>

Conclusion

As the following quotes illustrate, a student exchange can be an eye-opening and life-altering experience.

“I discovered several things about myself as a result of this exchange. I learned how patient I could be while hosting [my partner] in Alberta. I learned to be more independent during my time in Japan. I found out how open I can be when it comes to trying new things, especially eating new foods. I find myself being more confident and outgoing since coming home. I like how I feel now about meeting new people, and I’m always jumping to try new things. Before this exchange, I would have never thought about reading a speech at my senior high school graduation, which I am now thinking about doing. This exchange changed my life in a very positive way. I have grown so much as a person as a result of my time spent in Japan and by hosting [my partner] in my own home.”

- Participant in the 2008–2009 Alberta–Hokkaido exchange, Alberta’s International Education Exchange Program for Students

“I know that everyone goes on these trips hoping and wishing for different things; some just hope to have a good time but the majority wish (secretly) to change. They want to be different. Maybe a different version of themselves, maybe a whole new person ... I fall under the category of wanting to change, and I did. But, as fate often has it, I did not change into the person that I thought I would. I became much, much more of the person that I was.”

- Participant in the 2008–2009 Alberta–Quebec exchange, Alberta’s International Education Exchange Program for Students

“This ... was the best experience I have had so far in my life. I have been able to start learning another language (in addition to French) and make good friends. I would highly recommend this experience to anyone. It was an excellent learning experience ...”

- Red Deer student on studying at Lindsay Thurber Comprehensive High School’s twin school in Guadalajara, Mexico

Educators play an important role in preparing and supporting students as they embark upon this unique academic and personal journey. Educators interested in embarking upon a journey of their own may choose to participate in an educator exchange program. These programs will be explored in the next chapter.

CERTIFICATE of COMPLETION

Awarded to

Name of Student

For participation in the 2009-2010 Student Exchange Program
Between Alberta and Hokkaido

Sponsored by Alberta Education



Waldemar Reimer, Director,
International Education Branch, Alberta Education



You may find the following sections in this handbook helpful.

- Chapter 6: Cultural Considerations
- Chapter 7: Curriculum Links
- Chapter 8: Funding
- Chapter 16: Hosting International Visitors
- Chapter 17: Educational Travel Abroad
- Appendix D: *A Guide to International School Partnerships*
- Appendix E:
 - Reciprocal Student Exchange Approval Form (Instructions)
 - Alberta's International Education Exchange Program for Students (Student Application)
 - Alberta's International Education Exchange Program for Students (Program Guidelines)



Guidelines for the Management of a Successful Educator Exchange Program in Alberta School Authorities

Recognizing that:

- educator exchange programs aim to encourage dialogue and build understanding between countries and cultures
- educator exchanges provide Alberta educators with the opportunity to learn about different approaches to education and teaching, prompting reflection on current practice
- while on exchange, Alberta educators develop international knowledge and intercultural skills, which they draw upon when they return to their Alberta classrooms and/or schools
- educator exchanges help educators and their school authorities develop international networks, which may become a platform for international collaborative learning between students
- while in Alberta, educators from other countries bring new perspectives and expertise into Alberta classrooms and schools
- educator exchanges are most successful when applicants are flexible, motivated to learn and have a teaching assignment that is similar to their match.

It is recommended that Alberta school authorities:

- appoint a liaison that the Alberta educator may contact if any questions arise related to his or her position or to the school authority's policy when the educator is on exchange
- take steps to welcome educators from other countries and help them integrate into Alberta schools.

When managing school authority based exchange programs, it is recommended that Alberta school authorities also:

- provide personnel to organize and support the exchange
- connect exchange coordinators with human resource representatives and resources on risk management, travel, language and culture
- grant permission for educator exchanges once they are satisfied that coordinators:
 - have exercised due diligence in ensuring the reliability of the international partner school, school authority or organization
 - have aligned exchange goals with the professional growth plans of participants
 - will require participating educators to abide by the travel advisories issued by the Department of Foreign Affairs and International Trade (DFAIT) Canada and the travel recommendations contained within the *Bon Voyage, But ...* document
 - plan to facilitate debriefing sessions or activities.

These guidelines should be considered in the establishment and implementation of educator exchange programs. Chapter 12: Educator Exchange Programs provides more detailed information on program planning and implementation.

Chapter 12

Educator Exchange Programs



What Is an Educator Exchange?

An Educator Exchange Program provides opportunities for Alberta educators to teach in another province or country and for their partners from the other provinces or countries to teach in Alberta.

Like student exchanges, educator exchanges vary in structure and length; however, they all rely upon the pairing of an educator from Alberta with an educator from another region or country. They are, therefore, distinct from international teaching placements, which unilaterally place an Alberta teacher in an international school abroad, or a visiting teacher program, which places visiting teachers in Alberta school authorities.

The term educator exchange is used purposefully to include both teachers and administrators. Alberta educators are educators that reside and work in Alberta and are certificated by Alberta Education.

Full-year Exchanges

Full-year exchanges are usually post-to-post exchanges. In other words, the Alberta teacher assumes the teaching responsibilities of his or her partner teacher for the year and the incoming teacher assumes the teaching responsibilities of the Alberta teacher. During a full-year exchange, teachers will often stay in one another's houses. In order to participate, a teacher must have a continuing contract and the support of his or her superintendent and principal.



To be able to teach unsupervised in an Alberta classroom, all teachers—even exchange teachers—must be certificated by Alberta Education. To facilitate full-year exchanges, Alberta Education has an agreement with educational authorities from several countries and assists with the temporary certification of incoming teachers who fall under these memoranda. School authorities should not develop full-year teacher exchange programs without first consulting with Alberta Education.



Short-term Exchanges

Short-term exchanges are structured to facilitate job shadowing and team teaching. They pair an Alberta teacher with a teacher from another region or country. The pair then spends one to two weeks together in Alberta and one to two weeks together abroad. Short-term exchanges are more accessible than full-year exchanges because Alberta teachers can participate while maintaining their teaching responsibilities. To further minimize disruption to the Alberta classroom, the abroad portion of short-term exchanges can be scheduled to coincide with school breaks or holidays.

Because Alberta teachers remain in their classrooms during the exchange, incoming teachers do not need to be certificated.

Why Should I Encourage Educators to Participate?

Educator exchange is experiential professional development at its best. It benefits school communities in multiple ways. While abroad, Alberta educators gain broader perspectives on education, and, in turn, reflect more deeply upon—and imagine greater possibilities for—their own practice. The strategies they learn, the knowledge they gain and the skills they develop while working in another country all benefit their school and classes when they return. In the meantime, international educators who teach in Alberta bring new perspectives and expertise into Alberta schools. Their presence in the school community raises international awareness and provides their Alberta colleagues with opportunities to develop and/or hone their intercultural skills. Educator exchanges

While abroad, Alberta educators are ambassadors. They raise Alberta's international profile and sometimes introduce people to Alberta for the first time. Alberta educators are also ambassadors for their home cities or towns and school authorities, and are expected to represent them well by behaving in a responsible and respectful manner.

continue to pay dividends even after the exchange is completed, particularly when participants keep in touch with their exchange partners and/or colleagues abroad and can, therefore, assist fellow teachers and/or their school authority in developing international collaborative learning opportunities for students.



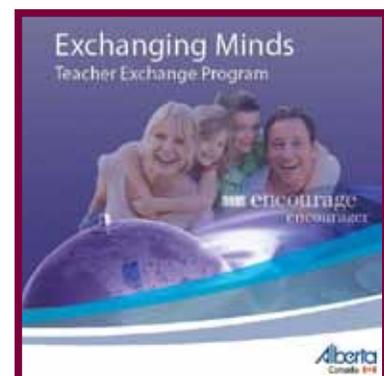
A 30-year celebration of teachers who participated in Alberta's International Education Exchange Program for Teachers. Picture taken November 2009.

Where Do I Start?

Investigate and Promote Existing Programs

Alberta's International Education Exchange Program for Teachers

Alberta Education supports full-year and short-term exchange programs. Participants in the post-to-post program spend a school year (August to July) teaching in the United Kingdom or a calendar year (January to December) teaching in Australia. Opportunities are also available to teach in other provinces in Canada and, where language competencies allow, in Switzerland, Germany and Denmark. Participants in short-term exchanges are matched with a partner from Germany or Denmark. There are no language requirements for the short-term exchange. For more information on Alberta's International Education Exchange Program for Teachers, visit <http://education.alberta.ca/students/internationaleducation/teacherexchange.aspx>. Applications for long- and short-term exchanges and promotional and support material can be found in Appendix F: Educator Exchange Programs.



Develop an Exchange Program

When the above programs do not meet the needs of their educators, some school authorities elect to develop their own exchange programs. School authorities that wish to develop a full-year exchange program should contact Alberta Education.

For school authorities that are interested in developing short-term exchanges, a suggested approach is outlined below. You may also wish to consult the handbook's References.

The Role of the Alberta Teachers' Association (ATA)

Participants in Alberta Education's full-year exchange educator program continue to be employed and compensated by their home school authority. While on exchange, Alberta teachers remain members of the ATA and continue to receive support and service from the ATA. They also remain bound by the ATA's Code of Conduct.

Incoming exchange teachers are not eligible to be members of the ATA because they are not employed by an Alberta school authority. However, they are bound by the ATA's Code of Conduct. The ATA may also offer them complimentary services.

Effective October 1, 2010, the Alberta Teachers' Association has become a delivery partner with Alberta Education and is responsible for the day-to-day operations in the administration of the Educator Exchange Program.



Suggested steps	Sample timeline [★]
<p>1. Establishing a relationship with an international partner</p> <p>It is recommended that you develop a strong relationship with a partner abroad before you develop an educator exchange. For information on how to find an international partner, see Chapter 10: International School Partnerships.</p> <p>Because a safe and successful educator exchange requires that organizers can trust and rely on one another, school authorities are encouraged to build trust with their partner by communicating and collaborating on other projects before embarking upon an educator exchange project.</p>	School year 1 and 2
<p>2. Evaluating feasibility</p> <p>If both you and your partner are interested in the possibility of an educator exchange, it is worth conducting a brief feasibility study.</p> <ul style="list-style-type: none"> • Do you have the support of the necessary authorities? Does your partner? • Are there any restrictions (e.g., certification restrictions, Visa restrictions, DFAIT travel warnings) that could prevent the exchange? (See Chapter 17: Educational Travel Abroad.) <p>At this stage, some school authorities will send a school authority representative to meet with the partner school or organization.</p>	School year 3
<p>3. Defining the goals of the exchange</p> <p>Establishing the goals of the exchange with your partner will ensure that you are both working toward the same (or at least complementary) goals. The following questions are meant to guide your thinking.</p> <ul style="list-style-type: none"> • What do you hope educators will gain from this experience? What is its main purpose? • What activities will help you achieve these goals? • How do these activities link to participants' professional development plans? How might they subsequently benefit students and Alberta schools? • How will you know if the program has been successful? Take time to collectively identify indicators of success. 	School year 3

★ This timeline is an example only. Timelines will vary according to a number of factors, including the goals of the two partners, the timetables of the schools and the level of support provided by the school authority and community.

4. Developing a proposal

School year 3

As you and your partner develop the structure of an educator exchange, consider the following factors.

- Timelines – When is the best time of year for participants to travel? How does this influence the planning process?
- Staffing – Will substitute teachers be required? How many educators will be able to participate? Who will host the partners while they are in Alberta?
- Risk Management – What measures can be put in place to minimize the risks associated with international travel and hosting? (See Chapter 17: Educational Travel Abroad.)
- Costs – How much will the program cost? Consider the cost of the following items with your partner:
 - to plan the exchange:
 - printing and photocopying
 - long distance calls or faxes
 - to travel abroad:
 - flight
 - international medical insurance
 - cancellation and baggage insurance
 - documents required to travel abroad (i.e., passport, visa)
 - documents required to teach abroad, if necessary (i.e., certification/ registration, medicals or security checks)
 - in-country transportation
 - accommodation
 - in-country excursions or activities
 - meals
 - substitute teacher(s) (if applicable)
 - to host exchange partners:
 - local transportation
 - accommodation
 - local excursions or activities
 - meals
 - substitute teacher(s) (if applicable).
- How will you divide the above costs with your partner? How will your school authority cover its share of the costs? (See Chapter 8: Funding for a list of financial resources that you may be able to draw from.) It is strongly recommended that this proposal be approved by the appropriate authority within the school authority.

TIP: If you have 10 or more people travelling on the exact same itinerary, you qualify as a group and will receive special concessions from most travel agents. For example, you will not have to pay for the flight in full at the time of booking. For more tips on international travel, see Chapter 17: Educational Travel Abroad.

5. Promoting the program, accepting applications and selecting participants

School year 4

There are a variety of ways to promote an educator exchange program. Some examples are:

- ask administrators to highlight the program at staff meetings
- send e-mails to teachers in the school authority
- hold lunchtime or after school information sessions.

The information that exchange application forms collect vary according to the structure of the exchange program. According to Alberta's *Freedom of Information and Protection of Privacy Act*, you may only collect personal information that you require to effectively operate the educator exchange program. You are also responsible for conducting due diligence in keeping personal information confidential.

The compatibility of the Alberta educator and his or her international partner heavily influences the success of an exchange and the quality of learning that takes place. It is recommended that the school authority consider the following factors when matching educators:

- teaching assignments
- gender
- age
- common interests.

The Alberta Educator Exchange Application Forms may provide administrators with an idea of the types of fields that are included in an application (see Appendix F: Educator Exchange Programs).



6. Preparing for departure and hosting

School year 4

Educators participating in an exchange program usually require three forms of preparation.

- **Professional preparation.** Professional preparation ensures that participants are prepared to examine the topic and/or area of specialty with their counterparts. They are familiar with the topic and understand how it is managed in Alberta's education system. For example, if educators are exchanging to collectively examine how to best support junior high school students as they transition to senior high school, they would be familiar with the issues that Alberta junior high school students face, what supports are currently in place and so on.

When an exchange involves more than one Alberta educator to the same exchange destination for the same purpose, school authorities may encourage participants to meet and share their knowledge and perspectives on the issues at hand.

- **Cultural preparation.** Before they host their partners or travel abroad, educators should have some background in culture, intercultural communication and cultural adaptation. Details about the culture of their partner (also known as culture-specific details) should also be covered. Educators who have been introduced to this material tend to be more culturally conscious hosts. They are also able to communicate more effectively with their partners and adapt more readily to new cultural contexts.

You may recommend the following reading to educators who are planning on participating in an exchange:

- Alan Cornes. *Culture from the Inside Out: Travel and Meet Yourself*. Yarmouth, ME: Intercultural Press, Inc., 2004.
- L. Robert Kohls. *Survival Kit for Overseas Living*, 4th ed. London, ENG: Nicholas Brealey Publishing, 2001.
- Craig Storti. *The Art of Crossing Cultures*, 2nd ed. Yarmouth, ME: Intercultural Press, Inc., 2001.

Chapter 6: Cultural Considerations may also provide some useful information.

- **Logistical preparation.** Logistical preparation ensures that educators (and their administrators) know what is happening and when it is happening. It also assists educators as they sort out pragmatic details, such as what to pack. While logistical details vary from exchange program to exchange program, Chapter 17: Educational Travel Abroad outlines some standard items that organizers should cover in logistical preparation sessions.

<p>7. Implementing the program</p> <p>The most successful exchange programs are those that encourage educators to be thoughtful about their experience. Coordinators may wish to include journaling, talking circles or other reflective activities to assist educators in this endeavour.</p> <p>To develop broader support for the exchange, you may also wish to invite school authority representatives, community members or local media to witness or participate in exchange events or activities.</p> <div style="border: 2px dotted #800080; border-radius: 50%; padding: 10px; display: inline-block;"> <p>TIP: Encouraging educators to communicate regularly with their exchange partners between the hosting period and the travel abroad period can help maintain momentum and enthusiasm for the exchange.</p> </div>	School year 4
<p>8. Debriefing and evaluating the program</p> <p>Debriefing is perhaps the most important part of an exchange and, yet, it is often neglected. It is strongly recommended that exchange organizers take time to enable educators to debrief their experience (ideally after the hosting and after the travel periods).</p> <p>Gibbs Reflective Cycle is one way to structure debriefs. For more information on Gibbs Reflective Cycle, visit http://www2.hud.ac.uk/hhs/staffsupport/lqsu_files/Gibbs_Reflective_Cycle.pdf. Alberta's International Education Exchange Program for Teachers also hosts debriefs for its exchanges.</p> <p>Upon completion of the exchange program, some school authorities also ask participating teachers to submit a report outlining how the exchange has enhanced or changed their teaching practice. In situations where a group of Alberta educators represented a school authority abroad, action plans have also been developed to incorporate learning into existing practice.</p> <p>The end of the program is a period of reflection for exchange organizers. (What went well? What did not go well?) Discuss this with your partner. Consider the indicators that you identified at the beginning of the exchange. (Did you both accomplish what you hoped to accomplish? What might you change if you decided to do the program again?)</p>	School year 4



(Australian Exchange Teachers; picture taken at orientation session January 2010.)

Conclusion

Educators are the champions of internationalization in schools and classrooms. It is, therefore, important that they have a global perspective and understand the benefits of international learning. Exchanges provide educators with the opportunity to develop both. By bringing international educators into Alberta schools, exchanges also provide the school community with the opportunity to connect with another culture or part of the world. International student programs benefit the school community in a similar way.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Chapter 10: International School Partnerships
- Chapter 17: Educational Travel Abroad
- Chapter 18: Support Organizations and What They Offer
- Appendix D: *A Guide to International School Partnerships*
- Appendix F:
 - Alberta Educator Exchange Long-term Application Package
 - Alberta–Denmark Short-term Teacher Exchange Application Form
 - Alberta–Germany Short-term Teacher Exchange Application Form
 - Exchanging Minds: Teacher Exchange Program (Brochure)
 - Exchanging Minds: Teacher Exchange Program (DVD)
 - Exchanging Minds: Short-term Teacher Exchange Program (Fact Sheet)



Guidelines for the Management of a Successful International Student Program in Alberta School Authorities

Recognizing that:

- international students enrich Alberta schools by bringing different perspectives and new knowledge into the classroom
- supportive school and homestay environments enable international students to thrive academically and engage effectively with Alberta students
- international students deserve complete information when deciding on a study destination and Alberta school authorities require complete information to best serve international students
- Alberta's reputation as a study destination, and thus the reputation of Alberta school authorities, is enhanced by quality international student programs.

It is recommended that Alberta school authorities:

- develop common admission criteria to ensure that prospective international students have a good probability of success in an Alberta classroom
- provide prospective international students with accurate, complete and timely information on critical topics such as admission criteria, academic and ESL programs, tuition and fees, cost of living, homestay or other school authority provided accommodations, geographic location of the school authority, academic and behavioural expectations, extracurricular activities, counselling services, transportation and health insurance
- develop written guidelines or procedures that govern the placement of international students, refund of tuition and fees, handling of international student crises, selection of homestay families and, where applicable, school authority relations with recruiting partners
- ensure that international students are assigned to a teacher/advisor who is familiar with jurisdictional policies, cross-cultural communication strategies, and community social supports and health providers, and who is readily available to provide support and advice
- provide structured assistance to international students as they transition to their new home and school, as well as to life in Alberta, and as they try to integrate into the classroom and community
- establish a process to evaluate the quality of international student experiences and use feedback to improve program delivery.

These guidelines should be considered in the establishment of international student programs. Chapter 13: International Student Programs provides more detailed information on program planning and implementation.

Chapter 13

International Student Programs



What Are International Student Programs?

International student programs promote diversity and cross-cultural interactions by bringing international students into Alberta schools. Unlike reciprocal student exchange programs, international student programs do not involve Alberta students travelling abroad. Instead, these programs focus on attracting motivated and successful students from around the world to study in Alberta. These students are high achievers in their home countries, and experience has shown that they continue to excel here.

International students come to Alberta for a variety of reasons. Some students seek cultural and language immersion, while others hope to graduate with an Alberta High School Diploma and continue on to a post-secondary institution in the province. It is important to keep these motivations in mind when planning and managing an international student program, as they will influence everything from recruitment strategies to program development.

As the goals of international students differ, so do the programs themselves. Most programs in Alberta welcome international students during the regular school year. Some school authorities also offer short-term summer programs for groups of international students who would like to improve their English or French and gain exposure to Canadian culture. School authorities with a large number of international students interested in Alberta post-secondary institutions may also offer university preparation courses for these students.



Who are international students?

With the influx of students from other countries into Alberta's school system, identifying international students can be confusing.

The term "international students" refers to non-Canadian students who are currently studying in Alberta but whose parents are citizens of and reside in another country. These students are not entitled to education under section 8 of Alberta's *School Act* and are not funded by Alberta Education. As a result, many school authorities opt to charge tuition or international student fees, and international students are often referred to as fee-paying students.

The following groups are not considered international students:

- Canadian citizens returning to live in Canada (non-resident fees may apply)
- landed immigrants or approved refugees living in Canada
- students participating in a reciprocal exchange program
- students whose parents have been issued a permit to study or work in Canada (including children of temporary foreign workers).

Note that this list is provided for quick reference only and is not exhaustive. For detailed and up-to-date information on international students, refer to *Access and Funding for International Students in Alberta: Frequently Asked Questions* (see Appendix G: International Student Programs or visit Alberta Education's Web site at <http://education.alberta.ca/students/internationaleducation/resources/schools.aspx>).



Why Should I Start an International Student Program?

International student programs have numerous benefits for the school authority, the local students and the international students.

Perspectives and Diversity

When managed successfully, international student programs can bring diversity to Alberta classrooms and expose students to new cultures and ways of thinking. One Alberta social studies teacher described his experience with international students as follows:

“Last year was the introduction of the social studies curriculum for Grade 10. I had students from Brazil, Germany, Afghanistan and Pakistan in my class. With an emphasis on globalization, these students brought a healthy variety of differing perspectives on this and many other topics. Their contributions were very valuable and our Alberta students greatly benefitted by having international students as classmates.”

Brian Plastow, Teacher, Lindsay Thurber Comprehensive High School,
Red Deer Public School District No. 104

International student programs can also have a significant impact on the international students who study here, as illustrated by this Japanese student’s reflection:

“Somehow strangers smiled at me. But that was not something uncomfortable. Actually, I liked it. Very much. I believe that it was the best part of the Canadian style. SMILE. So I tried to smile back. But sadly it’s not often that I see that in Japan. Even if I smiled at strangers they would think that I was weird. In Canada, there are so many people who had foreign culture. But somehow they didn’t think it was unusual or special. They accepted and shared each culture. In Japan, many people tend to avoid communicating with foreigners. But in Canada, my host family, friends and teachers talked to me a lot and helped me to learn English, even though I was a foreigner. I was able to survive in Canada for a year. And I believe that was because a number of people helped me a lot. Now I’m trying to accept other cultures and to help each other like them.”

International student from Japan, Edmonton School District No. 7

Enrollment and Programming

Increased enrollments allow school authorities to expand programming, which directly benefits Alberta students. International students can also create the critical mass necessary for a school authority to offer particular courses or programs, especially in rural areas. For example, if a school does not have enough students enrolled in a particular course to justify offering it, international students, who are capable and interested in taking that course, can increase enrollment to a viable level. The result is a win-win situation because international students are able to attend school in Alberta and Alberta students are able to enroll in classes that otherwise may not have been offered.

Networking

Relationships that are formed during international student recruitment can have a number of positive spin-offs. For example, while abroad, the coordinator of the international student program may form relationships with administrators or teachers who are interested in developing learning partnerships or exchanges with schools in Alberta. These kinds of partnerships can enrich the learning of all Alberta students in all subject areas (see Chapter 10: International School Partnerships).

Moreover, since many recruitment fairs span all levels of education, international student coordinators for K–12 programs often have the opportunity to travel, network and align their efforts with coordinators from Alberta’s post-secondary institutions. These partnerships can result in a wide range of joint initiatives that benefit Alberta students and teachers.

Funding

Fees paid by international students can provide school authorities with the funding needed to enhance other international education activities, such as:

- hiring an international program coordinator to spearhead initiatives
- improving English language learning programs
- enhancing international student support programs or services
- establishing scholarships for Alberta students to study abroad.

How Do I Start an International Student Program?

What does it take to create an international student program? What kind of commitment, resources and expertise does it require? This section outlines steps to follow as you consider, develop and implement an international student program.

- Step 1: Developing a Program Framework
- Step 2: Implementing the Program
- Step 3: Supporting the Transition to Alberta

Step 1: Developing a Program Framework

The impetus to establish an international student program can come from anyone within the school authority; however, final approval of the program lies with the school board. To satisfy the board, you will need more than a convincing argument about the benefits of an international student program; you must also develop a program framework that outlines the resources required and the overall feasibility of the program. This framework should align with the school authority's vision and goals and with the comprehensive plan discussed in Chapter 4: An Internationalization Strategy.

Developing a program framework involves a number of important tasks. The order in which these tasks are completed may vary from school authority to school authority.

Read Guidelines for Managing International Student Programs

Read the Guidelines for the Management of a Successful International Student Program in Alberta School Authorities on page 171. These guidelines were established to assist Alberta school authorities in developing successful international student programs. They identify best practices and communicate Alberta's commitment to providing international students with quality education experiences. They also outline measures that ensure decisions are made in the best interests of both the international student and the hosting school authority.

For help in understanding and applying these guidelines, see the accompanying commentary provided in Appendix G: International Student Programs.

Identify or Appoint a Coordinator

Developing a program that adheres to the above guidelines requires substantial time and commitment from the school authority. It is important to identify one staff member to coordinate and champion the program. This person is key to the success of the program and may be responsible for tasks such as:

- representing the school authority at educational functions abroad
- serving as a central contact point for international students and their families
- providing support to schools and teachers hosting international students.

Determine School and Community Capacity

When considering an international student program, it is critical to determine the capacity of the school and community to support such a program. This means answering key questions such as the following.

- **Is there room for international students in schools?** If so, how many? Which schools have capacity? Are principals and teachers in these schools prepared to work with the school authority to ensure that international students are welcomed and supported?
- **Is there room for international students in the community?** Are there places for them to live; e.g., homestays, dormitories? If so, how many? Are community members willing to work with the school authority to ensure that international students are welcomed and supported?



To answer these questions accurately and encourage school and community involvement, consider setting up a steering committee where all those who would be affected by the program are represented.

Estimate Costs and Set Fees

School authorities do not receive funding from Alberta Education for international students. The *School Act* specifies that school authorities can determine how much tuition to charge an international student, and most boards set tuition fees to cover the full cost of the student's education. School authorities can also choose to waive tuition fees at their own discretion; however, this is quite rare.

When setting fees, it is important to estimate costs for all elements of the program, including costs related to:

- classroom instruction for the international student
- student support, including English language learning support, guidance counselling and special needs assistance;
Note: International student programs do not traditionally include international students with special needs because, in most situations, the cost of providing quality special education is extensive and once these costs are added to the base tuition amount, tuition becomes unaffordable
- administration of the international student program, including salary and travel expenses of a coordinator, development of promotional materials, compensation for homestay families and other administrative overhead
- school maintenance
- transportation.

How did they do it?

To get their international student program up and running, Edmonton School District No. 7 committed a set amount of money to facilitate a small-scale recruitment campaign. To build the program, the board reinvested some of the fees of incoming international students into recruitment. Edmonton School District No. 7 now has the largest international student program in Alberta and is cost neutral, as the tuition fees of incoming international students cover all of the program costs.

Developing a successful international student program requires more than a year-long investment. When initiating a program, school authorities should prepare a program budget to be included in the school authority's three-year plan.

Develop a Recruitment Plan

Some school authorities begin their international student program almost accidentally, by welcoming nieces, nephews and cousins of community members into their schools. While positive word-of-mouth can help initiate and sustain a program, a successful program also requires a detailed recruitment plan. The recruitment plan should take into account the budget available and the number and type of students you wish to recruit (see side box).

Who are we recruiting?

Are you targeting students:

- of a particular age?
- with particular motivations; e.g., intensive English language training versus cultural immersion versus high school graduation?
- with a particular level of English or academic achievement?
- with a particular educational interest; e.g., schools with a religious or non-religious focus, schools with alternative programming?

The best recruitment plans are based on sound research, including a thorough investigation of what type of student the school authority is able to support and which countries or regions have these students. This research may include consultations with local schools, community organizations, other International Education Advisory Council members and Alberta trade offices abroad.

With a targeted audience in mind, the school authority may then identify specific recruitment strategies to:

- develop an international student Web site
- distribute promotional material
- locate and work with agent partners
- participate in study abroad fairs
- advertise in magazines.

Successful recruitment requires developing a presence in the region of focus and gaining the trust of prospective students and their parents. It takes time to develop this rapport and trust in the target market. Often, parents will attend the same fair several years in a row before deciding to send their son or daughter to a particular school authority (see side box). For this reason, school authorities should commit to a multi-year recruitment plan and expect it take some time before they see an increase in student numbers.

The Importance of Presence

“In Monterrey, Mexico, I met Oscar and his family over the course of three years. Oscar eventually decided to come to Red Deer where he completed a full IB program. After careful planning his family is now immigrating to Canada.”

— Rob Porkka, Director, International Services, Red Deer Public School District No. 104

Develop an International Student Web Site

The Internet is the most widely used source of information for international students. Students should be able to find critical information such as tuition fees and program offerings. Schools should post information for international students on their Web site in English and in target languages (see Tips for Developing Web or Print Promotional Materials on page 182).



The sophistication of the Web site can range from posting a PDF document to creating a separate group of Web pages aimed specifically at international students. Regardless, the text should include as much information as possible on the critical topics identified in the guidelines at the beginning of this section. You may also want to highlight the unique strengths of the school authority and the local community.

Once information for international students has been posted on the Web site, notify Alberta Education's International Education Services Branch so that it may include a link on the Study in Alberta Web site at <http://www.studyinalberta.ca>.

Distribute Promotional Materials

Another way to get the word out that your school authority provides quality education programs and welcomes international students is to design and distribute a brochure or print package of promotional materials. These materials can be distributed directly to students at study abroad fairs or through an intermediary (See Tips for Developing Web or Print Promotional Materials on page 182).

Reputation Helps!

During a work trip to China in 2004, I unexpectedly became acquainted with the principal of a large co-ed school of about 4000 students. In casual conversation, the principal told me he knew Edmonton School District No. 7 had worked in China for many years and that students applying to our programs were often successful in obtaining visas. He also told me that many parents in his community wanted to send their children to a western destination for a language immersion experience, preferably to a place where their children would have the option of moving on to a good university.

The next day I visited the school, met with many of the administration, and two days later, presented to approximately 600 students. Our partnership was inked, and since that time we have hosted over 30 students from that school in several of our schools.

The benefits of knowing your partner is immeasurable. Things happen quickly in China when compatible goals are identified!

– Ann Calverley, Supervisor, International Programs, Edmonton School District No. 7

Tips for Developing Web or Print Promotional Materials

- Know your audience. Some international students and their parents will value optional courses and the liberal nature of education in Alberta; others will focus almost exclusively on excellence in core courses. Talk to representatives in the country where you are sending/bringing your material to gain insight into what kind of information is important to the students and parents who live there.
- Contextualize your school authority. Most international students are not familiar with the province of Alberta, never mind its cities or school authorities. They are, however, familiar with the country of Canada. Therefore, it is important to lead students to your school authority by first identifying Canada, then Alberta, and then highlighting the region or city in which your school authority is located.
- Translate important information. To assist students and parents who are not fluent English speakers, it is worthwhile to translate your promotional material into key languages. However, translating promotional materials in their entirety can be very expensive and may require continual updating. Instead, translate only key sections of your material and post or hand out this summary sheet.
- Design print materials to last. Do not include details such as tuition costs or specific application dates, which are likely to change from year-to-year. Instead, highlight program information that is unlikely to change. Provide more specific details on the school authority Web site or in a one-page sheet that can be updated and reprinted at minimal cost.
- Maximize portability and variety of use. Remember when you are designing your promotional materials that at some point you will have to ship them overseas or carry them with you. Also, consider the various contexts in which you may use the materials. Are they written in a way that appeals to multiple audiences (e.g., parents, students, agents) and cultures?
- Print a strategic amount. Estimating how many brochures or promotional packages to print can be difficult and depends on a number of variables including the size of the school authority's program, budget and the size of the fair you may be attending. School authorities that have well-established international student programs may be able to provide some guidance on printing quantities.
- Consider printing and shipping costs. In some cases, it may be cheaper and less hassle to have your promotional materials printed overseas rather than printing them in Canada and shipping them.



Some Alberta international trade offices actively encourage student recruitment and are willing to accept materials for distribution to interested parties. You can find a list of Alberta's international trade offices on the Ministry of International and Intergovernmental Relations Web site at <http://www.international.alberta.ca/933.cfm>. Please contact Alberta Education's International Education Services Branch before contacting these offices directly.

Finally, Alberta Education publishes a catalogue of school authorities with active international student programs. This catalogue is circulated to recruitment and trade offices abroad. To be included in the catalogue, contact Alberta Education's International Education Services Branch.

Locate and Work with Agent Partners

There are a variety of terms used to describe individuals who recruit international students on a school authority's behalf, including authorized representatives, overseas recruiters and agent partners. In this handbook, we use the term agent partners. You may wish to consult with your school authority's legal department to determine which term is appropriate for you when drafting a contract.

Agents are individuals or organizations that connect international students who are looking to study abroad with schools and institutions that are willing to accept them. They are for-profit businesses and make their income by charging the school authority, the student, or sometimes both, for their services.

In some countries, such as China, it can be difficult to penetrate the market without an agent providing in-country support. For example, the agent may assist students in filling out applications, obtaining study permits and transferring tuition from the parents to the school board. Agents also act as a liaison between the student's family and the school authority while the student is in Alberta.

Agents take some of the guess work out of a student's decision to study abroad and the school authority's decision to admit an international student. They are usually well briefed on the school authority's offerings and expectations and, therefore, can recommend the school authority to students who would be a good match. Moreover, because they are located in-country and speak the local language, agents can more easily develop relationships of trust with local schools and community members.

Steps to Take Before Entering into an Agreement with an Agent Partner

- Review the agent partner's business plan and any other corporate material.
- Request and check references.
- Check to see if the agent partner has a local office in the country in which you wish to recruit. In order to be an effective liaison, an in-country office is essential.
- Provide a copy of Guidelines for the Management of a Successful International Student Program in Alberta School Authorities and ensure that the agent partner is willing to abide by them.
- Consider and agree upon how the agent partner will be paid.
- Determine a title for the agent partner that is acceptable to your school authority's legal counsel.

A sample questionnaire for agents is also included in Appendix G: International Student Programs.

Agents vary in quality and reputation. Locating one that works well with your school authority can be a process of trial and error. School authorities tend to meet and make arrangements with agents at study abroad fairs (see below).

Working with agent partners is most effective when the school authority and agent have a relationship of mutual trust and open communication. While the former may take time to establish, the latter may be facilitated through the creation of an agent's guide. Agent guides provide agents with critical information on the school authority and clearly outline the expectations that the school authority has of the agent. They often contain general information, similar to that on your Web site or in your brochure; however, they also contain more specific information, such as an agent agreement.

Participate in Study Abroad Fairs

Study abroad fairs are similar to career fairs. Schools, universities and language institutions are charged for space in a hotel or conference centre, where they have the opportunity to promote their programs to students who are interested in studying abroad. Participating in these fairs is labour and cost intensive as it requires a school authority representative to travel to the fair location. It also requires the school authority to develop a lightweight, easy-to-assemble display that will attract potential students.

Study abroad fairs are organized by a number of different groups. The following list may provide a starting point for your planning.

Sample Study Abroad Fairs

Alberta Education and Alberta Advanced Education and Technology Sponsored Events

Alberta Education and Alberta Advanced Education and Technology sponsor study abroad fairs in countries they have identified as strategic markets (see Provincial Leadership in Chapter 3: Leadership and Collaboration). They support school authorities and post-secondary institutions either by subsidizing the cost to participate in a fair or by organizing a "mini" fair that includes only Alberta institutions. The departments encourage Alberta institutions to attend fairs together in order to create a stronger Alberta presence and to minimize the likelihood of a school authority or institution becoming lost in a sea of international schools. Government-sponsored fairs also provide international education administrators with the opportunity to network with their counterparts from other Alberta school authorities.

Department of Foreign Affairs and International Trade (DFAIT) Canada Sponsored Events

DFAIT and Canadian embassies abroad organize events that feature Canadian educational institutions. These fairs encourage participation from institutions all over Canada. Often, Alberta Education is aware of these fairs and distributes information to members of the International Education Advisory Council. For example, there are often embassy-sponsored fairs in Seoul, Korea and Tokyo, Japan. For more information on embassy-sponsored events, visit <http://www.international.gc.ca/ciw-cdm/embassies-ambassades.aspx?lang=en>.

Business Marketing International (BMI) Events

BMI organizes study abroad fairs and agent fairs around the world. BMI agent workshops are country specific (i.e., BMI will educate agents about Canada or the United States), while BMI study abroad fairs include schools and post-secondary institutions from around the world. For more information, visit <http://www.bmimedia.net/bmi>.

Chinese Education Expo (CEE)

The CEE is a series of study abroad fairs held in various cities throughout China. It is organized by Fairlink Exhibition Services Ltd., sponsored by the China Education Association for International Exchange, and approved by the Chinese Ministry of Education. For more information, visit <http://www.chinaeducationexpo.com/english/index.shtml>.

Co-Ex Convention Exhibition Centre

Co-Ex is Korea's largest study abroad and language fair. Held every year in Seoul, Co-Ex is organized by Korea Trade Fairs Ltd. For more information, visit http://www.yuhak2min.com/eng_yuhak/main.asp.

International Consultants for Education and Fairs (ICEF) Events

ICEF is a Germany-based organization that organizes agent fairs around the world and offers recruitment training and market intelligence seminars for recruiters. For more information, visit <http://www.icef.com>.

World Educate Business Association (WEBA) Events

WEBA is a member organization that builds relationships between agents, education providers and study abroad counsellors by organizing fairs and workshops around the world. For more information, visit <http://www.webafairs.com>.



Advertise in Magazines

There are numerous publications worldwide for students who are considering studying abroad. Some school authorities choose to advertise their programs in these magazines; however, because this advertising can be quite expensive, it is important to carefully select magazines that will appeal to the target audience.

The following list is meant to give international education administrators some examples of recruitment magazines. The list is not exhaustive nor has it been vetted for quality.

Name of Publication	Publisher	Target Market/ Distribution
<i>Study in Canada Guidebook</i>	Keibunsha	Japan
<i>Guide to Secondary Schools</i>	ALC Global Publications	Japan
<i>Education Travel Magazine</i>	Hothouse Media	Global

Plan Student Living Arrangements (if applicable)

Once a recruitment plan has been developed, school authorities should consider where international students might live.

Living arrangements depend on the capacity of the school authority and the surrounding community. Many school authorities work with homestay companies or coordinators to locate host families for international students (see Chapter 16: Hosting International Visitors for more information). Alternatively, school authorities may arrange for international students to live in a supervised dormitory. Finally, some students will arrange to stay with friends or family; school authorities are rarely involved in coordinating these arrangements.

Develop Policies

Written policies protect both the international student and the school authority by clearly outlining the expected behaviour of both parties throughout the study period and appropriate courses of action if these expectations are not met. At a minimum, school authorities should have written policies governing “the placement of international students; the payment and refund of tuition and fees; the handling of international student crises; and the selection of homestay parents and lodging, where applicable” (see the Guidelines for the Management of a Successful International Student Program in Alberta School Authorities on page 171).

Develop a Staffing Plan

In order to effectively integrate international students into the school environment and make the most of the experience for all involved, it is important to properly prepare school authority staff. Consider the following questions.

- What will be expected of school authority staff?
- Will additional staff need to be hired or will work need to be contracted out?
- What information or special skills might staff require? What resources or training might be available to assist staff in acquiring these skills?
- How will the school authority adapt its staffing plan when the international student program grows; e.g., from 5 students to 40 students?

Key Knowledge and Skills

All educators who work with international students should have an understanding of the cultural adaptation process and intercultural communication concepts (see Chapter 6: Cultural Considerations and Supporting the Transition to Alberta in this chapter). A list of other important knowledge, skills and attributes is included in Appendix C: Cultural Considerations.

Commit to providing staff members with the professional development they require so that the host school(s) will benefit fully from hosting international students.

Propose a Framework for Approval

The final step, when planning for an international student program, is to present the framework to senior administration and the board of trustees for approval. Frameworks that articulate the opportunities created by an international student program and that recognize and plan for potential challenges are most likely to be successful.

You may find the following sections in this handbook helpful:

- Appendix C: Intercultural Competence: Key Knowledge, Skills and Attitudes
- Appendix G:
 - *Guidelines for the Management of a Successful International Student Program in Alberta School Authorities*
 - Sample agent questionnaire

Step 2: Implementing the Program

Once the superintendent and board of trustees have approved the framework, it is time to begin implementing the program. Building an international student program involves following the approved framework and completing the tasks below.

Create an Application Package

An application package should collect information the school authority will need to evaluate the suitability of an international student. If the school authority offers a homestay program, a supplementary application may gather information needed to match the student with a host family. Sample application forms are included in Appendix A: Leadership, or can be found on the Web sites of International Education Advisory Council Members, accessible through the Government of Alberta's Study in Alberta Web site at <http://www.studyinalberta.ca>.

Implement the Recruitment Plan

The recruitment plan sets a strategic direction for international recruitment. Now is the time to make some concrete decisions that will move your recruitment plan forward. For example, is it worthwhile for the school authority to join the Canadian Education Centre Network? If you have decided to participate in study abroad fairs, which ones will you join?

Successful recruitment requires developing relationships of trust with students, parents and partners in other countries. Keep this in mind as you implement the recruitment plan.

What to Include

Application packages include information such as the following.

- *Freedom of Information and Protection of Privacy* (FOIP) notice.
- Application form (see Appendix G for a sample; additional samples are available on the Study in Alberta Web site at <http://www.studyinalberta.ca>).
- Explanation or summary of the school grading scheme.
- Waiver outlining school authority policies and regulations regarding conduct, refunds, placement and health insurance.
- Form or clause that assigns custodianship.
- Notice describing how to pay tuition fees.

Application packages request information and documents such as:

- copy of the student's passport
- certified copy of the student's transcript for the past two years with an official school stamp (translated into English, if necessary)
- letter of intent from the student
- references or letters of recommendation
- school preferences
- copy of the student's vaccination records
- description of where the student found out about the program.

Culture Point

Scenario

You are on a recruiting mission in another country and are speaking with a father who plans to send his son to attend (and graduate from) a Canadian school. You are discussing the possibilities that exist in your school authority when the father asks you which school in your school authority is “the best.” You reply that all the schools offer the same excellent academic program and vary only in terms of size, location, optional course offerings and extracurricular activities. The father seems unconvinced and asks which school would provide his son with the best education. When you start to repeat your earlier explanation, he becomes frustrated and leaves. What happened?

Analysis

This is an example of conflicting notions of power distance (see Chapter 6: Cultural Considerations). Canada is a country of relatively small power distance. As Canadians, we strive for equality and it shows in the provincial/territorial policies on education; Alberta taxpayers invest in public education to ensure that young people have access to quality education regardless of what their name is, where they live or how much money their parents make. However, the man to whom you were speaking comes from a culture of large power distance. He lives in a highly stratified society where some people and institutions are considered to be superior to (and fundamentally different from) others. He was asking you to situate your schools within a hierarchy that makes sense in his cultural framework but not in yours.

Parents who come from a culture of large power distance may assume that Canada and its school systems are also highly stratified. Explain to them that in Alberta, students of diverse backgrounds and talents and of varying levels of academic achievement attend school together.

Accept Applications and Fees and Issue Letters of Acceptance

To officially accept a student into its schools, the school authority must issue a letter of acceptance. This letter confirms that, upon arrival in Canada, the student will be admitted to a school within the school authority. The international student will need this letter in order to obtain a study permit from Citizenship and Immigration Canada (CIC) and to enter the country. Acceptance letters carry considerable weight with CIC and should be issued with care.

Some school authorities issue their own letters of acceptance on school authority letterhead, while others use the sample letter of acceptance suggested by CIC (see Appendix G: International Student Programs). It is up to school authorities to determine which format they will use. Note that the Korean Embassy requires that specific information be included in letters of acceptance (see Appendix G: International Student Programs for an example).

Before officially accepting a student, the school authority should collect tuition fees. This practice ensures that funds are available to provide for the student’s education upon arrival. To protect prospective students, many school authorities have policies guaranteeing that tuition will be refunded if study permits are denied by CIC. Sample refund policies can be found on the International Education Advisory Council Members’ Web sites, which are listed on the Study in Alberta Web site at <http://www.studyinalberta.ca>, and in Appendix A: Leadership.

Arrange for Custodianship

CIC stipulates that minor children coming to study in Canada need a custodian. “All minor applicants must supply a notarized declaration—one signed by the parents or legal guardians in the country of origin, as well as one signed by the custodian in Canada—stating that arrangements have been made for the custodian to act in place of a parent.” (<http://www.cic.gc.ca/english/study/institutions/index.asp>) See the Glossary in this handbook for the definition of a *custodian* and *legal guardian*.

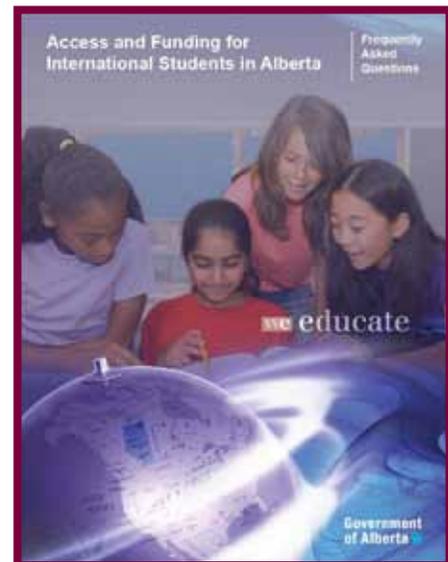
School authorities should arrange for custodianship by taking the following steps:

- notify incoming students and parents of this requirement
- arrange for the host families or residence supervisor to assume custodianship for students
- have a staff member or other adult assume temporary custodianship of the student if a host family has not been located yet
- ensure that a notarized declaration is provided as required by CIC
- obtain evidence of agreement if custodianship is arranged independently by the parent or agent partner.

Sample custodianship forms may be found in Appendix G: International Student Programs. Note that the custodianship declaration for Korean students is unique. A sample is included in Appendix G: International Student Programs.

Notify Appropriate Authorities

Once a student has been admitted and enrolled in a school, notify the principal of the school and provide a complete briefing on the student, including the student’s arrival date, academic background, English proficiency and other key information. If this is the school’s first international student, be sure to provide information on how to properly code international students (see *Access and Funding for International Students in Alberta: Frequently Asked Questions* in Appendix G: International Student Programs), as well as strategies for placing them in courses (see *Supporting the Transition to Alberta* in this chapter).



Prepare for Student Arrival

School authorities should put together a standard orientation for international students so that they are appropriately prepared for the term or year ahead. Ideally, the orientation includes a face-to-face session that allows students to ask questions, as well as a written handout that outlines important information that students may need to reference at a later date.

A sample international student orientation package is included in Appendix G: International Student Programs.

School authorities should also identify one or more advisors who will be available to assist international students with personal and academic concerns. It is best to identify both a male and female advisor so that the student may approach the person (gender) with whom they are most comfortable. Advisors should be well prepared to assist international students and, according to the Guidelines for the Management of a Successful International Student Program in Alberta School Authorities, should be aware of school authority policy and cross-cultural communication strategies. Advisors should also be aware of social supports in the community that international students may draw up on, such as people or organizations that can interact with the student in his or her first language. Where this expertise does not exist, the school authority is responsible for providing potential advisors with appropriate information and training.

Develop a Tracking System for International Students

The Alberta Student Information System does not collect all information that may be useful in the administration of international student programs. For this reason, school authorities may wish to develop or purchase an information system to track additional details about international students; e.g., passport number, citizenship, parental and homestay family contact information.

You may find the following sections in this handbook helpful:

- Appendix G: International Student Programs
 - *Guidelines for the Management of a Successful International Student Program in Alberta School Authorities: A Commentary* (sections 2–5)
 - Sample International Student Application Form
 - Sample letter of acceptance from CIC (also available from <http://www.cic.gc.ca/english/study/index.asp>)
 - Sample letter of acceptance for Korean students
 - Custodianship Declaration (CIC)
 - Sample custodianship letter – Korean students
 - *Access and Funding for International Students in Alberta: Frequently Asked Questions*

Step 3: Supporting the Transition to Alberta

Welcoming international students to Alberta is always an exciting time. However, it can also be a confusing time; international students may feel disoriented in their new environment and administrators or counsellors may be unsure of what courses to place students in or how to code them. The following steps may help to ease the transition of international students into Alberta schools.

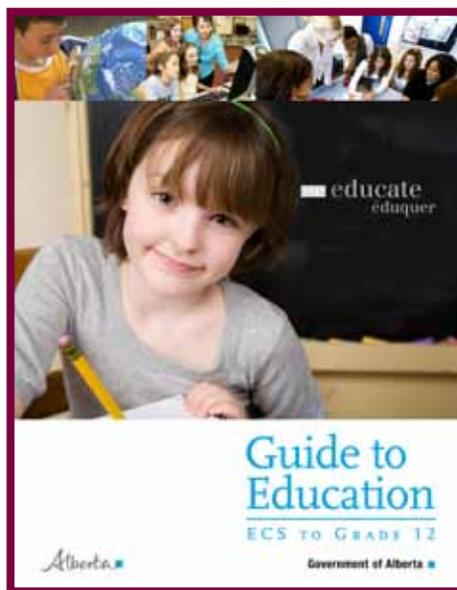
Provide Social and Emotional Support to Incoming Students

Providing social and emotional support to incoming students is of critical importance. Consider the following strategies.

- Provide an orientation for international students as soon as possible after their arrival.
- Repeat orientation information formally or informally throughout the school year to help students absorb this information.
- Introduce students to their assigned advisors as soon as possible after their arrival.
- Arrange for international students to have “student buddies” who are Alberta students or returning international students from other countries who can provide invaluable peer support.
- Ensure that administrators and advisors are prepared to assist students through the cultural adaptation process. Chapter 6: Cultural Considerations provides administrators and teacher advisors with a basic overview of intercultural communication and cultural adaptation. The overview is not exhaustive and administrators and teachers who are not familiar with its content should consider participating in additional intercultural training and/or referencing expert materials (see Chapter 5: Professional Development).

Provide the School with Placement Tips

Alberta’s *Guide to Education: ECS to Grade 12* gives principals the authority to place students in the appropriate course or grade level. Placing students is not a perfect science. Often, it is a matter of making an educated guess, monitoring the progress of each student and making adjustments, as necessary, to ensure the best learning environment.



Culture Point

Scenario

After a few weeks of school, one of your international students tells you that she is uncomfortable with the attention that she is receiving from the male students in the school. When you ask her for specifics she tells you that they approach her and make romantic insinuations. To your knowledge, this kind of harassment has not happened with any other female students, international or Albertan. What's going on?

Analysis

When you ask the international student's friends, they tell you that they are surprised she feels uncomfortable. They figured that she enjoyed the attention because she is always flirting with the boys. When you ask them to describe the interaction, you realize that this is not a case of sexual harassment but of cultural miscommunication.

As discussed in Chapter 6: Cultural Considerations, nonverbal communication cues vary significantly from culture-to-culture. In this international student's culture, it is common to touch people when you are speaking to them. In Canada, however, touching during a conversation can have romantic or sexual connotations, particularly when it is between a female and a male who are the same age and are not related. So when the international student spoke with male students and put her hand on their arm or shoulder, she thought she was being polite and they thought she was flirting.

It would be worthwhile to explain to the student that in Canada people, generally, do not touch while having casual conversation and that her body language is being misinterpreted. Suggest that she refrain from touching male students when she talks to them. Also, be sure to explain to the student when touch is common and appropriate.

The following tips may be helpful in determining student placements.

- Start with the student's age

Research has shown the benefits of placing students (particularly those in grades 1 to 9) in a developmentally appropriate grade level. International students are no exception. They will have most in common with students of their own age and will practise their English or French language skills predominantly with their peers.

In some cases, school staff may find that international students who have been placed according to their age do not find their courses well suited to their needs. For example, an international student may struggle in social studies either because it demands strong reading and writing skills in English or French or because the course builds on knowledge that was established in previous social studies courses. In the reverse scenario, a student may feel unchallenged by a particular course because he or she has already mastered the content while in his or her home country.

- Assess and consider knowledge level and language ability

To avoid situations like the one described above, schools may choose to place students based on their knowledge and language ability. Assessments may take place at school authority sponsored testing centres or in the school. This strategy is more commonly used with senior high school-aged students.

- Review previous educational experience

Students' transcripts or previous school records may help schools determine appropriate placements. For example, students from the Organisation for Economic Co-operation and Development (OECD) countries will generally have comparable knowledge of mathematics and science as Albertan students (for a list of OECD countries, visit <http://www.oecd.org>).

Tip on Placement

International students benefit from being placed in high interest and highly interactive courses, such as art, drama, food studies and physical education, during their first semester. These courses give students the opportunity to develop the confidence and communication skills they need to function effectively in the school environment and to succeed in core courses.

Transcripts from other countries may require a more specialized evaluation. Guidance counsellors who are unsure of how to evaluate transcripts should contact the international coordinator or bureau at their school authority for additional advice and support. Some school authorities have also found the following publication useful:

International Education Research Foundation. *The New Country Index: Making Sense of International Credentials*. Berkeley, CA: Ten Speed Press, 2004.

- Consider students' interests and program objectives

International students come to Alberta for a variety of reasons; some come for a language and cultural immersion experience while others aim to graduate with an Alberta High School Diploma. The personal goals and interests of the student should be taken into account when placing the student in certain subjects and grade levels.

Register the Student and Provide Information on Proper Coding

International fee-paying students should be given a Citizenship Status Code of 5 – “Temporary Resident (student)” and an Enrollment Code of 416 “Visiting Student.”

For more information on student coding, see Alberta Education’s *Student Information System User Guide* available at http://education.alberta.ca/media/511491/sis_user_guide.pdf and *Access and Funding for International Students in Alberta: Frequently Asked Questions* available online at <http://education.alberta.ca/students/internationaleducation/resources/schools.aspx> or in Appendix G: International Student Programs.

By properly registering the student in the Student Information System, you will ensure the student receives a welcome letter from the Minister of Education. Welcome letters are sent to the school and are distributed to international students who have recently arrived.

Properly registering students also enables Alberta Education to maintain statistics and identify trends within the international student population, including their performance on standardized tests and transition to post-secondary education.

Provide the School with Tips on Awarding Credit

Alberta Education’s *Guide to Education: ECS to Grade 12* gives school principals the authority to award credit to senior high school students. The following strategies are all valid ways to determine how and when to award credit to international students.

- Review the student’s previous school records, compare them to Alberta programs of study and draw logical parallels.
- Allow the student to challenge a course examination.
- Award credit for all prerequisite courses once the student has successfully completed a course in the Alberta school; e.g., upon successful completion of English Language Arts 20-1, the principal may award credit for English Language Arts 20-1 and English Language Arts 10-1.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Appendix G: *Access and Funding for International Students in Alberta: Frequently Asked Questions* or at <http://education.alberta.ca/students/internationaleducation/resources/schools.aspx>.

Chapter 14

English as a Second Language Program

International students can be an invaluable addition to Alberta schools. However, students who are not native English speakers often require language support to succeed in Alberta schools. This chapter explores the best practices of English as a Second Language (ESL) programs and provides some guidance for those interested in developing or improving the ESL programs in their school authorities.

What Is ESL Programming and Who Is It For?

English as a Second Language (ESL) programming assists English language learners in increasing their proficiency in the English language. English language learners are students who speak another language or dialect of English. English language learners may be bilingual or multilingual students whose English proficiency is lower than their grade-level peers. ESL funding is provided to assist schools in offering programming and supports for students whose level of English language proficiency impedes their ability to fully participate in the learning experiences of their grade-level classroom. English language learners have a variety of backgrounds that may include:

- having enrolled in an Alberta school as international students from countries where the primary language of education is a language other than English
- having recently immigrated to Canada
- being born in Canada and living in homes where the primary spoken language is not English
- being born in Canada and living in multilingual homes, where English is one of the languages spoken
- being born in Canada and living in homes where the primary spoken language is French and whose level of English proficiency is insufficient to achieve grade level in English language arts.

Why Is ESL Programming Important?

More newcomers are immigrating to Alberta than ever before (see Chapter 2: Benefits and Trends in International Education for more information) and while the influx of new Albertans enriches the province economically and culturally, it also presents new challenges. For example, our increasingly diverse population has created greater demand for ESL programming and there is no sign that the demand will subside in the coming years.

- In 2001, approximately 15% of Alberta immigrants spoke English or French as a second language.¹
- By 2017, between 16% and 19% of Alberta immigrants will learn English or French as a second language.²
- The increase in ESL students is most remarkable in Alberta's urban boards. For example, Calgary School District No. 19 saw numbers swell from approximately 3000 English language learners in the 1991–1992 school year to over 15 000 English language learners in the 2004–2005 school year.³

Strong ESL programs are critical to the success of thousands of students throughout the province.

Experience has shown that the needs of English language learners are best served by integrating them into mainstream classrooms with age-appropriate peers at the earliest opportunity. Responsive programming for English language learners is critical to their successful integration. English language learners at various proficiency and grade levels require different programming ranging from ESL specific programming to integration with support. These supports are designed to make content matter accessible to English language learners.

Where Do I Start?

Several Alberta Education publications have been designed to assist administrators as they plan and implement ESL programs. Some key publications are:

- *English as a Second Language K–9 Guide to Implementation*
- *English as a Second Language Senior High Program of Studies*
- *English as a Second Language Senior High School Guide to Implementation*
- *Supporting English as a Second Language Students: Promising ESL Strategies in Alberta*
- *Alberta English as a Second Language Proficiency Benchmarks.*

The subsequent information has been drawn, in part, from these publications. All of the above publications can be downloaded from Alberta Education's Web site at <http://education.alberta.ca/teachers/program/esl/resources.aspx>.

Establishing an Intake Process

The intake process gives a school the opportunity to welcome the English language learner to the school and to provide him or her with important information. During an intake, the school learns important things about the student and his or her family. In turn, the family has an opportunity to share information and have questions answered. The school should provide an interpreter, if possible, or invite the family to bring a translator (e.g., a representative from an immigrant serving agency or a friend) who can help them with the registration process. The following is a list of information that schools may wish to gather during an intake:

- official citizenship, landed immigrant or refugee documentation
- school report cards or transcripts
- informal family history and information
- informal previous schooling history of enrolling student
- expectations of the school from the family
- expectations of the student from the family
- student's academic and social strengths
- what the student needs help with
- future supports the family may need; e.g., translation, community supports
- questions from the family.

After the required information has been gathered, it is recommended that students be given a tour of the school.

If your school authority does not have a reception centre that provides an initial language assessment, you may wish to assess the following during the intake (see Chapter 2 of the *English as a Second Language Kindergarten to Grade 9 Guide to Implementation* for additional information):

- letter naming
- decoding
- reading comprehension
- writing sample in English
- writing sample in the student's first language (to be kept on file and interpreted later, if needed, to assess first language on arrival)
- speaking assessment using a picture or informal conversation
- listening assessment throughout the entire assessment
- the ESL benchmarks to assess the initial proficiency of the student.

Simultaneous Multilingual Development

Students and families from other school systems and cultural backgrounds bring in different and sometimes new ideas, perspectives, family stories and life experiences. This rich knowledge of other languages and cultures should be valued. Educators should encourage multilingual families to continue speaking and developing their child's literacy in their other language(s). Translating new English words and concepts into the home language helps the student with meaning and ultimately supports his or her learning in both languages. It also helps to involve the parents in the school experience.

This process typically takes 30 to 90 minutes depending on the services provided by the school authority, the assessment tools used and the English language proficiency of the student and family. With this information, the school has enough information to make initial programming decisions and has a better understanding of the student and the family. The family has had an opportunity to ask questions and often feels valued and acknowledged.

Placing English Language Learners

English language learners in elementary and junior high schools are generally placed in age-appropriate classrooms and receive additional language and content instruction from their classroom teachers through differentiation and modification depending on the student's English language proficiency. English language learners may also receive support from certificated ESL specialists, teacher assistants, community volunteers or peer tutors.

English language learners benefit from:

- explicit language instruction
- visuals and graphic organizers
- demonstrations
- highly formatted texts
- levelled texts in fiction and nonfiction
- modified assignments (English language proficiency 1 and 2), differentiated assignments (English language proficiency 3, 4 and 5)
- opportunities to make connections or translate into first language (depending on first language proficiency/literacy)
- access to bilingual resources, including bilingual dictionaries, texts and Web-based resources
- access to assistive technology
- extra time to complete assignments
- extra time to complete exams, including provincial achievement tests and diploma examinations.



In senior high school, English language learners may receive programming by their proficiency level. For example, English language learners who have English language proficiency levels 1, 2 and 3, beginner to intermediate proficiency, generally register in ESL courses, complete the ESL program of studies and integrate into fine arts, physical education or other optional courses with their mainstream peers. English language learners who have an English language proficiency level 1 or 2 or are in early stages of Level 3 require additional supports when they are integrated into mainstream

classes. These supports can include modified materials and assignments, direct language instruction, additional time to complete assignments and examinations, access to tools to translate language/concepts into first language, access to study support, access to an ESL teacher or assistant, and cultural mediation.

English language learners who have English language proficiency levels 3, 4 and 5 (upper intermediate level) generally register in mainstream core courses, such as English, mathematics and social studies, and optional courses with their mainstream peers. English language learners who are English language proficiency levels 3, 4 and 5 generally require support from their classroom teachers with the language (linguistic complexity) and cultural references associated with academic content areas. The supports can include adjunct classes, direct language instruction, increased discussion time to mediate cultural references and process concepts and language, additional time to complete assignments and examinations, access to study support, and peer tutoring.

Culture Point

Scenario

When Atin enrolled in school in Alberta, the school guidance counsellor recommended that she complement her ESL and mathematics courses with optional courses like drama, art, physical education or career and technology studies. The counsellor felt that because these courses were, by nature, visual and interactive, they would help Atin to practise and improve her English. For her optional course, Atin chose cosmetology.

After a month of classes, Ms. Thompson, the cosmetology teacher, went to Atin's ESL teacher, Mr. Shepherd, for advice. She doesn't understand why Atin is behaving so rudely. Atin refuses to look at her even when Ms. Thompson directly addresses Atin or provides Atin with constructive feedback. At first, Ms. Thompson wasn't sure that Atin understood what she was saying but now she believes that Atin is deliberately disobeying her. One time, when Ms. Thompson asked Atin to look at her, Atin looked at the floor and smiled as if the whole interaction was some practical joke! Ms. Thompson wants to know if Mr. Shepherd is having the same trouble with Atin and, if so, how he is addressing her odd behaviour.

Analysis

Mr. Shepherd tells Ms. Thompson that Atin is likely not trying to be rude. He notes that in her culture, it is considered polite to avert one's eyes when speaking to someone of higher rank or status. He also knows that Atin, like many people from indirect cultures, is very uncomfortable with confrontation. Smiling during confrontation is how Atin attempts to minimize conflict. It shows that she still holds good will toward the other speaker. Having developed a relationship of trust with Atin, Mr. Shepherd offers to speak with her about how her behaviour is being perceived. He also recommends some cultural specific resources for Ms. Thompson.

Learning English

Both social and academic language acquisition is important for English language learners. Jim Cummins distinguishes between two important aspects of language development: Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.⁴

Basic Interpersonal Communication Skills (BICS) focuses on the conversational fluency of English. This is the language used in social situations. When we chat informally with our friends about the events of the weekend (e.g., soccer match, family outings and celebrations), we are using BICS.

Cognitive Academic Language Proficiency (CALP) focuses on language required to achieve academic success. Academic language is necessary to engage in cognitively demanding learning tasks that are aligned with programs of study. When we explain concepts, give opinions, participate in a debate, summarize text or write a research paper, we are using CALP.

BICS and CALP develop simultaneously.

Funding and Coding English Language Learners

International students studying in Alberta do not qualify for ESL funding. However, funding is provided to students who qualify under section 8 of the *School Act* and who meet the definition of a funded student as set out in the *Funding Manual for School Authorities*. The following information was taken from the *Student Information System User Guide*. It may be useful when determining whether a student is eligible for ESL funding and which ESL code to apply.

ESL funding assists students whose level of English language proficiency impedes with their ability to fully participate in the learning experiences of their grade-level classroom. From a funding perspective, there are two categories of ESL students, funded and nonfunded.

Funded Codes

- Code 301: English as a Second Language (Funded). Included in this category are students who have a right of access to education under section 8 of the *School Act* and who meet the definition of a funded student as set out in the *Funding Manual for School Authorities*. This code applies to foreign-born students, including recently arrived immigrants, refugees and children of non-Canadians who have a valid work or study permit.

For more information on right of access for foreign-born students, visit *Access and Funding for International Students: Frequently Asked Questions* in Appendix G: International Student Programs.

- Code 303: English as a Second Language (Funded). Included in this category are students who have a right of access to education under section 8 of the *School Act* and who meet the definition of a funded student as set out in the *Funding Manual for School Authorities*. This code applies to Canadian-born students, such as First Nations, Métis and Inuit; Francophone; Hutterite; Mennonite; and Canadian-born children of immigrants.

Nonfunded Codes

- Code 302: English as a Second Language (Unfunded). This code is assigned to students who do not qualify for any funding from Alberta Education, ESL grants or otherwise. It is assigned to international fee-paying students who require ESL programming support.

A Profile of a Typical English Language Learner Coded 302: International Student

International students typically come from families who have access to a range of opportunities for their children. Usually, but not always, they arrive in junior high school and senior high school. These students are typically successful academic students, who have had some English reading and writing skills and some meta-grammatical knowledge but often have limited oral fluency. The needs of international students are often different from the needs of other English language learners, such as refugee students, who may not have such an academic background. Differentiated instruction ensures that ESL classes support the language development of international students while complementing their prior learning.

Parents of an international student seek a school system that will provide their son or daughter with a strong academic foundation and support to achieve increased English proficiency. They want the most for their child and believe that, if their child can listen, speak, read and write in English, he or she will have more opportunities in the future. An international student may move to Alberta with his or her parents. Usually, the student will live with relatives or family friends who reside in Alberta and are appointed to be his or her custodian. Other times, the student will be placed in a homestay or a residency type program.

Planning for an Inclusive Classroom: Integrating English Language Learners

Teachers who have English language learners in their classroom have a special challenge of structuring learning to effectively cover the program(s) of studies and, at the same time, meet the unique language needs of English language learners. The following planning and teaching strategies are meant to help teachers. The list is not exhaustive and additional strategies to support the instruction of English language learners can be found in the *English as a Second Language Kindergarten to Grade 9 Guide to Implementation*.

During the planning phase:

- identify key concepts, language and prior knowledge required to engage with the outcomes of the program(s) of studies
- design a pre-assessment to determine what learners know and what needs to be taught with the outcomes of the program(s) of studies
- develop ‘activating’ or ‘creating’ prior knowledge learning experiences based on the learners’ needs in the class (from pre-assessment)
- develop lessons, gather resources and create materials based on learners’ needs; take care to adapt to the language level of the English language learners while maintaining the “conceptual” level of grade-level outcomes
- modify learning activities for English language proficiency levels 1 and 2 and differentiate for English language proficiency levels 3, 4 and 5, as needed
- design lesson plans to include the following:
 - mini-lessons on explicit language instruction associated with the concepts being taught at the English language proficiency level of the student
 - the reiteration of key curricular concepts and ideas
 - cooperative learning opportunities that provide every student with a role and a requirement to speak (provide supports and scaffolds as needed)
 - dynamic assessment, such as observations, mini-conferences, comprehension checks and student self-assessments.

Teaching Language through Content

The key objective of teaching language through content is to help students comprehend and demonstrate understanding across a variety of topics, tasks and situations in all subject areas. Language and concepts that are continually introduced and reinforced in a connected way not only provide continuity of learning for all students but provide necessary reiteration for ESL students. When teachers integrate explicit language instruction in their content lessons, English language learners simultaneously gain academic knowledge and cognitive academic language proficiency.

The Importance of Cooperative Learning

English language learners need purposeful interaction with English-speaking peers in order to learn English. This can occur during pair or group work when students solve problems together in experiential, hands-on learning environments. Structured cooperative learning helps English language learners to:

- develop positive interdependence, learning from the language models and group skills of their peer group
- demonstrate knowledge of their culture and their own area of expertise
- benefit from the natural redundancy that is created by asking and answering questions and by working together to solve problems.

During the teaching phase:

- ensure lessons have clearly defined objectives and recognizable beginnings and endings; e.g., establish routines and/or predictable lesson components marked by changes in locations, visual supports, props
- engage students with a variety of content inputs; e.g., demonstrations, visuals, videos, digital resources, texts, cooperative learning, discussions
- allow time for English language learners to process what has been said, read, viewed or heard and to construct their responses
- capitalize on opportunities for students to interact during or following lessons by:
 - asking questions (whole group, small group, pairs)
 - re-stating to peer (turn and talk)
- recognize teachable moments and provide supports and scaffolds to learners as needed
- provide access to tools, such as reading pens, translators and bilingual dictionaries
- provide opportunities for peer discussion in the English language learner's first language (depending on the first language and first language proficiency of the English language learner)
- assess students using dynamic assessments and informal assessments; e.g., quizzes, exit slips, assignment checks, reports
- provide students with opportunities to correct, revise and redo assignments and tests when language interfered with performance
- repeat or revise lessons, as needed, based on learners' comprehension of concepts and language.

Conclusion

Because of their familiarity with other countries, cultures and/or languages, English language learners bring an international flavour to Alberta classrooms and schools. When given the opportunity to develop the language skills they need, these students are natural leaders in promoting global awareness and cultural understanding, not only in Alberta schools but in Alberta's society as well.

You may find the following section in this handbook helpful:

- *Appendix G: Access and Funding for International Students: Frequently Asked Questions*

Endnotes

1. Coalition for Equal Access to Education, “Demographic Trends,” <http://www.eslaction.com/index.php?page=demographics> (Accessed August 5, 2010).
2. Ibid.
3. Ibid.
4. Jim Cummins, *Empowering Minority Students* (Sacramento, CA: California Association for Bilingual Education, 1989).

Chapter 15

Language Programs

What Are Language Programs?

Language programs assist Alberta students in developing oral and written proficiency and cultural competency in a language other than English. Alberta Education has developed provincial programs of study for Blackfoot, Cree, Chinese (Mandarin), French, German, Italian, Japanese, Latin, Punjabi, Spanish and Ukrainian.

Within each language, there are different types of programming.

- French as a second language or international language and culture course series – in these streams, French or an international language is taught as a separate subject.
- French immersion or bilingual programs for international languages – in these streams, students study some of their other subjects, such as mathematics, language arts and science, in French or an international language.

French Language Learning

Because Canada is an officially bilingual country, special provisions are made in the *School Act* for French language learning. Students may learn French as a) part of a second language course series, b) through an alternative French language program (also known as French immersion), or c) if one of their parents meets the criteria of section 23 of the *Canadian Charter of Rights and Freedoms*, they may attend a school within a Francophone school authority and complete their studies entirely in French.

- a) Second language course series – French as a second language (FSL) refers to courses in which the French language is taught as a subject, often between 30 to 40 minutes a day in elementary and junior high schools or as 5-credit (125 hours) courses in senior high schools, to enable students to communicate in French in a variety of school, travel, leisure and job-related contexts. For more information on FSL, visit <http://education.alberta.ca/teachers/program/fsl.aspx>.

- b) Alternative French language programs – Also known as French immersion programs, these programs use French as the language of instruction for most of the school day (usually from 75 percent to 100 percent in grades 1 to 6 and from 25 percent to 70 percent in grades 7 to 12) and use English for the remainder. All core subjects and many complementary subjects are taught in French. Students attending a school with an alternative French language program are required to take English language arts, starting in Grade 3. Students enter the program either in Kindergarten or Grade 1 (early immersion) or in Grade 6 or Grade 7 (late immersion). For more information on French immersion, visit <http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx>.
- c) Francophone education – Under section 23 of the *Canadian Charter of Rights and Freedoms* and section 10 of the *School Act*, parents whose first language is French have a constitutional right to have their child educated in French. They also have the right to govern these schools themselves. There are a number of Francophone regional authorities operating schools in Alberta. For more information on these authorities, visit <http://education.alberta.ca/apps/schauth/lookup.asp?type=francophone>.

For more information on available French programs, visit <http://education.alberta.ca/parents/educationsys/frenchlanguage.aspx>.

International Languages

International languages are offered through bilingual or language and culture streams. Bilingual programs are “partial immersion programs in which the target language is the language of instruction for up to 50 percent of the school day. Subject areas, such as fine arts, health, mathematics, physical education, science and social studies may be taught in the target language. Bilingual programs are available in Arabic, Chinese (Mandarin), German, Hebrew, Polish, Spanish and Ukrainian. Programs begin in Kindergarten or Grade 1 and may continue to Grade 12.”¹ To support bilingual programs, Alberta Education has developed provincial programs of study for Chinese (Mandarin), German, Spanish and Ukrainian language arts.

Myth

Learning an additional language at too young an age can compromise a student’s proficiency in their first language.

Fact

Learning a second language does not negatively impact a child’s acquisition of his or her first language. Rather, research has shown that children who develop “... abilities in two or more languages throughout their primary school years ... gain a deeper understanding of language and how to use it effectively.”

Cummins

In a language and culture course series, the language is studied as a subject to develop communication skills and cultural knowledge. Language and culture courses may be taught in elementary or junior high schools for 30 to 40 minutes per day or as 5-credit (125 hours) courses in senior high schools. Alberta Education has developed a number of course sequences in international, French as a second language and Aboriginal languages to provide students with flexible entry points into language learning programs. The course sequences are:

- twelve-year program – students begin studying another language in Kindergarten or Grade 1
- nine-year program – students begin studying another language in Grade 4
- six-year program – students begin studying another language in Grade 7
- three-year program – students begin studying another language in Grade 10.

For information about course sequences in international languages, visit international languages programs at <http://education.alberta.ca/teachers/program/interlang.aspx>.

Why Is It Important to Learn a Language?

Communication and transportation technology have made the world a smaller place. We are encountering people from other countries and cultures more readily today than ever before. How do we communicate effectively with one another if we do not speak each other's languages? Learning another language enables us to develop diplomatic relationships and personal relationships across borders, thereby encouraging global solidarity.



Businesses, governments and other organizations are also increasingly working with and for people in other parts of the world, and are looking for individuals to bridge the traditional divides of language and culture. After graduation, students who study another language have a greater number of work opportunities; many elect to work in the fields of international business, diplomacy or development, and often have opportunities to travel or work overseas.

As students learn a new language and culture, there is a natural tendency for them to compare it with their own. Many students leave a second language learning experience with a heightened awareness of their own language and culture. Not only does language learning encourage students to reflect upon other cultures and appreciate diversity, it encourages them to self-reflect as well.

The following documents discuss the benefits of learning another language in greater depth and can assist school authorities with the promotion of language learning to students, parents, teachers and community members.

- Alberta Education's *Impact of Second Language Education Study* demonstrates that the following benefits of learning another language are much broader than simply the ability to speak in another language.

Intellectual Potential

- Students fluent in two languages score higher in both verbal and nonverbal intelligence testing.
- Students studying a second language are superior in divergent thinking tasks and in memory ability and attention span.

Scholastic Achievement

- Second language students have higher test scores in reading, English language arts and mathematics.
- Each additional year of second language training creates a greater positive differential compared to students not receiving second language instruction.

Effect on First Language

- Second language education significantly strengthens first language skills in areas of reading, English vocabulary, grammar and communication skills.
- The earlier the start, the greater the positive effect on the first language.

Citizenship

- Students studying a second language have superior cross-cultural skills and adapt better to varying cultural contexts.
- Students studying a second language display greater cultural sensitivity.

Economic Potential

- There is an urgent requirement for qualified speakers of languages other than English in areas of science, technology, medicine and global commerce.
- *A Review of the Literature on Four Aspects of Second Language Learning* by the University of Calgary's Language Research Centre also outlines the benefits of language learning and provides a strong rationale for making language learning an integral part of educational programming. This document can be accessed at <http://education.alberta.ca/teachers/resources/learnlang/educators/litreview.aspx>.

- The *Advantage for Life* video, developed by the University of Calgary’s Language Research Centre, “provides an accessible overview of the cognitive, economic and social advantages that come with learning another language.”²
- The *Tool Kit for Teachers, Schools and School Authorities: Learning Languages in Alberta* was developed by Alberta Education to help promote language courses and programs to students, parents, teachers and other groups in the community. The tool kit can be downloaded from the Alberta Education Web site at <http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx>.

Where Do We Start?

Resources

The *Guide to Education: ECS to Grade 12* outlines the variety of international and French language programs and includes basic information on implementing them. The Guide is available on the Alberta Education Web site at <http://education.alberta.ca/admin/resources/guidetoed.aspx>.

The programs of study for international languages may be found at <http://education.alberta.ca/teachers/program/interlang.aspx>; for French language programs, visit <http://education.alberta.ca/francais.aspx>.

To support the implementation of the languages programs of study, Alberta Education also authorizes and/or develops learning and teaching resources and assessment materials. The following are some key documents.

- The *School Administrator’s Guide to Implementing Language Programming* outlines the variety of language programs available in Alberta schools. It also provides guidance on how to select and implement a language program and includes practical strategies for working with students, parents, teachers and the surrounding community. This document can be accessed at http://education.alberta.ca/media/632761/schadm_rev07.pdf.
- The *Handbook for French Immersion Administrators* provides a wealth of information on implementing alternative French language programs. Copies of the handbook are available for purchase from the Learning Resources Centre at <http://www.lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=481797>.

- Guides to implementation and authorized resource lists have been developed for each language program. Educators may access these documents by visiting <http://education.alberta.ca/teachers/program/interlang.aspx>, clicking on the language of study and scrolling to the bottom of the page.

School administrators interested in offering language programming should also consult with their central office personnel to discuss school authority policies and practices regarding language programming. In some school authorities, language support is provided by consultants who may also provide guidance on language selection, staffing, financial support and professional development.

Special Language Advisors

Alberta Education has signed Memoranda of Understanding with educational authorities in various countries. In some cases, these memoranda support the provision of special language advisors to Alberta, who provide program implementation supports to school authorities and teachers. There are currently five special language advisors who work with Alberta Education and Alberta school authorities. They come from China, Germany, Japan, Spain and Ukraine. To contact the special language advisors or inquire about the specific supports they provide, contact Alberta Education's International Education Services Branch.

Language Institutes and Support Centres

Beyond the work of Alberta Education, the following language institutes and support centres promote and support language learning in Alberta. While the specific functions of each institute vary, most offer language-specific resources and professional development opportunities for language teachers. Many also organize or sponsor events and festivals that promote cultural understanding.

Confucius Institute. The Confucius Institute was established in Edmonton as a result of an agreement between the Office of Chinese Language Council International (HANBAN) and Edmonton School District No. 7. For more information on the Confucius Institute in Edmonton, visit <http://www.confuciusedmonton.ca/>.

Spanish Language Resource Centre. Sponsored by the Spanish Ministry of Education and located in Edmonton, the Spanish Language Resource Centre is operated under the joint supervision of Edmonton School District No. 7 and Alberta's Spanish Language and Culture Advisor. It is the third accredited Spanish Language Resource Centre in Canada. For more information on the Spanish Language Resource Centre, visit <http://www.educacion.es/exterior/centros/edmonton/es/home/index.shtml>.

Instituto Cervantes. Sponsored by the Government of Spain and housed within the University of Calgary, Instituto Cervantes is a public, not-for-profit institution that promotes Spanish language teaching and knowledge of the cultures of Spanish-speaking countries throughout the world. For more information on Instituto Cervantes, visit <http://fis.ucalgary.ca/home/instituto-cervantes>.

Ukrainian Language Education Centre. Located within the University of Alberta, the Ukrainian Language Education Centre provides language and cultural support for schools offering bilingual Ukrainian programming. For more information on the Ukrainian Language Education Centre, visit <http://www.ualberta.ca/~ulec/>.

Goethe-Institut. The Goethe-Institut in Toronto is responsible for promoting German language and culture in Ontario and the four western provinces. It works with the German language and culture advisor in Alberta to organize professional development for German language teachers and provide German language resources. For more information on the Goethe Institut, visit <http://www.goethe.de/ins/ca/tor/enindex.htm>.

Japan Foundation. The Japan Foundation in Toronto supports the promotion of Japanese language and culture across Canada. It houses facilities for cultural and educational events, as well as a public-lending library that has approximately 16 000 Japan-related print and audiovisual materials. Mailing service is available for out-of-town patrons. With the assistance of the Embassy and the Consulates-General of Japan, the Japan Foundation disseminates grant program announcements and receives applications for Arts and Cultural Exchange, Japanese-Language Education, and Japan Studies and Intellectual Exchange. For more information, visit <http://www.jftor.org/>.

Conclusion

Language learning is particularly exciting and rewarding when students have the opportunity to use their language skills in a real-world context. International education programs, such as international school partnerships and student exchanges, can complement classroom-based learning and provide students with more experiential forms of language learning.

You may find the following sections in this handbook helpful:

- Chapter 16: Hosting International Visitors
- Chapter 17: Educational Travel Abroad

Endnotes

1. Alberta Education, *School Administrator's Guide to Implementing Language Programming* (Edmonton, AB: Alberta Education, 2007), p. 12.
2. University of Calgary, Language Research Centre, "Advantage for Life" 2008, <http://arts.ucalgary.ca/lrc/research/advantage-life> (Accessed August 5, 2010).

Chapter 16

Hosting International Visitors



As international liaisons for their school authorities, international education administrators arrange for international visitors to come to their school authorities. They are also expected to provide advice on how to properly welcome and receive these guests. This chapter will provide administrators with basic information on hosting international visitors. It will also distinguish between the needs of short-term international visitors (i.e., student groups, teacher study tours, government delegations) and long-term international visitors (i.e., international or exchange students, visiting or exchange teachers).

The Basics of Hosting

The first questions that an administrator should ask when presented with the possibility of international visitors are:

- Who is coming?
- How long do they plan to stay?
- What do they hope to accomplish?

Successful visits require alignment between the status of the visitor and the people with whom they meet. It also requires alignment between the interests of the visitor and the program that is developed. For example, if the Secretary of Education from Jalisco, Mexico is visiting Alberta, he or she will certainly meet with the Minister of Education in Alberta. While visiting school authorities, international education administrators should arrange for the Secretary to have at least a brief, courtesy meeting with the most senior position in the school authorities, the superintendent. On the other hand, a teacher who is coming to research English as a second language (ESL) programs in Alberta may be more interested in meeting with ESL consultants and ESL teachers. The key is to match visitors with individuals with whom they will have the most in common. That said, almost all visitors enjoy seeing an active school setting.

The length of a visitor's stay will also influence the nature of his or her visit. For example, long-term visitors, or visitors who plan to stay in Alberta for a month or more, will require prolonged support that enhances their ability to function independently in an Alberta context; whereas short-term visitors, or visitors who stay only a few days to a few weeks, depend heavily upon administrators to facilitate their visit. The unique needs of long- and short-term visitors and the necessary supports are explained in greater detail later in the chapter.

Preparing School Authority Staff

Regardless of the length of the visit, it is important to prepare school authority staff to receive international visitors. Staff should be briefed on who is visiting and what the visitors would like to discuss or accomplish. Staff who will be involved in the visit may appreciate having a short biography for each visitor, as well as information on the education system or organization that the visitors represent. Do not be shy about asking visitors to provide this information in advance of the visit. The more information that can be exchanged prior to meeting, the smoother visits tend to be. It is also recommended that the international education administrator provides school authority staff with information on the relationship between the school authority and the visitors.

Attending to Details

Providing information in advance. It is best to provide guests with some indication of what they can expect when they arrive in Alberta. For example, if it is winter time, they may need to be warned about cold weather, or if a formal function is being organized, they should be encouraged to bring formal attire. It is also helpful for some short-term visitors to know with whom and how many people they will be meeting, so that they can bring information to share and, in some cases, purchase the appropriate number of gifts from their home country. Organizers should also send some background information on Alberta's education system, the school authority and its schools. The following may assist school authorities in providing some of this background information.

- Overview of Alberta's Education System – Kindergarten to Grade 12. See Appendix H: Hosting International Visitors.
- Government of Alberta. Study in Alberta. Alberta School System – Elementary (Primary) and Secondary Education. <http://www.studyinalberta.ca/primary/schoolsystem.aspx>.
- Alberta Education. *Our Students, Our Future*. <http://education.alberta.ca/parents/educationsys/ourstudents.aspx>.

Preparing information packages. Because international visitors usually take in a lot of information in a short period of time, it is helpful to provide them with a package of information. Take care not to overload the package. Include only content that is immediately relevant to the visitor and provide Web sites and/or contact information that will enable the visitor to locate additional information.

Greeting visitors. Upon arrival, international guests should be greeted in person at the airport. If another organization or party is caring for the guests until they reach your school authority, the receptionist (and the international education administrator) should be expecting them. As greeting rituals vary from culture-to-culture, it is recommended that the administrator investigate the guest's cultural greeting ritual to be aware of how they may be greeted (Chapter 6: Cultural Considerations suggests some cultural-specific reference materials). Where appropriate, school authority staff may also exercise the typical Canadian cultural greeting—a smile and a handshake.

Presenting gifts. It is common practice to present guests with gifts, usually at the end of the visit, to thank them for visiting. However, keep in mind that no matter how long your visitors stay, they will have to bring their gifts home with them, usually on an airplane. Therefore, it is best to avoid gifts that are overly heavy, bulky or breakable. In addition, most customs offices prohibit the entry of foreign food products (i.e., fruits, vegetables, meats, cheeses) into their country.

Gifts should also be culturally appropriate. Cultural-specific references are included in the recommended reading list in Chapter 6: Cultural Considerations.

What Is a Good Gift?

Good gifts for international visitors are:

- culturally appropriate
- of high quality
- portable
- made in Alberta or Canada
- unique to the school authority, city or community.

Short-term Visitors (one to three weeks)

Planning a Program

A program is essentially a schedule for short-term visits.

It outlines:

- who the guests will meet with
- what the meeting will be about; e.g., the topic of discussion
- where and when the meeting will take place
- how long the meeting will be
- key contact information.

Planning for Rest

When planning a program for a visitor who has travelled for a prolonged period of time or who has crossed several time zones, do not forget to allocate time for rest. The visitor is likely to be tired from travelling and/or may be suffering the effects of jet lag.

Sometimes programs also outline logistical details such as how the guests will get from point A to point B and where they will stay. A sample program is included in Appendix H: Hosting International Visitors.

As mentioned above, a successful visit requires alignment between guests' objectives and the meetings and/or activities that are planned. Where time permits, administrators may wish to share draft versions of the program with their international guests to ensure that it satisfies their needs and interests. At minimum, administrators should send the program to their guests prior to their departure so that they are able to prepare themselves accordingly.

Planning Cultural Activities for International Visitors

What do international visitors want to do when they come to Alberta? It can sometimes be difficult to know what individuals from other countries find interesting. Roger Axtell, author of *Do's and Taboos of Hosting International Visitors*, argues that international visitors to the United States enjoy the following activities (many can be extrapolated into a Canadian context as well).

- Attending rodeos or anything having to do with cowboys.
- Seeing local fairs, festivals or parades.
- Touring the community's natural areas or parks.
- Shopping at a local grocery store or farmer's market.
- Attending local sporting events.
- Visiting local museums or theatres.
- Visiting a farm or ranch.

Other ideas include:

- participating in activities that highlight Aboriginal culture
- eating at local, independent restaurants
- attending workshops of local artisans.

These are just a few suggestions. Ultimately, "visitors are curious and interested in what you, personally, do for entertainment, so don't be afraid to consider your own everyday pastimes and entertainments."

Note: Some of the above activities may not be appropriate for all cultures. School authority staff are encouraged to engage in cultural-specific research before selecting an activity. Cultural-specific references are listed in the recommended reading list in Chapter 6: Cultural Considerations.



There are three different categories of short-term visitors. They are high level delegations, teachers or educational professionals, and exchange or international students.



High Level Delegations

High level delegations are delegations of educational decision makers. They may include government officials, high level bureaucrats and/or members of a school authority's senior administration. Because these delegations often involve Alberta Education and more than one school authority, they require advanced planning. They also tend to be more formal and adhere to protocols more strictly than other delegations. These delegations are usually interested in meeting with other educational decision makers.

Teachers or Educational Professionals

Teachers or educational professionals generally visit Alberta school authorities with a specific objective in mind. For example, the League of Exchange of Commonwealth Teachers (LECT), an organization based in the United Kingdom, sponsors a group of teachers to conduct study tours on specific topics in other Commonwealth countries.

Past LECT groups have investigated creativity in the classroom, children's rights, and transitions from junior high school to senior high school. These visitors are usually interested in meeting with their Alberta counterparts (i.e., Alberta teachers or school authority staff) as well as with educational specialists. Short-term visits by teachers or educational professionals are generally less formal than those of high level delegations.

Tips on Protocol for High Level Delegations

- When introducing people, refer to their rank and title.
- Seat the highest ranking guest and the highest ranking host next to one another, near the centre of the table.
- Display flags in the following order:
 - if three flags: country/Canada/Alberta
 - if four flags: Canada/country/Alberta/state or province.
- Display table flags so that they are facing toward the visitor.
- Set out name tags and/or tent cards.

More information about protocol for special events can be found on the Alberta Government's Protocol Office Web page at <http://alberta.ca/home/247.cfm>.



(LECT group visiting from United Kingdom in April 2009)

Exchange or International Students

Exchange or international students who visit Alberta for a relatively short period of time almost always come as a group; e.g., sometimes as exchange students who are visiting their partner school, sometimes as international students to participate in a summer language and culture program. Generally, these visits include a variety of language and cultural immersion activities. They also provide opportunities for visiting students to learn more about and engage with students of their own age.

Accommodation and Support

The type of short-term delegation will affect the accommodation in which they stay. High level delegations typically stay in high quality hotels. Generally, teachers and students are billeted with Alberta families or they stay in dormitories or conventional hotels. Because of the short-term nature of their stay, short-term visitors spend the majority of their time in the company of an Alberta host who shows them around, cooks for them or takes them out for meals, and, in some cases, provides the necessary transportation. This kind of support can be labour intensive, but is temporary. Long-term visitors require support for prolonged periods of time, albeit at varying levels of intensity. Preparing for the arrival of long-term visitors and helping them to adjust to life in Alberta requires more planning and a sustained effort.

Using Interpreters

Sometimes school authorities require translators in order to effectively communicate with international visitors. Speaking through an interpreter is not easy. It requires skill, advance planning and patience. The following tips are provided to help school authority staff work effectively with interpreters.

- Acknowledge the interpreter as a guest.
- “Seat the interpreter between and slightly behind the two principal [communicators]” so that they can see one another and express meaning through body language.
- Ensure the interpreter eats before the group; e.g., if he or she is expected to interpret throughout a meal.
- Speak to your audience and not the interpreter.
- Use short sentences and pause between phrases.
- Shorten speeches or presentations (adding interpretation to a speech or presentation doubles its length).
- Use visual aids wherever possible.
- Learn a few words or short phrases, such as “thank you for visiting,” in the visitor’s native language.

When school authorities use translators for an international visit, they should also consider translating associated written material, such as PowerPoint presentations, fact sheets and business cards, for their visitors.

(From Roger E. Axtell, *Do’s and Taboos of Hosting International Visitors* (New York, NY: Wiley, 1990).

Follow-up

To effectively cultivate international relationships, international education administrators must follow up with their guests after the visit is over. Regular post-visit contact helps to maintain rapport and build upon the enthusiasm that developed during the visit. The nature of follow-up conversations will vary according to the discussions that took place during the visit; e.g., documents may be shared electronically, contacts may be passed along, future projects may be proposed. At a minimum, school authorities should send their guests a note to thank them for visiting.

Long-term Visitors (one month or more)

Long-term visitors come to Alberta expecting to function independently. Unlike short-term visitors, they do not expect school authority staff to create a program for their visit or accompany them wherever they need to go. Initially, they will require intensive support as they become familiar with their surroundings and adapt to the new cultural environment (see Chapter 6: Cultural Considerations for more information on cultural adaptation); however, the intensity of this support should diminish over time. The goal of the school authority is to help long-term visitors feel more comfortable and become more capable within an Alberta context.

Exchange Teachers

Teachers that come to Alberta as part of Alberta Education's teacher exchange program spend a year teaching in their Alberta partner's school and living in their partner's home.

Helping an Exchange or Visiting Teacher Adjust to Life in Alberta

- Ensure the exchange or visiting teacher has at least one Alberta "buddy."
- Arrange for the school administrator(s) to meet one-on-one with the teacher and introduce him or her to the rest of the school staff.
- Arrange for a school tour.
- Describe the norms and processes that govern discipline, assessment and parental involvement in Alberta schools and classrooms.
- Enroll incoming teachers in the school authority's new teachers' orientation.
- Inform incoming teachers about professional development organizations and opportunities (e.g., regional consortia, ATA specialist councils) and allow them to participate in professional development sessions and activities.
- Identify organizations or people with whom the teacher can speak in his or her native language (where applicable).
- Encourage school principals to schedule regular "check-ins" with exchange or visiting teachers. Ensure that principals can identify symptoms of culture shock (see Chapter 6: Cultural Considerations for more information). A sample questionnaire in Appendix H: Hosting International Visitors may help to guide the first "check-in."
- Encourage incoming teachers to share their culture in the school and classroom. For example, plan to celebrate one of the teachers' national or cultural holidays.
- Take time to explain jargon or "inside" jokes.

Participating Alberta teachers are encouraged to be in touch with their partner well in advance of the exchange to garner information about their destination and brief the incoming exchange teacher on Alberta. They are also encouraged to document useful information about their home (e.g., how to control the thermostat), and their community (e.g., where the nearest grocery store is) for their exchange partner. The Community, Home and School Information form in Appendix H: Hosting International Visitors outlines additional information that the Alberta teacher could share with his or her exchange partner.

Alberta participants are also expected to arrange for their exchange partner to have a “buddy” at the school and a “buddy” in the community. A buddy is someone who agrees to answer any questions the exchange teacher might have and helps the exchange teacher and his or her family adjust to life in Alberta. School buddies tend to be other teachers in the school who assist exchange teachers with work-related questions and concerns. Community buddies are often the friends or relatives of Alberta teachers, and assist exchange teachers with questions and concerns about their temporary home and community.

Another network of support for exchange teachers is the Exchange Teachers’ Club—a group of Alberta teachers who have completed an international teacher exchange and want to reciprocate the hospitality they were shown while abroad.

Alberta Education has developed a Web page specifically for incoming exchange teachers (see <http://education.alberta.ca/students/internationaleducation/teacherexchange/incomingteachers.aspx>). It also hosts orientations for exchange teachers. These orientations welcome the exchange teachers to Canada and provide exchange teachers with the opportunity to meet one another. During the orientation, teachers review important health care and tax information. They also learn more about driving and living in Alberta.

While a number of provisions have been put in place to assist incoming exchange teachers, school authorities still have an important role to play in welcoming them. For example, exchange teachers should be included in orientations for new teachers. The *Educator Exchange Program: Administrator’s Handbook* (see Appendix H: Hosting International Visitors) contains a wealth of information on how to prepare for and welcome exchange teachers. While it was written specifically for Alberta’s International Education Exchange Program for Teachers, the information may also be useful for school authority staff and school principals who are welcoming visiting teachers.

MORE
INFORMATION

•••• see Chapter 12: Educator Exchange Programs.

Visiting Teachers

Alberta Education's Visiting Teacher Program allows teachers from Spain, Japan and China to teach in Alberta school authorities and to help develop Spanish, Japanese or Chinese language programs. Unlike exchange teachers, visiting teachers do not have an Alberta partner. They rely on their employer and colleagues almost entirely for information about Alberta and for assistance in adjusting to their new home. Like exchange teachers, visiting teachers should be paired with a school buddy. It is also important to pair them with a teacher mentor (a teacher who has a similar teaching assignment and who knows the Alberta programs of study). Teacher mentors do not necessarily have to be in the same school as the visiting teachers. They should, however, be available to answer questions about the programs of study and to help visiting teachers develop a network of Spanish, Japanese or Chinese language teachers.



Visiting teachers also often need help in navigating school authority technology. Providing them with a technology contact can help alleviate some of the stress and confusion that teachers experience when, for example, they try to enter grades and submit report cards.



Because visiting teachers do not have a partner, they do not have a home in which to live when they arrive. The hosting school authority is responsible for locating a place for the teacher to live, at least temporarily, and for stocking the residence with the basic necessities so that the teacher can rest for a few days in the residence upon arrival. In the past, school authority staff have also helped visiting teachers to:

- buy their first round of groceries
- open bank accounts
- locate housing
- negotiate leases
- use public transit
- buy cars
- renew their working visas.

International education administrators should also enroll visiting teachers in the orientations that the school authority offers for new teachers. This orientation will complement the orientation provided by Alberta Education, which usually includes:

- an overview of Alberta’s programs of study
- a review of authorized learning and teaching resources
- a discussion about teachers and teaching in Alberta
- a description of the role of parents in the classroom.

Culture Point

Scenario

At the beginning of a school day, an Alberta teacher, Mr. Smith, and a newly arrived Chinese visiting teacher, Ms. Luo, are in the staff room, filling up their coffee mugs. Another Alberta teacher, Ms. Richardson, walks in, says good morning and checks her mailbox. “The in-service session next week is mandatory?!” she exclaims, directing her exasperation at Mr. Smith and Ms. Luo. “Man! Report cards due out soon! I can’t believe they would make it mandatory.”

“Yeah, it’s ridiculous. Makes you wonder who is running the show up there.” Mr. Smith and Ms. Richardson smile cynically and shake their heads. They look at Ms. Luo who averts her eyes and focuses on stirring milk into her coffee. Mr. Smith asks her, “do you have to go to this too?”

“Um, yes I will be there,” Ms. Luo replies.

“Well, don’t worry.” Ms. Richardson gives Ms. Luo a conspiratorial smile, “It might be a complete waste of time, but we’ll find a way to keep it amusing.”

Ms. Luo gives Ms. Richardson an uneasy smile and then excuses herself from the staff room.

Ms. Richardson and Mr. Smith look at one another, somewhat confused.

“I don’t think she likes me,” says Ms. Richardson.

Just then Ms. Au, a Canadian teacher and a friend of Ms. Luo, walks in and says good morning.

“Good morning. Hey, can I ask you something about Ms. Luo?” Ms. Richardson goes on to describe the conversation.

Analysis

If Ms. Au were to analyze the conversation using cultural patterns, she would see that both individual and collective cultural orientations are at play. Because the two Canadian teachers are from an individualist culture, they have no problem criticizing the organization they work for. In Canada, it is relatively common for co-workers to complain to one another about their employer; bonds between employees regularly develop through these conversations. However, Ms. Luo obviously did not feel comfortable engaging in this conversation. Why not?

Because Ms. Luo comes from a collective culture, her personal identity is heavily wrapped up in group association. People from collective cultures do not distinguish themselves from the group in the same way that people from individualist cultures do. Criticizing or mocking the group (or, in this case, school authority staff), therefore, reflects poorly on the individual because he or she is an integral part of that group. In other words, the group’s success or failure is the individual’s success or failure. If Ms. Au explained this to Ms. Richardson, Ms. Richardson may reflect upon her conversation with Ms. Luo quite differently and adjust her behaviour for future interactions.

For more information on individual and collective cultural orientations, see Chapter 6: Cultural Considerations.

Exchange and International Students

Exchange and international students rely heavily on their custodians (who are often the families with whom they stay), teachers and fellow students for support. Sometimes school authorities are involved in assigning custodianship, sometimes they are not. (For more information on custodianship, visit Chapter 13: International Student Programs and the “Homestay Provision” section on pages 231–246). Regardless, any school authority that is receiving an exchange or international student should ensure that the student is matched with a teacher liaison and student buddy. These designates provide critical support for the student while he or she is at school.

Helping an Exchange or International Student Adjust to Life in Alberta

- Ensure the exchange or international student has an Alberta “buddy” and a teacher advisor.
- Arrange for a school tour.
- Identify organizations or people with whom the student can speak in his or her native language (where applicable).
- Encourage teacher advisors to schedule regular “check-ins” with their exchange or international students. Ensure that advisors can identify symptoms of culture shock (see Chapter 6: Cultural Considerations for more information).
- Take time to explain jargon or “inside” jokes.



They welcome the student, give the student a school tour, and help the student locate his or her locker and classes. They also answer questions posed by the incoming student and otherwise help the student to integrate into the school setting.

Some school authorities also give incoming students formal orientations to life and school in Alberta. At the orientation, the international education administrator outlines the expectations of the student and the rules of the school. He or she may also highlight the various school activities in which students can become involved. An important side benefit of orientations is that they give exchange and international students the opportunity to meet one another and form a support group. For more information on orientations, see Chapter 13: International Student Programs.

While in Alberta, exchange and international students stay in various accommodations. Some live with relatives, some with host families and others live in dormitory settings. Of the accommodations that school authorities manage, homestays are by far the most popular.

Culture Point

Scenario

Students in a Grade 10 class are divided up into groups of four and asked to conduct a research project, which they will then present to the class. After the projects are completed and presentations made, the teacher asks each student to evaluate the contribution of his or her other group members. The peer evaluations are then submitted to the teacher confidentially.

While reviewing the peer evaluations, Ms. Brown, the teacher, notices that Ignacio, the exchange student, has received very low marks from his peers. The teacher is surprised at the evaluations since Ignacio has been a very diligent worker throughout the semester. She speaks individually to the other members of the group to better understand their evaluations. They complain that Ignacio was difficult to work with because he was never on task and always had to be told what to do. He didn't finish his portion of the research project on time so the group had very little time to put together their final presentation.

When Ms. Brown meets individually with Ignacio to discuss the evaluations, he is embarrassed and surprised at the results. Ignacio perceived the group interactions much differently than the Canadian students did. He agreed that he spent the first 15 to 20 minutes of every group meeting asking his peers about their family, their jobs or what they did the night before, and that he often spoke about his home country and his family, but he did not consider that to be "off-task." Instead, he felt that it was necessary that group members knew the circumstances of one another in order to work together effectively.

He felt he cooperated well with the group. He regularly sought their opinion to ensure that they approved of the progress he was making and that the project would be a coherent whole. Ignacio admitted that his part of the research project was late, but felt that it was because the group did not meet often enough and that he had to wait for a group meeting and group decision before he could complete his portion of the project.

Because, in the end, the project received a relatively high mark, Ignacio cannot understand why, as a group member, he would receive less than that mark. The teacher notes that Ignacio gave all of his counterparts the same mark as the project received.

Analysis

The conversation with Ms. Brown reveals a lot about Ignacio's cultural values. Ignacio is clearly from a collectivist culture, which values group rapport and consensus. People from collectivist cultures focus more on relationships and less on tasks. To them, it is more important to maintain group harmony and inclusion than to "get the job done." In this scenario, Ignacio's collectivist worldview contrasts with the individualist values of his peers, who clearly value individual accountability, personal choice and self-initiative.

Ms. Brown should explain to Ignacio how his behaviour was perceived by his peers in a Canadian context so that he can adjust his behaviour for future group activities. Awareness should also be raised amongst the Canadian students. For example, Ms. Brown may want to introduce the concept of different cultural orientations and value systems by discussing the concept of group work with the entire class. She may ask students to consider what it was like to work in a group; e.g., did all their group members have the same priorities or work patterns? As a group, they could brainstorm what a "good" group member is and then reflect upon their answers. If necessary, Ms. Brown could ask the class questions like, "Do you think there is universal agreement on what a good group member is? Might culture play a role in how people relate to one another in a group setting? If so, how?" Ultimately, the goal of Ms. Brown should be to raise awareness about different cultural expectations so that they can recognize and bridge these expectations in the future.

For more information on individual and collective cultural orientations, see Chapter 6: Cultural Considerations.



Guidelines for the Successful Provision of Homestays in Alberta School Authorities

Recognizing that:

- many international students come unaccompanied to study in Alberta and would like to stay with a Canadian family during their study period
- international students deserve safe and supportive homestay placements
- successful homestay placements develop as a result of suitable screening and matching, the timely provision of expectations and information, and ongoing monitoring and support by homestay administrators
- to effectively support students throughout their visit and assist them as they transition to life in Alberta, homestay families require key information about the student, the homestay placement process and the international student program (as the case may be), as well as an introduction to intercultural communication
- while staying with Alberta families, international students introduce Albertans to their countries, cultures and ways of living.

When contracting a homestay organization, it is recommended that school authorities:

- conduct research into the quality and viability of the homestay organization
- assign a person to liaise between the homestay organization.

When arranging homestay placements internally, it is recommended that Alberta school authorities:

- are explicit about the roles and responsibilities of incoming students and host families
- integrate and/or develop written protocols and procedures that ensure the safe placement, transfer and removal of incoming students
- provide incoming students and host families with copies of grievance procedures and contact information for the homestay coordinator or liaison
- introduce incoming students and host families to the concepts of intercultural communication and cultural adaptation, and highlight the associated best practices
- liaise regularly with students, host families and schools to identify and address concerns as they arise
- establish a process to evaluate the quality of homestay experiences and use feedback to improve future placements.

These guidelines should be considered when providing a homestay to international visitors. The remainder of this chapter provides more detailed information on homestay provision.

Homestay Provision

This section discusses homestays in greater depth and provides guidance for school authorities interested in offering homestay placements to incoming students.

What Is a Homestay?

A homestay is when international fee-paying students or exchange students live with an Alberta host family while they study in Alberta. The length of a homestay varies according to the student's study period and can range from a few weeks (for short-term visitors or summer students) to a few years (for students who wish to complete an Alberta High School Diploma).



Because exchange students exchange accommodations (i.e., the incoming student stays with the Alberta partner's family and the Alberta student stays with the international partner's family), they generally do not pay for a homestay.

International students who do not live with relatives or in a dormitory pay for a homestay to be organized by the school authority or by an external organization. They also pay a monthly sum to the homestay family to cover room and board.

The following information will focus on the provision of homestays for international fee-paying students. However, some information, such as how to effectively screen and prepare homestay families, may be applicable to an exchange-based homestay as well.



Why Provide Homestays?

Not all school authorities provide homestays; however, the parents of international students are often comforted by the fact that their sons or daughters will be in the company and care of Canadian families. A homestay family provides for the physical and emotional needs of the student they host. They welcome the student into the home, introduce the student to the community, and look out for the student's mental and physical well-being. In turn, the host family benefits from the presence of the student. The student can teach the family more about his or her country, culture and way of life, thereby enhancing the family's cultural and global awareness. In addition, host families often rediscover their community and province through the eyes of their students, gaining a new appreciation for where they live. When effectively managed, homestays are mutually beneficial.

Where Do I Start?

School authorities that want to offer incoming students the option of staying in a homestay either contract an independent homestay organization to arrange homestays within their school communities, or arrange for homestays internally.

Contracting an independent homestay organization

If a school authority elects to contract an independent homestay organization, the contracted organization will be responsible for the provision of homestays. In other words, it will recruit and screen families, place students and monitor homestay placements. Although the school authority would not be directly involved in the administration of homestays, it should appoint a representative to liaise with the homestay organization and respond to questions or concerns related to the education of students. Frequent contact with the homestay organization also ensures the school authority is aware of any recurring issues or problems that may affect its international student program.

There are a number of possible homestay organizations that a school authority can work with. When choosing an organization, it is recommended that you consider the following.

- **Services** – What services will the organization provide? Will it advertise for homestay families? Will it facilitate orientations for homestay families? Will it pick up incoming students at the airport?
- **History** – How long has the organization been in business? Who has used their services? What do past clientele have to say about the organization? How do the needs of past and present clientele align with the needs of your school authority?
- **Capacity** – How many homestay families and students can the organization manage? How does this align with the number of students your school authority may need to place? What is the organization's current workload?
- **Risk Management** – What is the process of selecting homestay families? What measures have been put in place to safeguard host families and incoming students? How will the organization respond if something goes wrong? How does this align with the risk-management plans or strategies of the school authority? Has the organization had incidents in the past? What were those incidents and how were they handled?
- **Legalities** – Is the organization legally bonded?
- **Fees** – What will it cost to contract the organization? How much will the organization charge incoming students? How much will host families receive? Are these amounts excessive? Are they sufficient?

Arranging for homestays internally

Providing homestays can be complex and time consuming but it allows a school authority full control over the quality of service. School authorities that arrange their own homestays hire homestay coordinators, who are responsible for recruiting homestay families and administering homestay placements.

The following steps aim to assist school authorities interested in arranging homestays internally. The information may also be useful to organizers of an exchange-based homestay or to school authorities that want to familiarize themselves with the nuances of homestays before entering into an agreement with an independent homestay organization.

Developing a homestay plan

The following steps are meant to guide school authorities as they consider and develop a plan for homestay provision. The order in which they are taken may vary from school authority to school authority.

Defining needs, capacity and budget

The number of homestay placements you can provide will depend on the size of your international student program and the size of your school community; e.g., How many students might you need to place? How many families can you reasonably expect to recruit?

It is difficult to recruit host families if they feel that hosting an international student will be a financial burden. For this reason, incoming students usually pay monthly sums to their host families to cover extra expenses that the families may incur; e.g., additional water and electricity costs, larger grocery bills. The amount provided to host families should align with the cost of living in your city, town or region of the province. To recoup some of the costs associated with administering homestay placements, most school authorities also charge placement and monitoring fees.

Homestay Fees

In 2009, international students in Alberta paid \$400 to \$800 per month to their homestay families. School authority placement fees ranged from \$200 to \$750.

Alberta families may also be reluctant to volunteer if they are unsure of what to expect or if they lack confidence in their ability to support the students. The school authority should provide host families with ongoing support and advice. The main cost associated with this support is the salary of the homestay coordinator. However, other costs, such as the development, printing and distribution of host family handbooks and the host family orientation sessions should also be considered.

As you read through the following sections, be cognizant of how each step may affect your budget. For example, managing homestay data may require minimal funds for office supplies or substantial funds for database software. Because the process of administering homestays varies, it is impossible to estimate a one-size-fits-all budget. If you need additional direction or support, you may wish to contact members of Alberta's International Education Advisory Council who arrange homestay placements internally.

Hiring or appointing a homestay coordinator

Hiring or appointing a homestay coordinator is vital to the success of homestay placements. The coordinator serves as a liaison between students, host families and schools, and manages the short-term and long-term logistics of homestay placements. The coordinator's job description may include the following responsibilities.

- Promoting hosting opportunities to potential host families.
- Recruiting and selecting homestay families.
- Conducting home inspections and interviews with host families.
- Distributing, processing and assisting with host family and student application forms.
- Coordinating the matching process.
- Processing fees.
- Facilitating orientations for students and host families.
- Resolving conflicts and emergencies related to homestays.
- Monitoring homestay placements and managing evaluations.
- Responding to change requests by homestay families and/or students.
- Communicating student arrival dates and special requirements to the school personnel and/or the school authority liaison.

When hiring or appointing a homestay coordinator, it is recommended that the school authority seek applicants who are interculturally competent (see Intercultural Competence: Key Knowledge, Skills and Attitudes in Appendix C: Cultural Considerations) and are:

- familiar with international student programs
- familiar with school and community services available to international students
- diplomatic and able to mediate conflict
- experienced in counselling and interviewing.

Integrating and/or developing risk-management strategies

Incidents that occur as part of a homestay may have wide-reaching ramifications and affect not only the student and the host family, but also the student's natural parents (and, where applicable, the agent liaising with them) and the Alberta school authority. Incidents can vary in severity from mild student misbehaviour to serious mental or physical health problems.

School authorities should identify protocols that currently exist to ensure the safety and care of Alberta students and incorporate them into their homestay protocols or procedures. Most school authorities have protocols that govern medical illness, travel, student safety concerns, and alcohol and drug abuse. The school authority may not have protocols that account for the unique circumstances of homestays; i.e., protocols that govern the placement of a student in a home. In this case, new protocols must be developed.

The following information may help you develop new protocols or procedures that will mitigate risk in homestay placements.

Screening students. To determine the kind of homestay environment the student may require, school authorities collect a wealth of information about the student, including medical information, English proficiency level, willingness to live with animals, interests and special needs. For more information, see the recommended fields for a Student Application Form on page 240. A sample homestay application form for students is available in Appendix H: Hosting International Visitors.

Screening homestay families. Homestay coordinators vary in their approach to screening homestay families. Like student applicants, homestay families are generally required to fill out an application that collects information about the home, its occupants and their lifestyle. Often references are also required. For more information, see the recommended fields for a Homestay Family Application Form on page 241. A sample application for potential homestay families is also included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors. Once an application has been submitted and approved, an inspection of the home is usually conducted. See Screening Host Families on page 241 for suggestions about what to look for. In addition, some school authorities require that members of the household over a prescribed age present the school authority with criminal record checks or evidence of security clearance.

Monitoring. The homestay coordinator should be in frequent contact with international students and their homestay families. Not only does this create the rapport that is needed for the student and/or the family to feel comfortable reporting concerns or potential problems, it also enables the homestay coordinator to identify and address problems as they arise. To maintain open communication, international students and homestay families should know who to contact to discuss placement issues.

Protecting personal information. Because the student and homestay family application forms collect personal data, it is important that they have clauses or declarations referencing Alberta's *Freedom of Information and Protection of Privacy (FOIP) Act* (<http://servicealberta.ca/foip>). Every effort should be made to protect the confidentiality of this information and it should be managed in accordance with FOIP legislation and school authority policies or procedures.

Working alone and workplace safety. Part 28 of *Alberta's Occupational Health and Safety Act* identifies working alone as a workplace hazard. Homestay coordinators often travel alone to inspect the residences of potential and current host families and, therefore, should take precautions to ensure their safety on the job. For example, if a homestay coordinator is conducting a home assessment, he or she should provide staff with the necessary information (e.g., visit itinerary, homestay address, host family name) prior to his or her appointment. It may also be worthwhile to define when a homestay coordinator should refuse to enter a residence and when the coordinator should leave the premises immediately.

Developing data management practices

The effective management of data enhances the homestay provision. When collected over a prolonged period, data can inform homestay protocols, procedures or strategies. For example, keeping data on how potential host families found out about the homestay opportunities can inform the school authority's homestay advertising strategy.

Thorough documentation of the placement process and ongoing monitoring also ensures homestay coordinators are well-positioned to respond to concerns or complaints. This documentation is even more critical if legal proceedings ensue.

It is recommended that the following documentation be kept in either paper or electronic files.

- Homestay family applications.
- Criminal record checks or security clearances of host family members (where applicable).
- Assessments from home visits and family interviews.
- International student applications.
- Agent contact information.
- Matches.
- Orientation attendance.
- E-mails or notes from telephone calls that address homestay problems.
- Records that provide evidence of monitoring by the homestay coordinator.
- Evaluations from students and their parents, agent partners and Alberta host families.

Identifying and outlining legal responsibilities

Homestay coordinators should be mindful of the legal responsibilities of homestay families. Host families usually want to know: 1) the legal implications of assuming custodianship of the student they are hosting; and 2) whether or not the income they receive from hosting a student is taxable.

1. Custodianship

As outlined in Chapter 13: International Student Programs, students who are under the age of 18 in Alberta and “who are not accompanied by a parent or legal guardian must be cared for by a responsible adult in Canada.” This person is known as a “custodian.” For example, the student’s natural parents or legal guardians may assign custodianship to the Canadian homestay parent(s), a school authority representative or local agent by completing and notarizing a custodianship form, like the one provided in Appendix G: International Student Programs. The designate accepts custodianship by completing and notarizing the custodianship form. For further information on the necessary legal arrangements and sample documents, visit the Citizenship and Immigration Canada (CIC) Web site at <http://www.cic.gc.ca/english/study/study-minors.asp>.

The terms “custodian” and “guardian” are often used interchangeably by many individuals. However, the terms are not synonymous to each other and it is important to understand the difference in terminology. A “guardian” is the permanent legal caregiver of a child and includes a minor’s natural parents or individuals who have gained guardianship status through adoption procedures. In order for an individual other than the natural parents to be considered the legal guardian of a child in Alberta, the individual must obtain a legal guardianship order from an Alberta court. A “custodian,” as mentioned earlier, is the temporary legal caregiver of a minor assigned by the child’s parents/guardians. A signed custodianship agreement or form is not sufficient to make that individual the legal guardian.

Custodians have legal permission to act on behalf of and in the best interests of the student during the duration of the student’s studies. They are expected to abide by the same duties of care as a foster parent. More information on these duties can be found on the Foster Care and Kinship Care page of the Alberta Children and Youth Services Web site at <http://www.child.alberta.ca/home/595.cfm>.

2. Taxation

School authorities should refrain from advising homestay families on whether the Canada Revenue Agency considers homestay remuneration to be taxable income. Rather, homestay families should seek the advice of a financial advisor or accountant.

Developing participant handbooks

Providing students and homestay families with a participant handbook can help to clarify what is expected of each party during the placement. Handbooks for students and families can be used as points of reference and, to the extent that the students' legal guardian(s) and host parent(s) sign their handbooks, can also serve as legally binding documents.

When developing a participant guide, you may want to include the following information.

Homestay Family Handbook

- Roles and responsibilities; e.g., What is expected of the family? What can the family expect of the student?
- Expenses; e.g., What expenses is the family responsible for? What is the student expected to pay for?
- Jet lag.
- Culture, cultural patterns and cultural adaptation (see Chapter 6: Cultural Considerations).
- Vacations; e.g., national and international travel.
- Procedures for conflicts or emergencies.
- School authority contact information.

Homestay Student Handbook

- Roles and responsibilities; e.g., What is expected of the student? What should the student expect of the host family?
- Expenses; e.g., What expenses is the student responsible for? What is the family expected to pay for?
- Jet lag.
- Culture, cultural patterns and cultural adaptation (see Chapter 6: Cultural Considerations).
- Canadian culture and customs.
- Information about Canada, Alberta and the residing city/town.
- Vacations; e.g., national and international travel.
- Banking.
- Internet and postal services.
- Procedures for conflicts or emergencies.
- School authority contact information.

A sample homestay information guide can be found in Appendix H: Hosting International Visitors. It may also be worthwhile to consult Nancy King and Ken Huff's *Host Family Survival Kit: A Guide for American Host Families*, or conduct key word Internet searches.

It is recommended that the school authority post an electronic version of their homestay handbooks on a school authority Web site so that current and prospective participants can access this information at all times. School authorities may also choose to send a copy of their *Homestay Student Handbook* to students and their natural parents/legal guardians.

Providing homestays

The following steps are meant to guide host coordinators as they arrange for and manage homestay placements.

Recruiting host families

The recruitment of homestay families depends on the interpersonal skills of homestay coordinators and their ability to establish and maintain close working relationships with host families and students. Word-of-mouth referral from existing homestay families and students is traditionally the most popular means of recruitment. Other recommended recruitment strategies include:

- displaying hosting opportunities information on school and school authority Web sites
- displaying hosting opportunities information on school bulletin boards
- inserting homestay information into existing school authority or community newsletters
- holding information sessions for prospective host families and inviting past participants to share their experiences
- advertising in newspapers, on radio stations and on television.

The number of host families needed may differ from year-to-year, depending on the number of international students who have applied and their needs. However, it is highly recommended to recruit more homestay families than required to compensate for periods when hosts are unavailable or when students need to be withdrawn from a home and placed in another.

Developing applications

Families and students who are interested in participating in a homestay should complete an application form and submit it to the homestay coordinator. International students and/or parents who are limited in their English skills may choose to employ the services of an agent in their home country, who can translate, interpret and help them complete the application form. If students and their parents use the services of an agent, the homestay coordinator should provide the agent with information about the placement process and thoroughly explain all protocols and procedures.

When designing application forms, ensure that the student application form and the homestay family's application form have the same fields. This will ensure efficient matching. Below are some fields that could be incorporated into the application forms.

Student Application Form

<ul style="list-style-type: none">• First and last name• English or preferred name (if applicable)• Parent(s)/guardian(s) first and last name(s)• Home/mailling address• Home telephone number• Parent(s)/guardian(s) work telephone number(s)• Parent(s)/guardian(s) cell phone number(s)• Parent(s)/guardian(s) e-mail address(es)• Nationality• Language(s) spoken• Date of birth• Gender• Age• Dietary restrictions and needs• Medical conditions• Allergies• Smoking habits• Religious beliefs and needs• Willingness to live with pets• Name of Alberta school (if known)	<ul style="list-style-type: none">• Arrival and return dates (if known)• Hobbies/interests• Past study abroad experience (if applicable)• Colour photographs of student• Letter outlining student's goal during time in Alberta/Canada• References• Clause stating that any changes to the information provided in the application (including criminal convictions, physical and mental health, etc.) that occur prior to and after placement will be reported to the homestay coordinator• Student signature• Parent(s)/guardian(s) signature(s)• Agent information (if applicable)• Agent signature (if applicable)
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Some of the above information may already be collected in the international student or exchange student application form. In these cases, it may not need to be collected again. A sample homestay application form for students can be found in Appendix H: Hosting International Visitors.

Homestay Family Application Form

<ul style="list-style-type: none">• First and last name• Home/mailling address• Home telephone• E-mail address• Occupation• Work telephone• Cell phone number• Spouse's first and last name• Spouse's e-mail address• Spouse's occupation• Spouse's work telephone• Spouse's cell phone number• Information of all occupants in the household (including name, gender, age, occupation, relationship)• Type of household; e.g., house, apartment, condo, duplex• List of pets• Smoking habits• Religious beliefs• Language(s) spoken in household• Hosting availability (When? For how long?)• Number of students able to accommodate• Gender and age of student(s) willing to accommodate	<ul style="list-style-type: none">• Hobbies/interests• Other commitments and the hours they demand• Previous homestay placements (When? With which organization? How many students hosted in total and at any given time? Age, nationality, gender of hosted students?)• Colour photographs of family and home• Statement of interest• References• Criminal Record Check for all household occupants over the age of 18• Child Welfare Record Check• Disclosure of mental/physical illness of all household occupants• Clause stating that any changes to the information provided in the application (including criminal convictions, physical and mental health, etc.) that occur prior to and during the placement will be reported to the homestay coordinator• Signature(s)
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A sample host family application is included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors.

When developing application forms, also refer to and abide by any school authority protocols and standards.

Screening host families

When the information provided in the homestay family application form appears promising, homestay coordinators usually follow up by interviewing the host family and inspecting the home. Visiting the homes of homestay families allows the coordinator to better gauge the family and household, and to obtain information that may not otherwise be captured in the application form.

When conducting a home inspection, the coordinator may consider the following.

- Is the household tidy/clean?
- Is the household located in a safe neighbourhood?
- What is the proximity of the home to the school? (The maximum recommended commute is 30 minutes.)
- Does the student have his or her own bedroom?
- Does the student's room include the necessary furnishings such as a bed, desk and storage space?
- Is the level of English in the household amenable to English language learning? Does the family have experience interacting with individuals who speak English as a second or third language?
- Is the family culturally aware? What previous cross-cultural experience do they have?
- What is the family's motivation to host a student? (e.g., Does the family view the homestay as an opportunity for cultural exchange or a means of profit?)
- Are there any unusual behaviours that may make the student feel uncomfortable or unsafe?
- If there are any pets in the home, are they aggressive or intimidating?

When assessing these criteria, it is critical to remember that a host family and their home is meant to be a “home away from home” for the incoming student. Students should be placed with caring families who are willing to help the student develop his or her English language proficiency and learn about Alberta's and Canada's cultures.



Once a host family has been approved, some school authorities or homestay providers require the family to sign an agreement, which outlines the responsibilities of each partner. A sample agreement is included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors.

Matching and placing students

Homestay placements are most successful when the expectations, behaviours and needs of the student align with those of the homestay family. Careful matching is critical to the subsequent success of the homestay.

The criteria by which homestay coordinators match students and families can vary. However, as alluded to in the application process, it is relatively common to match students and families based on the following criteria:

- medical issues/allergies
- smoking habits
- religious beliefs and needs
- dietary restrictions or needs
- partiality to pets
- duration of stay
- student's gender and age
- language(s) spoken in the household
- hobbies and interests.



Other factors that may influence placement include the following.

- Whether the host family is currently hosting (or will be hosting) other international students.

Placing one student per family household is the ideal practice for maximizing cultural exchange and language learning. However, finding quality homestay families can be challenging at times and the homestay coordinator may need to resort to multiple student placements per household. Hosting more than one student can be beneficial as it allows the coordinator to maximize the use of quality families while providing students with a “friend” at home who can relate to the challenges of adjusting and integrating into life in Alberta.

- If the household speaks a language other than English.

Many international students come to Alberta to improve their English language proficiency. These students should be encouraged and given the opportunity to practise their English on a daily basis. This requires that the host family communicates predominantly in English.

Once a suitable match is made, the student should be sent information on the proposed homestay family and vice versa. If the student and the host family accept the match, the coordinator may want to encourage the two parties to interact via telephone, e-mail or mail before the student arrives. Contact prior to the student's arrival allows the homestay family to establish rapport with the student and ideally with the student's parent(s)/legal guardian(s) as well. It also eases the anxiety of both parties and can assist with the student's transition to Alberta.

Hosting orientation sessions

Orientation sessions are vital to successful homestay placements. At orientation sessions, the homestay coordinator can relay and clarify information about stakeholders' roles and responsibilities, as well as address any questions and/or concerns. Orientation sessions should be compulsory for all participants and attendance should be documented in their respective files.

- Orientation sessions for host families

Homestays rely on the participation of host families. It is important that families fully understand the school authority's expectations and that the coordinator prepares them to be good hosts. When developing an orientation session for homestay families, you may wish to do the following.

- Discuss culture, cultural patterns and the process of cultural adaptation (see Chapter 6: Cultural Considerations).
- Review and discuss the *Host Family Handbook*.
- Review common incidents and consider how they may have been prevented and/or how they could be solved. (For ideas, contact members of Alberta's International Education Advisory Council. The Homestay in North America Web site at <http://www.homestayguide.com/homestay/index.htm> also contains some useful information on common misperceptions of North American families.)

It may also be worthwhile to invite past and/or current homestay families to share their experiences and network with families who are new to hosting.

- Orientation sessions for incoming students

Facilitating an orientation session for international students upon their arrival allows students to meet the homestay coordinator in person, as well as discuss topics that will help them adjust to their new homes, schools and communities. A welcome orientation session for students may include:

- discussions of culture, cultural patterns and the process of cultural adaptation (see Chapter 6: Cultural Considerations)
- a review of common incidents and how they may be prevented and/or resolved (For ideas, contact members of Alberta's International Education Advisory Council. The Homestay in North America Web site at <http://www.homestayguide.com/homestay/index.htm> also contains some useful information on common misperceptions of North American families.)
- a review of the *Homestay Student Handbook*.

It may also be useful to invite international students who have or are currently staying in a homestay to share their experiences.

- **Monitoring**

Ongoing monitoring is key to successful homestay placements. It enables staff to identify and manage potential risks before they escalate into larger problems. It also builds rapport between the coordinator and host families. Some monitoring techniques include:

- regular telephone calls to homestay students and families
- home visits to ensure that quality standards are still being met after the initial placement
- contact with school personnel for feedback on their interactions with the homestay students and families
- functions for participating students and families.

While most matches are successful, sometimes a student and his or her host family struggle to find common ground. In these cases, the homestay coordinator is encouraged to counsel the student and family on the underlying issue rather than to immediately move the student to a new home. Often the issue is due to cultural differences or communication styles. A new placement may need to be considered if differences cannot be resolved or safety is an issue.

- **Evaluating**

Evaluations highlight what is going well in homestay placements and what may need improvement. The following are some methods of evaluating homestays.

Holding pre-departure or debriefing sessions with students. Conducting a pre-departure or debriefing session with students is as important as conducting an orientation session. The pre-departure session prepares students to return home and also serves as an opportunity for students to voice their opinions on their homestay experience. A pre-departure session may include:

- discussion of the cultural reintegration process; e.g., “reverse culture shock”
- preparations for departure; e.g., transcripts, packing, cleaning up at the homestay, flight information, airport drop-off
- evaluation of placement process and homestay experience.

Interviewing or distributing questionnaires to students or host families.

A sample exit survey is provided in Appendix H: Hosting International Visitors.

Creating focus groups and documenting the discussions. When an issue continues to come up and you need to significantly alter a protocol or procedure, it may be worthwhile to bring previous host families together to talk about their common experiences and suggest solutions.

Homestays are truly unique. In no other way can students develop the intimate connections that come from living with and belonging to a Canadian family. Similarly, they present Canadian families with the unique opportunity to travel to another part of the world without ever leaving home.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Chapter 13: International Student Programs
- Chapter 18: Support Organizations and What They Offer – Alberta’s International Education Advisory Council
- Appendix G: Custodian Declaration Form
- Appendix H:
 - Overview of Alberta’s Education System – Kindergarten to Grade 12
 - Sample program: Itinerary for German Delegation
 - Community, Home and School Information
 - *Educator Exchange Program: Administrator’s Handbook* (Alberta Education)
 - Exchange Teacher’s Questionnaire and Principal’s Questionnaire (Alberta Education)
 - Sample Homestay Application Form for Students
 - Sample Homestay Guide for Host Families (*Homestay Information Guide*)
 - Sample Homestay Agreement (*Homestay Information Guide*)
 - Sample Homestay Guide for Students (*Student Manual Reference Guide*)
 - Sample Student Exit Survey

Endnotes

1. Roger E. Axtell, *Do's and Taboos of Hosting International Visitors* (New York, NY: Wiley, 1990), p. 39.
2. *Ibid.*, p. 43.
3. *Ibid.*, p. 121.

Chapter 17

Educational Travel Abroad



"The world is a book, and those who do not travel read only a page."

Saint Augustine

This chapter helps international education administrators plan international trips that maximize learning and minimize risk. It outlines some best practices that all travellers should abide by. It also highlights best practices for educators who are travelling with minors.

What Is Educational Travel?

Trips that are organized by Alberta school authorities should be educational trips. In contrast to vacations, which aim to entertain, educational travel challenges participants to observe, hypothesize, inquire, reflect and, ultimately, learn.

We learn 10 percent of what we read, 20 percent of what we hear ... and 80 percent of what we experience.

William Glassner

Why Is It Important?

When we travel, our expectations of our destination are influenced by what we see on television, read in books, newspapers or on the Internet, and what we hear from others. However, such images and information rarely capture the complexity associated with place and culture. International education programs that involve travel encourage participants to develop more sophisticated understandings of other countries and cultures by experiencing them in authentic ways. They also provide participants with a better understanding of the broader global context, highlighting issues that other regions of the world face and issues that we collectively face as a planet.

Where Do I Start?

Educational travel provides students with the unique opportunity to learn *in situ*. This kind of learning provides wonderful opportunities; it also presents unique challenges.

A proviso ...

The risk management information in this chapter is meant to complement the advice of school authorities' legal or risk-management departments. School authorities should seek the advice of these qualified professionals and integrate existing risk-management protocols into their travel planning.



Planning for Learning

The prospect of travelling abroad—of seeing a new place, smelling new smells, tasting new foods and speaking another language—is often intriguing and exciting, and, as with any new experience, it is certain to be a learning experience. For example, students who have never tasted pizza from Italy are sure to learn that pizza there is quite different from North American pizza. But how do we deepen the learning that takes place during international travel so that it is about more than the stimulation of the senses? We plan first and foremost for the educational component of travel.

Defining the Educational Goals of Travel

In *Travel That Can Change Your Life: How to Create a Transformative Experience*, Jeffrey Kottler argues that learning and realization through travel does not happen by accident. It is not sufficient to simply go there and see what happens.¹ Rather, we have to create conditions that are conducive to learning and reflection. The following questions may assist you in defining the educational goals of the trip and in creating conditions necessary for learning.

- Why do you want to take/send students abroad? What are you hoping they will gain from travelling internationally?
- What can they learn about the topic or subject area while in Canada? What can they only learn while abroad? What value does the travel component add?
- What will learning abroad look like?
 - What activities will encourage and support learning? How do these activities link to the Alberta programs of study?
 - How might the overseas location make learning more challenging? How might these challenges be overcome?
- How will you know if learning is taking place? What measures might you use?



A Case Study

A teacher would like to take her students to France to see some of the places that they learn about in senior high school social studies; e.g., Vimy Ridge, Passchendaele, Verdun, the Maginot Line, the Palace of Versailles in Paris, and the European Parliament in Strasbourg.

After initial conversations with her administrator and school authority representatives, she is asked to prepare a proposal that covers the questions listed above. A summary of her proposal is provided below:

1. Why do you want to take/send students abroad? What are you hoping they will gain from travelling internationally?

I would like students to witness how nationalism and internationalism have shaped a nation other than Canada. France is arguably the birthplace of nationalism; it is also a member of the European Union. As such, it is an ideal place for students to explore these two topics. A trip to France would provide students with the opportunity to observe the historical and present-day impact of nationalism and internationalism upon French society. Students will be asked to consider if the French experience of nationalism and internationalism is the same as the Canadian experience. They will also be asked to suggest why there may be differences.

I am hoping that by travelling to France students will:

- understand the role that nationalist and internationalist forces have had in shaping France and Canada
- explain why the influence of nationalism or internationalism might be the same or different in the two countries
- internalize the significance of the places they visit and be able to apply historical lessons to present-day society.

2. What can they learn about the topic or subject area while in Canada? What can they only learn while abroad? What value does the travel component add?

In Alberta, students will learn about the concepts of nationalism and internationalism. They will also become familiar with historical and contemporary examples of each. Before the trip, students will be asked to conduct additional research on the places that we will be visiting. The trip abroad will enhance and extend the learning that took place in the classroom. Throughout the trip, students will be asked to identify symbols and influences of nationalism and internationalism.

3. What will learning abroad look like? What activities will encourage and support learning? How do these activities link to the Alberta programs of study? How might the overseas location make learning more challenging? How might these challenges be overcome?

Students will be assigned to research specific sites before departure. At each site, one group will give a short presentation on their research findings. Students will be asked to record, in a field notebook or journal, their observations and thoughts on nationalism and internationalism in France and Canada. They will be asked to draw upon these notes to complete a comparative post-trip assignment (see below).

Possible challenges for overseas learning include:

- students may struggle to adapt to the learning environment, new culture, new food and jet lag that may all affect student focus
- a lack of classroom structure may result in students taking learning less seriously
- unanticipated delays or circumstances may demand teacher attention.

I will mitigate these distractions by selecting students who have demonstrated interest in the subject matter and are committed to doing pre-trip research; establishing expectations and consequences for misbehaviour at the beginning of the trip; providing students with an introduction to cultural adaptation; ensuring an appropriate chaperone-to-student ratio; and being flexible and utilizing delays or unanticipated circumstances as “teachable moments.”

4. How will you know if learning is taking place? What measures might you use?

Group presentations will be graded. Participation in group discussions will be noted and field notebooks/ journals will be checked halfway through the trip. Upon return to Alberta, students will be expected to do a comparative assignment illustrating their knowledge of course concepts as they relate to France and Canada.



Trip organizers may choose to review Chapter 7: Curriculum Links to see where international and intercultural content is explicit and/or for ideas on how global themes may be infused into curriculum. They may also refer to Chapter 11: Student Exchange Programs for more information on academic preparation before travel.

If a trip organizer is considering travelling to a “developing” country, it is strongly recommended that he or she seeks the advice of an agency or organization that is experienced in taking youth to that destination country. For a list of agencies and organizations that may be able to offer advice, see Chapter 18: Support Organizations and What They Offer.

Selecting and Researching a Destination

In many cases, the educational goals of a trip dictate its destination. However, trip organizers are sometimes able to choose from a variety of destinations. For example, a trip that aims to provide students with an opportunity to speak Spanish with native speakers has a number of potential destinations.

When selecting a destination, consider the following.

- Is it safe to travel to the destination country? Is the country politically stable? Are there any major threats to personal health?
- When would it be appropriate to travel to the destination? When is the weather suitable for the activities that you will be conducting abroad? What national or cultural holidays or observances might make travel challenging?
- What on-the-ground support is available while students are abroad? Does the school or school authority have a partner in the country? Is a Canadian embassy or consulate located there?

The following list of resources will help you answer questions like these and to research your destination country.

- The Department of Foreign Affairs and International Trade (DFAIT) Canada is the primary source of information for Canadian travellers. Its Web site (<http://www.voyage.gc.ca>) is a one-stop-shop for everything you need to know before, during and after you travel. It contains country profiles on almost every country in the world, posts travel advisories warning Canadians when it is not safe to travel to a particular country, and contains a variety of travel resources, many of which are mentioned later in this chapter.
- Travel guides, such as *The Lonely Planet*, *Frommer’s Travel Guide* or *Fodor’s Travel Guide*, contain in-depth information on a wide range of countries and regions. New versions of these guides are published periodically. Ensure you access the most recent version.
- The destination country’s official tourism Web site may provide important information for visitors.
- Chapter 6: Cultural Considerations identifies resources that provide culture-specific information.

Developing Trip Plans and Assessing Risk

Trip plans should revolve around the learning goals identified above, although additional excursions may also be included. A detailed trip plan should outline the timeline of the trip—from departure until the return to

TIP: Take care not to over schedule. Give students time to recover from jet lag and to appreciate the places they are visiting. A general rule of thumb is to spend one night in your destination for every four hours of travel it took to get there.

Alberta. It should answer the “who, what, where, when, why and how” of the trip and provide students and parents with an idea of what to expect if they elect to participate.

Although international trips do not always go according to schedule, it is still important to have a detailed trip plan, as it helps organizers imagine the trip in greater detail and identify possible risks. It may also be

worthwhile to consult with any school authority emergency plans that could affect the trip; e.g., cancellation or repatriation policies.

The following resource may help you assess and mitigate risk:

- Ray S. Leki. *Travel Wise: How to Be Safe, Savvy and Secure Abroad*. Boston, MA: Intercultural Press, 2008.

TIP: Group travel is inevitably slower than individual travel. When researching possible flight itineraries, allow more time than usual to make flight connections or go through customs.

Managing Program Logistics

Planning an international trip (particularly one that involves young people) is a lot of work. To minimize some of the burden, some educators collaborate with private or nonprofit organizations like the Rendez-vous Educational Tours (part of the Society for Educational Visits and Exchanges in Canada, SEVEC). Before agreeing to work with an external organization, educators and/or school authorities should consider:²

- how long the organization has been in business and how long it has been running youth-related trips
- whether the organization has liability insurance and is legally bonded
- whether the organization’s risk management plan aligns with school authority policies
- what financial safeguards are in place to protect customers
- what previous clients of the organization have to say about its service.

TIP: In cases where students wish to divert from the group flight schedule, have the student’s parent/guardian sign a waiver indicating that they understand the risks associated with travelling alone and permit their son or daughter to do so. A sample waiver is included in Appendix I: Educational Travel Abroad. Parents also should be directed to DFAIT’s “Children and Travel” Web page at http://www.voyage.gc.ca/preparation/information/children_enfants-eng.asp for information on minors flying alone.

The following information, as well as the sections listed at the end of the chapter, are meant to assist educators who choose to organize international trips themselves.

Advertising

There are a variety of ways to promote an international trip; for example:

- advertising in school newspapers and/or on school Web sites
- mentioning the trip in morning announcements
- presenting in targeted classes
- holding parent and student information sessions.

Additional ideas are listed in the program handbooks for liaison teachers, available online at <http://www.education.alberta.ca/students/internationaleducation/studentexchange/studentlanguage/liaisonteachers.aspx>.

Funding

Funding for educational travel comes from a variety of sources. Students often fundraise for the trip; however, in some cases, grant money may also be available. Information on funding can be found in Chapter 8: Funding.

Selecting Chaperones

As part of a school authority's duty of care, chaperones should travel with students under the age of 18 to oversee their health and safety throughout the trip. When selecting travel chaperones, consider the following.

- The proposed chaperone's:
 - previous international travel experience
 - familiarity with the host country and culture
 - understanding of the cultural adaptation process
 - experience supervising youth
 - background in first aid
 - background in the trip's subject matter.
- The size of travel group – The recommended ratio of students to chaperone ranges from 12:1 to 6:1, depending on a number of factors including the age of students travelling, the complexity of the travel itinerary, the type of travel activities, and the duration of the trip. Local school authority policies on field trips may also help to establish an appropriate students to chaperone ratio.

Chaperones should be well-briefed on their responsibilities and what to do when unexpected circumstances or emergencies arise.

Offering Orientations

Students who are engaging in education travel need to be prepared for what they may experience while abroad, chaperones need to be briefed on their responsibilities, and parents need to be provided with itineraries and contact information. Orientation sessions give you an opportunity to present trip information, outline expected behaviour, answer questions and otherwise prepare participants for international travel. General orientation sessions often include the following topics.

- Trip logistics; i.e., flight itinerary, accommodation arrangements, contact information while in the host country, daily activities.
- Travel documents; i.e., passports, visas, parental permission forms and copies of consent letters (see *Managing Travel Logistics* on page 257).
- Host country information; e.g., culture-specific information, information on climate.
- Culture and culture adaptation; see Chapter 6: *Cultural Considerations*.
- What to pack; e.g., keeping in mind learning activities, culturally appropriate dress, airline baggage restrictions.
- Travel and health safety (see *Managing Travel Logistics* on page 257).
- Emergency contact information.
- Expectations of behaviour and consequences of misbehaviour.

Because there is a lot of information to cover in a general orientation, organizers often elect to hold more than one orientation session and provide students, parents and chaperones with a handbook or package of information that they can refer to at a later date. A sample package of information can be found in Appendix I: *Educational Travel Abroad*.

Specialized orientations may also need to be held for chaperones to ensure they receive information on:

- student health conditions and/or dietary restrictions
- risk-management protocols, including how chaperones will work together to manage the group
- crisis-management protocols, including what to do if a student goes missing, loses his or her passport and/or becomes ill.

Chaperone orientations also provide an opportunity for chaperones to get to know one another.

Managing Travel Logistics

The key to travelling safely and with relative ease is to think ahead. *Bon Voyage, But ...* was developed by the Government of Canada to provide Canadian travellers with critical information on a variety of travel-related topics. Some topics covered in *Bon Voyage, But ...* are:

- what consular services are available to Canadians abroad
- how to obtain a passport
- when you may need a visa and how to obtain one
- why and how to register with a Canadian consulate while abroad
- information for Canadian travellers with dual citizenship
- information for travellers with disabilities
- how to protect your health while abroad; e.g., where to get vaccinations, how to pack medications, what to ask when you're purchasing supplemental health insurance
- driving in another country
- obtaining local currency and accessing money while abroad
- taxation
- customs.

Highlights from *Bon Voyage, But ...* and other Government of Canada print and Web publications are listed below for your convenience. However, it is strongly recommended that travellers consult with the *Bon Voyage, But ...* publication before venturing abroad. *Bon Voyage, But ...* may be downloaded for free from <http://www.voyage.gc.ca>. A complimentary print copy has also been included in Appendix I: Educational Travel Abroad.

Consular Services

Before you leave Canada, familiarize yourself with the services that Canadian government offices abroad can provide for Canadian travellers. Visit DFAIT's "Who We Are and What We Do" Web page at http://www.voyage.gc.ca/about_a-propos/role-eng.asp#1 for more information.



Many students who participate in school trips are travelling abroad and carrying a passport for the first time. Here are some tips that you can share with them about keeping a passport safe.

- Make photocopies of the identification page of your passport. Leave one at home and keep the other in a separate location from the original.
- The safest way to carry a passport is in a money belt that is worn inconspicuously beneath your clothing. Refrain from opening your money belt in a public place.
- Keep your passport on your person at all times. Do not leave it in a hotel room unless there is a reliable safe in the room.



DFAIT recommends that Canadians travelling or living abroad register with a Canadian embassy/consulate in the host country. This allows the Canadian offices to track and assist Canadians during a natural disaster or civil unrest, or inform travellers of a family emergency back home. Travellers can register online with a Canadian office abroad prior to departure by visiting DFAIT's Web site at <http://www.voyage.gc.ca>.

Passports

Canadian citizens are required to carry a valid passport when travelling outside of the country. A passport is the only legal form of identification that is accepted worldwide. To apply for a passport, visit Passport Canada at <http://www.ppt.gc.ca>.

Some countries require that your passport is valid for six months beyond your date of entry. If your passport is due to expire within six months of your departure from Canada, visit DFAIT's "Travel Reports and Warnings" Web page at http://www.voyage.gc.ca/countries_pays/menu-eng.asp to see if the six-month rule applies to your destination.

Travellers should also consider the passport tips suggested by Passport Canada at <http://www.pptc.gc.ca/planification/index.aspx?lang=eng> and the Department of Foreign Affairs and International Trade Canada at http://www.voyage.gc.ca/preparation_information/passport_passeport-eng.asp. Permanent residents (immigrants living in Canada who are not yet Canadian citizens) are not eligible for a Canadian passport. If they are travelling outside of the country, they are required to hold a valid Permanent Resident Card to re-enter Canada. If a Permanent Resident Card expires during an international trip, the traveller may be denied entry to Canada. Further information on the Permanent Resident Card can be found at Citizenship and Immigration Canada's Web site at <http://www.cic.gc.ca/english/information/pr-card/index.asp>.

Visas

A traveller may require a visa to enter and/or remain in their destination country. A visa is an official document, usually placed in a passport. The type of visa issued relates to the purpose of the individual's trip. Study, work and tourist visas are the most commonly issued visas. Travellers are advised to contact the appropriate foreign embassy/consulate or their travel agent to inquire if a visa is required for their host country. DFAIT's "Canadian Representatives Abroad" Web page at <http://w01.international.gc.ca/cra-rce/index.aspx?lang=eng> identifies Canadian embassies and consulates abroad. These embassies and consulates usually have Web pages to advise Canadian travellers on possible visa requirements.

If you must send your passport to a foreign embassy or consulate to get a visa, send it by registered mail or courier so that you are able to track its progress. You may also be required to include a self-addressed courier envelope with your passport so that the foreign embassy or consulate can securely send your passport and visa back to you.

If a visa is required, it is advised to apply for one well in advance. Visa application requirements and processing times vary from country-to-country. For example, a visitor's visa to China can take up to four weeks to process while a visitor's visa to Korea can take up to two weeks plus shipping time.

Consent Letters

When travelling without their parents, students of minor age must carry individual consent letters with them. A consent letter grants them parental permission to travel and identifies who is responsible for them throughout the trip. Carrying consent letters helps to avoid delays at immigration by assuring immigration officers that chaperones are transporting minors legally and in good faith. It is also a good idea to notarize the letters so that the validity of the documents will not be questioned. Further information about paperwork required for travelling with minors can be found in *Bon Voyage, But ...*. A sample consent letter can be found on the DFAIT Web site at <http://www.voyage.gc.ca/alt/letter.asp>. A copy of this letter has been included in Appendix I: Educational Travel Abroad.

Health Considerations

Being healthy throughout a trip is a key aspect of a smooth voyage. Travellers are advised to research and acquire health-related items, such as health insurance plans, medication and immunization, prior to reaching their destination. Travellers should carry documentation of their health insurance plans, immunization and prescriptions (e.g., medication) with them on their journey. A copy of these documents should also be left with a relative or friend in Canada in case any of these documents are lost, misplaced or stolen.

- **Health Insurance**

Because the cost of health care services overseas is often much higher than in Canada, it is recommended that travellers purchase additional travel health insurance. Solely carrying the Alberta Health Care Insurance Plan (AHCIP) is not enough to cover full health care costs abroad.

If you have extended health benefits through an external health insurance provider, such as Blue Cross, make sure you understand what it covers and what it does not cover (a helpful guide can be found on pages 7 and 8 from *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*; see next page). In some cases, extended health insurance is insufficient and additional travel health insurance must be purchased.

DFAIT's *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad* contains some sound advice on purchasing travel health insurance and how to protect your health while abroad. A complimentary copy is provided in Appendix I: Educational Travel Abroad. It can be downloaded from DFAIT's "Publications" Web page at <http://www.voyage.gc.ca/publications/menu-eng.asp#3>.

- Medication

When packing medication for travel:

- keep all medication in its original container to avoid problems at customs
- take sufficient medication for the duration of the trip
- make sure your medication is legal in the host country (e.g., some medicines that are legal in Canada are not legal elsewhere); contact a Canadian embassy or consulate in the host country or region for more information. Embassies and consulates are listed on DFAIT's "Canadian Representatives Abroad" Web page at <http://w01.international.gc.ca/cra-rce/index.aspx?lang=eng>)
- for prescription medications:
 - carry a copy of the prescription and leave a copy with a family member or friend in Canada
 - carry a note from the doctor explaining health condition(s) and information on the medication prescribed
 - carry a list of the medication's generic and trade names (different countries may have different trade names for the same drug)
 - carry a medical certificate for syringes; e.g., needles for diabetes.

Keep a record of your immunizations so that you know when they expire or when a booster shot is needed.

- Immunization

Talk to your doctor or visit a travel clinic to determine whether you will need immunizations for your trip. Plan at least six to eight weeks in advance for any needed immunizations as some vaccinations can require multiple dosages. Travellers can receive immunizations for travel and vaccine recommendations at travel health clinics.



The Public Health Agency of Canada contains a list of all travel health clinics in Canada. You can access the travel health clinics at <http://www.phac-aspc.gc.ca/tmp-pmv/travel/clinic-eng.php>. Alberta Health Services has information on the vaccines that traveller's may require when travelling abroad. Visit the Traveller's Health Web page at <http://www.capitalhealth.ca/EspeciallyFor/TravellersHealth/default.htm> for more information.

Monetary Considerations

When travelling abroad, it is recommended that travellers take a variety of payment methods. The most common are the following.

- Cash – It is a good idea to have some local currency when you arrive at your destination; however, avoid carrying large amounts of cash on your person while travelling. If it cannot be avoided, put your cash in a money belt and wear it beneath your clothes either around the waist or the neck. Local currency can be purchased either through your bank or a currency converter.
- Credit Cards – Visa and Mastercard are the most accepted credit cards around the world. Travellers should check with their financial institution to see if they will be charged any additional fees if they use their credit card abroad.
- Debit Cards – Many travellers use their debit cards at ATM machines and shops around the world. It is recommended that travellers have a 4 digit PIN number for their bank card, as this is the most widely used PIN number length. ATM machines will generally work with bank cards that have matching symbols; i.e., Interac, PLUS, Cirrus. Symbols are displayed on the back of a bank card and on the front of an ATM machine. Be sure to consult with your bank to see if there are additional charges levied if you use your debit card internationally.
- Visa TravelMoney Cards – Visa TravelMoney cards are a blend of credit and debit cards. They are prepaid cards that can be used as a credit card for purchases and to withdraw cash from Visa ATM machines. The monetary value of the card can be recharged on a continuous basis and is ideal for students who are travelling abroad as parents/guardians can recharge their account from home. These cards can be purchased from most Alberta Motor Association (AMA) offices located across the province. For information, visit the AMA's Web site at http://www.ama.ab.ca/cps/rde/xchg/ama/web/travel_Currency.htm#Visa_Travel_Money.

If you plan on using your credit card overseas, it is a good idea to call your credit card company before you leave and tell them where you are going, when you are leaving and when you are returning to Canada. If such notice is not given and you attempt to purchase goods in another country, the credit card company may assume the card has been stolen and freeze the account.



Travel Insurance

In addition to health insurance, travellers may choose to purchase trip interruption, trip cancellation and/or baggage insurance. These policies cover travel expenses in the event that a flight is delayed, a trip must be cancelled or baggage is delayed or lost. Travel insurance can be purchased through travel agents, credit card providers or banks.

If you wish to buy trip cancellation insurance from a travel agency, you often have to buy it at the same time as (or immediately after) you purchase your airline ticket.

International Driving Permit (IDP)

If you are planning to drive in another country (except the United States), it is recommended that you obtain an International Driving Permit (IDP). “The IDP is a special license that allows motorists to drive internationally, when accompanied by a valid driver’s license from their country.”³ Motorists can obtain an IDP from the Canadian Automobile Association (CAA) offices. For information on the IDP application process and nearest CAA office, visit the CAA Web site at <http://www.caa.ca/travel/travel-permits-e.cfm>.

The CAA recommends that motorists obtaining an IDP should familiarize themselves with the host country’s traffic rules and regulations prior to driving there. They should check with their insurance company to see if they are insured to drive in another country. If not, they may need to purchase additional insurance from a car rental agency.

A traveller’s checklist, which includes these and other logistical considerations, is provided in Appendix I: Educational Travel Abroad. This checklist can also be downloaded from the Department of Foreign Affairs and International Trade (DFAIT) Canada at http://www.voyage.gc.ca/preparation_information/checklist_sommaire-eng.asp.

During the Trip

During an international trip, students should be encouraged to notice the differences and similarities between Alberta and this new place. These observations should be documented. For example, participating students may be required to keep a journal, update an online blog, take photos, maintain field notebooks or complete worksheets. Examples of onsite learning activities are included in Appendix I: Educational Travel Abroad. Students that document their wonderings and discoveries are more cognizant of how much they are learning and are better equipped to reflect upon their learning when they return home. To guide student reflection while abroad, trip organizers may also hold mini-debrief sessions where students can discuss what they saw or did each day.

“Our journey is over and we return home. But things seem to have changed. We are larger, somehow, from our travels and we see farther.”

Dispenza 2002

Returning Home

It is strongly recommended that trip organizers conduct a debrief session with students after they return home. The purpose of a debrief session is to ask students probing questions to get them to think a little deeper about their overseas experience. What did they like? What didn't they like? What was frustrating? What was surprising?

Gibbs Reflective Cycle at http://www2.hud.ac.uk/staffsupport/lqsu_files/Gibbs_Reflective_Cycle.pdf is one way to structure a debrief session.

To extend the learning that occurred while abroad, organizers should also ask students to complete a final, capstone assignment upon their return home. Capstone assignments are the culmination of student learning. They challenge students to digest their experiences and to apply the knowledge they gained while abroad. In the case of annual trips, capstone assignments may tie into the promotion of next year's trip. For example, students may present their learning to future participants or to the school authority's Board of Trustees.

Once the trip is complete (i.e., the trip abroad and the follow-up activities and assignments have concluded), organizers should evaluate it to determine what worked well and what they would change if they were to do it again. These best practices and lessons learned are ideally captured in a report that can be shared with other educators in the school and throughout the school authority.

Example of a Capstone Assignment

Using their journals, photos and e-mails while away as their textbooks, students are asked to respond to a series of long-answer questions that revolve around curricular and intercultural content. They may conduct supplementary research, if necessary, but are encouraged to base their responses on personal experiences and observations.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Chapter 7: Curriculum Links
- Chapter 11: Student Exchange Programs
- Appendix I:
 - *Bon Voyage, But ...*
 - *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*
 - Traveller's Checklist
 - Sample Waiver for Travel Diversions
 - Parental Consent Letter
 - Sample Trip Package

Endnotes

1. Jeffrey A. Kottler, *Travel That Can Change Your Life: How to Create a Transformative Experience*, 1st ed. (San Francisco, CA: Jossey-Bass Inc., 1997).
2. Student and Youth Travel Association, *Travel Safety Tips*, http://www.syta.org/fileadmin/editor_upload/pdf/safetytipsproof6-07.pdf (Accessed August 5, 2010).
3. Canadian Automobile Association, "International Driving Permit," <http://www.caa.ca/travel/travel-permits-e.cfm> (Accessed August 5, 2010).

Chapter 18

Support Organizations and What They Offer



Name	What it is	What it does (services that may benefit school authorities interested in internationalization)
<p>Alberta Council for Global Cooperation (ACGC)</p> <p>Contact information:</p> <p>Suite 205, 10816A – 82 Avenue Edmonton, Alberta T6E 2B3 Telephone: 780–988–0200 Fax: 780–988–0211 E-mail: engagement@acgc.ca Web Site: http://www.acgc.ca</p>	<p>A coalition of voluntary sector organizations located in Alberta, working locally and globally to achieve sustainable human development.</p>	<ul style="list-style-type: none"> • Advertises global education events and opportunities that are happening across the province. • Publishes a speaker guide, featuring local speakers that are well-versed on international development topics. • Develops international development education resources. • Liaises between its member organizations and Alberta school authorities.
<p>Alberta Education Centre (Alberta Advanced Education and Technology)</p> <p>Contact information:</p> <p>Av. Moctezuma 3515 Local 7 Zona F Planta Alta Col. Ciudad del Sol CP 45050 Zapopan, Jalisco, México Telephone: 011–52–33–3123–0232 Fax: 011–52–33–3123–0234 Web Site: http://studyinalberta.ca/resources/aec.aspx</p>	<p>Funded by Alberta Advanced Education and Technology, this office promotes Alberta’s education system in Mexico, helps Alberta education institutions recruit international students, and facilitates the establishment of partnerships with Alberta and Mexican institutions.</p>	<ul style="list-style-type: none"> • Promotes Alberta’s public schools and institutions in Mexico. • Liaises between Alberta school authorities and prospective students from Mexico. • Organizes student recruitment fairs and opportunities to network with agents. • Assists school authorities in developing and maintaining relationships with institutions and agents in Mexico.

<p>Alberta Education International Education Services Branch</p> <p>Contact information:</p> <p>2nd Floor, 44 Capital Boulevard 10044 – 108 Street Edmonton, Alberta T5J 5E6 Telephone: 780–427–2035 Fax: 780–644–2284 Web Site: http://education.alberta.ca/students/internationaleducation.aspx</p>	<p>The International Education Services Branch is responsible for supporting the implementation of <i>Alberta’s International Education Strategy</i>.</p>	<ul style="list-style-type: none"> • Oversees teacher and student exchange programs. • Leads student recruitment missions, manages the Study in Alberta Web site (http://www.studyinalberta.ca) and otherwise promotes Alberta’s education system abroad. • Manages educational missions from other countries and arranges for international delegations to visit Alberta school authorities. • Assists Alberta school authorities in developing relationships with schools or school authorities abroad. • Negotiates Memoranda of Understanding and agreements with other countries that enable exchanges, information sharing and support for second language programming. • Organizes events to celebrate international education and International Education Week. • Provides expertise on Chinese, German, Japanese, Spanish and Ukrainian language learning (i.e., special language advisors). • Supports internationalization through the development of school authority and teacher resources. • Chairs the International Education Advisory Council. • Represents Alberta’s K–12 education system on international education committees formed under the auspices of the Council of Ministers of Education Canada (CMEC) and the Department of Foreign Affairs and International Trade (DFAIT).
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<p>Alberta International and Intergovernmental Relations (Alberta Government)</p> <p>Contact information:</p> <p>12th Floor, Commerce Place 10155 – 102 Street Edmonton, Alberta T5J 4G8 Telephone: 780–422–1510 Fax: 780–427–0699 Web Site: http://www.international.alberta.ca</p>	<p>An Alberta Government department that coordinates relationships between the province with various levels of government in Canada and around the world.</p>	<ul style="list-style-type: none"> • Publishes fact sheets on Alberta’s relationship with countries from around the world (http://www.international.alberta.ca/5.cfm). • Promotes Alberta’s “sister province” relationships (http://www.international.alberta.ca/554.cfm). Alberta has “sister province” relationships with the following provinces/states: <ul style="list-style-type: none"> – Gangwon, South Korea (since 1974) – Hokkaido, Japan (since 1980) – Heilongjiang, China (since 1981) – Tyumen, Russia (since 1992) – Khanty-Mansii, Russia (since 1995) – Mpumalanga, South Africa (since 1996) – Yamal-Nenets, Russia (since 1997) – Jalisco, Mexico (since 1999) – Saxony, Germany (since 2002) – Ivano-Frankivsk, Ukraine (since 2004) – Lviv, Ukraine (since 2005).
<p>Alberta International Offices (Alberta Government)</p> <p><i>Alberta China Office</i> Canadian Embassy 19 Dongzhimenwai Dajie Chaoyang District, Beijing 100600 People’s Republic of China Telephone: 011–86–10–5139–4272 Fax: 011–86–10–5139–4465 E-mail: albertachinaoffice@gov.ab.ca Web Site: http://www.albertachina.com/</p>	<p>Administered by Alberta International and Intergovernmental Relations, these offices are tasked with strengthening Alberta’s trade presence around the world and helping to develop international business relationships. They are currently located in the following cities:</p>	<ul style="list-style-type: none"> • Assists school authorities in developing and maintaining relationships with school authorities and agents abroad. • Provides the International Education Services Branch and Alberta school authorities with market intelligence.** • Promotes education in Alberta.** • Provides on-the-ground support for incoming education missions.** <p>**Only in offices with an education officer.</p>

<p><i>Alberta Germany Office</i> Canadian Consulate Tal 29 80331 Munich, Germany Telephone: 011-49-89-2199-5740 Fax: 011-49-89-2199-5745 E-mail: albertagermanyoffice@gov.ab.ca Web Site: http://www.albertacanada.com/germany/</p> <p><i>Alberta Hong Kong Office</i> Room 1004, Tower Two Admiralty Centre 18 Harcourt Road Central, Hong Kong SAR Telephone: 011-852-2528-4729 Fax: 011-852-2529-8115 E-mail: albertahongkongoffice@gov.ab.ca Web Site: http://www.alberta.org.hk/</p> <p><i>Alberta Japan Office</i> Place Canada, 3rd Floor 3-37, Akasaka 7-chome Minato-ku, Tokyo 107 – 0052 Japan Telephone: 011-81-3-3475-1171 Fax: 011-81-3-3470-3939 E-mail: albertajapanoffice@gov.ab.ca Web Site: http://www.altanet.or.jp/</p> <p><i>Alberta Korea Office</i> Canadian Embassy 16-1 Jeong-dong, Jung-gu Seoul 100-120 South Korea Telephone: 011-82-2-3783-6000 Fax: 011-82-2-3783-6147 E-mail: albertakoreaoffice@gov.ab.ca Web Site: http://www.albertakorea.com</p>	<ul style="list-style-type: none"> • Beijing, China* • Munich, Germany • Hong Kong, SAR* • Tokyo, Japan* • Seoul, Korea* • London, England • Mexico D.F., Mexico • Taipei, Taiwan • Washington DC, USA. <p>*Has an education officer.</p>	
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<p><i>Alberta United Kingdom Office</i> High Commission of Canada Macdonald House 1 Grosvenor Square London, England Telephone: 011-44-20-7258-6472 Fax: 011-44-20-7258-6309 E-mail: albertaukoffice@gov.ab.ca Web Site: http://www.albertacanada.com/uk</p> <p><i>Alberta Mexico Office</i> Calle Schiller No. 529 Colonia Polanco Del. Miguel Hidalgo Mexico D. F., Mexico 11560 Telephone: 0-11 (52-55) 5724-7971 Fax: 52-555-724-7913 E-mail: albertamexicooffice@gov.ab.ca Web Site: http://www.albertacanada.com/mexico/</p> <p>Contact information: Web site: http://albertacanada.com/1234.html</p> <p><i>Alberta Taiwan Office</i> Canadian Trade Office 13th Floor, 365 Fu Hsing North Road Taipei, 105, Taiwan Telephone: 011-886-2-2715-3637 Fax: 011-886-2-2715-1717 E-mail: albertataiwanoffice@gov.ab.ca Web Site: http://www.albertacanada.com/taiwan/</p> <p><i>Alberta Washington, D.C. Office</i> Canadian Embassy 501 Pennsylvania Avenue NW Washington DC, USA 20001 Telephone: 1-202-448-6475 Fax: 1-202-448-6477 Web Site: http://www.international.alberta.ca/553.cfm</p>		
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<p>The Alberta Teachers' Association (ATA)</p> <p>Contact information:</p> <p>11010 – 142 Street NW Edmonton, AB T5N 2R1 Telephone: 780–447–9400 or 1–800–232–7208 Fax: 780– 455–6481 Web Site: http://www.teachers.ab.ca</p>	<p>As the professional organization of teachers in Alberta, the ATA promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members.</p>	<ul style="list-style-type: none"> • Offers workshops on global citizenship. • Supports teacher councils that specialize in second language and intercultural learning, and peace and global education (http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Workshops%20Seminars%20Courses/Pages/newindex.aspx). • Provides funding for teacher professional development. • Engages in education-focused international assistance programs and projects (http://www.teachers.ab.ca/About%20the%20ATA/International%20Assistance/Pages/Index.aspx).
<p>Canadian Association of Public Schools – International (CAPS-I)</p> <p>Contact information: Web Site: http://www.caps-i.ca</p>	<p>An association of Canadian public school authorities that provide educational programs to international students from around the world.</p>	<ul style="list-style-type: none"> • Facilitates knowledge sharing through biannual meetings and a listserv that contains over 90 subscribers. • Manages a public Web site promoting Canadian public education. • Manages a members-only Web site with best practice and industry information.
<p>Canadian International Development Agency (CIDA)</p> <p>Contact information: Web Site: http://www.acdi-cida.gc.ca</p>	<p>CIDA is Canada's leading office in advocating and providing support for sustainable development in developing countries.</p>	<ul style="list-style-type: none"> • Maintains a youth zone and a teacher zone on its Web site where students and teachers can get more information on a variety of international development topics (http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-12882713-HSK).

Canadian Parents for French	<p>A national organization of parents who want to ensure that children have the opportunity to become bilingual in the Canadian school system.</p>	<ul style="list-style-type: none"> • Acts as an information resource for parents. • Offers French language conferences. • Publishes newsletters on French language learning. • Organizes cultural events. • Otherwise supports and advocates for French language learning.
<p>Contact information:</p>		
<p>National Office 176 Gloucester Street, Suite 310 Ottawa, Ontario K2P 0A6 Telephone: 613–235–1481 Fax: 613–230–5940 E-mail: cpf@cpf.ca Web Site: http://www.cpf.ca</p>		
<p>CPF Alberta</p>		
<p>Box 34094 Kingsway Postal Outlet Edmonton, Alberta T5G 3G4 Telephone: 780–433–7311; within province 1–800–561–2978 Fax: 780–433–7306 E-mail: info@cpfalta.ab.ca Web Site: http://www.cpfalta.ab.ca</p>		
Citizenship and Immigration Canada (CIC)	<p>The Canadian department that admits immigrants, foreign students, visitors, temporary workers and refugees to Canada. It also manages the provision of Canadian citizenship.</p>	<ul style="list-style-type: none"> • Informs educational institutions about the documents that international students require to be admitted to Canada (http://www.cic.gc.ca/english/study/institutions/index.asp). • Processes international student study permit applications and visiting teacher work permit applications made outside of Canada (international offices). • Processes study and work permit renewal applications made from within Canada (Vegreville, Alberta).
<p>Contact information:</p>		
<p>Call centre: 1–888–242–2100 Web Site: http://www.cic.gc.ca Web Site: http://www.cic.gc.ca/English/information/offices/canada/vegreville.asp</p>		
Confucius Institute	<p>Established in Edmonton as a result of an agreement between the Office of Chinese Language Council International (HANBAN) and Edmonton School District No. 7, the Confucius Institute aims to enhance Chinese language learning and cultural understanding in Alberta. It serves all Alberta school authorities.</p>	<ul style="list-style-type: none"> • Offers Chinese language learning classes to the general public. • Provides professional development opportunities for Chinese language and Chinese bilingual teachers. • Houses a large collection of Chinese language learning resources. • Organizes cultural events.
<p>Contact information:</p>		
<p>13750 Woodcroft Avenue NW Edmonton, Alberta T5M 3M4 Telephone: 780–498–8753 Web Site: http://confuciusedmonton.ca</p>		

<p>Council of Ministers of Education, Canada (CMEC)</p> <p>Contact information: Web Site: http://www.cmec.ca/</p>	<p>The Council of Ministers of Education, Canada is an intergovernmental body consisting of Ministers of Education from all 13 provinces. It functions as Canada’s education “voice” on the national and international stage.</p>	<ul style="list-style-type: none"> • Manages the following language learning and exchange programs: <ul style="list-style-type: none"> – Explore – Destination Clic – Odyssey – Accent. • Publishes a Student Transfer Guide to assist school authorities in managing interprovincial student transfers.
<p>Department of Foreign Affairs and International Trade Canada (DFAIT)</p> <p>Contact information: Web Site: http://www.dfait-maeci.gc.ca/</p>	<p>The Canadian department that represents Canada internationally.</p>	<ul style="list-style-type: none"> • Publishes country reports and travel warnings (http://www.dfait-maeci.gc.ca/). • Provides travel advice to Canadians (http://www.voyage.gc.ca/index-eng.asp). • Provides contact information for foreign representatives (e.g., embassies, consulates) in Canada (http://www.international.gc.ca/protocol-protocole/rep.aspx). • Provides consular support while abroad. • Manages the Centre for Intercultural Learning Web site (http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/). • Provides institutions with market intelligence on the international student market via DFAIT’s virtual trade commissioner (http://www.tradecommissioner.gc.ca/edu-canadapro/eng/home.jsp). • Promotes education in Canada in concert with the Council of Ministers of Education, Canada through the Education au/in Canada Web site (http://www.educationau-incanada.ca/). • Organizes student recruitment fairs and otherwise promotes Canadian education abroad (select embassies only).

<p>Goethe-Institut</p> <p>Contact information:</p> <p>100 University Avenue, North Tower Suite 201, Mailbox #136 Toronto, Ontario M5J 1V6 Telephone: 416-593-5257 Fax: 416-593-5145 E-mail: info@toronto.goethe.org Web Site: http://www.goethe.de/ins/ca/tor/enindex.htm</p>	<p>Located in Toronto, the Goethe Institut is responsible for promoting German language and culture in Ontario and the four western provinces.</p>	<ul style="list-style-type: none"> • Works with the German language and culture advisor in Alberta to organize professional development for German language teachers. • Administers German language testing for post-secondary students and adults. • Provides German language resources. • Organizes cultural events.
<p>Instituto Cervantes</p> <p>Contact information:</p> <p>Craigie Hall D401B 2500 University Drive NW Calgary, Alberta T2N 1N4 Telephone: 403-220-2830 Fax: 403-284-3634 E-mail: aula.calgary@cervantes.es Web Site: http://fis.ucalgary.ca/home/instituto-cervantes</p>	<p>Sponsored by the Government of Spain and housed within the University of Calgary, Instituto Cervantes is a public, not-for-profit institution that promotes the Spanish language and the cultures of Spanish-speaking countries.</p>	<ul style="list-style-type: none"> • Organizes professional development opportunities. • Conducts research and develops resources for Spanish language learning. • Partners with school authorities to administer the Diplomas Espanol como Lengua Extranjera (DELE) language examinations and liaises with the Government of Spain to issue International Spanish Diplomas.
<p>International Education Advisory Council</p> <p>Contact information:</p> <p>Contact Alberta Education's International Education Services Branch for more information on the International Education Advisory Council.</p>	<p>A group of Alberta school authorities that are involved in and committed to the internationalization of education, and that advise Alberta Education on future directions for international education in the province.</p>	<ul style="list-style-type: none"> • Facilitates knowledge sharing between the International Education Services Branch and school authorities. • Provides networking opportunities for school authorities. • Liaises between the International Education Services Branch and the Canadian Association for Public Schools International (CAPS-I) (see page 272). • Provides feedback on initiatives undertaken by the International Education Services Branch.

<p>The Japan Foundation Toronto</p> <p>Contact information:</p> <p>131 Bloor Street West, Suite 213 Toronto, Ontario M5S 1R1 Telephone: 416-966-1600 Fax: 416-966-9773 E-mail: info@jftor.org Web Site: http://www.jftor.org</p>	<p>The Japan Foundation supports the promotion of Japanese language and culture across Canada.</p>	<ul style="list-style-type: none"> • Houses facilities for cultural and educational events. • Houses a public-lending library that has approximately 16 000 Japan-related print and audiovisual materials (mailing service available to out-of-town patrons). • Disseminates grant program announcements (with the assistance of the Embassy and the Consulates-General of Japan). • Receives applications for Arts and Cultural Exchange, Japanese-Language Education, and Japan Studies and Intellectual Exchange.
<p>Society for Educational Visits and Exchange in Canada (SEVEC)</p> <p>Contact information:</p> <p>300 – 950 Gladstone Avenue Ottawa, Ontario K1Y 3E6 Telephone: 1-800-387-3832 Fax: 613-727-3831 E-mail: info@sevec.ca Web Site: http://www.sevec.ca</p>	<p>A national charity that provides Canadians between the ages of 12 and 17 with the opportunity to gain respect and understanding of Canadian diversity through language, cultural and special interest exchanges, forums, youth projects and educational visits in Canada.</p>	<ul style="list-style-type: none"> • Organizes exchanges and study visit programs within Canada. • Publishes resources for facilitators of cross-cultural exchange.
<p>Spanish Language Resource Centre</p> <p>Contact information:</p> <p>13750 Woodcroft Avenue NW Edmonton, Alberta T5M 3M4 E-mail: cer.edmonton@educacion.es Web Site: http://www.educacion.es/exterior/centros/edmonton/es/home/index.shtml</p>	<p>Sponsored by the Spanish Ministry of Education and located in Edmonton, the Spanish Language Resource Centre aims to enhance Spanish language learning and cultural understanding in Alberta.</p>	<ul style="list-style-type: none"> • Offers Spanish language learning classes to the general public. • Provides professional development opportunities for Spanish language and Spanish bilingual teachers. • Houses a large collection of Spanish language learning resources. • Organizes cultural events.
<p>Ukrainian Language Education Centre</p> <p>Contact information:</p> <p>430 Pembina Hall University of Alberta Edmonton, Alberta T6G 2H8 Telephone: 780-492-2904 Fax: 780-492-4967 Web Site: http://www.ualberta.ca/~ulec/</p>	<p>Located within the University of Alberta, the Ukrainian Language Education Centre provides language and cultural support for schools offering bilingual Ukrainian programming.</p>	<ul style="list-style-type: none"> • Publishes Ukrainian language educational resource material for primary and secondary school teachers and students. • Co-sponsors in-services to serve the professional development needs of Ukrainian-language teachers. • Houses a large collection of resource materials (including a film, video and audio library) for the use of teachers.

Glossary



Basic Interpersonal Communication Skills (BICS)

Conversational fluency in English or the ability to interact in social settings.

Cognitive Academic Language Proficiency (CALP)

Academic fluency in English or the ability to conduct academic activities like explaining concepts, giving opinions, participating in debates, summarizing text or writing research papers.

Collectivist

“The tendency to focus on the goals, needs and views of the in-group rather than individualists’ own goals, needs and views. (Compare with individualist.)”

Cultural informant

“A trusted friend or colleague [who] ... has experienced both the target culture and one’s own ... [and can] explain and define the motives behind the act that is the source of the cultural conflict.”

Culture-general

“Those general characteristics that can be found in any culture such as communication style and values. It is also a method of studying intercultural communication in which one deals with the aspects of culture and communication that apply to all cultures. The opposite of culture-specific.”

Culture shock

“A relatively short-term feeling of disorientation and discomfort due to a lack of familiar cues in the environment.”

“Symptoms of culture shock are both physical and psychological. Symptoms can include headaches, stomach aches, dizziness, rashes, nausea, irritability, insomnia or excessive sleepiness, depression, loneliness, withdrawal, paranoia, anger, aggression, hatred, fear, crying and complaining.”

Culture-specific

“The distinctive qualities of a particular culture. It can also be a method of studying intercultural communication in which specific cultural characteristics of a group are studied, specifically those dealing with all aspects of communication of a particular culture that are distinct to that culture.”

Custodian

The temporary legal caregiver of a minor child assigned by the child’s parents/legal guardians.

Exchange student

A student who is participating in a reciprocal exchange program, as defined by the *Funding Manual for School Authorities*.

Guardian

The permanent legal caregiver of a child; usually the minor child’s natural parents or individuals who have obtained legal guardianship status through a guardianship order, as per section 23 of Alberta’s *Family Law Act*.

High context communication

“A style of communication in which much of the information is contained in the contexts and nonverbal cues rather than expressed explicitly in words. (Compare with low context communication.)” Also referred to as indirect communication.

Individualist

“The tendency to emphasize individual identities, beliefs, needs, goods and views, rather than those of the group. (Compare with collectivist.)”

Internationalization

“... the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of ... education at the institutional and national levels.”

International education administrator

A school authority staff member who coordinates and promotes internationalization within the school authority.

International student

A student from another country who does not have a right of access to education under section 8 of Alberta’s *School Act* and does not meet the criteria for a funded student, as defined in the *Funding Manual for School Authorities*.

Low context communication

“A style of communication in which much of the information is conveyed in words rather than in nonverbal cues and contexts. (Compare with high context communication.)” Also referred to as direct communication.

Nonverbal communication

A communication style that uses body language to convey messages. Nonverbal communication includes the use of personal space, eye contact, facial expressions, sense of time and silence.

Organization for Economic Cooperation and Development (OECD)

“A forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalization, as well as to exploit its opportunities.”

Power distance

“The extent to which the less powerful person in a society accepts inequality in power and considers it normal.”

Programme for International Student Assessment (PISA)

“A three-year survey of 15-year-olds in the 30 Organization for Economic Cooperation and Development (OECD) member countries and 35 partner countries. It assesses the extent to which students near the end of compulsory education have acquired the knowledge and skills essential in everyday life.”

Reciprocal Exchange Program

“A recognized program under which a student who is an Alberta resident student is partnered or paired with a student who is a resident of another province or country. The same school authority that sends the partnered Alberta resident student on the exchange must also receive the partnered student from another province or country either in the same school year or in the subsequent school year. The exchange must be approved by the International Education Services Branch of Alberta Education.”

For additional definitions, refer to the *Funding Manual for School Authorities*.

List of Acronyms

ACGC – Alberta Council for Global Cooperation
AISPP – Alberta International School Partnership Program
ALIS – Alberta Learning Information Service
AP – Advanced Placement
ASPnet – Associated Schools Project Network
ATA – The Alberta Teachers’ Association
BICS – Basic Interpersonal Communication Skills
BMI – Business Marketing International
CAPSI – Canadian Association of Public Schools International
CBIE – Canadian Bureau of International Education
CCIC – Canadian Council for International Cooperation
CECN – Canadian Education Centre Network
CEE – Chinese Education Expo
CEU – Credit Enrollment Unit
CIC – Citizenship and Immigration Canada
CIDA – Canadian International Development Agency
CALP – Cognitive Academic Language Proficiency
CMEC – Council of Ministers of Education Canada
CTF – Canadian Teachers’ Federation
DFAIT – Department of Foreign Affairs and International Trade
ELL – English Language Learners
ELP – English Language Proficiency
ESL – English as a Second Language
FPCERIA – Federal–Provincial Consultative Committee on Education-related International Activities
FSL – French as a Second Language
HANBAN – Office of the Chinese Language Council International
IB – International Baccalaureate
IISLE – Institute for Innovation in Second Language Learning
ICEF – International Consultants for Education and Fairs
LECT – League for the Exchange of Commonwealth Teachers
OCED – Organization for Economic Cooperation and Development
OLEP – Official Languages Education Program
PISA – Programme for International Student Assessment
SEVEC – Society for Educational Visits and Exchanges in Canada
TESOL – Teachers of English to Speakers of Other Languages
WEBA – World Business Educate Association

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- Alberta International Education Advisory Council Terms of Reference

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Appendix A

Leadership



- *Alberta's International Education Strategy*, July 2001
- International Education Advisory Council Members
- Alberta International Education Advisory Council
Terms of Reference

A large, stylized white letter 'A' is set against a solid black square background. The 'A' is elegant and calligraphic, with a long, sweeping tail that curves to the left.

Alberta's International
Education Strategy

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I. CONTEXT

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on investment in education today to ensure that the knowledge and skills of Albertans continues to be in demand in international communities. The Government of Alberta has a strong commitment to ensuring that Albertans are well-prepared to take their place in an increasingly competitive world.

In addition to economic well-being, international awareness brings many societal and personal benefits. Understanding cultural differences strengthens Alberta's communities and places of work. For individuals, knowledge of other languages and cultures increases opportunities to participate in international research, study, travel, or to enjoy other aspects of international life. Knowledge of other cultures and their languages also increases understanding of world events, and of Alberta's relationship to these events.

Alberta is already recognized, in international academic circles and in industry, for the high quality of its education system and graduates. Numerous international education partnerships already exist at the school, post-secondary institution, or government level with foreign learning institutions or governments. These partnerships and other initiatives support a wide range of projects including student and academic exchanges, certification of foreign learning, marketing of Alberta education programs and services, and non-profit humanitarian development. While varied and numerous, these activities have often depended on individual contacts and areas of interest, and overall connection or articulation with government direction has been limited.

International student recruitment in both the basic education and post-secondary sectors, and international marketing of Alberta expertise in education and training programs and services, provide net economic benefits to the province. Subsequent multiplier effects from related business, student, and tourism expenditures amplify the benefit to the provincial economy. With expanding worldwide demand for education and training and learners' ability to access leading educational programs wherever they are located, international education offers important growth opportunities for Alberta's economy.

Many governments, such as those in Japan, Australia, and New Zealand, are placing greater emphasis on the importance of international education marketing initiatives. In Canada, the federal government has opened a branch in Foreign Affairs and International Trade to promote international education, and has provided funding to create Canadian Education Centres abroad. Similarly, the Government of British Columbia has established the Centre for International Education and the Quebec Ministry of Education and Youth

has established a branch to promote linguistic and cultural exchanges, to provide professional development opportunities for teachers, to recruit international students, and to export Quebec expertise in education.

The Government of Alberta recognizes that government leadership in this sector is often essential for success in marketing abroad. Many countries are more receptive when initiatives have clear government support and when a coordinated approach to proposed trade opportunities is taken. While individual marketing activities of school jurisdictions and post-secondary institutions have yielded good results, a strong, consistent, province-wide campaign is essential to realize the full potential of international education. The Government of Alberta is committed to providing the leadership necessary to support Alberta's education system and to support a coordinated approach to international marketing opportunities.

The Minister of Learning can be a strong advocate abroad for Alberta's high quality and innovative education programs. By leading international missions, the Minister may lay important groundwork for Alberta's schools and post-secondary institutions to subsequently contract to deliver programs and services. Many international education initiatives have already recently been successfully launched, and the potential of this sector is increasingly being realized.

It is timely for government to enhance its efforts as an advocate and supporter of international education initiatives. The Alberta International Education Strategy will provide direction to Alberta Learning and other government departments, help coordinate the many international initiatives already underway, and support increased activity in this field. The aim is to ensure that Albertans are well-prepared as world citizens and are able to enjoy fully the benefits and opportunities of their global community, can participate fully in the economic growth associated with international education, can contribute to international humanitarian projects, and can compete successfully in the global economy.

2. PURPOSE OF THE INTERNATIONAL EDUCATION STRATEGY

The Government of Alberta has recently established a Framework for Alberta's International Strategies. That document establishes an overall international vision for the province, and identifies core businesses and government-wide strategies. Alberta's International Education Strategy is one of six related initiatives developed within that overall context:

- International Marketing Strategy for Trade and Investment
 - International Offices Review
-

- Twinning Policy Strategy
- International Education Strategy
- World Trade Organization Negotiating Position
- International Governance Office.

This document provides a vision for Alberta's International Education Strategy, principles which underlie that vision, and overall objectives. Actions which may be explored for further development, many of which were raised by stakeholders, are included in the Appendix to this Strategy. The Minister of Learning is committed to ongoing consultation with all stakeholders as the International Education Strategy is developed and implemented.

The International Education Strategy provides direction to Alberta Learning in its efforts to internationalize the province's education system. It also provides direction and cohesion across government ministries to lead to a more coordinated approach to programs, services, and entrepreneurial activities in the education sector. Important objectives are to promote the internationalization of education curriculum to support Alberta's school jurisdictions and post-secondary institutions in providing international services and in accessing international markets, and to expand the range of international opportunities (economic and humanitarian) available to Albertans.

3. VISION FOR ALBERTA'S INTERNATIONAL EDUCATION STRATEGY

A vision statement was proposed during the autumn 2000 consultations on Alberta's International Education Strategy. The vision was widely supported, with respondents encouraging government to recognize Albertans' role as global citizens, as below:

Alberta will be internationally recognized as a leading provider of education, skill development and industry training, and Albertans will be well-prepared for their role in the global marketplace and as global citizens.

4. PRINCIPLES FOR ALBERTA'S INTERNATIONAL EDUCATION STRATEGY

The consultation also showed wide support for the principles which were proposed to support the vision statement and to underlie the International Education Strategy. As part of the following principles, the Ministry of Learning reinforces its commitment to a collaborative and transparent approach to the advancement of the Strategy.

- Alberta's education and training system provides a foundation to prepare Albertans to be competitive in international work and learning opportunities.
- Alberta's education and training system values and provides access to qualified international students wishing to learn and gain work experience here, and Alberta forms partnerships with foreign states to provide similar opportunities for Albertans.
- Alberta's communities and businesses value the economic and social benefits which come from knowledge and skills obtained in other education systems.
- The provincial government has an ongoing responsibility to ensure and promote Alberta's international reputation for high quality learning programs and services.
- System stakeholders¹ share with government ongoing responsibility for developing and advancing Alberta's International Education Strategy.

5. OBJECTIVES

The following objectives provide the focus for Alberta's International Education Strategy. They were supported by stakeholders in the consultations.

Objective 1: Albertans will have increased opportunities to develop better understanding of global economic, political, and social systems; to develop relevant global competencies, including second language skills; and to participate in international learning opportunities.

Objective 2: International students and learning systems will choose Alberta to meet their learning and accreditation needs.

Objective 3: Alberta will be more competitive in supplying education programs and services in the international marketplace.

Objective 4: International investment and trade of Alberta's goods and services will be enhanced by the sale of associated skills training and other educational programs and services.

Objective 5: International mobility of knowledge and skills will be facilitated.

Objective 6: Alberta Learning will provide leadership in promoting international education through its work with the federal government, international agencies, and ministries of education in other countries.

¹ Alberta's education and training system is comprised of many stakeholders including learners, parents, communities, schools and post-secondary institutions, teachers, instructors and industry.

6. ACTIVITIES IN SUPPORT OF THE OBJECTIVES

The International Education Strategy provides overall direction to the Ministry of Learning in its efforts to internationalize Alberta's education system. It also establishes linkages with the government's overall Framework for International Strategies, and with the government's overall international marketing strategy, ensuring that opportunities for mutually-reinforcing international initiatives are captured. Government responsibilities and any actions undertaken will be recorded in business plans, and progress reported in annual reports. The development and execution of actions will involve close collaboration between the various stakeholders and government ministries.

The following section summarizes current activities associated with each of the objectives. Actions which may be explored and possibly considered for development are noted in the Appendix.

6.1 Albertans will have increased opportunities to develop better understanding of global economic, political, and social systems; to develop relevant competencies, including second language skills; and to participate in international learning opportunities.

With advances in information communication technology and increasing global interdependency, individuals have increased their interest in international study and work exchanges. There are considerable benefits to Albertans of being well-acquainted and conversant with our economic partners. Individuals who are familiar with other languages and cultures may establish networks of contacts in other parts of the world and obtain a career advantage. Alberta communities and workplaces are strengthened as knowledge of cultural differences and understanding of other languages leads to more effective social and work environments and new trade opportunities. Many stakeholders identified Objective 1 as a priority.

Second Language Enhancement and Cultural Understanding

In recent years, nearly 23 percent of Alberta grade 12 students have completed at least one senior second language course. It is important for Alberta's education stakeholders to work together to promote the benefits of learning a second language, and to make more second language learning opportunities available to students at both the basic and post-secondary levels.

Alberta basic education has language curricula in 15 languages in addition to French. It is possible for francophone students to complete grade 12 in French and for anglophone students to take a French immersion program. Bilingual programs are also available in Arabic, German, Hebrew, Mandarin, Polish and Ukrainian.

At the post-secondary level, there is some pressure on first year language programs. As some high school students cannot fit a language course into their high school program, they are deferring study of a second language until they undertake their post-secondary learning.

The Enhancing Second Language Learning Project was launched in July, 2000 to address concerns regarding second language education in Alberta. The purpose of the project is to develop and implement a marketing strategy for second languages and to review the capacity of the basic learning system relative to second language learning. Working groups representing education and second language partners from across Alberta will focus on developing recommendations in regard to specific aspects of the Project, including:

- a basic learning marketing strategy which will be designed to raise awareness of the opportunities and benefits of second language opportunities;
- adult learner incentives such as student exchanges, travel and study opportunities bursaries and scholarships;
- program (provincial curriculum/resource development, assessing second language learner proficiency/competence level);
- delivery, for example staffing, pre and inservice, basic learning instruction time for languages, high school diploma requirements, post-secondary entrance requirements;
- funding enhanced second language programming/learning in the basic and adult learning systems.

Upon review and input from the Advisory Committee to Enhance Second Language Learning, the recommendations and strategies developed will be provided to the Minister.

Exchange Programs, Twinning, and Student Awards

Alberta has student exchange agreements with Germany, Japan, Mexico and Spain, and teacher exchange agreements with Germany, the United Kingdom, Spain, the USA and Australia. In the post-secondary sector, Alberta institutions receive funding support to carry out student exchanges in four countries where Alberta has a special relationship. These exchanges typically involve language and cultural studies. A number of post-secondary institutions have also developed extensive networks and partnerships with institutions in other countries which provide Alberta students with study-abroad and exchange opportunities. Exchange participants report that these programs enhance their own learning and international awareness. Home jurisdictions and institutions report that the programs benefit participants' classmates as they study alongside international students.

Alberta also encourages "twinning" relationships with schools and post-secondary institutions in other countries. In the basic education sector, the International School

Partnership Program provides opportunities for Alberta schools to twin with foreign counterparts and share information, learning resources and engage in other exchange activities. In the post-secondary sector, twinnings are most active with four foreign provinces where the Alberta government has a special relationship: Kangwon, Korea; Hokkaido, Japan; Heilongjiang, China; and Jalisco, Mexico.

Alberta's International Education Ministerial Awards provide support to student nominees from foreign provinces where Alberta has a "twinning" relationship. The awards cover costs for up to twelve months of degree, diploma, or special study placements. Reciprocal opportunities to study are offered to Albertans by the foreign provinces.

Although some intercultural awareness may be developed incidentally through elementary and secondary courses, there is currently no particular focus on international awareness at the basic education level. For Albertans to be well-prepared to live and work internationally, a more concerted effort may be needed to develop intercultural awareness.

6.2 International students and learning systems will choose Alberta to meet their learning and accreditation needs.

Alberta is, for many international students, the preferred destination to obtain a high quality education credential and to learn about Canadian culture. Many Alberta school boards and post-secondary institutions seek to attract international students. These students enhance the diversity of knowledge in Alberta classrooms and, upon completion of their studies, their understanding of Alberta may lead to new international business or cooperation in trade and research. Each year, there are approximately 800 international students in Alberta's basic education system. In Alberta's public post-secondary institutions there has been a significant growth in full-time international student enrollment from 3821 in 1997-98 to 5091 in 1998-99.

International students make a significant contribution to the Alberta economy by providing net revenue to Alberta school boards and post-secondary institutions. While Albertans do not pay tuition for basic education, international students may be required to pay tuition fees set by local boards. These fees are usually full cost recovery. Alberta's Tuition Fee Policy requires that post-secondary students who are not Canadian citizens or permanent residents of Canada shall pay a minimum additional charge of 100% of the tuition fees charged to domestic students. Some stakeholders view the higher foreign student tuition fee as a barrier to recruiting more international students. Other stakeholders indicate that the higher fees provide some compensation to institutions and Alberta taxpayers for international students' access to programs and services.

Some estimates suggest that each international student contributes from \$20,000 to \$30,000 per annum to the provincial economy. These estimates include tuition fees and the expenditure of funds while living in Canada, and depend on the duration of the program.

Alberta welcomes international students who wish to access Alberta learning opportunities, and encourages school jurisdictions and post-secondary institutions to develop their international student programs. For advanced learners, Alberta's International Qualification Assessment Service (IQAS) assists international applicants to obtain recognition of previous learning and to gain admission to post-secondary institutions.

The Government of Canada is responsible for all admissions to Canada, including international students. Student authorizations are assessed in accordance with Canada's immigration law, and having regard for students' ability to finance their proposed study and living costs while in Canada. As Alberta's lead ministry on immigration matters, Alberta Learning works with the federal government to ensure that appropriate policies and procedures are in place, and that international student authorization applications receive timely assessment.

6.3 Alberta will be more competitive in supplying education programs and services in the international marketplace.

Alberta's excellent reputation in curriculum development, teacher education, distance education, apprenticeship training, the development of occupational competency profiles, student evaluation, strategic planning, performance measurement and information communications technology means that the province is able to market its program and service expertise to other countries.

Alberta Learning's current international activities include an agreement with CIDA to assist South Africa in training teachers in outcomes-based curriculum, and discussions to develop an English Arts program in Thailand. There are also discussions to test, certify and accredit workers in the skilled trades in the Philippines, and to use Alberta's apprenticeship training system as the model for industry training in Cuba.

In addition to Alberta Learning, several government ministries have developed educational expertise which can be marketed internationally. Alberta is a leader in environmental education, in the development of competency profiles for health occupations, in agricultural education and municipal governance, among others. Ministries and stakeholders also have expertise in Aboriginal education programs and services, special

education programs for learners with disabilities, and in a variety of museum, historic site and cultural programs which serve both local and international students and exchange students.

The sale of learning resources and services provides important revenues to Alberta. Alberta Learning supports school boards, individual post-secondary institutions and others seeking to expand their international sales of education programs and services and provides a matching grant to support the work of member institutions in international marketing through the Alberta Centre for International Education. One challenge which must be met and resolved through this discussion with stakeholders is the matter of intellectual property rights.

A number of Alberta institutions and stakeholder organizations have a longstanding record of international involvement in many parts of the world. Several organizations and institutions engage in not-for-profit development work in developing countries. As well, some institutions are involved in for-profit projects and work in partnership with post-secondary authorities, industry and government to offer programs for students in their own countries. A provincial inventory of all of the international education initiatives offered by institutions, jurisdictions, organizations and government would be helpful, as there is currently no province-wide record of these activities.

School Accreditation

Alberta's international reputation for high quality education means that foreign jurisdictions and schools are increasingly seeking accreditation agreements with the province. In basic education, countries are proposing agreements where their schools would follow the Alberta curriculum and Alberta teacher qualification guidelines. Their intent is that students from an accredited school would obtain an Alberta high school credential. There are legal, policy, operational and protocol issues associated with these proposals which must be addressed, as it is of central importance to maintain standards and practices which safeguard the quality and recognition of Alberta credentials. Alberta school jurisdictions, with the approval of the Minister of Learning, may be interested in delivering instructional services to foreign schools accredited by the Minister.

6.4 International investment and trade of Alberta's goods and services will be enhanced by the sale of associated skills training and other educational programs and services.

More than 150 foreign markets buy Alberta's goods and services, and more than 2,000 Alberta businesses export goods and services around the world. Approximately 500,000 Alberta jobs are linked to the province's business in foreign markets .²

² Source: *Alberta's International Marketing Strategy*

Particularly in the area of resource development, Alberta has long recognized the importance of education and training to international trade and investment. Programs for technical and executive training have attracted international students for many years, and have been valuable in developing strong linkages between Alberta and other countries. Countries like China and Japan have invested in Alberta energy and forestry, in part through their familiarity with the province gained through educational experiences.

More and more Alberta businesses are interested in developing international trade opportunities. It is important that Alberta's basic and adult learning system provide curricula, traditional and distance learning opportunities for Albertans to acquire the knowledge and understanding which underlies "export readiness".

As well, the increasing specialization of goods and services is creating new opportunities to market the training associated with those specialized goods. Alberta's sales of wood and building products to Japan, for example, is enhanced by also marketing the associated training in construction techniques. The sale of oilfield equipment is similarly enhanced by training foreign petroleum industry workers on Alberta equipment.

International students trained in Alberta provide avenues to enhance trade in Alberta goods and services. While in Alberta, these individuals gain valuable knowledge of the high quality of Alberta products, and may establish contacts with Alberta businesses and an understanding of opportunities for investment and trade between their home country and Alberta.

6.5 International mobility of knowledge and skills will be facilitated.

Recognition of Alberta Credentials

There is growing global business demand for a system of recognized credentials which businesses can rely on to hire skilled labour. For example, the Asia-Pacific Economic Cooperation (APEC) Human Resources Working Group is currently seeking to establish internationally recognized standards for trade credentials and certification. Given Alberta's internationally recognized apprenticeship training system, opportunities for Alberta to participate in setting international certification standards will enhance Alberta's reputation as a leader in industry training and will assist with the international mobility of its skilled workforce. Similar opportunities may be pursued in other sectors such as health care.

Recognition of International Credentials

From 1995 to 2000, Alberta received an average of 12,850 immigrants each year. Immigrants bring a vast array of skills and knowledge to the province. The number of immigrants arriving in Alberta with high levels of education has increased in the last five

years. In 1995, approximately 40 per cent of immigrants had some post-secondary education. By the end of the decade, this figure was over 50 per cent.

Full employment of the skills and knowledge of individuals coming to Alberta is important to the province's economic development. The International Qualification Assessment Service and the Qualification Certificate Program for skilled labour assist with recognition of foreign credentials and may facilitate immigrants' entry to the labour force. This increases the supply of skilled labour available to the Alberta economy.

Alberta also supports such student and faculty mobility programs as the North American Mobility Project and the Fullbright program and, through the Council of Ministers of Education, the Canadian Information Centre for International Credentials (CICIC). The CICIC acts as an information clearinghouse to support the recognition of Canadian qualifications abroad and the recognition of overseas credentials in Canada.

6.6 Alberta Learning will provide leadership in promoting international education through its work with the federal government, international agencies, and ministries of education in other countries.

The federal government and all provinces share an economic interest in enhancing Canada's presence in international education. Canada's foreign trade missions and Team Canada missions assist in promoting sales of educational goods and services. The Government of Canada also facilitates Canada's representation in international education projects and research. These projects help build educational capacity in other countries, and familiarize Canadians with the variety of worldwide expertise in educational matters. Alberta has participated in CIDA, World Bank and OECD projects which promote education development or research. Alberta also participates in the Grant MacEwan United World College Scholarship program by offering eight scholarships annually which allow Alberta students to study around the world. The Government of Canada also provides scholarships for foreign studies and financial support for Canadian Studies programs in foreign universities.

Like Alberta, many foreign states undertake missions to other countries to identify trade and investment opportunities. Increasingly, missions also seek to identify education and training programs and services which might enhance their own education system. While Alberta is often seen as a leader, the province also benefits from discussions with other countries. Continued discussions and missions to and from countries, particularly where Alberta has a special international relationship, help bring a global dimension to learning in Alberta. The Alberta government's leadership of foreign missions assists education stakeholders to learn of best practices being pursued elsewhere in areas of particular interest to Alberta.

7. RESOURCING ALBERTA'S INTERNATIONAL EDUCATION STRATEGY

Alberta school jurisdictions, post-secondary institutions, other system stakeholders, and Alberta Learning and other government ministries currently devote program and staff resources to the development and pursuit of international activities. Education stakeholders determine for themselves the priority they attach to international work, and the costs and expected returns arising from this work. Improved coordination among all stakeholders is expected to result in more effective international activities. The Alberta government acknowledges that new and renewed international activities may involve the commitment of additional public resources. It will continue to be important to prioritize among possible activities, and to clearly demonstrate the cost-benefit link between requested public resources and proposed services and programs which aim to help Albertans to compete more effectively internationally. Where Alberta markets an education service to foreign nationals or to foreign institutions, these services will not involve additional cost to Alberta taxpayers. Similarly, foreign nationals shall not take places from Alberta students in any public school or institution.

8. CONCLUSION

Alberta learners, schools, post-secondary institutions, and businesses recognize the essential relationship between global awareness, economic competitiveness, and strong communities and workplaces. There are many benefits to Albertans being well-prepared to live and work in a global community, and many opportunities to be seized from the strong economic growth forecast for international education. The Alberta International Education Strategy will provide the framework for the Alberta government to work together with education and other stakeholders to ensure that Albertans can take advantage of the opportunities available in the global economy and can contribute to an increasingly interdependent global society.

APPENDIX

The following actions were suggested during the autumn 2000 consultations. They will be explored further, and key actions will be developed in support of the Alberta International Education Strategy.

Objective 1:

- Through the Enhancing Second Language Project, collaborate with stakeholders on awareness and promotion of benefits of second language learning and cultural understanding.
- Consider structural revision to graduation requirements or to university entrance requirements to encourage additional study of second languages.
- Research Alberta learners' interest in having more opportunities to complete basic education in additional second languages. Encourage development of further bilingual programs.
- Consider revisions to existing curricula and development of new curriculum for cultural understanding to enable students to be well-prepared for future careers in the global economy.
- Expand educational exchange programs to gain experience in other languages and cultures, and explore the possibility of incentives for high school students to participate in exchange programs through credits in recognition of their learning while on exchange.
- Encourage more educator exchanges to broaden the global vision of educators, and to develop understanding and appreciation for Alberta abroad.
- Expand school twinning programs to develop greater cross-cultural understanding through collaboration between Alberta students and students abroad.

Objective 2:

- Research the economic and societal contribution of international students in Alberta. This research will provide information to support future policy development.
 - Continue to work with the federal government on issues related to international student recruitment arising from federal immigration policy in order to facilitate the student authorization process.
 - Explore opportunities for international students to undertake articles or practicums in Alberta, and for post-doctoral students and researchers to undertake further study and research in Alberta.
 - Work with the Council of Ministers of Education to develop the Gateway Project, which will assist international students to access information on education opportunities in Alberta.
-

- Consult with school jurisdictions, post-secondary institutions, other government departments and educational organizations (such as the Alberta Centre for International Education and the Learning Network) regarding Minister-led marketing missions abroad.

Objective 3:

- Create a provincial inventory of current international projects and activities across the education system.
- Collaborate with stakeholders to expand the products and services being marketed abroad, and explore new market opportunities which align with Alberta's priority markets for new trade and investment.
- Develop a policy and process for accreditation of foreign schools.
- Encourage international missions to come to Alberta to study the province's education system.
- Work with the Alberta Government's new International Governance Office to identify international projects where provincial education and training expertise could be marketed to other countries.
- Produce an information booklet on the Alberta education system for distribution to international visitors to Alberta.

Objective 4:

- Work with education system, industry and other stakeholders to identify emerging international skills and to ensure that curricula, career counselling and learning opportunities support "export readiness".
- Work with other government ministries, the private sector, industry associations, and education system stakeholders to identify new opportunities to match trade in Alberta goods with associated skills training.
- Foster ongoing contact, for networking and economic purposes, with international students trained in Alberta by such relationships as post-secondary alumni associations and business organizations.

Objective 5:

- Examine opportunities to work with foreign partners and organizations to contribute Alberta's expertise to the development of an international accreditation system for the skilled trades, and the international certification of health care professionals.
 - Meet the estimated 30 percent increase in demand for assessment of foreign education credentials, while maintaining quality of assessment and timeliness.
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Objective 6:

- Take an active role in activities relating to international education to ensure recognition of Alberta's leadership in international education matters. Alberta will work with other provinces through the Council of Ministers of Education Canada to secure a better alignment between federal international activities and provincial priorities.
 - Continue to participate in projects which promote education capacity in other countries (through OECD, APEC, G8, the Commonwealth, CIDA, World Bank and other international Financial Institutions) and undertake missions to identify best practices in other countries and share Alberta experiences and research.
 - Encourage and support university, college and school teacher participation in international programs and development projects.
-

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Alberta International Education Advisory Council Terms of Reference

Alberta's International Education Advisory Council for the Kindergarten to Grade 12 system has been established as an outcome of *Alberta's International Education Strategy, 2001 (Strategy)* and reflects the guiding Principles for the *Strategy*, whereby:

The provincial government has an ongoing responsibility to ensure and promote Alberta's international reputation for high quality learning programs and services; and,

Education system stakeholders (including school authorities, schools, teachers, students, parents and school communities) share with government ongoing responsibility for developing and advancing the Strategy.

Terms of Reference

The International Education Advisory Council will conduct its activities in ways that are designed to foster, encourage and enhance partnerships within the education community to support the further development, refinement and promotion of the Strategy and the annual activities of an Alberta Education action plan aimed at:

- Increasing opportunities for Alberta students to develop international and intercultural knowledge, skills and awareness;
- Attracting international students to Alberta to meet their educational needs
- Enhancing the international growth of Alberta's K-12 educational products and services; and,
- Strengthening the provincial, national and international linkages necessary for building a more comprehensive and coordinated approach to international education in our province.

The duties of the Council shall include the following:

1. Facilitating communication and networking among Council members and with other stakeholders as required by the *Strategy* as well as other provincial, federal and foreign governments.
2. Facilitating the formation of partnerships for carrying out mutually beneficial strategies that advance international education objectives. These strategies may involve already existing initiatives such as:
 - (a) Promoting and legitimizing international education initiatives;
 - (b) Building knowledge and capacity among international education providers;
 - (c) Recruiting international students to Alberta schools based on best practices and standards for international student learning and home stay experiences;
 - (d) Promoting and enhancing school twinnings and other classroom-based linkages/connections;

- (e) Showcasing individual school authority international education activities and promoting international education week;
- (f) Enhancing student and teacher exchange programs;
- (g) Furthering the internationalization of education programs including second language programming

In carrying out these duties, the Council will:

1. provide feedback to the Chair based on members' expertise and field experience;
2. establish, as required, working groups of members to advise the Council as a whole;
3. provide data, review and assess the implications of policy, practice and outcomes related to internationalization activities, such as international student programs, school and classroom-based twinnings, student and teacher exchange programs, and other provincial and pan-Canadian programs as may be determined by the Chair of the Council;
4. maximize the use of limited financial and human resources and avoid duplication of services; and,
5. develop a provincial communication strategy highlighting the work of the Advisory Council.

Appendix B

An Internationalization Strategy



- Sample Internationalization Strategy: Red Deer Catholic Regional Schools Division International Strategy

Red Deer Catholic Regional Schools Division International Strategy

Red Deer Catholic Regional Schools International Strategy was initiated in June of 2005 and adopted by the Division in the fall of 2006.

The international strategy is a continuation of the mission of Red Deer Catholic Schools.

Vision Statement Red Deer Catholic Schools

“The Red Deer Catholic Regional Schools are gospel-centered communities of hope, fostering a Catholic Christian value system within a pluralistic society. Continuing the mission of Jesus, prophet, priest, and servant-king.”

Vision Statement Red Deer Catholic Schools International Strategy

In support of our mission to bring Christ to every child, our division International Strategy recognizes the critical importance of providing opportunities for our staff and students to compete in rapidly changing global community. Our International Strategy is aligned with the Alberta International Education Strategy (2001) and provides significant benefits to our staff and students including:

- † Providing opportunities for our division to promote our faith to students from abroad.
- † Provide our division with an opportunity to promote our programs globally and bring attention to the strength of our mission across the world.
- † With Christ’s teachings as our example, our program will foster international cooperation and a better understanding of international issues and global responsibilities for stakeholders of our division.
- † Provide our students a greater understanding of a global perspective that will expand their knowledge of the world.
- † Provide our students with the opportunity to become more knowledgeable and prepared to live and work in a global community through their interaction with international students.
- † Provide revenue-generating strategies to the division by marketing our regular and on-line programs internationally.

In today's changing global community, it is imperative that our students have access to the diverse knowledge and skills that international students bring.

Our international strategy will accept students from across the world to enjoy the benefits of our first class education system and to provide our students with the opportunity to benefit from daily interactions with international students. Further, the strategy will allow staff and students the opportunity to travel and learn abroad through international exchange programs as developed by our schools and through international exchange programs.

Our international strategy will focus on the following four dimensions.

RDCRD International Strategy Four Dimensions

International Students

International students from around the globe will be invited to study in our schools through the International Services Program. The focus for this recruitment will be to provide educational opportunities for international students and the opportunity for our students to gain global understanding, cultural awareness and international connections through their presence.

Exchanges and Twinning

- a. student exchanges
- b. teacher exchanges
- c. school twinning

Special Cultural and Language Programs

These opportunities are offered outside the scope of any twinning partnerships that are in place.

- a. Canadians abroad, including field trips and special travel opportunities
- b. International students in Red Deer for short term programs, summer institutes and camps
- c. On-line ESL and other programs
- d. International partnerships

Integrating International Perspectives into Learning

- a. curriculum
- b. special school-based events
- c. international clubs
- d. involvement in international student orientation programs
- e. linking with cultural groups in the community to support cultural diversity
- f. promoting cultural diversity in the school
- g. regular ESL programming and development

The International Services Program and individual schools will both be responsible for implementation of the district International Strategy.

The International Services program will be mainly responsible for the implementation of the International Student dimension while assisting the schools with the implementation of the other three dimensions.

The schools will be mainly responsible for the implementation of Exchanges and Twinning, Special Language and Cultural Programs and Integrating International Perspectives into Learning. The administration of the schools will be expected to include the division International Strategy within their school planning documents.



Appendix C

Cultural Considerations



- Intercultural Competence: Key Knowledge, Skills and Attitudes
- Studies on Cultural Patterns

Intercultural Competence: Key Knowledge, Skills and Attitudes

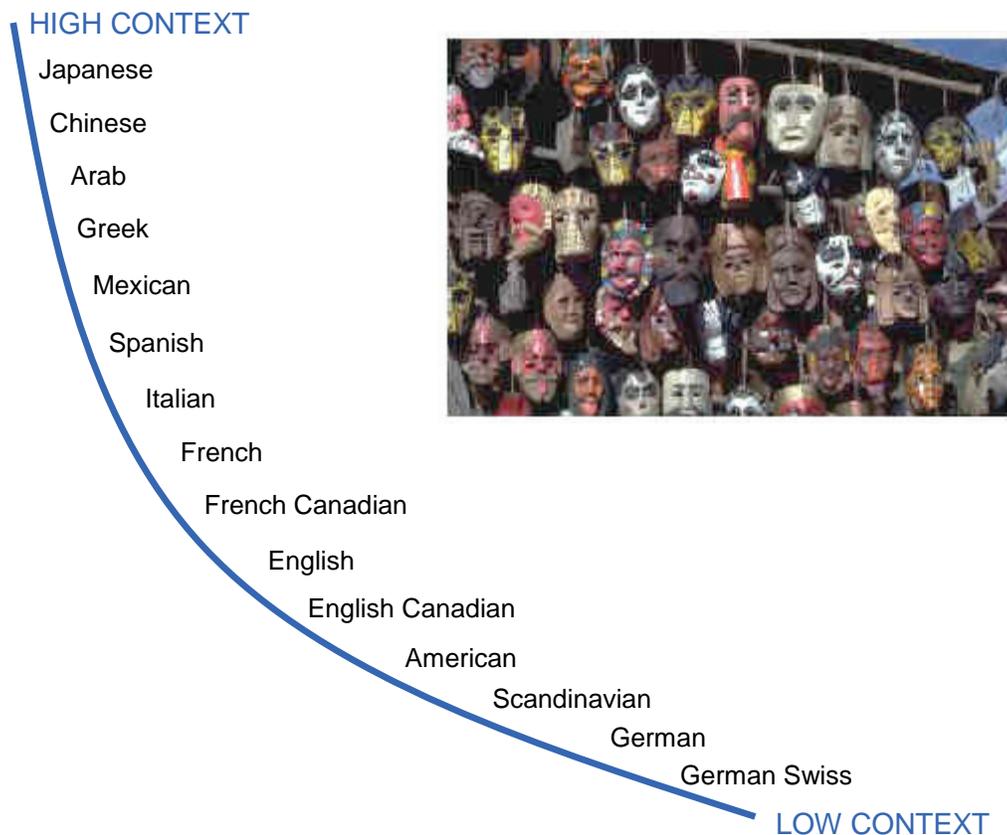
1. Knowledge
 - Culture general knowledge; i.e., familiar with the patterns and components of culture
 - Self-knowledge; i.e., cognizant of his or her own cultural context and how he or she may be perceived by others
 - Culture specific knowledge; i.e., familiar with the culture in question, including its social norms, values and history
2. Skills
 - Language skills; i.e., the ability to speak a second or third language or an appreciation of the challenges associated with learning and interacting in a second or third language
 - Interaction analysis/complexity thinking; i.e., able to consider the various factors that may influence behaviour and affect intercultural interactions
 - Relationship-building skills
 - Listening skills
 - Information-gathering skills
 - Problem-solving skills
3. Attitudes
 - Curiosity
 - Risk oriented; i.e., motivated to communicate in unfamiliar contexts, willing to make mistakes and learn from them
 - Comfortable with ambiguity
 - Empathic and imaginative; i.e., able to imagine being in another's shoes
 - Open-minded and non-judgemental
 - Self-reflective
 - Respectful of difference
 - Sense of humour

Adapted from Judith N. Martin and Thomas K. Nakayama, *Intercultural Communication in Contexts* (New York, NY: McGraw Hill, 2004), pp. 317–333 and T. Odgers, "Leading in International and Intercultural Education," (Edmonton, AB: Centre for Excellence in Intercultural Education, Norquest College, February 10, 2009).

Studies on Cultural Patterns

Note: The following data illustrates the notion of cultural generalizations, which do not hold true in all situations. Because culture is dynamic and complex, there is variation in the degree to which individuals from a particular cultural background accept or resist broader cultural norms. In addition, while culture plays an important role in governing behaviour, universal needs and desires (such as the need for food or the desire to belong) and personality also play a role. Being cognizant of these influences will help prevent cultural stereotyping.

Edward T. Hall, a scholar in the field of intercultural communication, compared countries in terms of the communication styles and loosely categorized them into high context and low context cultures (see Chapter 6: Cultural Considerations for an explanation of high and low context communication styles). The diagram below illustrates where Hall placed various countries on the scale of high context/indirect cultures and low context/indirect cultures.¹



1. University of the Pacific, "What's Up with Culture," <http://www2.pacific.edu/sis/culture/> (Accessed November 27, 2009).

In the late 1960s, Geert Hofstede, a renowned scholar in the field of intercultural communication, conducted a massive study on IBM employees around the world to quantitatively measure the cultural patterns that are commonly exhibited in the workplace. Since then, his study has been replicated numerous times with other populations such as pilots, civil servants and students. The data below accounts for the findings of the more recent studies. The higher the score a country or region receives, the more it exhibited the particular cultural pattern.² See Chapter 6: Cultural Considerations for an explanation of the concepts of power distance and individualism/collectivism.

Power distance by country					
Arab World*	80	Guatemala	95	Philippines	94
Argentina	49	Hong Kong	68	Poland*	68
Australia	36	Hungary*	46	Portugal	63
Austria	11	India	77	Romania	90
Bangladesh*	80	Indonesia	78	Russia*	93
Belgium	65	Iran	58	Singapore	74
Brazil	69	Ireland	28	Slovakia*	104
Bulgaria*	70	Israel	13	South Africa	49
Canada	39	Italy	50	South Korea	60
Chile	63	Jamaica	45	Spain	57
China*	80	Japan	54	Surinam*	85
Colombia	67	Luxembourg*	40	Sweden	31
Costa Rica	35	Malaysia	104	Switzerland	34
Czech Republic*	57	Malta*	56	Thailand	64
Denmark	18	Mexico	81	Trinidad*	47
East Africa*	64	Morocco*	70	Turkey	66
Ecuador	78	Netherlands	38	United Kingdom	35
El Salvador	66	New Zealand	22	United States	40
Estonia*	40	Norway	31	Uruguay	61
Finland	33	Pakistan	55	Venezuela	81
France	68	Panama	95	Vietnam*	70
Germany	35	Peru	64	West Africa	77
Greece	60				

* = estimated values

Arab World = Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia, United Arab Emirates

East Africa = Ethiopia, Kenya, Tanzania, Zambia

West Africa = Ghana, Nigeria, Sierra Leone

2. Geert Hofstede, "Cultural Dimensions," <http://www.geert-hofstede.com/> (Accessed November 4, 2009).

Power distance by score

Austria	11	Italy	50	Brazil	69
Israel	13	Japan	54	Bulgaria*	70
Denmark	18	Pakistan	55	Morocco*	70
New Zealand	22	Malta*	56	Vietnam*	70
Ireland	28	Czech Republic*	57	Singapore	74
Norway	31	Spain	57	India	77
Sweden	31	Iran	58	West Africa	77
Finland	33	Greece	60	Ecuador	78
Switzerland	34	South Korea	60	Indonesia	78
Costa Rica	35	Uruguay	61	Arab World*	80
Germany	35	Chile	63	Bangladesh*	80
United Kingdom	35	Portugal	63	China*	80
Australia	36	East Africa*	64	Mexico	81
Netherlands	38	Peru	64	Venezuela	81
Canada	39	Thailand	64	Surinam*	85
Estonia*	40	Belgium	65	Romania	90
Luxembourg*	40	El Salvador	66	Russia*	93
United States	40	Turkey	66	Philippines	94
Jamaica	45	Colombia	67	Guatemala	95
Hungary*	46	France	68	Panama	95
Trinidad*	47	Hong Kong	68	Malaysia	104
Argentina	49	Poland*	68	Slovakia*	104
South Africa	49				

* = estimated values

Arab World = Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia, United Arab Emirates

East Africa = Ethiopia, Kenya, Tanzania, Zambia

West Africa = Ghana, Nigeria, Sierra Leone

Individualism by country

Arab World*	38	Guatemala	6	Poland*	60
Argentina	46	Hong Kong	25	Portugal	27
Australia	90	Hungary*	80	Romania	30
Austria	55	India	48	Russia*	39
Bangladesh*	20	Indonesia	14	Singapore	20
Belgium	75	Iran	41	Slovakia*	52
Brazil	38	Ireland	70	South Africa	65
Bulgaria*	30	Israel	54	South Korea	18
Canada	80	Italy	76	Spain	51
Chile	23	Jamaica	39	Surinam*	47
China*	20	Japan	46	Sweden	71
Colombia	13	Luxembourg*	60	Switzerland	68

Costa Rica	15	Malaysia	26	Taiwan	17
Czech Republic*	58	Malta*	59	Thailand	20
Denmark	74	Mexico	30	Trinidad*	16
East Africa*	27	Morocco*	46	Turkey	37
Ecuador	8	Netherlands	80	United Kingdom	89
El Salvador	19	New Zealand	79	United States	91
Estonia*	60	Norway	69	Uruguay	36
Finland	63	Pakistan	14	Venezuela	12
France	71	Panama	11	Vietnam*	20
Germany	67	Peru	16	West Africa	20
Greece	35	Philippines	32		

* = estimated values

Arab World = Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia, United Arab Emirates

East Africa = Ethiopia, Kenya, Tanzania, Zambia

West Africa = Ghana, Nigeria, Sierra Leone

Individualism by score					
Guatemala	6	Portugal	27	Malta*	59
Ecuador	8	Bulgaria*	30	Estonia*	60
Panama	11	Mexico	30	Luxembourg*	60
Venezuela	12	Romania	30	Poland*	60
Colombia	13	Philippines	32	Finland	63
Indonesia	14	Greece	35	South Africa	65
Pakistan	14	Uruguay	36	Germany	67
Costa Rica	15	Turkey	37	Switzerland	68
Peru	16	Arab World*	38	Norway	69
Trinidad*	16	Brazil	38	Ireland	70
Taiwan	17	Jamaica	39	France	71
South Korea	18	Russia*	39	Sweden	71
El Salvador	19	Iran	41	Denmark	74
Bangladesh*	20	Argentina	46	Belgium	75
China*	20	Japan	46	Italy	76
Singapore	20	Morocco*	46	New Zealand	79
Thailand	20	Surinam*	47	Canada	80
Vietnam*	20	India	48	Hungary*	80
West Africa	20	Spain	51	Netherlands	80
Chile	23	Slovakia*	52	United Kingdom	89
Hong Kong	25	Israel	54	Australia	90
Malaysia	26	Austria	55	United States	91

East Africa*	27	Czech Republic*	58
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* = estimated values

Arab World = Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia, United Arab Emirates

East Africa = Ethiopia, Kenya, Tanzania, Zambia

West Africa = Ghana, Nigeria, Sierra Leone

Appendix D

International School Partnerships



- *A Guide to International School Partnerships*
- International School Partnerships brochure
- Alberta International School Partnership Program, Application Form (Alberta schools)
- Alberta International School Partnership Program, Application Form (to twin with an Alberta school)

International School Partnerships

The world
is your
classroom

For more information on how to develop and sustain an international school partnership, visit:

www.education.alberta.ca

Under Programs and Services, click on International Education.

Or, contact us at:

International Education Branch

Alberta Education
2nd Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, AB, Canada
T5J 5E6

Tel: **780-427-2035**

Fax: **780-644-2284**

Email: **intl.ed.sec@gov.ab.ca**



we explore
explorer



**Government
of Alberta** ■

From Algeria to Zimbabwe

The world is your classroom

Truly understanding our own community, province, and country requires a deep understanding of the interdependent relationships we have with the rest of the world. In an effort to give students such global insight, many schools and classrooms across Alberta—and indeed across the world—are engaging in international school partnerships.

International school partnerships add an exciting, unique, and far-reaching dimension to the traditional learning experience.

They can:

- Build global awareness
- Introduce new perspectives
- Provide students studying a particular culture or place with a native resource
- Create a forum for dialogue between teachers
- Encourage the development of intercultural communication and collaboration skills

“Our kids can talk with kids all over the world all the time with MSN, over all these different media. But to take it to the next level, where it’s a learning experience, I think we start to see the kids get into these real conversations that I think are pretty valuable.”

Terry Godwalt, teacher and director for the Centre for Global Education at Queen Elizabeth High School, Edmonton, AB

Life-long lessons

In a society bombarded by stereotypical images and dramatic media, international school partnerships provide students with the opportunity to learn about other countries or cultures from the people who know it best—those that live it every day—and with people with whom they can relate—other students.

As students and their teachers engage with their international counterparts, they begin to:

- Question previously held assumptions
- Evaluate media biases
- Develop a greater appreciation for difference

While learning about another place and way of life, students begin to reflect upon their own lives. International school partnerships provide opportunities for Alberta students to research, discuss and consider their own identities.

“That Zimbabwe project was one of the most well-put-together and life-changing projects I have ever taken part [in at my school]. I don’t remember the exact name of the school, but I will never forget the name of my pen pal. I was young, never really understood what the world was about nor the dire position that Zimbabwe would soon find itself in. I can’t help but read every article I find on Zimbabwe [and think], whatever happened to my friend?”

Jordan Foo, former student, Hillhurst Elementary School, Calgary, AB

Partnership options

Partnerships vary in scope and focus. They may be short-term projects between classes or long-term relationships between schools.

Participating students may:

- Explore a curricular topic with another school
- Practise their second-language skills
- Share information through regular mail, email, video-conferencing and travel



Alberta International School Partnership Program APPLICATION FORM

Name of Principal: _____

School: _____

Address: _____

Postal Code: _____

Telephone Number: _____

Facsimile Number: _____

E-mail Address: _____

Web Address: _____

Choice of Country
of Partner School: _____

Does your school have any staff members who speak the language of this country?

Are there people in the community who could assist with communication with the partner school?

Describe briefly: _____

Description of School

Grades	No. of Students	No. of Teachers
ECS		
1-3		
4-6		
7-9		
10-12		
Other		
TOTALS		

Description of School Program

Special Exchange Interest

Please outline briefly any special school interests that can contribute to an international partnership, such as travelling bands, competitive athletic teams, school clubs based on travel or culture.

Description of School Community

Describe briefly the size, location and economic interests of the community.

Commitments and Approvals

I/we affirm that this school has a genuine interest in developing an international school partnership and has an understanding of the commitment such an arrangement would entail.

School Contact

Date

Principal

Date

Name and No. of School Authority _____

Approval of school authority for this school partnership.

Name

Title

Signature

Date

Please return completed application to:

International Education Services Branch
Alberta Education
2nd Floor, 44 Capital Boulevard
Edmonton, Alberta, Canada
T5J 5E6
Fax: 780-644-2284
E-mail: intl.ed.sec@gov.ab.ca

Alberta International School Partnership Program APPLICATION FORM

(to twin with an Alberta School)

School Profile

Name of Principal: _____
Name of School: _____
Address: _____
Country: _____
Postal Code: _____
Telephone Number: _____
Fax Number: _____
E-mail Address: _____
Web Address: _____

Does your school have staff members that can communicate in English? Yes ___ No ___

Can your students communicate in English? Yes ___ No ___

Describe briefly: _____

Please describe your school.

Grades	No. of Students	No. of Teachers
Kindergarten		
1-3		
4-6		
7-9		
10-12		
Other		
Total		

Exchange Interests

Please outline any special school interests that can contribute to an international partnership, such as travelling bands, competitive athletic teams, school clubs based on travel or culture.

School Community

Please describe the size, location and unique features of the school’s community.

Commitments and Approvals

I/we affirm that this school has a genuine interest in developing an international school partnership and has an understanding of the commitment such an arrangement would entail.

School Contact

Date

Principal

Date

Please return completed application to:

International Education Services Branch
Alberta Education
2nd Floor, 44 Capital Boulevard
Edmonton, Alberta, Canada
T5J 5E6
Fax: 780-644-2284
E-mail: intl.ed.sec@gov.ab.ca

Appendix E

Student Exchange Programs



- Reciprocal Student Exchange Approval Form – Instructions
- Application for Approval of Reciprocal Student Exchange
- Alberta’s International Education Exchange Program for Students (Student Application)
- Alberta’s International Education Exchange Program for Students (Program Guidelines)
- *Exchanging Worlds* poster
- *Exchanging Worlds* brochure
- *Welcome to the World of Student Exchange* (CD-ROM)
- *Welcome to the World of Student Exchange Alberta/Quebec* (CD-ROM)

Reciprocal Student Exchange Approval Form – Instructions

What is a one-to-one reciprocal student exchange?

A one-to-one reciprocal student exchange involves two students, an Alberta student and a partner student, who either a) switch places and study at one another's school districts; or b) study in an Alberta school district and then in the exchange destination for equal periods of time. When the exchange is not simultaneous, students must complete both phases of the exchange (i.e. the study period in Alberta and the study period abroad) within 2 adjacent school years. For more information, see the definition of "Reciprocal exchange program" in the *Funding Manual for School Authorities*.

Why is it important to fill out the Application for Approval of Reciprocal Exchange Form?

To encourage student exchanges, Alberta Education continues to fund Alberta students who are participating in one-to-one reciprocal student exchanges although they may be absent from their Alberta school. The funding that the Ministry provides for the temporarily absent Alberta student ensures that school jurisdictions are able to receive the incoming exchange student without bearing additional educational costs. To maintain funding for the outgoing Alberta student, this form must be completed and submitted to Alberta Education's International Education Services Branch.

Sometimes when students switch places, the Alberta student may be placed in a school that was not their partner's home school and/or the partner may be placed in a school that was not the Alberta student's home school. In these situations, the Alberta student will still be funded by Alberta Education providing that:

- The incoming partner student remains in the home jurisdiction of the outgoing Alberta student; and
- The arrangement is approved by the Alberta school jurisdiction.
- The exchange organization is the same.

How should the form be completed?

- 1) **The exchange organization and/or the exchange participants and their parents.** The exchange participant and his or her parents are responsible to provide information about the exchange and evidence that both families consent to participate. If an organization is coordinating the exchange, that organization must be named and contact information must be provided. If the exchange has been organized by two families, the exchange student can write "private exchange" in space designated for the exchange organization. Once the form has been completed (up to the grey box at the bottom), the participant can pass it on to his or her current principal.

- 2) **The Alberta Principal.** By signing the form, the Alberta principal approves the Alberta student's temporary absence and, where applicable, agrees to welcome the partner student into his or her school.
- 3) **The Alberta school jurisdiction.** Alberta school jurisdictions are responsible to verify whether the exchange meets the criteria of a one-to-one-reciprocal exchange, as defined above. By signing the form, the jurisdictional representative is stating that to the best of his or her knowledge, the exchange is reciprocal and that the jurisdiction is willing to admit the incoming exchange student. The jurisdiction may then forward the form to Alberta Education at the designated address.

If the incoming partner student will not be attending the home school of the Alberta student, it is highly recommended that the school jurisdiction representative forward this form and any other relevant exchange information to the principal of the school that will be welcoming the partner student.

- 4) **Alberta Education.** Upon receipt of the Application form, Alberta Education will double check that the exchange meets the requirements for reciprocal exchange. It will track the exchange, along with others in the province, and ensure that funding is disbursed appropriately.

RETURN COMPLETED FORM TO:
 International Education Services Branch
 Program Development and Standards Division
 Alberta Education
 2nd Floor, 10044 -108 Street, Edmonton, AB T5J 5E6
 Fax: (780) 644-2284 • exchange.programs@gov.ab.ca
 Originals must be sent by mail.

**APPLICATION FOR APPROVAL
 OF RECIPROCAL STUDENT EXCHANGE**

The personal information collected in this application is pursuant to provision 33(c) of the Freedom of Information and Protection of Privacy Act, R.S.A. 2000, cF-25, and will be used to verify the reciprocal nature of the exchange and administer funding to the Alberta school jurisdiction. This information will be used in accordance with the Freedom of Information and Protection of Privacy Act. Should you have any questions regarding this collection, please contact the Director of International Education Services, Alberta Education, 2nd floor, 44 Capital Boulevard, 10044 - 108 Street, Edmonton, Alberta T5J 5E6, (780) 427-2035.

The following students are participating in a reciprocal student exchange.

	Alberta Student	Partner Student
Name:		
Date of Birth: (day/month/year)		
Alberta Student No.:		n/a
Home Address:		
Home Phone No.:		
Home School: Please include the address, phone number and name of the principal		
Destination School (if not the home school of the partner student): Please include the address, phone number and name of the principal		
School Jurisdiction or Other Authority:		

Name of Student Exchange Program/Exchange Organization: _____

Exchange Organization Contact Information: _____
Contact person (name) Telephone number Email address

Date of Alberta student's departure: _____ Date of Alberta student's return: _____
Day/Month/Year Day/Month/Year

Date of partner student's arrival: _____ Date of partner student's departure: _____
Day/Month/Year Day/Month/Year

Approval of Alberta Parent(s) or Legal Guardian(s):

Signature Date

Signature Date

Approval of Parent(s) or Legal Guardian(s) of Partner Student: If an original signature(s) is not available, attach an alternate signed document(s) as evidence of parental or legal guardian approval student's participation in this exchange.

Signature Date

Signature Date

Approval of Principal: (from the Alberta student's home school)

Approval of the Jurisdiction: (Secretary Treasurer or designate)

Signature Date

Signature Date

FOR OFFICE USE ONLY: The International Education Services Branch agrees that this exchange meets the requirements of a reciprocal exchange program, as defined by the *Funding Manual for School Authorities*, and recommends that funding be disbursed.

Signature: _____ Date: _____

Alberta's International Education Exchange Program for Students

Student Application

Please print and review the following instructions to ensure that your application is completed properly. **Incomplete applications will not be accepted.**

APPLICATIONS MUST BE RECEIVED ON OR BEFORE FEBRUARY 28

PART I – Student Application (to be completed by the applicant and their parents)

Part I of the application collects information about the applicant's family, personal interests, lifestyle and language ability. To get a better sense of the applicant's home environment, photos of the family and home are required. Please note that these photos will not be returned.

The student application collects important contact information. Since the majority of communication between Alberta Education and exchange candidates will be conducted through email, **email addresses must be listed for the applicant, the parent(s) and the liaison teacher.** Please ensure that you list reliable email addresses. We have experienced problems with hotmail accounts in the past.

STEP ONE: COMPLETE STUDENT APPLICATION

To fill out the student application, you will need to have the following information on hand:

- 1) Your Alberta Health Care number
- 2) Reliable email addresses for the applicant and the parent(s)
- 3) Work email address, personal email address and home telephone number of your liaison teacher*
- 4) Contact information for your school
- 5) Contact information for your school board
- 6) A list of the language courses you have taken and the dates they were completed
- 7) A letter of introduction that outlines your character traits, likes and dislikes, goals, favourite activities and so on. This letter will be the first impression your exchange partner and family will have of you, so please give it careful consideration. The letter should be double spaced and approximately 250 – 500 words long.
- 8) Colour photos of:
 - a. The exterior view of your house
 - b. The interior view of your house
 - c. Your family
 - d. Your choice (i.e. a favourite activity, your friends, a family pet etc.)

* Please explain to your liaison teacher that their personal contact information will only be used if Alberta Education needs to contact them over the summer holidays to, among other things, notify them of exchange student arrivals. You will be required to indicate on the application that the liaison teacher has consented to the collection and distribution of their personal information.

STEP TWO: PROVIDE APPROPRIATE DOCUMENTS TO YOUR LIAISON TEACHER

The following items must be presented to the liaison teacher for submission with Part II of the application:

- The student application form
- Passport photo – For identification purposes, Alberta Education requires a passport size, colour picture of the applicant.
- Original photos of the home and family.

PART II – Interviews & Recommendations (to be completed by the liaison teacher)

Part II of the application involves interviewing the applicant and their family to ensure that the applicant is suited to cross-cultural exchange and the family would be able to comfortably host an exchange student. After interviewing the student and their family, liaison teachers are required to submit a letter of recommendation explaining why the student should or should not be selected for an exchange. Please complete this section in black or blue ink.

STEP ONE: CHECK FOR APPROPRIATE DOCUMENTS

Ensure that you have all of the information below from your student before proceeding to “Step Two: Interview with the Student”.

- The student application form
- A passport photo – For identification purposes, Alberta Education requires a coloured, passport size picture of the applicant
- Original photos of the home and family

STEP TWO: INTERVIEW WITH THE STUDENT

Before conducting the interview with the student, please consider the questions listed on page 1 of Part II of the application. These questions may help you outline your letter of recommendation.

This interview may take place in the school after the student has completed Part I of the application.

STEP THREE: INTERVIEW WITH THE FAMILY

This interview should take place in the home, preferably with the student and both parents/guardians present. While there, the program policies should be reviewed. **Please ensure that students and their parents understand the program commitments and obligations.**

STEP FOUR: COMPLETE SUMMARY SHEET

Please fill out the attached summary sheet from the information that you have collected in your interviews.

STEP FIVE: WRITE LETTER OF RECOMMENDATION

Upon completion of the interviews, liaison teachers must write a letter of recommendation for each applicant. If you are recommending more than one applicant, **please rank your applicants. All letters of recommendation must be on school letterhead.**

STEP SIX: SIGN STATEMENTS OF COMMITMENT

Explain the program to your principal and have them sign and date their statement of commitment. Please also sign and date your own statement of commitment.

STEP SEVEN: MAKE COPIES & MAIL APPLICATION

After the application is complete, please make **THREE copies** of the entire application. **Please colour photocopy all photos.** The original applications will be kept at Alberta Education. The copies will be forwarded on to the host family, the host school and the corresponding exchange office. Please mail all copies along with the original to:

Student Exchange Coordinator
International Education Services Branch
2nd floor, 44 Capital Boulevard
10044 - 108 Street
Edmonton, Alberta T5J 5E6

All applications must be received on or before February 28. Incomplete applications will not be considered. If you have any questions or concerns please contact the Student Exchange Coordinator at (780) 427-2035 or via email at exchange.programs@gov.ab.ca

An additional copy of the entire application should be kept at the school to be made available to the applicant upon request.

Alberta's International Education Exchange Program for Students

The personal information collected in this application is pursuant to the provisions 33(c) of the *Freedom of Information and Protection of Privacy Act, R.S.A. 2000, cF-25*. and will be used for the purposes of administering Alberta's International Education Exchange Program for Students with the view to effect an appropriate and compatible match for the student, school and the host family and an overall successful exchange experience. This information will be used in accordance with the *Freedom of Information and Protection of Privacy Act*. Should you have any questions regarding the application, please contact:

Student Exchange Coordinator
 International Education Branch, Alberta Education
 2nd floor, 44 Capital Boulevard Building
 10044 - 108 Street
 Edmonton, Alberta T5J 5E6
 (780) 427-2035

PART I: Student Application

Program: Alberta/Quebec Alberta/Germany Alberta/Japan Alberta/Spain Alberta/Mexico
 M F

Student's Surname <small>As written on birth certificate or passport</small>	Given Name	Name commonly used		Gender
Grade	Birthday (D/M/Y)	Height:	(cm)	Religion

Home Address	Town/City	Province	Postal Code
()			

Home Phone No.	Student email address	Alberta Health Care No.
		()

Name of Father <input type="checkbox"/> or Male Guardian <input type="checkbox"/>	Occupation	Bus. Phone No.	Email Address
		()	

Name of Mother <input type="checkbox"/> or Female Guardian <input type="checkbox"/>	Occupation	Bus. Phone No.	Email Address

School Name	Principal's Name	No. of students

School Address	Town/City	Province	Postal Code
()	()		

School Phone No.	School Fax No.	School Website
		()

Liaison Teacher Work email address Home Phone No.* Personal email address*

* The Liaison teacher's personal contact information will only be used if Alberta Education needs to contact the teacher during the summer holidays.

The applicant has advised the Liaison teacher of the purpose of the collecting their personal contact information and the Liaison teacher consented to the indirect collection of this information.

Will your partner have a separate bedroom? Yes No

If no, with whom will he/she share a bedroom? _____

Would you and your family accept an exchange with: Girl Boy Either

2. Diet and Health

Do you have any special eating habits or diet restrictions? Yes No

If yes, please detail. _____

Do you have any allergies? Yes No

Please detail, be very specific. _____

Are you receiving medical treatment for these allergies? Yes No

If the only proposed match were one where one of these allergens existed, would you accept the exchange? Yes No Conditions: _____

Do you have any physical/emotional conditions or health restrictions that a host family, school or education authorities should be aware of? Yes No If yes, specify:

Do you have any physical handicaps? Yes No If yes, please elaborate:

Please note: Upon acceptance to the Exchange Program, more detailed personal health information may be requested.

3. Smoking

Do you smoke? Yes No

Does anyone in your home smoke? Yes No Please specify who and what amount:

Would your family accept a smoker into the home? Yes No

Any specific conditions (outside only, certain part of house)? _____

If the only match available were a home where someone smokes, would you accept?

Yes No Comments: _____

4. Animals

Do you like animals? Yes No

If no, would you agree to live with a family that has domestic animals? Yes No

Do you have animals at home? Yes No

If yes, how many and what type of animal(s):

Dog(s) #_____ Cat(s) #_____ Bird(s) #_____

Horse(s) #_____ Other(s) _____ #_____

5. Religious Beliefs

Is it important for you to attend religious services? Yes No If yes please specify:

Would you still participate in exchange, if it were not possible for you to attend? Yes No

Comments: _____

6. Work

Do you work part-time? Yes No

If yes, describe the nature of the job and time devoted weekly.

Do you intend to continue working during your exchange partner's stay? Yes No

If yes, how many hours per week? _____

7. Activities, Interests, and Leisure

Which of the following categories would best describe you, given your favorite pursuits.

Choose one only or indicate one combination:

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> artistic | <input type="checkbox"/> computer |
| <input type="checkbox"/> intellectual | <input type="checkbox"/> social |
| <input type="checkbox"/> athletic | <input type="checkbox"/> combination _____ |

General

In which of the following activities are you interested or involved? Please give some details outlining your involvement, and indicate whether your participation is regular (R) or occasional (O) as well as how many hours per week you spend on the activity.

- creative pursuits (painting, writing, drama, dance) _____
- travel _____
- watching TV (what programs?) _____
- going to movies (what type?) _____
- watching videos (what type?) _____
- going out with friends (where?) _____
- shopping (where?) _____
- surfing the internet / computer games _____

Music

Please number from 1-10 your preference in the following musical categories (1 indicates favourite – 10 least favourite):

Pop _____ Rock _____ Heavy metal _____ Hip hop _____ Rap _____ Alternative _____

Techno _____ Country _____ Jazz _____ Classical _____ Other _____

Please specify any types of music you dislike passionately: _____

Do you play a musical instrument or sing? Yes No

Detail: _____

Do you take music lessons? Yes No

If yes, specify type and indicate how many days or hours per week are involved: _____

Do you hope to continue lessons while on exchange? Yes No

Are there musical instruments in your home? Yes No

If yes, which instrument(s)? _____

If necessary, could lessons or practices for music, dance or sports be arranged for the exchange partner without difficulty? Yes No

Comments: _____

Sports

How important are sports to you? Very important Slightly important Not important

Please list the sport activities most important to you. Indicate the hours per week you usually spend on them:

Team Sports (football, soccer, hockey, basketball etc):

Individual Sports (swimming, cycling, rollerblading etc.):

8. Personal Profile

What type of partner would you like to have? List important qualities and interests.

Are there any qualities in a partner, which would be difficult to accept?

9. Language Background

What is your competence in the target language? Check *one* of the following.

- Tourist* Able to express controlled vocabulary, i.e., order meals, ask directions and read a little, but unable to understand native target language speakers in conversations.

- Spectator* Able to understand radio and TV programs, can read, but not as fluent in speaking target language.

- Fluent /Bilingual* Able to understand and use the target language in most current situations and appreciate a joke.

What level do you hope to reach by departure? _____

Explain in detail, past and current study of the target language. List years and courses of study.

Have you had, or do you currently have, any other opportunities to speak the target language?

Please explain: _____

Do you or your parents speak any other language(s) at home?

Yes No If yes, specify: _____

How often? Regularly Often Seldom

Explain circumstances: _____

10. Photographs

- Please layout and attach four colour copied photographs according to the guidelines.
- Feel free to make use of this entire page, but please do not exceed the 8.5 X 11 format.
- The completed sheet may be colour-copied or scanned to make up the number required for the application process (original and three copies).

an exterior view of your home

an interior view of your home

a picture of your family

your choice: a favorite activity, your friends, a family pet, etc.

Student Commitment

I _____, fully understand the provincial objectives as well as the policies of this exchange program and agree to fulfill my responsibilities as an exchange host and exchange partner to the best of my abilities.

I also agree that during the period of the exchange, my exchange partner will be a top priority.

I will not withdraw from the program unless extenuating circumstances prevail and full consultation with my partner, school, and **Alberta Education** has taken place.

I understand that the information and photographs in this package will be shared with a proposed partner/family, host school as well as with the exchange officials in the host province/country of destination.

I understand that illegal or disruptive behavior or the use of drugs and alcoholic or other intoxicating substances is sufficient reason for termination of the exchange by **Alberta Education**.

Should I default on any of the above, the exchange may be terminated and any additional costs incurred will be at parental expense.

Student's Signature

Date

Parent Commitment

I/we _____, approve participation in the exchange, and will endeavour to make the experience as successful as possible.

I/we agree to accommodate the exchange student in our home and provide him/her with reasonable care and supervision during the exchange period.

I/we will be responsible for transportation and other costs as outlined in the program policies.

I/we will be responsible for costs of special return travel arrangements where an exchange is terminated by our choices, or by the coordinator's on the basis of student behaviour detrimental to the objectives of the program.

I/we understand that should our son/daughter be matched, the application form (including photographs and the interview schedule) will be shared with the exchange officials in the host province/country, as well as with the host school and the proposed partner/host family.

I/we agree to cooperate fully with **Alberta Education** in the administration of this program.

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

Alberta's International Education Exchange Program for Students

The personal information collected in this application is pursuant to the provisions 33(c) of the *Freedom of Information and Protection of Privacy Act, R.S.A. 2000, cF-25*. and will be used for the purposes of administering Alberta's International Education Exchange Program for Students with the view to effect an appropriate and compatible match for the student, school and the host family and an overall successful exchange experience. This information will be used in accordance with the *Freedom of Information and Protection of Privacy Act*. Should you have any questions regarding the application, please contact:

Student Exchange Coordinator
International Education Branch, Alberta Education
2nd floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6
(780) 427-2035

PART II: Interviews & Recommendations

The following questions are meant to guide the interviews and to provide an outline for the Letter of Recommendation.

Student Motivation

- Does the student genuinely wish to participate in the exchange?
- Is the student being pushed to apply by the family or other factors?
- Is the student aware of the obligations and commitments involved? The extra work required?
- How will the student benefit from this experience?

Student Adaptability

- Will the student be able to accept an exchange student into his/her life?
- Is the student aware that, as the host student, he or she is expected to make the greatest effort to ensure the integration of the exchange student?
- Will the student be able to integrate well and adapt to another culture?

The Family

- Does the family fully understand the objectives, commitments, responsibilities, and policies of this reciprocal exchange program?
- Will they provide a warm, caring and safe home for the exchange partner?
- Are the home conditions appropriate for the exchange student? (i.e cleanliness, separate bed)
- Will adequate parental supervision be provided during the exchange?
- Can the family afford this exchange (i.e., hosting, travel)? Are they aware that they must provide the exchange student with three balanced meals a day?
- Do all family members seem enthusiastic about the exchange and willing to host an exchange student?
- Is the family prepared to follow through with the complete exchange, given that conditions in the exchange family may be vastly different from "typical" Alberta families?

Final Assessment

- In consideration of all factors, please indicate if you would consider the applicant and family excellent, very good, good, or not recommendable to participate in this exchange program.

INTERVIEW OF STUDENT ALONE

This interview may take place at the school once Part I of the application form is completed.

Name of student: _____
(Please print)

1. Commitment

The exchange partner is to be the priority during the hosting period. The Albertan student should consider how this commitment will affect other activities/relationships.

Does the applicant have:

- | | | |
|---|------------------------------|-----------------------------|
| • a special relationship
(best friend or boy/girlfriend) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • a part-time job | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • sports/music/dance/club commitments | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Comments: _____

Hosting an exchange student is a serious commitment. How will the Albertan student cope with:

- having another person in the home; and
- adjusting to the extra demands on time (balancing school work, activities, time for partner, family, friends).

Comments: _____

What adjustments will need to be made for participation in the exchange i.e., timetable, school involvement, job activities?

Comments: _____

2. Activities

It is expected that the exchange partner have the opportunity to experience Albertan culture through various activities/visits. The Albertan student should consider:

- what special activities will be planned for the partner during after school hours, on weekends, on holidays?
- what tourist attractions exist in the community and in the area of the province?
- what facilities exist in the community to meet other young people and to participate in sports and cultural activities/events?

Comments: _____

In order to undertake some of the above activities, additional transportation may be needed. Students and families should consider who will do the extra driving or what sort of public transportation exists.

Comments: _____

3. Language Ability

- courses completed _____
- marks received _____
- courses planned _____

Teacher's assessment of the student's current language level (i.e. strengths/weaknesses)

4. Away from Home

Has the applicant ever traveled: Yes No

Nature of trips/destinations : _____

Has the applicant lived away from home? Yes No

How long? _____ What circumstances? _____

Has the Albertan student considered what it means to:

- live in a new family in an environment where everything may be different (language, culture, school);
- adjust to a new school, teachers, friends;
- be away from own family and friends; and
- have to complete school work from Alberta during the exchange year, despite the absence.

Comments: _____

INTERVIEW OF PARENTS/GUARDIANS WITH STUDENT

(This interview should take place in the student's home, preferably with the student and both parents/guardians present.)

Family members present:

Father Mother Applicant Other _____

1. General Review

The liaison teacher is requested to review the application, program policies and costs with the student and parents.

Is there anything you wish to add to your child's self-description in the application?

Comments: _____

Would you add anything to your child's description of his/her health, allergies, conditions, or diet restrictions/preferences? Is any medication/treatment required on a regular basis?

Comments: _____

Is there any other health/lifestyle information about your family that should be shared with the exchange partner and host family?

Comments: _____

Any other general concerns, questions, or additions? _____

2. Commitment

Would the exchange be a financial burden in any way? Yes No

Comments: _____

Would you accept an exchange partner of the opposite sex? Yes No

If the only match available were one with an exchange partner of the opposite sex, would you accept?
Yes No

Are all family members willing to engage in this exchange: Yes No

Comments: _____

Has the family discussed how the student will obtain the credits/courses necessary for the Alberta program considering this exchange period commitment, which includes an absence from the Alberta school?

Yes No

Is this issue clear and resolved: Yes No

Parents' comments, if any: _____

3. Recreation and Outings

The exchange student should have the opportunity not only to improve his or her language skills, but also to experience Albertan culture.

- How do you visualize your role as a host family?
- Have you considered what sorts of cultural experience you might provide the student?

Comments: _____

Describe your family's typical recreational activities.

During the week: _____

Weekends: _____

Do you have special activities that include all members of the family?

Yes No

How would you react if the exchange student took the initiative to arrange his or her own activities and outings while staying in your home?

4. Expectations and Home Life

Briefly describe the curfews in you home. Time expected home:

From school: _____

After week-night evening activities: _____

After week-end evening activities: _____

What do you expect from the exchange student concerning outings, visits or entertainment:

On school nights: _____

On weekends: _____

The exchange student should have his or her own pocket money to pay for admission to various activities *when going out with friends*, such as theater, sports events, movies, snack bar, restaurant bills. If however, the event is a family outing, parents are expected to treat the partner as a member of the family.

Comments: _____

What are your child's household chores now? _____

Is he or she paid for doing these chores? Yes No

Would your child accept doing household chores when asked by the host family?
Yes No Comments: _____

What daily and weekly chores would you expect the exchange partner to do while in your home?

5. Lifestyle

To the student: What would your reaction be if you lived with another family for a few months where the rules and duties are:

More permissive and tolerant? _____

More rigid - early curfews, limited television time? _____

To the parents: What would be your reaction if the exchange family is:

More permissive and tolerant? _____

More rigid: _____

How do you expect the exchange student to behave while he or she is in your home?

Do you expect arrangements to be made for your child to attend religious services?
Yes No If yes, what type? _____

What would be your reaction if the region where your child spends the exchange period did not have your denominational choice?

6. Other

Are you considering travel to the exchange destination? Yes No

Is there family or relatives in the exchange destination area (grandparents, cousins)?

Yes No

If yes, would there be expectations to visit these relatives or have them visit the Alberta student on exchange?

Yes No If yes, please give details/plans. _____

Any final, additional comments:

SUMMARY SHEET

Student's Name: _____ Birthdate: _____
(circle name most commonly used) Year Month Day

Alberta School: _____ Liaison Teacher: _____

Language Level: _____ (L2/Imm./Bilingual) Target language spoken at home? Yes No

Location: Rural (Farm or Acreage? _____)

Urban (City or Town name? _____)

Like Animals? Yes No Animals/Pets at home? Yes No

List: _____

Applicant smoker? _____ Would accept smoker? _____

Smoker at home? _____ Would go to a smoker's home? _____

Boy or Girl match _____ Siblings? _____

Family members at residence during the exchange? _____

Religion: Important? Yes No Which Church? _____

Athletic _____ Intellectual _____ Social _____ Top Interests/ Sports/Activities

Computer _____ Creative (Artistic/Drama/Other) _____ 1. _____

Other: _____ 2. _____

A Combination? _____ 3. _____

Comments: _____

Special Notes/Liaison Teacher's Comments: _____

Liaison Teacher's Commitment

I, _____ certify that the _____ family has been interviewed in the home according to the form attached, and that the family setting is conducive to and supportive of a successful educational exchange.

I certify that the student, _____, is serious, well motivated, mature and committed to the exchange; understands the policies and guidelines; and will make an excellent representative of Alberta and our school in another province/country.

I undertake to fulfill all the obligations of liaison teacher for this program. This will include weekly meetings with the exchange students (both Albertan and incoming) during the hosting period. Should this be impossible, another liaison teacher will be named and this information communicated immediately to **Alberta Education**.

Liaison Teacher's Signature

Date

Principal's Commitment

The school agrees to accept an exchange student for exchange period and to waive school textbook rental and other fees. The incoming exchange student has the same status in regard to provision of transportation to/from school as the resident Albertan student.

School jurisdiction approvals to participate in this program have been secured.

I, _____, also agree that the Albertan liaison teacher in this school will be expected to provide support and counseling for the exchange and Albertan students, as well as fulfill the duties outlined in the School Edition Handbook for this program. Should the liaison change, **Alberta Education** will be notified immediately.

Principal's Signature

Date

Submit original on school letterhead and three (3) copies:

LETTER OF RECOMMENDATION

Name of Student: _____

Name of Teacher: _____

Alberta School/Jurisdiction: _____

Alberta's International Education Exchange Program for Students

Program Guidelines

ALBERTA EDUCATION HAS DEVELOPED A NUMBER OF GUIDELINES WHICH MUST BE FOLLOWED BY STUDENTS PARTICIPATING IN ALBERTA'S INTERNATIONAL EDUCATION EXCHANGE PROGRAM FOR STUDENTS. FAILURE BY AN ALBERTA STUDENT OR AN EXCHANGE STUDENT TO ADHERE TO THESE GUIDELINES MAY RESULT IN TERMINATION OF THE STUDENT'S PARTICIPATION IN THE PROGRAM.

Commitment

The nature of these student exchange programs requires keen motivation on the part of both student and family, as well as a year-long commitment. Application may be made to only one program in any given year. Only one student per family may participate in any program year. While the exchange partner is in the Alberta home, he or she must be the first priority. Other interests – for example, part-time jobs and special relationships-- must come after the exchange partner.

For an effective exchange, all family members must enthusiastically accept the exchange partner in their home. The commitment to the program must be made when accepting the proposed match. At that time, the Alberta student and family undertakes to participate solely in this program for the year.

Parental Responsibility

The nature of these reciprocal exchange programs requires Alberta host parents/guardians to:

- assume temporary legal guardianship responsibilities for the exchange student in their home for the duration of the hosting period
- ensure that at least one parent be at home during the entire exchange period; and
- accept that the host family in the province/country of exchange will have responsibility for their child.

Alberta Education requires Alberta families to sign a consent form to allow the host parents/guardians to make necessary decisions for the Alberta student in the event of a medical or other emergency.

Objectives/Matching

The primary objectives of the program are those of language learning and enhanced cultural understanding. It is important to realize that, even with the best efforts of matching, people may change and appear different in "real life." The most important element for the success of the exchange is mutual respect and appreciation of the exchange partner.

Since exchange partners cannot be rematched simply because of personality differences, the student-participants must be mature, flexible problem-solvers who are able to compromise.

School

Regular, full-time school attendance is a requirement of the program, as is the maintenance of an acceptable academic performance throughout the program year. Exchange students will be provided a full-time school program in the host school and must be able to maintain their academic standing despite an extended absence from the home school. Alberta coursework must be done in Alberta and, generally, no Alberta schoolwork is to be done in the host school or community, unless it is the target language course work.

Allowing for an initial linguistic and cultural adjustment period, students are expected to achieve adequately in the host school. Non-attendance, poor achievement or motivation, or inappropriate behaviour are causes for the organizers to consider termination of exchange. If a student is expelled from a host or home school, the student's participation is terminated.

Student and Family Expenses

Participating families agree to provide the exchange student with room and board (that is, a separate bed and three meals a day) as well as adequate parental care and supervision. Either a bag lunch or lunch money must be provided if the student does not come home for lunch.

While host schools provide tuition for the exchange student, the cost of "user fees" or incidentals is borne by the exchange student. These include: yearbook, home economics or shop fees, gym clothing, field trip costs or the costs of music lessons. The student and family are responsible for travel to and from the arrival site in Alberta, spending money and personal expenses (for example: telephone bills, toiletries, souvenirs, correspondence costs) and any travel expenses involved in the program.

Transportation costs to and from school are provided by the Alberta school only if the resident student is eligible for this provision. The exchange partner is eligible for the same services as the Alberta student in this regard. If the school does not provide the transportation to and from school, this becomes the Alberta family's responsibility.

Contact From Home (Family or Friends)

Alberta family and friends are strongly discouraged from visiting the Alberta student while they are on exchange and away from their Alberta home. Also strongly discouraged is any travel by the Alberta student to relatives or friends living in the vicinity of the exchange destination.

Such visits and travel disrupt the continuity of the relationship with the partner and host family, and are detrimental to the language-learning process integral to exchange.

Any requests for this type of contact or travel during the exchange period need to be authorized by program officials in both provinces or countries.

Therefore, any requests must be in writing and submitted to Alberta Education at least 3 months prior to the proposed contact date.

The above guidelines also apply to the visiting exchange student, while he or she is in Alberta.

Religion

The choice of church attendance should be left to the exchange student. In most cases the only available church in Québec will be Catholic. In Germany, the available churches will be Catholic or Lutheran (Protestant). In Spain, most churches will be Catholic, although other denominations may be represented. In Japan, church attendance may not be possible. If church attendance is an important consideration in the family life and factors highly in the decision to accept an exchange, this must be stated clearly in the application. It is important to note that Alberta Education cannot guarantee a match based on this request.

Confidentiality

Exchange participants can expect personal information to be kept confidential by liaison teachers, Alberta Education, and co-operating ministries of education. Alberta Education will release personal information about participants only with the consent of the student, parents, or guardian concerned. Thus, information regarding a student's address and telephone number, or status on program will not be released without the permission of the student or family concerned. Liaison teachers will advise students of the limits of confidentiality, particularly in the counselling and mediation aspects of the exchange at the school level.

Closely related to the matter of confidentiality is the aspect of respect of an individual's privacy. Both the host family and the exchange student are expected to respect the individual's personal possessions and right to privacy. It is unethical and improper to examine or take any personal possessions (for example, diaries or letters). Violations along these lines have very serious consequences and may lead to the breakdown of an exchange.

Medical Treatment

Host families agree to treat the exchange student as their own child in terms of seeking any required medical treatment. The costs of the medical treatment is paid either by the student or host family at the time of the treatment. Should a student not be able to pay, the Alberta family is obliged to reimburse the host family any outstanding medical costs, then recover them from their own insurance carrier at a later date.

A condition of student authorization in another country is proof of comprehensive health care coverage throughout the duration of the stay in the host country; therefore, students are required to purchase adequate medical insurance coverage for the duration of stay in the other country.

Students participating in the Alberta-Québec Student Exchange program are also advised to investigate medical insurance. There is an Interprovincial Hospitalization agreement, and so the Alberta Health Care card should be adequate at hospitals across Canada, but Québec is not otherwise involved in medical services agreements with Alberta. This means that Alberta Health only reimburses funds at Alberta Health rates. Any costs above what Alberta Health would pay become the individual's responsibility. Furthermore, while on exchange in Québec, the student may have opportunity to participate in a school trip to the United States. In such cases extra medical insurance is an absolute necessity.

Please note that some medical treatments require written consent from the natural parents. In cases of pregnancy, the exchange student will return home immediately upon notification of the natural parents or guardian for medical, personal and placement considerations.

In the event of any serious physical or psychological problems, which can be more appropriately treated at home with the support and care of the student's own family and in his or her own language, the student will return home as soon as arrangements can be made and he or she is safely able to travel. Any necessary supervision will be organized with the student's parents or guardian.

Travel & Health Insurance

It is mandatory for students participating in an Alberta Education student exchange program to purchase travel and health insurance and submit proof of coverage to Alberta Education. Students can purchase insurance from any insurance provider.

Passport

Students participating in an exchange with Germany, Spain, Mexico, and Japan require a passport for travel. Several countries require passports to be valid for a number of months beyond the date of a visitor's entry. It is therefore recommended that each student's passport is valid beyond their expected date of return home.

Students participating in the Alberta-Quebec exchange are encouraged to take their passport with them in case they decide to partake in a school trip to the United States.

Travel Arrangements

Travel arrangements for all Alberta Education student exchange programs will be made through Alberta Education. Students must make payments towards their airfare by deadlines outlined by Alberta Education. Failure to do so may result in the loss of space availability on designated flights.

Student travel to and from the host destination will be chaperoned by an Alberta Education representative or an Alberta teacher. The chaperone will assist students with airport check-in, safety during travel, as well as ensure that they are met by their host families upon arrival.

Orientations

All students participating in an Alberta Education student exchange program are required to attend 2 orientations: the “Getting Started” and “Pre-Departure” orientations.

The “Getting Started” orientation will provide students and their families with information regarding the arrival of the incoming exchange students, the responsibilities of the Alberta host families and schools, as well the guidelines and procedures of the exchange program. The “Pre-Departure” orientation will focus on preparing Alberta students for their travel and life in their host destination. Topics discussed will include cultural adjustment, travel tips, healthcare, insurance, etc.

Alberta Education reserves the right to withdraw a student’s application from the exchange program should they not attend the scheduled orientations.

Reports

Students participating in an Alberta Education exchange program are required to complete mandatory mid-term and final reports and submit them to Alberta Education. These reports are to reflect the student’s experience during the hosting period (mid-term report) and their experience away from Alberta (final report). Alberta Education will issue a “Student Exchange Certificate” signed by the Minister of Education to the student upon receiving their mid-term and final reports. A “Student Exchange Certificate” will not be issued to a student if their mid-term and/or final reports have not been submitted to Alberta Education.

Electronic Communication

Students participating in an Alberta Education student exchange program will receive information regarding their exchange program through e-mail. It is therefore important that students check their e-mail at least once a week and inform Alberta Education of any changes to their email account. Parents are also required to submit their email address to Alberta Education so that they are included in these e-mail communications.

Students with Disabilities & Special Needs

Students with disabilities and special needs are encouraged to participate in an Alberta Education student exchange program. A student's disability will not influence the selection process nor determine their eligibility in participating in an exchange program.

The International Exchange Liaison will work closely with students to ensure that they receive the appropriate accommodation in their host destination. It is important to realize that cultures and governments around the world differ in their services for disabilities. This may serve as a criteria in the selection of a suitable host family, host school, and exchange destination. It is therefore required that students disclose information about their special needs to ensure that any necessary accommodation requests can be considered.

Smoking

For matching purposes, it is important to indicate on the application form whether or not anyone in the Alberta family smokes. If a student begins to smoke during the exchange period, the host family's expectations and regulations regarding smoking must be respected and obeyed. Since people in most current exchange destinations seem to accept smoking more readily than we do in Alberta, any concerns regarding smoking must be clearly stated and discussed with the liaison teacher at application time.

Alcohol

Use of alcohol by students participating in any Alberta Education exchange program is strictly prohibited and will result in termination of exchange participation. If the offender is in the host community at the time of violation, any additional costs associated with the return are the responsibility of the offender or his or her parents/guardians.

Host families and liaison teachers are responsible for reporting any use of alcohol during the hosting period to Alberta Education. If a student is placed in a home where members of the host family abuse alcohol, the student will be moved and placed with a new family.

Drugs

The use of illegal substances (drugs) will result in termination of exchange participation. If the offender is in the host community, any additional costs associated with the return are the responsibility of the offender or his or her parents/guardians.

If a student is placed in a home where members of the host family use illegal substances, the student will be moved and placed with a new family.

Illegal Activities

Alberta Education must be informed immediately of any incident involving illegal activities such as theft or shoplifting or assault. If formal charges have not been laid, the student's exchange may be terminated and the student will be responsible for any additional costs associated with the return. If charges have been laid, the student will likely face judicial proceedings in the jurisdiction where the crime was committed.

Criminal Prosecution

Students who are physically in other countries or provinces are subject to the laws of those jurisdictions. Laws in other countries can be very different, and in most instances, harsher than those in Canada. If students are charged with a criminal offence while living in another jurisdiction, Alberta Education must be notified immediately and the student's exchange participation may be terminated.

Once charges have been laid, the student will most likely face criminal proceedings in the country or province where the crime was committed. International exchange students should note that if a student is convicted, he or she will be sentenced according to the laws of that particular country. Incarceration of the student in the host country is a real possibility.

If the authorities decide not to proceed with the charges, the exchange may be terminated. The host country may also choose to deport the student. Criminal charges may prevent the student from ever returning to the country where the charges were laid.

It is important to note again, that once a student is physically in the exchange country, he or she is subject to that country's laws. Alberta Education or the Canadian Embassy can do little to assist once the student is charged with or convicted of breaking the laws of another country.

Driving

Exchange students are not permitted to drive motorized vehicles in the host province or country. This includes: cars, motorcycles, mopeds, trail bikes, ski-doo's, or farm equipment. Exchange students are not allowed to participate in Driver's Education classes in either Alberta or the host province or country. Students violating this policy will not be allowed to continue with the program, and will return home.

Dangerous Activities

Alberta Education reserves the right to withhold authorization for any activity deemed to be dangerous: e.g., hang gliding, parachute jumping, piloting a private plane, bungee jumping, mountain climbing, white-water rafting. Upon notification in writing, activities which involve an element of danger will be considered in consultation with both natural parents/guardian and host family. If agreed upon, the written permission of both families must be on file before the activity is undertaken.

Employment

International student exchange participants are generally not permitted to accept employment as a condition of the student authorization. Any violation results in termination of exchange. Interprovincial exchange participants are allowed remunerated activities (work) but must consider the impact on the exchange relationship, and avoid any imposition on the host family before accepting any type of job.

Student Travel

Any student travel which does not occur either with the host family or with the host school must be authorized by Alberta Education and its partner agencies. Students may be permitted to travel if there is:

- assurance of student safety;
- knowledge of the plans and location of the student;
- no interference with school attendance.

The Alberta parent or guardian must show these criteria have been met by submitting written notification to Alberta Education well prior to the proposed travel dates.

The above guidelines also apply to the visiting student. It is important to keep in mind that the host family is legally responsible for the exchange student during the hosting period.

Extension of Stay

Alberta Education will not grant an extension of stay to exchange students in Alberta unless there is demonstrated evidence of a medical emergency. The Alberta school/jurisdiction has no further obligation to provide tuition after the program's termination.

Alberta students are expected back in their Alberta schools after program completion. As the exchange period for international programs is limited to a maximum of 60 or 90 days, the host family and school must be absolved of any responsibility at that time. Any requests for an extension must be addressed to Alberta Education.

Early Returns

Early returns normally are of two types: voluntary, at the request of the student or family, or involuntary, upon a decision by Alberta Education.

If voluntary returns involve a medical or family crisis, Alberta Education will endeavour to assist with the return, and usually only minimal travel costs are incurred by the participating student or family.

In the case of involuntary return due to infractions of program guidelines leading to the termination of exchange, any associated additional costs involved in returning home are the responsibility of the student or family.

Program Cancellation/Termination due to Safety and Security

Alberta Education reserves the right to cancel a student exchange program prior to its commencement or at any time during its operation if:

1. The Department of Foreign Affairs and International Trade issues a Travel Report for a country that indicates that Canadians or Permanent Residents should not travel to and/or should leave the country.
2. Alberta Education regards the situation in a country as posing certain risks to the safety and security of students. Students will then be required to leave that country.

Withdrawals/Off-Program

A successful exchange will be determined by the drive and desire to follow through until the end of the exchange period, regardless of the difficulties encountered.

A withdrawal will carry serious consequences for the partner in the other province or country; the exchange partner might not be able to continue participating in the program.

If the Alberta student or family chooses to withdraw from the exchange prematurely due, for example, to personality conflicts or adjustment problems, any associated additional costs involved in returning home are again the responsibility of the participating student or family.

If the student is absent from the host school, family or other designated place (program activity sites) without the approval of Alberta Education, the exchange participation for that student will be terminated.

Should a student fail to comply, and stay in Alberta or Canada despite exchange termination, he or she is considered "off-program". Alberta Education accepts no legal responsibility for the student, and will immediately notify the natural parents or guardian, and the exchange counterparts of program termination. If the incident involves international exchange students, immigration officials will also be notified.

FINAL NOTE

Using these guidelines as a guide, Alberta Education reserves the right to terminate student exchanges for any reason outlined therein, and may also require the student or the student's parents or guardian to pay any additional costs associated with the student's return.

Alberta Education assumes no legal responsibility for the actions, debts, expenses, safety, or health of the students participating in the exchange.

Exchanging Worlds

Student Exchange Program



we explore
explorer

Studying French, German, Japanese or Spanish?

Challenge yourself to an intensive living and learning experience beyond the classroom.

Develop your language skills | Meet teens from other places around the world | Live and go to school in another culture Prepare yourself for the international workplace | Expand your personal boundaries | Try something new and different Have a life changing experience



See your language teacher for further details or visit our website at:

www.education.alberta.ca

Under students, click on international education and student exchange | Deadline: End of February

**Government
of Alberta** ■



Studying French, German, Spanish or Japanese?

Challenge yourself to an intensive living experience; to active and real learning beyond classroom walls!

Visit

www.education.alberta.ca

Under students, click on international education and student exchange



How do I apply?

Talk to your language teacher or visit our website.

Application deadline is the end of February
(school deadline may be earlier)

Contact:

Student Exchange Program

International Education Branch
Alberta Education
2nd Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, AB T5J 5E6

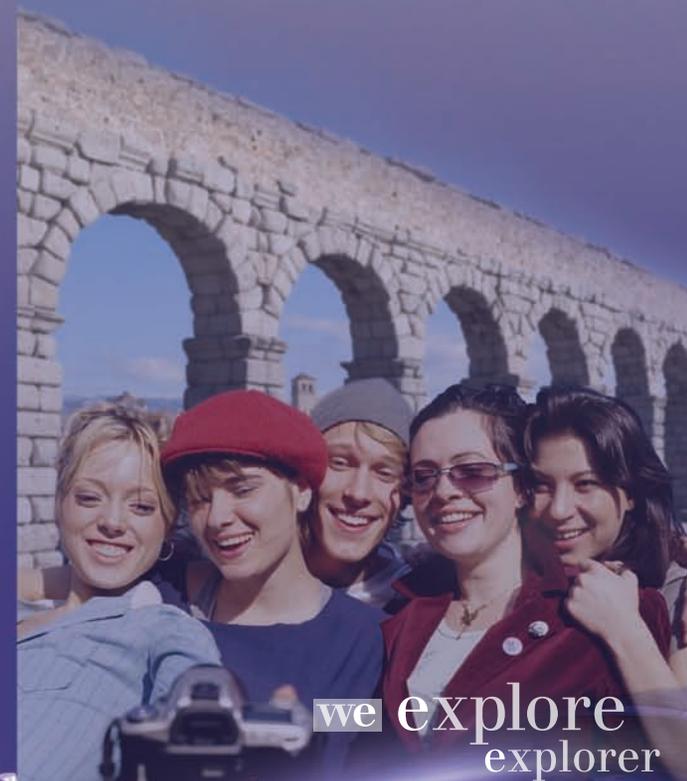
Phone: 780.427.2035

Fax: 780.644.2284

Email: exchange.programs@gov.ab.ca

Exchanging Worlds

Student Exchange Program



Government
of Alberta



? How does it work?

Alberta participants are partnered with students from Québec, Germany, Spain, Mexico or Japan. They host their partners in their home and school and then travel to live with their partners and attend school elsewhere.

? When & Where can I go?

Dates vary from program to program. The information provided below is only a guide.

Québec, Germany, Spain and Mexico* – exchange partners come to Alberta in August/September and leave in November/December. Alberta students leave for their exchange destination in January/February and return home in May/June.

Japan – Alberta students are in Japan from August to October. Their exchange partners come to Alberta in November and leave in January.

**Mexican exchange partners are hosted in Alberta from September to late January.*

? What is the cost?

Families are responsible for the costs associated with hosting the exchange partner. Families are also expected to cover their son or daughter's travel expenses and provide them with enough spending money for their time away.

Students participating in the Québec exchange are eligible for a full travel subsidy.

? Who can apply?

This exchange program is open to all high school students studying French, German, Spanish or Japanese. Students normally apply during their Grade 10 year to participate in the exchange during their Grade 11 year. They must have completed the 20 level of the appropriate language or its equivalent prior to departure.

Students are recommended by their language teachers based on criteria such as language proficiency, academic standing, personal qualities and family motivation.



Appendix F

Educator Exchange Programs



- Educator Exchange Long-term Application Package
 - Cover letter, Information Package and Application Form for Alberta’s International Education Exchange Program for Teachers
 - Teach and Live in Another Culture
 - *Procedures and Guidelines for Educator Exchange*
 - Instructions for Completing Applications for Alberta’s International Education Exchange Program for Teachers
 - Alberta’s International Education Exchange Program for Teachers, Application Form
 - Summary Details
- *Exchanging Minds: Teacher Exchange Program* brochure
- *Exchanging Minds: Teacher Exchange Program* (DVD)
- Alberta–Denmark Short-term Teacher Exchange Application Form
- Alberta–Germany Short-term Teacher Exchange Application Form
- *Exchanging Minds: Short-term Teacher Exchange Program* (Fact Sheet)

To: Alberta Educators Interested in Exchange

Subject: **Information package and application form for Alberta's International Education Exchange Program for Teachers**

Enclosed is an information package for Alberta's International Education Exchange Program for Teachers. This package should answer most of your questions about these exchange programs. The package includes:

- An information booklet titled *Teach and Live in Another Culture*
- Alberta Education's *Educator Exchange: Procedures and Guidelines*
- Instructions and a checklist for completing your application
- *The Educator Exchange Application Form*
- Summary Details to accompany application

If you are considering participating in an educational exchange program you should take note of the following:

- *Be sure that you meet all the criteria for the program. An applicant must be a Canadian citizen with a permanent Alberta teaching certificate and a permanent teaching position (full-time).*
- *Your application must include the signed approval of your school principal and your central office/school jurisdiction (see pages 14-15 of the application form). Administrators will screen applications at the local level and Alberta's International Education Exchange Program for Teachers may do further reference checks.*
- Be sure to complete all sections of the application form, including the two references and a Summary Details form. The references for the exchange applicant will be treated confidentially. Alberta's International Education Exchange Program for Teachers is to receive the original application form, as well as two complete copies. All questions must be answered. *Incomplete applications, including incomplete number of copies, cannot be considered and will be returned.*
- The Medical Certificate is to be completed by your physician and should be submitted with the **original** completed package only. This medical certificate will be treated confidentially, and held in your exchange file at Alberta's International Education Exchange Program for Teachers. (Note: Visa requirements in the destination country may require a more extensive medical, after the exchange is approved.)

- Jurisdictions may have their own protocol for sending applications to Alberta Education – contact your central office for more information. For example, some jurisdictions require that the complete application package be sent to them for approval; the jurisdiction will then forward the package to Alberta Education. In this case, your jurisdiction may have an earlier application deadline. Be sure to meet this local deadline. If your jurisdiction has no specific protocol, you may submit your completed application package directly to Alberta Education.
- Candidates should not be considering opportunities for transfer, promotion, other exchange programs or relocation during the year they have applied for exchange.
- Some teachers need to apply several times before receiving an exchange. Be sure to retain a copy of your completed application (including photos) for your files. Should there not be a suitable match for you, any remaining copies of your application will be returned to you in September/October, so you can use them for re-application.
- Alberta Education provides a liaison service, but no financial assistance for these exchanges.
- Selection in the host country is dependent on positions available and the information you provide.
- Prior to the exchange commencement, successful applicants to most countries will be asked for a Disclosure of Criminal Background (Police check).
- Applicants who are accepted for exchange should also be aware that you may require further medical examinations, including mandatory AIDS testing, as part of the visa/work authorization application procedures of some host countries.

If you are satisfied that you meet the selection and concurrence criteria, and you wish to apply for exchange, please ensure that your application package is submitted to Alberta Education by December 31. Late applications will be considered only if placements are available and with the approval of your jurisdiction.

Thanks for your interest in Alberta's International Education Exchange Program for Teachers. I look forward to receiving your application. If you have any questions, please feel free to contact me toll-free at 1-800-232-7208, or by e-mail at sara.coumantarakis@ata.ab.ca.

Sincerely,

Sara Coumantarakis, M. Ed.
Coordinator, Educator Exchange

Teach and Live in Another Culture

Are you looking for an adventure and a powerful professional development experience? Do you want to experience a different culture and lifestyle?

Teach overseas for a year with Alberta's International Education Exchange Program for Teachers!

Swap jobs (and homes) with a teacher in Australia, New Zealand, the UK, Denmark, Germany, Switzerland or other provinces in Canada. With Alberta's International Education Exchange Program for Teachers, you continue to be paid by your Alberta school jurisdiction and return to your own teaching position after the year is over.

Alberta's International Education Exchange Program for Teachers is funded by Alberta Education, and delivered in accordance with its "Procedures and Guidelines."

For full information, please visit www.education.alberta.ca/students/internationaleducation.aspx

Who is qualified to apply for a teaching exchange?

Applicants must have:

- a permanent Professional Alberta Teaching certificate
- *a permanent teaching position*
- *approval of their principal and superintendent (or designate).*

Note: some boards require particular years of service - please check with your Board office.

What are the different exchange programs?

School Year Exchange

- August 1 – July 31 inclusive
- With the UK, Denmark, Germany (Fluency in German required), Switzerland (Fluency in either French or German)
- Other provinces in Canada

Calendar Year Exchange

- January 1 – December 31 inclusive
- With the states and territories of Australia and New Zealand

What personal characteristics are taken into consideration?

Flexibility

Applicants need to be interested in living and working in a different culture and able to deal with new and unexpected situations. This means not only being prepared for and able to handle culture shock, but also to adjust to extreme differences in lifestyle, climate, food, and standard of

accommodation. If you are exchanging accommodation, you must also be prepared to have your exchange partner—basically a stranger—live in your home.

Exemplary teaching skills

Educators approved for the exchange program must have a fully satisfactory or superior performance record with their current employer and be recommended accordingly.

The purpose of teaching exchanges is to provide an opportunity for professional development through the study and experience of another system as well as the growth which results from the cultural aspect of the exchange. This is not a year of travel or holidays. Exchange teachers must be prepared to meet the challenge of teaching a new curriculum in a different education system. This has been compared to the stress of being a beginning teacher.

Professional commitment

It is important that you remember that an exchange is a professional agreement, arranged in cooperation with education departments of different states and countries. Withdrawing from the program after your application is submitted can cause difficulties in the host countries. You should not be considering any opportunities for transfer, promotion, or relocation when you apply to this program. Service in your exchange school must be undertaken with the same commitment as service in your Alberta school.

If your exchange is approved, you are committed by signed contract to complete that foreign assignment, particularly because your jurisdiction has committed to having the exchange teacher in your position for a year. **Major professional difficulties can arise from terminating an exchange.** You should not be planning to immigrate to the host country. Exchange teachers must obtain an interim teaching certificate which expires as soon as the exchange period ends, and the exchange arrangements with the Alberta jurisdiction include an agreement that the exchange teacher return to their teaching position after the exchange is completed.

Personal stability

When you go on exchange, you are immersing yourself in a completely new situation. Regardless of how prepared you are, a certain level of stress and uncertainty is inevitable. It is important that you go into such a situation with a good attitude. If you are thinking of exchanging with your family, then your whole family should be excited about and supportive of the exchange. Problems such as marital difficulties, job dissatisfaction, or tense family relationships will only seem worse in unfamiliar surroundings.

Financial stability

Going on exchange can be expensive. We recommend that you have three to six months' salary saved as a cushion for your exchange. Flights to exchange destinations can be expensive and other unexpected expenses may arise such as: different cost of living, travel within your exchange country, phone calls or trips home, professional fees for a lawyer or accountant, losing the financial contribution of a working spouse if employment cannot be found. All of these costs are the teacher's own responsibility. Alberta Education does not provide any financial assistance to exchange participants.

Communication skills

Open communication skills are crucial to a successful exchange. This means being open and honest, while also being sensitive to other people's feelings and circumstances. Being able to discuss problems openly and diplomatically—and knowing when to discuss them—will mean that all the issues around living in another country in someone else's home can be dealt with comfortably and successfully.

Good representative of Alberta and Canada

Living in another country can be a little like living in a fishbowl. The actions of an exchange teacher can sometimes be generalized as representative of all Albertans or Canadians. Successful candidates must be good ambassadors for Alberta and Canada and for the teaching profession.

Good health

A medical certificate is required as part of your application.

Criminal Record Check

Applicants will be asked to provide a Criminal Record Check.

Support of Principal and Jurisdiction

Support from the principal and superintendent is vital for this professional development activity. Both the exchange partner and the Alberta teacher need the support of the school administration before, during and after the exchange year. The value of this experience must be recognized at the local level.

How do I apply for a teaching exchange?

1. Talk to your principal and superintendent (or designate)

Application for a teaching exchange is a cooperative process and must involve your school principal and superintendent or (designate). All three of you must understand and fully agree to the terms and conditions of the exchange agreement. The exchanges depend on this multi-leveled endorsement. It confirms that everyone involved is committed to the exchange—and to supporting the incoming and outgoing exchange teachers. It also acts as a kind of recommendation for your application. **No teacher may go on exchange without the support and endorsement of the school and school board.**

2. Complete your application form and submit it to Alberta's International Education Exchange Program for Teachers before December 31.

Applications are available from Alberta's International Education Exchange Program for Teachers, your jurisdiction's central office, or at www.education.alberta.ca/students/internationaleducation.aspx. Jurisdictions may have their own protocol for sending the application to Alberta Education. Contact your central office for more information **as their deadline may be earlier in December**. Please ensure that your application is fully completed; incomplete applications cannot be considered and will be returned to the applicant.

The deadline for applications is December 31. Late applications will be considered only if placements are available and if your jurisdiction agrees. Please check to see if your Board has an earlier deadline.

3. Attend an interview/information session

After your application is received, you will receive instructions on attending an interview/information session at Alberta's International Education Exchange Program for Teachers. This gives us a chance to meet in person, to talk about exchanges, and to get an idea of your widest range of qualifications and locations. It is also an opportunity for you to ask any questions you might have.

4. Wait to hear from Alberta's International Education Exchange Program for Teachers.

This can be the hardest part! We will do our best to find an appropriate match for you. We may need to call and clarify something about your qualifications or location expectations. Unfortunately, there are always more applicants than available teacher exchange positions, so you may need to apply more than once before being placed successfully. Please feel free to call and ask about your application.

What happens to my application while I'm waiting?

1. The matching process begins

Matching is based on comparable teaching assignments. The more varied your background, and the more flexible your school can be, the better your chances of a match. Although housing arrangements are personal matters, the same principle applies: the more flexible you are, the better your chances.

Matching of Alberta applicants with foreign teachers usually happens first in the other country or province. Teachers coming to Alberta are recommended by their school, their school authority, and the exchange officials in their home country or province. These candidates go through a rigorous screening procedure, often including personal interviews.

2. A match is proposed

If a match with yourself and a foreign teacher is proposed, it is sent first to Alberta's International Education Exchange Program for Teachers for review. If it looks like an appropriate match, it is forwarded to your superintendent (or designate) to approve. If the superintendent approves the match, it is forwarded to your principal. If the principal approves it, the application comes to you for consideration. The match is not fully approved until the Alberta superintendent, principal, and teacher have all signed the approval form and the approval process is completed in the exchange destination.

If you, your principal, and your superintendent do not approve the match, all documents must be returned to Alberta's International Education Exchange Program for Teachers along with a description of why the candidate was not appropriate and whether an alternate match is requested.

3. The match is confirmed or declined

Matches are usually proposed at the same time in both countries. Even though the match may be fully approved in Alberta, the approval process in the foreign country may not be complete. The match is not confirmed until it is fully approved in both Alberta and the host country/province.

Once this happens, confirmation packages are sent to the Alberta superintendent, the Alberta principal, the Alberta teacher, the foreign teacher and the Department of Education in the host country/province. This usually happens in late spring—May, June or sometimes even July or August for Australian matches.

Once the match has been confirmed, your jurisdiction should give you a copy of your exchange partner's application and you can begin communication with your partner. Your principal should also maintain a copy of the application for the school's files.

If the match is declined on the other side, you, your principal and your superintendent will be informed and we will seek another match for you.

What are some other professional issues that may come up during my exchange?

Professional Duties

Written job descriptions are provided at the time of application. Changes should be avoided, as they may not work with the qualifications of the incoming teacher.

Support System for the Incoming Exchange Teacher

The following staff contacts/buddies should be identified to help the incoming teacher integrate into the Alberta school:

- Administrative Contact: for issues of procedure, parent communication, discipline
- Curriculum Buddy: to discuss units/topics to cover, resources and PD in early stages
- Evaluation Buddy: to discuss/outline the evaluation requirements/guideline of the school (i.e., type/number/focus/frequency of evaluation instruments)

Salary and Employment Status

While on exchange you continue to be employed by your Alberta school jurisdiction and earn your salary and benefits. This means that you are also subject to normal taxation, superannuation, and social service contributions just as if you were working in Alberta. You retain your rights and privileges as employees of your jurisdiction, including the right to return to your previous position (or equivalent) after the exchange year. You may also continue to receive benefits from the Alberta School Employee Benefit Plan (ASEBP), depending on their regulations, or your particular extended benefit plan.

Arrival at the Host School

You should arrive at your host school at least five days before the school opens. This way, you have some time to become familiar with the school and curriculum before the year actually starts.

Absence/Leave Information

- Sick Leave

The host (foreign) school board covers costs for substitute teachers for the first 20 days of leave for personal illness of the incoming exchange teacher, and for similar approved and excusable absences.

The sponsoring (Alberta) school board is liable for substitute costs for:

- all additional days of illness of the Alberta teacher (in excess of 20 days)
- any days of unexcused, unapproved absences of the Alberta teacher

- Professional Leave

Five days leave with the host board covering the substitute costs is usually allocated for professional development of the Alberta teacher, in addition to participation in all regularly provided professional development activities offered by the host system. These days include release time for the incoming and outgoing exchange teacher to attend an Orientation Session in Edmonton (June/September for School Year exchanges and October/January for Calendar Year Exchanges.) These leaves are at the discretion of the host school/jurisdiction and are not an entitlement.

- Personal Leave

If personal leave is not approved by the host system, the cost of substitute teachers may be recovered from the Alberta school board, which in turn may recover costs from the salary of the Alberta teacher under the conditions of their collective agreement.

- Transfer of Funds

Any billing for the cost of replacement teachers must be channeled through exchange authorities.

- Absence Reports

Alberta jurisdictions are asked to provide absence/leave information for the **exchange teachers**. These reports are forwarded to the exchange teachers' home jurisdiction. The same information is collected for the Alberta teachers from the host jurisdictions.

What kind of personal issues might come up?

Travel

Exchange participants have to cover the costs of travel to and from the exchange destinations for themselves and their families. No financial assistance is provided.

Accommodation

The official exchange agreement is an exchange of teaching positions only. You are required to provide suitable housing for your exchange partner, but accommodation is a private matter to be arranged between exchange partners. **Neither Alberta nor foreign authorities will mediate or be responsible for misunderstandings or grievances in accommodation arrangements.**

The most common way of providing accommodation for your exchange partner is by exchanging homes. When accommodation is exchanged, they are complete with furnishing, bedding, appliances, and facilities ready for immediate use by the exchange partner and family. Exchange partners are expected to maintain the house or apartment in good order and condition and make good any damage incurred during their stay.

The cost of mortgages or rent, as well as insurance for the house and its contents must continue to be paid by the Alberta participant. Likewise, the foreign participant will pay their mortgage/rent and insurance.

Carefully consider whether you are comfortable having strangers living in your house. If you are particularly “house-proud” you should not offer to exchange accommodation. The incoming teacher will likely act more like a tenant than an owner; s/he may not be as concerned about maintenance issues and may not understand the mechanical systems in Alberta houses. Indoor habits may be different; for example, it is customary in Alberta to take off your shoes when you enter a house; this practice is not as common in Australia or the UK. Careful planning, good communication, and assistance from a friend or relative who can provide the incoming teacher with advice and assistance in case of any problems can minimize these kinds of problems.

Remember also that accommodation in the host country may not be the same as you are used to at home. Different countries have different standards of plumbing, heating, etc. This is why your adaptability and flexibility are so important.

Most exchanges experience no real difficulty, but it is important that you are aware of that possibility—and take steps to ensure that expectations and responsibilities are clearly understood by both exchange partners. **If you decide to exchange accommodation, we strongly advise that you sign a legal agreement with your exchange partner.**

A sample agreement will be provided for participants at the Orientation session before departure.

Vehicles

Because there may be significant differences in driving and maintenance habits, as well as in the value and condition of vehicles, we do not recommend that exchange participants exchange vehicles. If you do choose to exchange vehicles, we recommend that a legal agreement, similar to the housing agreement, be put in place. **Neither Alberta nor foreign authorities will mediate or be responsible for misunderstandings or grievances in vehicle arrangements.**

Exchange partners will need to discuss the best ways for each partner to travel to and from school while on exchange. Options may include buying a car on arrival, car pools and public transport.

Life and Health Care Insurance

You will need to make arrangement for your own life and health care insurance. Alberta residents leaving the province must contact the Alberta Health Care Insurance Plan (AHCIP) before leaving to maintain Alberta coverage and to determine out-of-province/out-of-country limitations on coverage.

Alberta Health Care covers Alberta participants during exchange. **Additional coverage is strongly recommended.** You will need to check your extended benefit plan to ensure adequate coverage is in place. Health care programs will differ depending on your exchange destination.

What happens if I go on exchange and it doesn't work out?

Despite all the precautions taken in selecting and preparing teachers for exchange, exchanges do occasionally break down. Most breakdowns are for genuine, emergency reasons. Emergency

situations will be evaluated individually, with compassion and concern. Unresolved problems need to be sorted out as quickly as possible. Not only are there financial implications, many other people are involved—and the needs and wishes of those people are of utmost importance, especially in a cooperative agreement such as exchange.

With local support from the school, administration and community of friends, most problems are taken care of. However, when this support is unavailable or not accessed, exchange breakdowns during the teaching term sometimes occur and they have extensive consequences.

Guidelines in the event of an exchange breakdown are detailed in the document *Educator Exchange: Procedures and Guidelines*, which is available from Alberta Education.

Are there any other things I need to consider about going on exchange?

There are many details involved. Alberta Education provides information which is sent to our successfully matched applicants and exchange teachers must attend an orientation session two or three months before they are scheduled to leave.

Some other things you might want to think about include:

- Power of attorney—delegated responsibility for one's property and finances
- Wills and Personal Directives
- Your Alberta school, classroom and community: planning with the principal and staff; keeping in touch with the school while you are away
- Neighbours and friends: letting them know your plans and asking them to help with unusual chores (the swimming pool, a prize garden), taking care of valuables, and welcoming the incoming exchange teacher
- Travel arrangements and documents: passport, visa, and international driver's license
- Plans for your spouse and/or children: spouse may need a work visa or may need to plan alternatives to working; school enrollment may require a student visa
- Financial arrangements, including income tax, health care payments, banking (transfer of funds)
- The new school and classroom: photos, books, maps, and resources for teaching
- Gifts and regalia: souvenirs and mementos of Alberta to give to friends and colleagues in the new community; what to take along for presentations on Alberta/Canada

Can I talk to someone who has already been on exchange?

Definitely—contacting teachers who have personal exchange experience can be a great way of deciding whether an exchange is something you want to pursue. Information about past participants from your jurisdiction is available from your superintendent or exchange contact. Alberta's International Education Exchange Program for Teachers also has a list of people who are willing to talk about exchange; this includes the Exchange Teachers' Club.

The Exchange Teachers' Club is a provincial organization of teachers who have previously been on exchange. These volunteers organize social activities, welcome foreign teachers, offer billet accommodation, and give advice on teaching and living in another country, along with many other things. Contact information can be obtained from Alberta's International Education Exchange Program for Teachers.

If you have any questions, Alberta's International Education Exchange Program for Teachers is always here to help.

Please contact us at:

**Alberta's International Education Exchange Program for Teachers
11010 – 142 Street
Edmonton AB T5N 2R1**

**Telephone: 780-447-9400
Toll-free: 1-800-232-7208
Fax: 780-455-6481
Email: sara.coumantarakis@ata.ab.ca**

Thanks for your interest in educator exchanges!

Procedures and Guidelines for Educator Exchange

Alberta's International Education Exchange Program for Teachers
11010 – 142 Street
Edmonton AB T5N 2R1

Telephone 780-447-9400
Toll-free 1-800-232-7208
Fax 780-455-6481

Educator Exchange: Procedures and Guidelines

1.0 PROGRAMS OFFERED

1.1 Full Year Reciprocal Exchanges for Educators

1.1.1 School Year Exchanges

With the United Kingdom (UK), the Federal Republic of Germany (FRG), Denmark, Switzerland or other provinces in Canada.

i. Calendar Year Exchanges

With the Australian states and territories: Queensland, New South Wales, Victoria, South Australia, Western Australia, Northern Territory; and with New Zealand

1.2 Administrator /Short-Term Exchanges or Study Tours

Reciprocal short term study visits with various destinations arise from time to time.

2.0 EXCHANGE TIMELINES

2.1 One Year Reciprocal Exchanges

2.1.1 Calendar Year Exchanges to Australia

Calendar Year Exchanges to Australia run from January 1 to December 31 inclusive.

i. School Year Exchanges

School Year Exchanges to all other destinations run from August 1 to July 31 inclusive.

2.1.2 Mid-year Exchanges to Australia

Some rare opportunities for mid-year exchanges to Australia exist. These exchanges are from July 1- June 30 inclusive.

2.2 Short-term administrator or teacher exchanges and study tour/visitation programs

May occur in either the school or calendar year.

3.0 APPLICATION REQUIREMENTS

3.1 A permanent Professional Alberta Teaching Certificate

3.2 A permanent teaching position.

3.3 Approval of the principal and superintendent (or designate)

Educators approved for an exchange program are expected to have fully satisfactory or superior performance with their current employer and to be recommended accordingly. Concurrence by principal and superintendent (or designate) should be based on professional development considerations. Both the exchange partner and the Alberta teacher will require the support of the school administration before, during and after the exchange year. The value of this experience must be recognized at the local level.

If there is a new principal coming to the school, it is the responsibility of the school jurisdiction and the current principal to ensure that the incoming principal is supportive of the exchange and approves the proposed exchange partner.

3.4 Commitment to the exchange

Withdrawing from the program after submission of an application can cause difficulties in the host country or province considering the Alberta applicant.

Applicants should not be considering opportunities for transfer, promotion, other exchange programs, or relocation while applying for, or during the year of the exchange.

3.5 Personal characteristics

Other personal characteristics may be taken into consideration such as flexibility, adaptability, personal and financial stability, communication skills, health, ability to cooperate with colleagues and other characteristics as deemed appropriate.

4.0 INFORMATION/INTERVIEW SESSION

Each exchange applicant and spouse/partner must attend an information/interview session as part of the application process.

5.0 EMPLOYMENT ISSUES

5.1 Salary

Participants will remain in the employment of their own school jurisdiction and will continue to have their salaries remitted to them while on exchange. They will, therefore, continue to be subject to the normal taxation, superannuation and social service contributions, and will retain their rights and privileges as employees of their own educational authorities.

5.2 Alberta School Employee Benefit Plan

Participants who are enrolled in the Alberta School Employee Benefit Plan (ASEBP) may continue to receive coverage depending on ASEBP regulations.

5.3 Professionalism

Educator exchange is a professional obligation. Service in the exchange school/jurisdiction must be undertaken with the same commitment as service in an Alberta/home country school. Any breach of this professional obligation has serious consequences.

5.4 Casual Sick Leave

The host school board covers costs for substitute teachers for the first 20 days of approved leave for personal illness of the exchange educator, and for similar approved and excusable absences. The sponsoring school authority is liable for the substitute teacher costs for:

- all additional days of illness of their exchange teacher in excess of 20 days; and
- all days of unexcused or unapproved absences of their own teacher.

5.5 Professional Leave

Five days leave (with the host board covering the cost of substitute teachers) should be allocated for professional development experience of the exchange teacher, in addition to participation in all regularly provided professional development activities by the host school system. On the Alberta side, one day of this allotment is designated to release the incoming and outgoing exchange teachers to attend the Orientation Conferences in Edmonton (in June/September for school year exchanges or October/January for calendar year).

5.6 Personal Leave

Where personal leave is approved by the host system, the actual cost of substitute teachers may be recovered from the sponsoring board, which, in turn, may recover costs from the salary of the teacher under the conditions of its collective agreement. All personal leave must be approved by the host and sponsoring board.

5.7 Strikes

Exchange teachers shall not get involved in any strike action.

5.7.1 Alberta Exchange Teachers

In the case of a strike in the host jurisdiction, the exchange teacher will continue to be paid by the home jurisdiction and thus is required to continue employment with the host jurisdiction.

In the case of a strike in the home jurisdiction, the exchange teacher is deemed as not being directly involved in the strike. He/she will continue to receive a regular salary and shall continue employment with the host jurisdiction.

5.7.2 Incoming Exchange Teachers

In the case of a strike in the Alberta jurisdiction, the exchange teacher will continue to be paid by the home jurisdiction and thus is required to continue employment with the Alberta jurisdiction. The Alberta jurisdiction shall assign the exchange teacher duties as deemed appropriate. These duties shall not jeopardize the exchange teacher's position in the school.

If a strike is imminent, the exchange teacher shall notify Alberta's International Education Exchange Program for Teachers immediately.

The exchange teacher shall report to his or her Alberta superintendent for advice on how to proceed.

5.7.3 Recovery of Costs

Any invoicing for the cost of replacement teachers in host jurisdictions must be channeled through participating Ministries of Education (i.e. board/authority). In Alberta, all such issues should be discussed with Alberta's International Education Exchange Program for Teachers.

6.0 PREPARING FOR THE EXCHANGE

6.1 Teaching assignments

Written job descriptions are to be provided at the time of application. Subsequent changes which may be to the disadvantage of the incoming exchange teacher should be avoided.

6.2 Teaching "buddy"

A "buddy" should be assigned to orient the incoming exchange teacher to insure smooth integrating into the Alberta school.

6.3 Administrator "buddy"

An administrator should be appointed to assist the incoming educator.

6.4 Arrival at host school

Exchange teachers should check in with their host school at least five days prior to the school opening to become familiar with the school and planning provisions (for full-year exchanges).

7.0 EXPENSES

Participants will cover all expenses for themselves and their families, including travel to and from the host community. There is no financial assistance from Alberta Education.

8.0 ACCOMMODATION

Teachers are obliged to provide adequate housing for their exchange partner. Participants often provide their own homes, but this is optional, as other arrangements can be made. If accommodation is exchanged, the responsibility for mortgage or rent in Alberta and the cost of insurance for the house and its contents must continue to be borne by the Alberta participants.

Exchanged accommodation must be complete with furnishings, bedding, appliances and facilities ready for immediate use by the visiting exchange teachers/families.

Exchange teachers are expected to maintain the house in good order and condition, and make good any damage incurred during their stay.

Accommodation exchanges are personal matters between exchange teachers. Alberta Education will take no responsibility for any disputes between the parties. Written agreements are strongly recommended.

9.0 VEHICLES / TRANSPORTATION

Vehicles exchanges are not recommended, but may be negotiated privately. It is important, however, that the visiting teacher be able to travel easily to and from school/home. Transportation options and costs must be determined and clearly outlined.

Vehicle exchanges are personal matters between exchange teachers. Alberta Education will take no responsibility for any disputes between the parties. Written agreements are strongly recommended.

10.0 HEALTH CARE

Participants are responsible for life and health care insurance for the duration of the exchange. Alberta Health Care will continue to cover Alberta participants while on exchange. Alberta Education suggests that participants look into the benefits provided by their extended health care plan.

11.0 GUIDELINES IN THE EVENT OF EDUCATOR EXCHANGE BREAKDOWNS

11.1 If any exchange breaks down after commencement of the exchange term, the assignment of the exchange partner will be protected for the full exchange period, either by continuation of the original assignment or, if the exchange partner agrees, by relocation to another assignment in the host jurisdiction.

11.2 When an exchange educator, with prior approval and for reasons acceptable to the authorities involved (local and government) returns prematurely, he/she should receive full benefits of regular employment.

- 11.3 When an exchange participant returns on the basis of personal reasons without prior approval of the authorities involved, the employer and the authorities have no obligation to continue employment or benefits.
- 11.4 In cases 11.2 and 11.3, the sending authority will cover full or equivalent costs of a replacement teacher for the remainder of the exchange term.
- 11.5 An educator whose exchange assignment is prematurely terminated as a consequence of external factors should have priority for a new exchange in the next program year.
- 11.6 All educators must sign a legally binding agreement of service during the exchange period.
- 11.7 In the event of an exchange breakdown, the Alberta teacher must consult with his/her employers in Alberta and Alberta's International Education Exchange Program for Teachers. Termination of an exchange without proper approvals can jeopardize continued employment.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Information collected as part of Alberta's International Education Exchange Program for Teachers will be treated with due attention to the Freedom of Information and Protection of Privacy (FOIPP) legislation. The information provides the basis upon which the best possible match may be secured for participants. This information will be treated with respect for confidentiality and shared only with the exchange officials in possible destinations, and with the prospective jurisdiction, school principal, and partner, when an exchange is proposed.

Instructions for Completing Applications for Alberta's International Education Exchange Program for Teachers

Be sure to follow your jurisdiction's protocol and meet the jurisdiction deadline which may be earlier than the Alberta Education deadline.

Your jurisdiction may have their own protocol (including deadlines) for sending the application to Alberta's International Education Exchange Program for Teachers — contact your central office for more information. If your jurisdiction has no specific protocol you may send your completed application directly to Alberta's International Education Exchange Program for Teachers. The deadline is December 31. Late applications will be considered only if placements are available and with the approval of your jurisdiction.

All applications should be typed.

Please consult with your principal and superintendent to gain their support and to ensure that they fully understand their commitments and each retain a copy of the application form. If you need to provide more information than will fit into the space provided, additional pages may be attached. Alberta's International Education Exchange Program for Teachers must receive **three** completed copies in total. Be sure to include the copy with all original signatures including original reference forms and the medical certificate.

This application is the “first impression” school officials in the exchange destination will receive of you — be clear, concise and complete when providing information. Try to avoid any jargon that may not be common in other educational systems; for example, write out the names of organizations instead of using acronyms.

Photographs

Three passport size photographs (your school photograph is good) of yourself, with your name on the reverse side, should be stapled to page one of each copy of the application.

Include photographs of the accommodation you are exchanging/providing for an exchange partner. These should portray both exterior and interior views. Photographs of the school/classroom will also enhance the application.

References

Applicants must obtain a professional reference from their school principal, and/or their direct supervisor(s). Two references are required as part of the application; the second could be from a colleague. Further references may be included if desired. If you have been recently appointed to your current position, you may also wish to include a reference from your previous principal/supervisor.

Duties Involved In Exchange

The duty statement should be specific but brief. The duties of the incoming educator are a crucial part of the application—**this is the main criterion in the matching process. Be sure to detail any ways in which your school can be flexible.**

FOIPP

Information collected as part of this application process will be collected, giving due attention to the Freedom of Information and Protection of Privacy (FOIPP) legislation.

Your personal information provides the basis upon which the best possible match may be secured. The information will be treated with respect for confidentiality and shared with the exchange officials in the destination you indicate, and with the prospective jurisdiction, school principal and partner, when an exchange is proposed.

Checklist for Alberta's International Education Exchange Program for Teachers Applications

- Have you carefully considered and decided which program you will apply/qualify for?
- Have you read and completely understood Alberta Education's *Educator Exchange: Procedures and Guidelines*?
- After discussion of the exchange possibility, has your principal completed the School Description and Exchange Assignment, and signed your application?
- Have the requirements of your Alberta school jurisdiction been met? Has the endorsement of the superintendent or designate been obtained? It is the applicant's responsibility to meet the jurisdiction's deadline.
- Are the originals of the following enclosed with the original application package:
 - letter(s) of reference from your principal and/or direct supervisor? (and two copies)
 - the medical certificate completed by your doctor? (**original only**)
- If exchanging/providing accommodation, have photographs of the exterior and interior of the accommodation been provided in the application? (One set of photographs for each copy – coloured photocopies are fine.)
- Has the Self Portrait/Letter of Introduction been completed and the original attached to the original application? (and two copies)
- Have you submitted three copies, including the original, complete with photographs, letters of introduction, etc., attached to each copy?
- Have you kept one complete application for your files, as well as provided one each to your district and your school, in addition to the required copies for Alberta Education?
- Have you completed the Summary Details form (yellow) and enclosed **only the original** with the original application package?

Alberta's International Education Exchange Program for Teachers

Attach a recent, passport-sized photo of yourself to each copy of the application

APPLICATION FORM _____ YEAR

PLEASE NOTE: Original and two (2) extra copies of the application and photographs MUST be submitted - each copy is to be stapled simply, with no extra covers or folders

Information collected by Alberta's International Education Exchange Program for Teachers will be treated in accordance with the *Freedom of Information and Protection of Privacy* (FOI/PP) Act.

This information is collected to efficiently administer the program in order to provide the best possible match available. The application form you complete will be sent to our colleagues in the destinations you have indicated. If a match is proposed, this application will be sent to the overseas school jurisdiction, school (if applicable), and prospective partner. One copy will remain in our file at Alberta's International Education Exchange Program for Teachers and will be treated with confidentiality.

For further information about the collection of this information, please contact: 11010 – 142 Street, Edmonton AB T5N 2R1, Telephone 780-447-9400; Fax 780-455-6481.

1. Name: (Mr.) (Miss) (Ms.) (Mrs.) _____
Surname Given Name(s)

2. Date of Birth: Yr: _____ Mo: _____ Day: _____ Place of Birth: _____
City/Province/Country

3. Citizenship _____

4. Home Address: _____

City Province Country

Postal Code: _____ Home Telephone: (_____) _____ Cell Phone (_____) _____

Home Fax Number: (_____) _____ Email Address: _____

5. **School** **Jurisdiction**

Name: _____ Name: _____

Address: _____ Address: _____

Postal Code: _____ City: _____ Postal Code: _____ City: _____

Telephone: _____ Extension: _____ Telephone: _____ Extension: _____

Fax: _____ Fax: _____

Principal: _____ Superintendent: _____

Email: _____ Email: _____

Website: _____ Website: _____

6. Current teaching assignment - grade level(s) and subjects(s): _____

7. Indicate destinations(s) for which you are applying in order of preference:

- 7.1 School Year Program with: U.K. Germany (requires fluency in German)
 Denmark Switzerland (requires fluency in French or German)
 Other Canadian Provinces _____

OR

7.2 Calendar Year Program with Australia:

- No preference Victoria Western Australia
 Queensland Northern Territory
 New South Wales South Australia

7.3 Calendar Year Program with: New Zealand

7.4 Would you consider another program if no match is found in your first choice destination?

- Yes No

8. Exchange Experience

8.1 Have you been on exchange previously? Yes No

Location _____ School _____ Year _____

8.2 Have you previously applied for exchange? Yes No

Year _____ Program _____

Year _____ Program _____

9. Husband/wife application to be considered? Yes No

If yes, both must be matched or either may be matched

10. Professional Background

10.1 List academic background and qualifications that should be considered in your application.

Degree(s) Obtained	Institution	Year of Completion	Major and Minor Studies

Teacher Training (If not included above)	Institution	Year of Completion	Methods, Courses or Special Training

10.2 Type of teaching credential(s) _____

Year obtained _____ Certificate Number _____

10.3 Membership(s) in professional associations: _____

11. Experience

11.1 How many completed years of teaching experience will you have as of the beginning of the exchange?

11.2 Details of teaching experience: include current position and list most recent experience first.

School/Institution	Teaching Assignment (subjects if appropriate)	Grade Levels	Number of Years

12. Activities/experience related to your role as teacher:

13. Duties

	Subjects	Grade Level	Pupil Ages	Average Class Size	Teaching Hours Per Week
13.1 Current teaching assignment:					
13.2 Also qualified/ willing to teach:					
13.3 Assignment/teaching duties for incoming teacher:					

13.4 Alternatives:					
--------------------	--	--	--	--	--

13.5 Are there other duties, non-teaching responsibilities or staff involvement, which would be expected of the incoming teacher?

14. Language Fluency (to be completed if applying to a destination where you would work in the second/foreign language.)

14.1 Fluency to be self-rated by a numerical scale of 0 to 5 (5 means native-speaker fluency).

	Understanding	Speaking	Reading	Writing	Overall
French					
German					
Other (Specify)					

14.2 Is your language ability sufficiently well-developed to instruct courses in the second language? Yes No

Comments:

15. School

15.1 Approximate population and geographic location of town: _____

15.2 Briefly describe your school, number of students and teachers, and its community: _____

Note: Please attach up to 4 photos of the school and classroom to each copy of the application (see Page 9)

16. Details of all family members (including applicant) traveling overseas.

Name	Relationship	Date of Birth (Age) D/M/Y	Place of Birth (Town/Province/Country)	Citizenship
	Applicant			
	Spouse			

	Child			

17. Marital Status: _____

18. Dependents (**indicate only those who will accompany you**)

18.1 Spouse's Name: _____

18.2 Spouse's Occupation: _____

18.3 What plans does your spouse have during the exchange year? _____

19. Disabilities

Do you or members of your family have any medical or physical disability, e.g., asthma, poor hearing, etc?

Yes No Details: _____

Allergies? _____

20. Religion (You are not obliged to complete this section but it may assist in finding a private school placement)

20.1 Religious denomination: _____

20.2 Are you an active member of your church? Yes No

Explain: _____

21. Social or Service Clubs

Do you belong to any social/service clubs or organizations? Yes No

Details: _____

22. Recreational Interests

Describe any special interest that you or members of your family may have in any recreational activities: _____

23. Relatives and Friends

Do you have relatives or friends living in the country to which you seek exchange? Yes No

Details: _____

24. Restrictions

Are you aware of any medical or legal reason why the above information would fail to satisfy any immigration requirements?

Yes No

If yes, provide details (e.g., citizenship complications, a conviction for a criminal offense, health issues, etc.): _____

25. Notification in Case of Emergency

Name of person(s) and their relationship to you, to be notified in case of an emergency: _____

Address: _____

Telephone number(s): Home _____ Work _____

26. If granted an exchange, you are responsible for assuring suitable living accommodation for your counterpart.

26.1 Will accommodation be exchanged provided or found through negotiation with partner ?

26.2 Type of accommodation: house apartment or other please explain _____

26.3 Will others be sharing facilities? Yes No

If yes, explain _____

26.4 Is accommodation owned being purchased rented or other ?

Specify: _____

26.5 Number of bedrooms: _____ Number of Bathrooms: _____

26.5 Summarize size and dimensions of rooms. (*Please attach a floor plan and photographs – see pages 10-12*)

26.6 Indicate major appliances for use by the exchangee ("x" those available).

Washer Refrigerator Dishwasher Microwave

Dryer Freezer Stove Other(s)

26.7 Summarize furnishings you will provide: _____

26.8 What type of accommodation (home) insurance coverage do you have? _____

Will your home insurance be valid when your home is occupied by the visiting educator (& family)? Yes No

If no, what steps will you take? _____

26.9 Special conditions? Will you accept smokers? Are you smokers? Pets? Amount of gardening and yard work required?

27. Who would your exchangee contact in case of a household emergency?

Name: _____

Address: _____

Telephone number(s):
Home: _____
Work: _____

28. Alternatives

28.1 If not willing to exchange accommodation, what provisions are you prepared to make for your exchangee?

28.2 Do you want assured accommodation at the exchange location? Yes No

If not, what type of arrangements are you considering? _____

29. Transportation

29.1 Distance from home to school: _____ kilometres

Distance from home to nearest shopping center: _____ kilometres

29.2 What type of transportation will be required to travel from home to school?

29.3 Outline the types of transportation available to your counterpart and the costs: _____

30. Letter of Introduction - Self/Family Profile:

As this will be the first opportunity you will have to communicate with your proposed exchange school, school authority and partner, please include a short letter of introduction of yourself and family which would provide a more complete professional and personal/family profile. This letter is to be included with your application (three copies are needed).

31. Photographs and floor plan:

Please attach photographs of inside and outside views of accommodation and a floor plan, to each copy of the application (pages 10-12)

32. Please indicate on the map where in Alberta you live and teach:



Photographs: School (A)

- Please attach four colour photographs according to the guidelines.
- Feel free to make use of this entire page, but please do not exceed the 8.5 X 11 format.
- The completed sheet may be colour-copied or scanned to make up the number required for the application process (original and two copies).

an exterior view of your school

an interior view of your school

a picture of your classroom

any other picture of your school

Photographs: Home (B)

- Please attach four colour photographs according to the guidelines.
- Feel free to make use of this entire page, but please do not exceed the 8.5 X 11 format.
- The completed sheet may be colour-copied or scanned to make up the number required for the application process (original and two copies).

an exterior view of your home

an interior view of your home
e.g. living room

an interior view of your home
e.g. dining room

an interior view of your home
e.g. master bedroom

Insert Floor Plan

AGREEMENT BY TEACHER APPLICANT

If granted an exchange, I _____ agree to:
(name)

1. Teach in the exchange teaching position arranged for me for the complete exchange year (date)_____;
2. Return to my own or equivalent teaching position at the expiration of the exchange year (date)_____;
3. Abide by the *Educator Exchange: Procedures and Guidelines*;
4. Abide by the Code of Professional Conduct of the Alberta Teachers' Association
5. Work in the exchange country under the working conditions and assignment of that country for the period of the exchange.
6. Disclose any criminal convictions that may affect my ability to obtain a visa and/or teaching certification for the exchange country.
7. Notify immediately in writing the Education Exchange Program, Alberta Education, if:
 - a. any circumstances arise which would prevent me from accepting an exchange position; and/or
 - b. any change in assignment or accommodation arrangements for the exchange teacher should occur.

I will not seek an alternate position during the exchange year above. I also realize that a withdrawal once the application has been submitted for consideration has serious implications for a potential exchange partner.

Signed: _____

Date: _____

Witnessed by: _____

Position of Witness: _____

APPROVAL OF PRINCIPAL

School Description and Teaching Assignment

School Name: _____

Grade range: _____ Type: _____

Number of teachers: _____ Number of Pupils: _____

Class size range: _____ Extent of busing pupils _____

Program emphasis: _____

Testing and evaluation practice: _____

Term Dates	Current School Year	Exchange Year	Year After Exchange
School Commencement	_____	_____	_____
Christmas Holidays	_____	_____	_____
Easter/Spring Break	_____	_____	_____
Summer Holidays	_____	_____	_____

Describe as fully as possible the assignment: teaching task and any related duties. Also describe the amount of teaching time required for each subject. Attach timetables as appropriate.

The incoming exchange teacher's "buddy" will be: _____

The administrator with special responsibility for exchange will be: _____

	Name	Position
--	------	----------

As principal of _____ School, I:

1. Endorse the exchange application of _____ (teacher) and attest to the suitability of this candidate for teacher exchange;
2. Agree to accept on the school staff a suitable exchange teacher as a replacement for this applicant for the exchange period;
3. Agree to provide the exchange educators release time to attend the outgoing/incoming Orientation sessions in Edmonton (in June/September, for outgoing/incoming School Year Exchanges OR October/January for outgoing/incoming Calendar Year exchanges) as well as days for school visits as agreed to by the jurisdiction (generally 4) for the incoming teacher;
4. Agree to notify Alberta's International Education Exchange Program for Teachers of any change to the exchange assignment for the incoming teacher;
5. Agree to abide by the *Educator Exchange: Procedures and Guidelines*; and
6. Agree to provide such assistance as required by both the Alberta and exchange teachers.

 Signature

 Date

 Print Name

APPROVAL OF SUPERINTENDENT

On behalf of the Board of Education for _____, I:
(name and number of school jurisdiction)

1. Endorse the exchange application for _____ (teacher) during the exchange year _____, and attest to the suitability of this candidate for teacher exchange;
2. Agree to accept an exchange teacher, subject to future ratification of his/her suitability, as a replacement for this applicant for the exchange year _____;
3. Agree not to change the incoming exchange teacher's teaching assignment or school placement;
4. Agree to provide the exchange educators release time to attend the outgoing/incoming Orientation session in Edmonton (in June/September, for outgoing/incoming School Year Exchanges OR October/January for outgoing/incoming Calendar Year exchanges) and school visit days for the incoming teacher (generally 4);
5. Agree to abide by the *Educator Exchange: Procedures and Guidelines*; and
6. Agree to provide this applicant with the same or an equivalent teaching position on his/her return.

Signature

Date

Print Name

Position

APPROVAL OF ALBERTA'S INTERNATIONAL EDUCATION EXCHANGE PROGRAM FOR TEACHERS

All information has been duly provided and examined. This candidate has been recommended to represent Alberta during the exchange year _____.

Signature

Date

Sara Coumantarakis

Print Name

Coordinator, Educator Exchange Program

Position

MEDICAL CERTIFICATE

All applicants for an exchange appointment are required to obtain a medical certificate signed by a registered medical practitioner. Medical certificates for accompanying family members are not required for short-term or calendar year applicants; if applying for school year exchange, please provide health information for accompanying family members.

This information will remain on file with Alberta's International Education Exchange Program for Teachers and treated with confidentiality.

NOTE: The doctor is asked to take into consideration the fact that the applicant expects to spend a year outside the province/country and will be working under new conditions in a different climate.

Date _____

Name of Doctor/Clinic _____

Address _____

I certify that (Teacher Applicant) _____

whom I have know professionally for _____ year(s) has been examined by me and found to be in good health and free from any physical defect, organic or nervous ailment or after-effects thereof, in my opinion, to impair mental and physical activity as a teacher on exchange.*

Accompanying Dependents _____

Signed _____

(Print Name)

Professional Qualifications _____

* If you think it necessary to explain or qualify any of the statements in this certificate, please identify them below.

REMARKS:

If desired, please mark this Medical Certificate "confidential" and have your physician or yourself mail it directly to Alberta's International Education Exchange Program for Teachers at:

Alberta's International Education Exchange Program for Teachers
11010 – 142 Street
Edmonton, AB T5N 2R1

Any costs incurred in the completion of this Certificate are the responsibility of the Applicant

REFERENCE

This reference is to be completed by a professional colleague or supervisor—print or type.

The success of this program depends upon the selection of educators whose professional qualifications and personal traits give promise of outstanding success.

To referee – If you require confidentiality, please forward completed reference, marked confidential, to: Alberta's International Education Exchange Program for Teachers, 11010 – 142 Street, Edmonton AB T5N 2R1.
Otherwise, provide it to the applicant directly.

1. Name and address of applicant: _____
2. Please check the appropriate box regarding applicant's professional qualifications and personal traits for each question below.

PROFESSIONAL QUALIFICATIONS:	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNABLE TO COMMENT
Knowledge of subject field					
Effectiveness with students of diverse levels of preparation					
Ability to work with colleagues, including those with divergent views					
Adherence to established administrative policies and procedures					

PERSONAL TRAITS:

Adaptability to change in living and working conditions					
Resourcefulness					
Self-reliance					
Initiative					
Diplomacy Skills					

3. Additional comments on the applicant's professional competence, experience, accomplishments, and personal qualities. Indicate also any limitations, and how long you have known the applicant. Please call 780-447-9400, if you wish to discuss this directly with the Exchange Coordinator.

Referee's name and title

Telephone number

Signature

Date

REFERENCE

This reference is to be completed by your principal - print or type.

The success of this program depends upon the selection of educators whose professional qualifications and personal traits give promise of outstanding success.

To referee – If you require confidentiality, please forward completed reference, marked confidential, to: to: Alberta's International Education Exchange Program for Teachers, 11010 – 142 Street, Edmonton AB T5N 2R1. Otherwise, provide it to the applicant directly.

1. Name and address of applicant: _____
2. Please check the appropriate box regarding applicant's professional qualifications and personal traits for each question below.

PROFESSIONAL QUALIFICATIONS:	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNABLE TO COMMENT
Knowledge of subject field					
Effectiveness with students of diverse levels of preparation					
Ability to work with colleagues, including those with divergent views					
Adherence to established administrative policies and procedures					
PERSONAL TRAITS:					
Adaptability to change in living and working conditions					
Resourcefulness					
Self-reliance					
Initiative					
Diplomacy Skills					

3. Additional comments on the applicant's professional competence, experience, accomplishments, and personal qualities. Indicate also any limitations, and how long you have known the applicant. If you wish to discuss this directly, please contact the Exchange Coordinator at 780-447-9400.

Referee's name and title

Telephone number

Signature

Date

Submit **only the original** with your application

Summary Details

Name: (Mr.) (Miss) (Ms.) (Mrs.) _____
Surname Given Name(s) Birthdate

Home Address: _____ Postal Code _____

Telephone No.: _____ Email Address: _____

School: _____

School Address: _____ Postal Code _____

Phone: _____ Ext. _____ Fax: _____ Cell: _____

Position in School: _____

Training: _____ years Teaching Experience: _____

Degrees / Diplomas: _____

Current Assignment: _____

Probable Assignment for incoming Exchange Teacher: _____

Applicant's Accommodation Details

Available Not Available Will provide

House, Apartment, Other: _____

of Rooms: _____ # of Bedrooms: _____

Other details: _____

Applicant's Accommodation Requirements

House, Apartment, Other: _____

of Bedrooms: _____

Accompanying Family

Spouse/Partner: _____

Name and age of children: _____

Special Considerations / Limitations: Professional i.e. grade/subject levels, project or study content; Personal i.e. allergies etc: _____

Program Destinations Available

Please number the following locations in order of preference, i.e. 1= your first choice, 2 = second choice etc. This information will be used to locate a suitable match for you – however; a suitable assignment takes priority over destination. *Please do not indicate any areas in which you would not accept an exchange placement.*

School Year Program with: U.K Germany ⁽¹⁾
 Denmark Switzerland⁽¹⁾

OR Other provinces in Canada⁽²⁾

British Columbia Ontario
 New Brunswick Nova Scotia
 PEI

Calendar Year Program with Australia

No preference Victoria Western Australia
 Queensland Northern Territory
 New South Wales South Australia

OR New Zealand _____

Please comment on your preferences for an exchange location. Are there any restrictions or special considerations?

Due to withdrawals and other circumstances, some late rematches are possible. Would you consider such possibilities? Yes No

Any limitations? _____

(1) Candidates must be fluent in German to instruct in a German milieu. Candidates for Switzerland require either French or German fluency.

(2) Exchanges within Canada are infrequent.

Exchanging Minds

Teacher Exchange Program

Interested?

Visit

www.education.alberta.ca

Under Programs and Services, click on International Education for more information and an application form.

Application deadline is December 31st.

(Jurisdiction deadlines may be earlier.)

Alberta Education's Teacher Exchange Program.

It's the experience of a lifetime!



we encourage
encourager

**Government
of Alberta**
Canada



? Who can apply?

You need a Permanent Professional Alberta Teaching Certificate, a permanent teaching position and the approval of your principal and superintendent.

Plus, you must be flexible, adaptable, positive, open to other cultures, comfortable with ambiguity and of course, a great teacher.



? How does it work?

You teach in your exchange partner's school and live in their home. They teach in your school and live in your home (or other accommodation which you have arranged). You learn about a new culture, a new educational system and likely, something new about yourself.

? Where can I go?

Most exchanges are with teachers in Australia (for a calendar year) or the United Kingdom (for a school year). Some possibilities exist with New Zealand, Germany, Switzerland and Denmark.



? What is the cost?

You cover the cost. We secure the exchange and prepare and support you throughout the exchange process.

? What if a year feels too long?

Short term exchanges with Germany and Denmark are offered during holidays. You do not need to speak German or Danish to participate.



**Alberta–Denmark Short-term Teacher Exchange
2009**

AB Teacher to Denmark March 21 – 28, 2009 or August 15 – 22, 2009
DK teacher to Alberta October 4 – 11, 2009

Information collected by the Educator Exchange Program will be treated in accordance with the *Freedom of Information and Protection of Privacy (FOIPP) Act*.

This information is collected to efficiently administer the program in order to provide the best possible match available. The application form you complete will be sent to our colleagues in the destinations you have indicated. If a match is proposed, this application will be sent to the overseas school jurisdiction, school (if applicable), and prospective partner. One copy will remain in our file at the Educator Exchange Program and will be treated with confidentiality.

For further information about the collection of this information, please contact the International Education Services Branch, Alberta Education, 2nd Floor, 44 Capital Boulevard, 10044 – 108 Street, Edmonton, Alberta, Canada, T5J 5E6; Telephone 780–422–1540; Fax 780–644–2284.

Personal Details:

Full Name (as it appears on passport or birth certificate)

Address: _____

City: _____ Province: _____ Postal Code: _____

Home Phone: (____) _____ Work Phone: (____) _____

Cell: (____) _____ E-mail: _____

Date of Birth (day/month/year): _____ Citizenship: _____

Languages spoken: _____

Emergency Contact:

Contact Person (in case of emergency): _____

Home Phone: (____) _____ Work Phone: (____) _____

School Details:

Name: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Jurisdiction: _____

Principal: _____

School Phone: _____ School Website: _____

School Fax: _____

Brief Description of the School: (grades, programmes, size, population)

Current Teaching Assignment: _____

Education: (Place, date, degrees)

Brief description of your Community: (population, location, points of interest)

Are there any special interests you wish to explore?

Special hobbies and interests? _____

Do you have pets? _____ Number and type? _____

Do you mind if your partner has pets? _____

Do you smoke? _____ Do you mind if your partner smokes? _____

Accommodation Details for Billeting:

I understand that a bedroom and bathroom must be available for billeting my exchange partner and, perhaps, partner's spouse.

Type of housing: _____

Number of rooms: _____ Number of bedrooms: _____

The following people reside in my home:

Distance of home from school _____

Will you transport your exchange partner to and from school? _____

Additional Information:

Special Needs (allergies, dietary requirements, boarding assistance, limited mobility):

I would prefer an exchange partner who is

Male _____ Female _____ No preference _____

Non-smoker _____ Smoker _____ No preference _____

Has pets _____ No pets _____ No preference _____

I would like to bring my spouse with me on exchange Yes No N/A

I would be able to accommodate the spouse of my visiting teacher. Yes No

Additional Information:

Release: I understand there are risks of loss in travel, in staying in someone's home and in hosting someone in my home. I waive my right to bring legal action against Alberta Education, its employees, or the government of Denmark for any loss incurred during the Danish Study Tour in 2009.

I also agree to adhere to the professional code of conduct to which I am bound as a member of The Alberta Teachers' Association.

I certify that the above information is correct to the best of my knowledge.

Signature

Witness

Send registration to:

Sara Coumantarakis, M. Ed.
Educator Exchange Program
11010 – 142 Street
Edmonton, AB T5N 2R1
Telephone: 780-447-9400
Toll-free : 1-800-232-7208
Fax: 780-455-6481
E-mail: sara.coumantarakis@ata.ab.ca

APPROVAL OF PRINCIPAL

As principal of _____ School,

I:

1. endorse the application of _____
(teacher) to participate in the Short Term Study Exchange with Denmark and
attest to the suitability of this candidate for this study exchange.
2. agree to accept the return teacher from Denmark in October, 2009 to job
shadow at our school.
3. agree that to advise the Board, if appropriate, of this exchange.

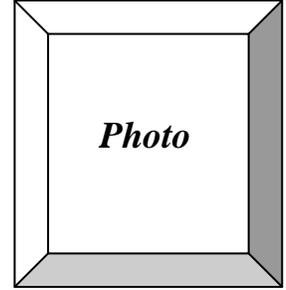
Principal's Signature: _____

Print Name: _____

Date: _____

Alberta–Germany Short-term Teacher Exchange
Alberta – Hessen Lehreraustausch
20_____

AB Teacher to Hessen, Germany July 2 – 9, 2009
German Teacher to AB October 4 – 11, 2009



Information collected by the Educator Exchange Program will be treated in accordance with the *Freedom of Information and Protection of Privacy (FOIPP) Act*.

This information is collected to efficiently administer the program in order to provide the best possible match available. The application form you complete will be sent to our colleagues in the destinations you have indicated. If a match is proposed, this application will be sent to the overseas school jurisdiction, school (if applicable), and prospective partner. One copy will remain in our file at the Educator Exchange Program and will be treated with confidentiality.

For further information about the collection of this information, please contact the International Education Services Branch, Alberta Education, 2nd Floor, 44 Capital Boulevard, 10044 – 108 Street, Edmonton, Alberta, Canada, T5J 5E6; Telephone 780–422–1540; Fax 780–644–2284.

Personal Details/ Persönliche Angaben:

Full Name (as it appears on passport or birth certificate)

|| _____

Address/Adresse: || _____

City/Stadt: || _____ **Province/Landkreis:** || _____

Postal Code/Postleitzahl: || _____ **Home Phone/Telefon:** || _____

Work Phone/Telefon || _____ **geschäftlich:**

Cell/Mobil: || _____ **Fax:** || _____

Email: || _____

Date of Birth (day/month/year)/ **Geburtsdatum** (Tag/Monat/Jahr): || _____

Citizenship/Nationalität: || _____

Emergency Contact/ Notfalladresse:

Contact Person (in case of emergency)/Kontaktperson (im Notfall):

- 1.
- 2.

Address/Adresse

- 1.
- 2.

Home Phone/Telefon:

Work Phone/Telefon geschäftlich:

- 1.
 - 2.
- 1.
 - 2.

Languages spoken/ Fremdsprachenkenntnisse:

(Please mark applicable items in bold letters)

(Bitte Zutreffendes fett markieren und unterstreichen):

- 1. Native speaker Fluent/fließend Good Basic/Gering
- 2. Native speaker Fluent/fließend Good Basic/Gering

Education/ Ausbildung (place/date/degree)

School Information/ Schule:

Name:

Address/Adresse: **City/Stadt:**

Province/Landkr.: **Post.Code/Postleitzahl:**

Phone, with extension number/Telefon:
Fax:

Website:

Description of School/ Schulangaben

(Please mark applicable items in bold letters):

(bitte Zutreffendes fett markieren und unterstreichen):

Grade Level	Type of School	Location	Students
Elementary School	<u>Public/ Staatlich</u>	<u>Urban/ städtisch</u>	<u>Coed/ gemischt</u>
Middle School/Junior High	<u>Separate</u>	<u>Suburban/ vorstädtisch</u>	<u>Boys only/ Jungen</u>
High School/Secondary School	<u>Private/Charter /Privat</u>	<u>Rural/ ländlich</u>	<u>Girls only/ Mädchen</u>

Approximate number of students/Schülerzahl:

Approximate number of staff/Lehrerzahl:

Please list any other details you feel are relevant:

Current teaching assignment/Berufsfeld/Unterrichteseinsatz/Fächer:

(please include the grade level and subjects that you are teaching)

Exchange Preferences:

Are there any special interests you wish to explore while on your exchange?/Gibt es spezielle Unterrichtsbereiche, die Sie gerne während Ihres Colleagueaufenthaltes erkunden würden?

Hobbies

What are your hobbies and/or special interests?/Welche sind Ihre Hobbies und speziellen Interessen?

Health

Do you suffer from any physical disabilities or allergies? (please include any food sensitivities or special dietary needs)/ Leiden Sie unter Krankheiten oder Allergien?

Accommodation/Wohnsituation

community/neighbourhood

I live in an apartment/a house that is m²/ft² and has rooms, including bedroom(s).

The following people also reside in my household:

--

I have/do not have pets. If applicable, please list the number and kind of pet(s).

--

My/Our apartment/house is located km from the school where I teach and can be reached in minutes.

To get there I use the car/bus/train/bicycle **OR** To get there I walk

Community-neighbourhood/ Umfeld- Soziales Umfeld- Nachbarschaft

Please give a brief description of your community/neighbourhood

Exchange partner/Austauschpartner

I would prefer an exchange partner who is ... /

Ich würde einen Austauschpartner bevorzugen, der ...

(Please mark applicable items in bold letters):

(bitte Zutreffendes fett markieren und unterstreichen):

male/männlich	a smoker/Raucher	has pets
female/weiblich	a non-smoker/nichtraucherist	does not have pets
No preference	No preference	No preference

I would like to bring my **spouse** with me on my exchange | Yes | No | N/A |

Alberta–Germany Short Term Teacher Exchange
Alberta – Hessen Lehreraustausch
July and October, 2_____

Release:

I, _____, understand there are risks of loss in travel, in staying in someone's home and in hosting someone in my home. I waive my right to bring legal action against Alberta Education, its employees, or the government of the State of Hessen, Germany for any loss incurred during the German Study Tour.

I also agree to adhere to the professional code of conduct to which I am bound as a member of The Alberta Teachers' Association.

Accommodation Details for Billeting:

By signing this application, I understand that a bedroom and bathroom must be available for billeting my exchange partner and, perhaps, their spouse.

|| _____
Signature

|| _____
Witness

|| _____
Date:

Please print this form and fax to:

Sara Coumantarakis, M. Ed.
Educator Exchange Program
11010 – 142 Street
Edmonton, AB T5N 2R1
Telephone: 780-447-9400
Toll-free : 1-800-232-7208
Fax: 780-455-6481
E-mail: sara.coumantarakis@ata.ab.ca

APPROVAL OF PRINCIPAL

As principal of _____ School, I:

1. endorse the application of _____
(teacher) to participate in the Short Term Study Exchange with Germany and
attest to the suitability of this candidate for this study exchange.
2. agree to accept the return teacher from Germany in October 20____ to job
shadow at our school.
3. will advise the Board, if appropriate, of this exchange.

Principal's Signature: _____

Print Name: _____

Date: _____

Please print this form and fax to:

Sara Coumantarakis, M. Ed.
Educator Exchange Program
11010 – 142 Street
Edmonton, AB T5N 2R1
Telephone: 780-447-9400
Toll-free : 1-800-232-7208
Fax: 780-455-6481
E-mail: sara.coumantarakis@ata.ab.ca



Exchanging Minds

Short Term Teacher Exchange Program

Visiting another educational system is an effective way to reflect upon our teaching practice while observing other teaching and learning strategies. This professional development experience promotes sharing of best practices across cultures, creating partnerships between classrooms and promoting deeper global understanding through visiting and then hosting your counterpart on the return visit.

How does the exchange work?

You are matched with a counterpart of similar teaching assignment and are billeted in the home of your counterpart. You job shadow in the classroom of your exchange partner, with the possibility of visiting other grades and institutions which are of interest. Often cultural visits are arranged to correspond with the interests of both parties.

Where can you go?

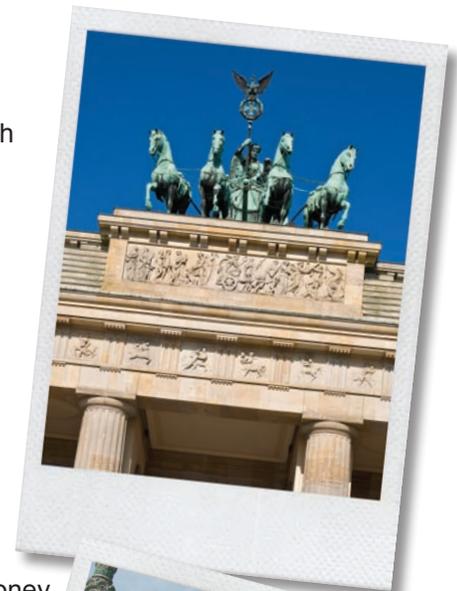
You can choose to go on an exchange with a teacher from either Denmark or Germany.

Alberta teachers to Denmark:	Summer 2009
Danish teachers to Alberta:	Fall 2009
Alberta teachers to Germany:	Summer 2009
German teachers to Alberta:	Fall 2009

How much does it cost?

Participants are responsible for airfare, spending money and the cost of billeting their counterpart.

Application Deadline: March 1st



Visit: www.education.alberta.ca

Under Programs and Services, click on International Education for information and an application.

Sara Coumantarakis
Coordinator
Educator Exchange Program

Tel: (780) 422-5047
Email: sara.coumantarakis@gov.ab.ca

**Government
of Alberta** 
Canada 

Appendix G

International Student Programs



- *Guidelines for the Management of a Successful International Student Program in Alberta School Authorities: A Commentary*
- Sample International Student Application Form: Student Application (Edmonton Catholic Schools)
- Sample Agent Questionnaire: Agent Questionnaire (Red Deer Public Schools)
- Letter of acceptance (Citizenship and Immigration Canada)
- Sample letter of acceptance for Korean students: Acceptance Letter (Battle River School Division No. 31)
- Custodianship Declaration [custodian; parents/guardians] (Citizenship and Immigration Canada)
- Sample custodianship letter: Notarized Custodian Appointment Letter for Korean students (Red Deer Public Schools)
- Sample Student Orientation Package (Red Deer Public Schools)

- Cover Letter for *Access and Funding for International Students in Alberta: Frequently Asked Questions*
- *Access and Funding for International Students in Alberta: Frequently Asked Questions*
- Study in Alberta (DVD)
- Study in Alberta (brochure)
- Study in Alberta (catalogue of institutions [K–12])
- Study in Alberta Fact Sheet
- New Moves—An Orientation Video for Newcomer Students (DVD)

Guidelines for the Management of a Successful International Student Program in Alberta School Authorities: A Commentary

Introduction

The establishment of province-wide guidelines on the successful management of international student programs is based on recognition of the following principles:

- International students enrich Alberta schools by bringing different perspectives and new knowledge into the classroom.
- Supportive school and home stay environments enable international students to thrive academically and engage effectively with Alberta students.
- International students deserve complete information when deciding on a study destination and Alberta school authorities require complete information to best serve international students.
- Alberta's reputation as a study destination, and thus the reputation of Alberta school authorities, is enhanced by quality international student programs.

Clarification of terms

In these guidelines, the term "international student" refers a student from another country who does not have a right of access to education under Section 8 of Alberta's *School Act* and does not meet the criteria for a funded student, as defined in the *Funding Manual for School Authorities*. For the purposes of these guidelines, "international student" is comparable to "Visiting Student: Student from outside Canada receiving instruction in person or online (non funded)" (citizenship code 416) in the 2009-2010 *Student Information Services User Guide*.

The Guidelines	Commentary
Develop common admission criteria to ensure that prospective international students have a good probability of success in an Alberta classroom.	<ul style="list-style-type: none"> • Admission criteria should make special reference to the necessary language proficiency, previous education and level of academic achievement.
Provide prospective international students with accurate, complete and timely information on critical topics such as: admission criteria, academic and ESL programs, tuition and fees, cost of living, home stay or other district provided accommodations, geographic location of the school authority, academic and behavioural expectations, extracurricular activities, counseling services,	<ul style="list-style-type: none"> • This information must be made available to prospective international students, in written or electronic format, before the student enters into any commitment. • Changes to information that may influence the student's decision to study in Alberta will be provided to prospective international students well in advance of their arrival in Alberta. Should this information change while the student is in Alberta, the student shall be immediately notified and taken care of in a fair and reasonable manner. The event

<p>transportation and health insurance. .</p>	<p>that tuition fees are increased while the student is in Alberta, the tuition fees that the student was quoted upon admission shall be honored until the end of the school year.</p>
<p>Develop written guidelines or procedures that govern the placement of international students; the refund of tuition and fees; the handling of international student crises; the selection of home stay families and, where applicable, jurisdictional relations with recruiting partners.</p>	<ul style="list-style-type: none"> • These procedures will be made available to the appropriate audiences (i.e. prospective international students and their parents or, in latter case, recruiting partners) in writing or electronic format. • Procedures regarding the placement of international students will provide guidance to school administrators, guidance counselors, who are responsible to place international students in Alberta classrooms. • To ensure that school authorities receive the funds necessary to provide education to international students, school authorities will collect tuition from international students before issuing a letter of acceptance. • To avert or otherwise deal with international student crises, school authorities will identify situations that warrant the expulsion or return of the international student to their home country.
<p>Ensure that international students are assigned to a teacher/advisor who is familiar with school authority policies, cross cultural communication strategies, community social supports and health providers, and who is readily available to provide support and advice.</p>	<ul style="list-style-type: none"> • School authorities will provide professional development opportunities or otherwise support school and district staff to ensure the due care of international students. School authorities should consider the possibility of allocating a portion of international student fees to develop and/or enhance student support services. • Designated teachers/advisors will be provided with these guidelines, relevant school authority policies as well as training and/or resources that will help them effectively advise (their) international student(s). • Designated teachers/advisors and/or school administrators should be made aware of who to contact in their school authority if they have additional questions or concerns regarding international students.
<p>Provide structured assistance to international students as they transition to their new home and school as well as to life in Alberta and attempt to integrate into the classroom and community.</p>	<ul style="list-style-type: none"> • “Structured assistance” refers to supports that the school authority has purposefully devised to assist international students as they adjust to their new surroundings, while they study in Alberta and before they return home. These supports may include all or some of the following: an orientation upon arrival, scheduled meetings with a teacher/advisor, an international student handbook, the creation of an international student club, a buddy program involving Canadian students, and debriefing sessions prior to departure.

Establish a process to evaluate the quality of international student experiences and use feedback to improve program delivery.

- School authorities will establish a procedure through which international students and their parents may express their grievances (both informally and formally) with their educational experience or living situation.
- School authorities will make the international student and their parents aware of this process and of their right to express grievances.
- School authorities will continually evaluate their international student programs to ensure compliance with these guidelines.

Amendments

These guidelines will be reviewed periodically by Alberta Education. Amendments made to the guidelines will be made in consultation with abiding school authorities.



7330 - 113 Street
Edmonton, Alberta Canada T6G 1L6

Tel: (780) 989-3004 Fax: (780) 989-3049
Email: isp@ecsd.net

STUDENT APPLICATION

PERSONAL INFORMATION

LEGAL NAME OF THE STUDENT

Last Name

DATE OF BIRTH

Month

Day

Year

First Name

GENDER

Middle Name

 Male

 Female

ADDRESS OF STUDENT IN HOME COUNTRY

PHONE (Country Code, Area Code, Number)

FAX

LOCAL ADDRESS (if student is living with a relative, parent or guardian in Edmonton, Alberta)

EMAIL

DATE OF APPLICATION: _____, 20____ PROJECTED DATE OF ATTENDANCE: _____, 20____

INTENDED LENGTH OF PROGRAM: Short Term One Semester Full Academic Year Until Completion of High School

PROGRAM APPLIED FOR: SHORT TERM PROGRAM (SUMMER)

SENIOR HIGH PROGRAM

SHORT TERM PROGRAM (WINTER)

4th YEAR PREPARATION PROGRAM

ELEMENTARY / JR. HIGH PROGRAM

COUNTRY OF CITIZENSHIP:

DESIRED CHOICE OF SCHOOL:

1. _____

2. _____

STATUS IN CANADA:

- Study permit Canadian citizen - Parents living abroad
- International student accompanied by parent working or studying in Edmonton, Alberta, Canada

Please note that ECSD does not guarantee placement in choice of school desired. Placement will be done according to students programming, ESL needs, and availability of space in the school.



ACADEMIC RECORDS / INFORMATION

You are presently in grade _____. (Please provide student records for the last two years)

You have attended English classes for _____ years.

Your level of English is: BASIC INTERMEDIATE ADVANCED

DO YOU LIKE PARTICIPATING IN SPORTS ACTIVITIES? YES NO

IF YES, WHAT SPORTS? _____

DO YOU LIKE PARTICIPATING IN FINE ARTS ACTIVITIES LIKE ART, MUSIC, OR DRAMA? YES NO

IF YES, WHICH ACTIVITY? _____

ARE YOU WORKING WITH AN AGENT? YES NO

DO YOU WANT US TO SEND ALL DOCUMENTS AND COMMUNICATIONS TO YOUR AGENT? YES NO

NAME OF AGENT: _____

ADDRESS: _____

WHO WILL YOU BE LIVING WITH IN CANADA? _____

DO YOU REQUIRE HOMESTAY? YES NO IF YES, PLEASE COMPLETE OUR HOMESTAY APPLICATION FORM

PARENT INFORMATION

FATHER'S NAME (Last, First, Middle) Please provide full legal name. _____

MOTHER'S NAME (Last, First, Middle) Please provide full legal name. _____

ADDRESS OF PARENTS _____

PHONE (Country Code, Area Code, Number)

-

FAX (Country Code, Area Code, Number)

-

EMERGENCY CONTACT INFORMATION IN EDMONTON

Please provide name and contact information for a person, other than your parents, as an emergency contact person.

Name _____

Relationship _____

PHONE (Country Code, Area Code, Number)

-

FAX (Country Code, Area Code, Number)

-

MEDICAL AND HEALTH INSURANCE

Please be informed that all students must carry full Medical/Health Services Insurance to participate in ECSD programs.

PLEASE SELECT ONE: 1. I WANT ECSD TO ARRANGE FOR MEDICAL COVERAGE

2. I HAVE MY OWN MEDICAL INSURANCE

If you have selected #2 provide details: NAME OF YOUR INSURANCE COMPANY _____

YOUR INSURANCE COVERS YOU FOR:

DOCTOR VISITS

DENTAL CARE

MEDICINE

HOSPITALIZATION

VISION CARE

YOUR COVERAGE IS FOR _____ TO _____

You are obligated to provide a copy of your personal Medical Insurance to ECSD, International Student Services office.

APPLICATION PROCESS

STEP 1: Complete and submit the Application Form to: **International Student Services, Edmonton Catholic Schools**
7330 - 113 Street, Edmonton, Alberta, Canada T6G 1L6.

Be sure to include the following:

- ✓ a copy of International student's valid passport with personal data and photograph.
- ✓ transcripts of International student's school records for the previous two years.
- ✓ If the International student is under 18 years of age, include:
 - A. notarized statement signed by the International student's parents naming the student's legal guardian/custodian in Edmonton, and
 - B. notarized statement of guardianship signed by the legal guardian in Edmonton.
- ✓ Tuition fee payment.

Note: If homestay is required, a homestay application must also be submitted.

STEP 2: Once ECSD has accepted the student and approved placement in school, a letter of acceptance and notarized custodianship form will be provided to you, your agency, or your parents within 7 to 10 working days.

STEP 3: Payment of fees to ECSD must be made prior to application for study permit or visitor visa:

1. **Certified Cheque/Bank Draft or Money Order:** if paid at a bank within Canada, payable to:
Edmonton Catholic Schools
7330 - 113 Street, Edmonton, Alberta, Canada T6G 1L6
2. **Wire Money Transfer:** if paid at a bank outside Canada, can be submitted by direct deposit to the following account:
Servus Credit Union
11311 Kingsway Avenue, Edmonton, AB T5G 0X3
Swift Code: CUCXCATTCAL Transit No. 07499
Route No. 899 Account No. 6000901942
Account Name: Edmonton Catholic Schools

Please ensure that the wire transfer fees are paid separately. ECSD is not responsible for paying wire transfer fees. **If paying outside Canada, fax a copy of the money transfer confirmation to our office at: (780)989-3049 or include the copy of the money transfer confirmation in the application package.**

STEP 4: ECSD will send a receipt of payment of fees. You should make an application to the Canadian Embassy, Consulate or High Commission with all the documents for Visitor Visa and/or Study Permit.

STEP 5: Inform ECSD of your arrival time and program start date. Please note that late arrival is detrimental to your education and every effort should be made to arrive prior to school starting.

STEP 6: Start of school: We welcome you and wish you success in your studies.

TUITION AND SCHOOL FEES (ALL IN CANADIAN FUNDS)

Tuition fees for a full school year are \$10,000 or \$5,000 for one semester. These rates include a \$300 non-refundable application processing fee.

Tuition fees do not include school fees. School fees are paid to the school. Each school has its own school fee rates and they vary. On average school fees are approximately \$300 per student per year at the secondary level.

REFUND POLICY

Refunds are issued only if the International student:

- a) is denied admission to Edmonton Catholic Schools,
- b) is not able to obtain a Study Permit, or
- c) becomes a Permanent Resident of Canada.

No refund of tuition fees once the student has started the program.

Request for refund has to be submitted in writing.

For more information see Refund Policy in the Price List.





Thank you for your interest in representing Red Deer Public Schools. We would like to take this opportunity to ask you a few questions that will allow us to learn more about your organization. The goal is to create an environment for discussion on how we may be able to work together. Please complete this form and return it to the International Services Director at Red Deer Public Schools: internationalservices@rdpsd.ab.ca

CONTACT INFORMATION

NAME OF ORGANIZATION		CONTACT NAME	
ADDRESS		CITY/TOWN	STATE/PROVINCE
COUNTRY	POSTAL/ZIP CODE	PHONE NUMBER	
FAX NUMBER	E-MAIL ADDRESS	WEBSITE	

ORGANIZATION INFORMATION (Please choose where appropriate)

When was your organization founded?	
What countries do you currently work with and what types of institutions do you represent?	
Are you currently working with any other School Boards in Canada? in Alberta?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please specify:	
Are you currently representing any Canadian institutions?	<input type="checkbox"/> YES <input type="checkbox"/> NO
On average, how many students do you send overseas each year?	Number of students:
How many of these study in Canada, if any?	Number of students:
What types of programs are your students interested in? What are the main areas of demand?	

What factors do your students look for when deciding where to study?
How do you promote your services, and the institutions you represent, to potential students?
What types of services do you provide to the students you serve?
How do your client institutions typically support your efforts?
In what way do you see Red Deer Public Schools working with you?
How many staff do you currently have? What type of training, experience and/or qualifications do your counselors have?

PLEASE PROVIDE US WITH TWO CANADIAN PROFESSIONAL REFERENCES

NAME	ORGANIZATION
CITY	COUNTRY
PHONE	EMAIL

NAME	ORGANIZATION
CITY	COUNTRY
PHONE	EMAIL

Letter of Acceptance

Background

After consultation with stakeholders, Citizenship and Immigration Canada has produced a standardized letter of acceptance to be filled out by educational institutions. Completing the letter of acceptance correctly will facilitate the initial processing of the student's application at missions abroad and ports of entry as well as future applications for extensions of study permits in Canada. As changes to this form may need to be made in the future, institutions with computer-generated registration systems may wish to wait a while before reprogramming their computer systems to include this letter.

Completion of form

The letter of acceptance from the institution must include the institution's letterhead, full mailing address, telephone and fax numbers, and e-mail and Web site addresses if applicable.

Please note that **all** information required in the sample letter of acceptance should be provided by the educational institution.

However, some information may not be applicable or may not be known at the time of application. If the information is not applicable, please indicate **N/A**. If the information is not known, indicate **N/K**.

Students must send the original letter of acceptance from the educational institution that they will be attending.

The following are guidelines for the information requested in the letter of acceptance.

1,2	Family name and given name: Full name of student as shown in the student's identity document (e.g., passport/travel documents, birth certificate, alien resident card or national ID card)
5	CAQ: Certificat d'acceptation du Québec (the Quebec Certification of Acceptance to study in Quebec)
6	Student's full mailing address: Street, P.O. Box, City, Country and Postal Code
7, 8, 9, 10, 12	<p>Name of contact/name of institution/telephone and fax numbers/web site and e-mail address: The letter of acceptance from the institution must include the institution's full mailing address, telephone and fax numbers, e-mail and Web site addresses and name of contact, even if the information is already included in the letterhead.</p> <p>In cases where the program is jointly offered by more than one institution, the letter of acceptance should be issued by the institution that will be granting the degree or diploma (or, where a degree or diploma is granted jointly by more than one institution, the letter of acceptance should be issued by the institution at which students will begin their studies).</p> <p>The letter should note that the program of study includes courses/sessions (specify which semesters/courses) given at another institution (specify institution name, type [e.g., college, university, technical institute, etc.] and location).</p>
11	Type of school/institution: Public or private. If the institution is publicly funded but is not a university, indicate whether the institution is a post-secondary college, a post-secondary community college, or a post-secondary technical college.
13	Private institution's licensing: Where applicable, licensing information for private institutions normally confirmed through letterhead

14	Full or part-time studies: Whether the course/program of study is full-time or part-time
15	Field/program of study: General academic subject areas the student intends to pursue (e.g., general studies, political science, biology, engineering, medicine, flight training).
16	Level of study: Primary, secondary, residents and interns, post-secondary, bachelor's degree, master's degree, doctorate degree, other university studies, other studies, non-university certificate or diploma
17	Year of study: Academic year of study which the student will enter, depending on their level of study (e.g., 2nd or 3rd year of a Bachelor's degree)
18	Conditions of acceptance: e.g., TOEFL, partial fee payment, maintaining required academic standing
20	Estimated tuition fee: Total fees required, including tuition and homestay/boarding if applicable. Please indicate if fees are prepaid.
21	Scholarship/teaching assistantship/other financial aid: Indicate yes if the student will receive any financial assistance from the institution
23	Length of program: The date a program begins and the estimated date of completion. Start and completion dates should be accurate. A start and completion date must be provided for programs of less than one year.
24	Expiry date: Date until which the letter of acceptance is valid.; latest day the student can register to begin the program of study
25	Other relevant information: This space is provided to allow institutions to add any relevant information to assist the visa officer in making a decision

LETTERHEAD OF INSTITUTION

Date: _____

PERSONAL INFORMATION

1. Family name: _____	5. CAQ: <input type="radio"/> Yes <input type="radio"/> No
2. Given name: _____	6. Student's full mailing address: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>
3. Date of birth (yyyy/mm/dd): _____	
4. Student ID number: _____	

INSTITUTIONAL INFORMATION

7. Name of contact: _____	11. Type of school/Institution: <input type="radio"/> Private <input type="radio"/> Public _____
8. Full name and address of institution: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>	12. Web site and e-mail address: <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
9. Telephone number: _____	13. Licensing information where applicable for private institutions: <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
10. Fax number: _____	

PROGRAM INFORMATION

14. Academic status: <input type="radio"/> Full-time <input type="radio"/> Part-time Hours of instruction per week: _____	22. Internship/Work practicum: <input type="radio"/> Yes <input type="radio"/> No length: _____ field of work: _____
15. Field/Program of study: _____	23. Length of program (yyyy/mm/dd): Start date: _____ Completion date: _____ Or minimum _____ years of full-time studies
16. Level of study: _____	
17. Year of study: _____	24. Expiry date for this letter of acceptance (yyyy/mm/dd): _____
18. Conditions of acceptance specified as clearly as possible: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>	25. Other relevant information: <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
19. Exchange program: <input type="radio"/> Yes <input type="radio"/> No	
20. Estimated tuition fee for the first academic year of the program: _____	
21. Scholarship/Teaching assistantship/Other financial aid: <input type="radio"/> Yes; specify: _____ <input type="radio"/> No	

Signature of institution representative (e.g., Registrar): _____
 Printed name of institution representative: _____



Battle River School Division #31

5402-48A Avenue, Camrose, Alberta, Canada T4V 0L3 Phone (780) 672-6131 Fax (780) 672-6137 www.brsd.ab.ca

Date:

Name:

Address: _____, South Korea

Dear _____ :

This letter acknowledges that we will accept you, *name*, born *date*, as a full-time student at *name of school* in *name of city/town/municipality* Alberta, Canada commencing *date*.

The Principal of this public school is *name (email address)* and the school website and telephone numbers are: *URL address* and 001- *phone number with area code*. The fax number is 001- *fax number with area code*. You will be a fulltime student in *grade level* and your studies will end not later than *date*.

The tuition fees for one academic year of study are *fee amount*. We will provide you with the banking information that you need in order to pay the fees by bank transfer. You will be staying with a Canadian family during your time in Canada. We will arrange to meet you at Edmonton International Airport upon your arrival.

I am also enclosing a notarized Custodian Agreement. This Letter of Acceptance is valid until *date*. I trust this will provide you with enough time to acquire your study permit so that you may commence your studies at *name of school* on *commencement date*. Best wishes.

Sincerely,

Max Lindstrand
Coordinator of International Student Services
Battle River School Division #31

CUSTODIANSHIP DECLARATION – CUSTODIAN

STUDENT Information

Student's full name	Citizenship	Date of birth (dd/mm/yyyy)	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
---------------------	-------------	-------------------------------	--

Name and address of school in Canada

Address where student will reside in Canada

PARENTS/GUARDIANS Information (Preferably from both parents/guardians)

	Parent/Guardian 1	Parent/Guardian 2
Full name		
Date of birth (dd/mm/yyyy)		
Home address		
Telephone number		

CUSTODIAN Information

Full name	Status in Canada <input type="checkbox"/> Canadian citizen or <input type="checkbox"/> Permanent resident	Date of birth (dd/mm/yyyy)
-----------	---	-------------------------------

Home address

Telephone number

The application of the official seal below confirms that the notary public has received evidence that the custodian is a Canadian citizen or a permanent resident, is over 19 years of age, and currently resides at the home address stated above.

I, _____ (name of custodian), hereby solemnly declare that I will undertake the full custodianship for the said student, _____ (name of student), during his/her stay in Canada, while under the age of majority in the province in which he/she resides. As a custodian, I have made the necessary arrangements for the care and support of the said student in place of the parents as appropriate. By signing this custodian agreement, I certify that I reside within a reasonable distance of the student's intended residence and school and will be able to fulfil my obligations as a custodian in the event of an emergency.

Signature of custodian: _____

Date: _____

Sworn before me at: _____ (city), in the
province of _____ (province/territory),
_____ country (if applicable)

This ____ day of _____ (month), _____ (year)

Signature of notary: _____

Official seal of Notary Public

CUSTODIANSHIP DECLARATION – PARENTS/GUARDIANS

STUDENT Information

Student's full name	Citizenship	Date of birth (dd/mm/yyyy)	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
---------------------	-------------	----------------------------	--

Name and address of school in Canada

Address where student will reside in Canada

PARENTS/GUARDIANS Information (Preferably from both parents/guardians)

	Parent/Guardian 1	Parent/Guardian 2
Full name		
Date of birth (dd/mm/yyyy)		
Home address		
Telephone number		

CUSTODIAN Information

Full name	Status in Canada <input type="checkbox"/> Canadian citizen or <input type="checkbox"/> Permanent resident	Date of birth (dd/mm/yyyy)
-----------	---	----------------------------

Current residential address

Telephone number

My/our child will reside: with the appointed custodian, in the school dormitory, or
 with another person _____ (please provide name and indicate relationship).

I/We, _____ and _____ (names of parents/guardians), the parents/guardians of the said student, _____ (name of student), hereby grant full custodianship to _____ (name of custodian), during the student's stay in Canada while he/she is under the age of majority in the province in which he/she resides. I have made the necessary arrangements for the care and support of the said student such that the custodian should act in the place of me/us, the parents. By signing this custodian agreement, I/we affirm that I am/we are satisfied the above appointed custodian resides within a reasonable distance of my/our child's intended residence and school and will be able to fulfil his/her obligations as a custodian in the event of an emergency.

Signature of parent/guardian (1): _____

Date: _____

Signature of parent/guardian (2): _____

Date: _____

Sworn before me at: _____ (city), in the
province of _____ (province/territory),
_____ country (if applicable)

This ____ day of _____ (month), _____ (year)

Signature of notary: _____

Official seal of Notary Public

NOTARIZED CUSTODIAN APPOINTMENT LETTER

STUDENT

NAME IN FULL :
DATE OF BIRTH :
NAME OF SCHOOL IN CANADA :
Address where student will reside in Canada :

My child will reside: with the appointed custodian in the school dormitory
 with another person _____ (please indicate relationship)

FATHER

NAME IN FULL :
DATE OF BIRTH :
PRESENT ADDRESS :
PHONE NUMBER :

MOTHER

NAME IN FULL :
DATE OF BIRTH :
PRESENT ADDRESS :
PHONE NUMBER :

CUSTODIAN

NAME IN FULL :
DATE OF BIRTH :
PRESENT RESIDENTIAL ADDRESS :
PHONE NUMBER :

I/We, _____, the mother/father of the said student,
_____, hereby grant full custodianship to
_____ during his/her stay in Canada while under the age
of 18 years. I have made the necessary arrangements for the care and support of the
said student such that the custodian should act in the place of me, the parent. I affirm
that I am satisfied the above appointed custodian resides within a reasonable distance
of my child's intended residence and will be able to provide assistance to my child in the
event of an emergency.

Date

signature of father

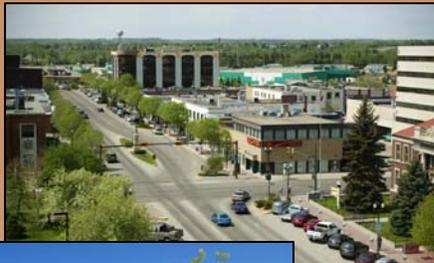
signature of mother

ATTACHMENT

: *Official notarial certificate of this custodian
Appointment signed and sealed by a Notary
Public in Korea*

STUDENT ORIENTATION PACKAGE

Welcome to Red Deer



www.rdpsd.ab.ca/internationalservices

WELCOME!

Welcome to our International Student Program. We hope you will enjoy your stay, your host family and this wonderful experience in Canada, Alberta and Red Deer.

In this guide you will find information that will help you to get started and to be more familiar with Red Deer. Read it carefully, we are sure that it will be very helpful for you.

Don't forget that you are here to complete your education, to improve your English and to experience a new culture. Do your best to make it enjoyable, constructive, enriching, and it will be an experience of a lifetime!!!

Red Deer Public School District – International Services

Mr. Rob Porkka - Director of International Services

Mrs. Jane Davies - Homestay Coordinator

Mrs. Sherry Ainscough - International Services Assistant

VISIT OUR STUDENT ORIENTATION WEB PAGE:

www.rdpsd.ab.ca/internationalservices/orientation

JOIN OUR **FACEBOOK** GROUP CALLED
“RED DEER PUBLIC SCHOOLS
INTERNATIONAL STUDENTS ALUMNI”

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IMPORTANT FOR YOUR TRIP

DOCUMENTS AND THINGS TO HAVE:

- Passport.
- Letter of Acceptance from Red Deer Public Schools.
- Letter with the file number from Immigration Canada (if you are staying for more than 6 months).
- Proof of your medical insurance (you will be issued a card upon arrival).
- Important phone numbers (Emergency, Consulate of your country in Canada, host family, International Services, parents etc ...).
- Have some Canadian CASH if you need to make a phone call at the airport!!!

SECURITY

***** You must be ready for security check before boarding the airplane at the Customs. Do not panic, do not make jokes, and answer all questions honestly *****

Remember that some items are **NOT** allowed in your carry-on luggage in the plane:

- Scissors, knives, razors or any sharp objects.
- Anything that can be used as a weapon.
- Liquids of any kind, paste (toothpaste, make up etc...).
- Flammables items such as lighters, sprays etc.
- Hazardous materials of any kinds.



BAGGAGE

Check out this link to know more about baggage rules:

<http://www.aircanada.com/en/travelinfo/airport/baggage/excessbaggage.html>

WHAT TO BRING TO CANADA

CLOTHES:

- Summer:** • Swim suit, light clothing, summer shoes
Fall/Spring: • Light jacket, sweater, raincoat, hiking shoes/boots
Winter: • Read the article “Learning to Love Winter”, it says what clothes you need for the Winter season



No matter the season, you should take with you:

- Warm coat
- Raincoat
- Comfortable walking shoes
- Comfortable clothes
- Umbrella
- Back pack

PERSONAL ITEMS:

Bring some personal items that can make you feel at home!

- Pictures
- Souvenirs
- Books in your own language



DOCUMENTS:

- Passport
- Letter of acceptance from Red Deer Public Schools
- Letter with the file number from Immigration Canada (if you are in Canada more than 6 months)
- Proof of your medical insurance (you will be issued a card upon arrival)
- Useful phone numbers (Emergency, Consulate of your country in Canada, host family, International Services, parents etc ...)
- Bank card (that is accessible via the Interac or Cirrus networks)
- Credit card (VISA, MASTERCARD or AMEX)



AIRPORT ARRIVAL (Preferred airport arrival: Calgary)



CONNECTING FLIGHTS

Students with connecting flights in Canada will go through Canadian Immigration and Customs in the **FIRST PORT OF ENTRY** to Canada (for example, a student flying from Mexico City to Vancouver and from Vancouver to Calgary or Edmonton will clear Customs and Immigration in Vancouver).

At the first arrival at a CANADIAN airport (Vancouver, Toronto, Montreal...)

1. Follow the signs to baggage claim and immigration.
2. Go to immigration area.
3. Have ready for the Immigration Officer:
 - passport
 - letter of acceptance from the Red Deer Public Schools
 - if you are here for more than 6 months, your letter with the file number from Immigration (to get the study permit from the Immigration Officer)
 - be ready to tell the Immigration Officer you are here to **STUDY** for a year or a semester.
4. If you do have to pick up your luggage (it will depend on your flight) go to the Baggage Claim and pick up your suitcases.
5. Go to Customs (have the Customs card ready).
6. Register your baggage again.
7. Go to the destination gate.

IF YOU MISS YOUR CONNECTING FLIGHT:

- Call your host family and International Services
- Go to the airline desk to rebook your connecting

Upon arrival in Calgary or Edmonton:

8. Follow the Baggage Claim signs.
9. Pick up your suitcases.
10. At arrival gate: meet the person in charge to pick you up.

STUDENT ORIENTATION DAY PLAN DAY 1

Location: Central Office, 4747 – 53 Street, Red Deer

Bring your **PASSPORT, PLANE TICKET, STUDENT VISA** for the meeting.
After this meeting, place those documents in a **SAFE** place.

9:30 a.m. INTRODUCTION OF STAFF

GETTING TO KNOW YOU

10:30 a.m. SHORT BREAK

10:45 a.m. PRE-REGISTRATION

12:00 to 1:00 p.m. LUNCH WILL BE PROVIDED (Pizzas, sandwiches...)

1:00 p.m. REGISTRATION PROCESS

2:00 p.m. WALK TO THE TRANSIT STATION

3:00 p.m. RETURN TO MEETING PLACE

3:30 p.m. RETURN TO HOST FAMILIES

COUNSELLOR APPOINTMENT

For registration, purchasing books, and completing a timetable, you have an appointment with counselor:

Date, time: _____

Your name: _____

Your school: _____

Your school address: _____

CONTACT LIST

Emergencies: **Ambulance** or **Fire Services** or **Police** or other emergency call **911**.

Cab/Taxi: Associated Cab (403) 343-3300. If busy, call 346-2222.
Associated Chinook (403) 341-7300.
Alberta Gold Taxi (403) 341-7777.

City Hall: 342-8111.

INTERNATIONAL SERVICES



	<p>ROB PORKKA Director of International Services</p>	<p>rporkka@rdpsd.ab.ca 342-3726, direct line 358-1713 Cell – ONLY EMERGENCIES</p>
	<p>JANE DAVIES Homestay Coordinator, International Services</p>	<p>jdavies@rdpsd.ab.ca 342-3729, direct line 352-2823 Cell</p>
	<p>SHERRY AINSCOUGH Administrative Assistant, International Services</p>	<p>sainscough@rdpsd.ab.ca 357-3990, direct line</p>
	<p>PIETER LANGSTRAAT Deputy Superintendent</p>	<p>plangstraat@rdpsd.ab.ca 342-3711, direct line</p>

SCHOOLS

HUNTING HILLS HIGH SCHOOL: 342-6655



LISA RYCKMAN	Counselor, International Students	342 6655 ryckman@rdpsd.ab.ca
LESLEY YOUNG	ESL Teacher	342 6655 Ext. 2101 lyoung@rdpsd.ab.ca



LINDSAY THURBER HIGH SCHOOL: 347-1171

DOUG ROWE	Counselor, International Students	347-1171 Ext. 2113 314-2016 direct line drowe@rdpsd.ab.ca
GAYLENE MACKAY	ESL Teacher	347 1171 Ext. 1804 gmackay@rdpsd.ab.ca



CENTRAL MIDDLE SCHOOL: 346-4397

LARRY HARTEL	Principal	346-4397 Ext. 120 lhartel@rdpsd.ab.ca
KAREN SVEINSON	Counselor, International Students	346-4397 Ext. 217 ksveinson@rdpsd.ab.ca



EASTVIEW MIDDLE SCHOOL: 343-2455

STU HENRY	Principal	343-2455 Ext. 136 shenry@rdpsd.ab.ca
JEAN EVANS	Counselor, International Students	343-2455 Ext. 136 jevans@rdpsd.ab.ca



WESTPARK MIDDLE SCHOOL: 347-8911

MONA KNUDSLIE	Principal	347-8911 mknudslie@rdpsd.ab.ca
KELLY ALEMAN	Counselor, International Students	347-8911 kaleman@rdpsd.ab.ca



FAIRVIEW ELEMENTARY: 343-8780

BILL KWASNY	Principal	343-8780 bkwasny@rdpsd.ab.ca
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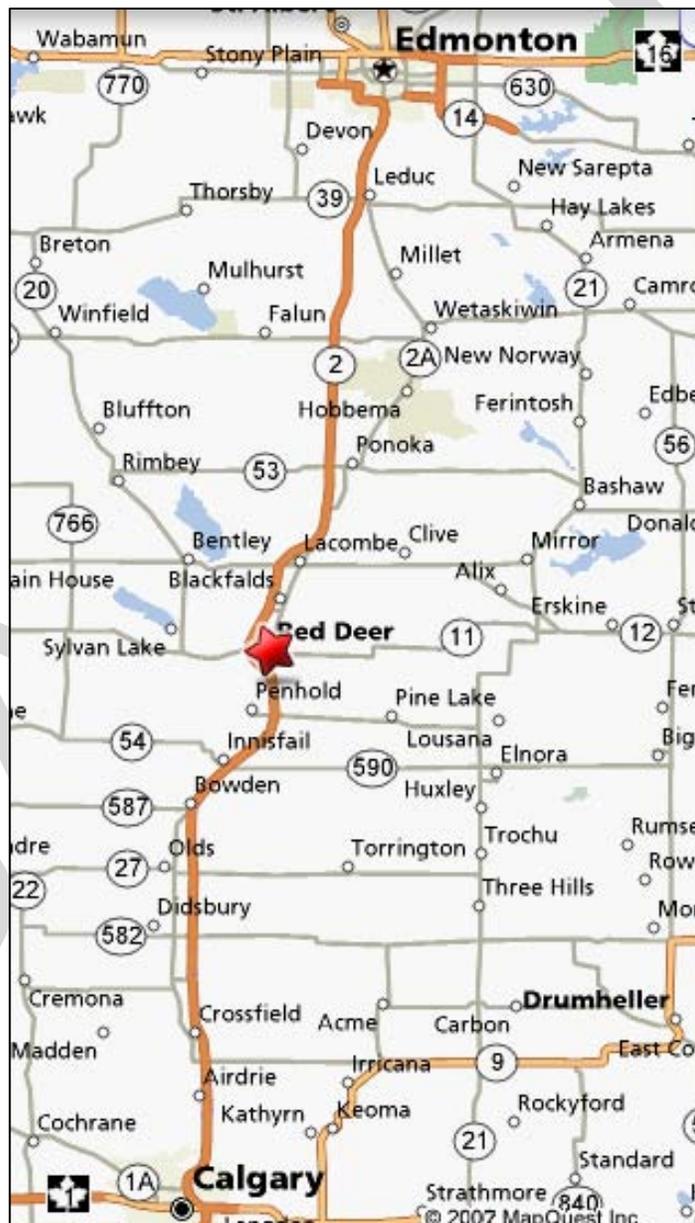
GEORGE WILBERT SMITH ELEMENTARY: 346-3838

MAUREEN DIXON	Principal	346-3838 mdixon@rdpsd.ab.ca
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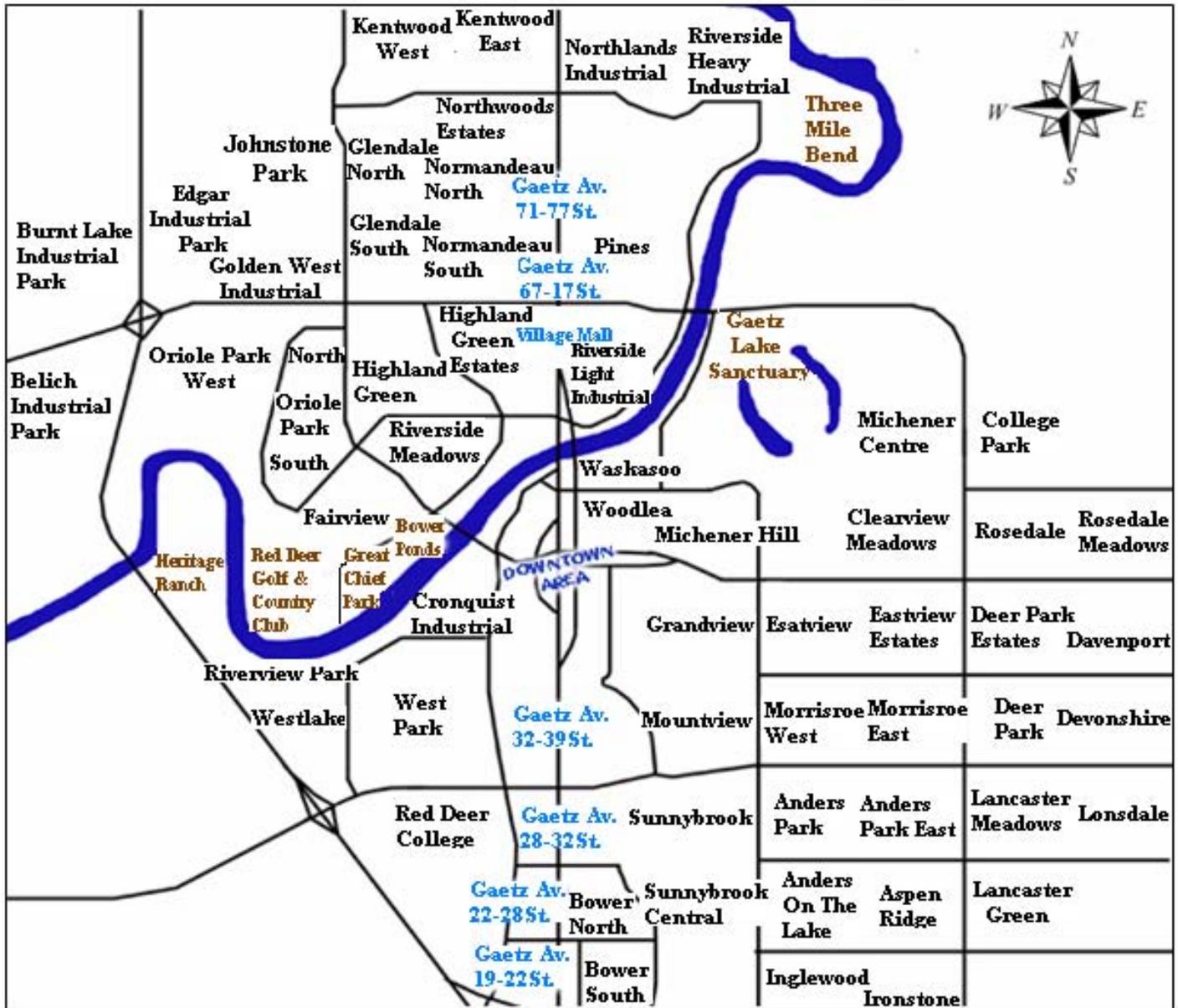
RED DEER LOCATION

Red Deer is located between the cities of Edmonton and Calgary.

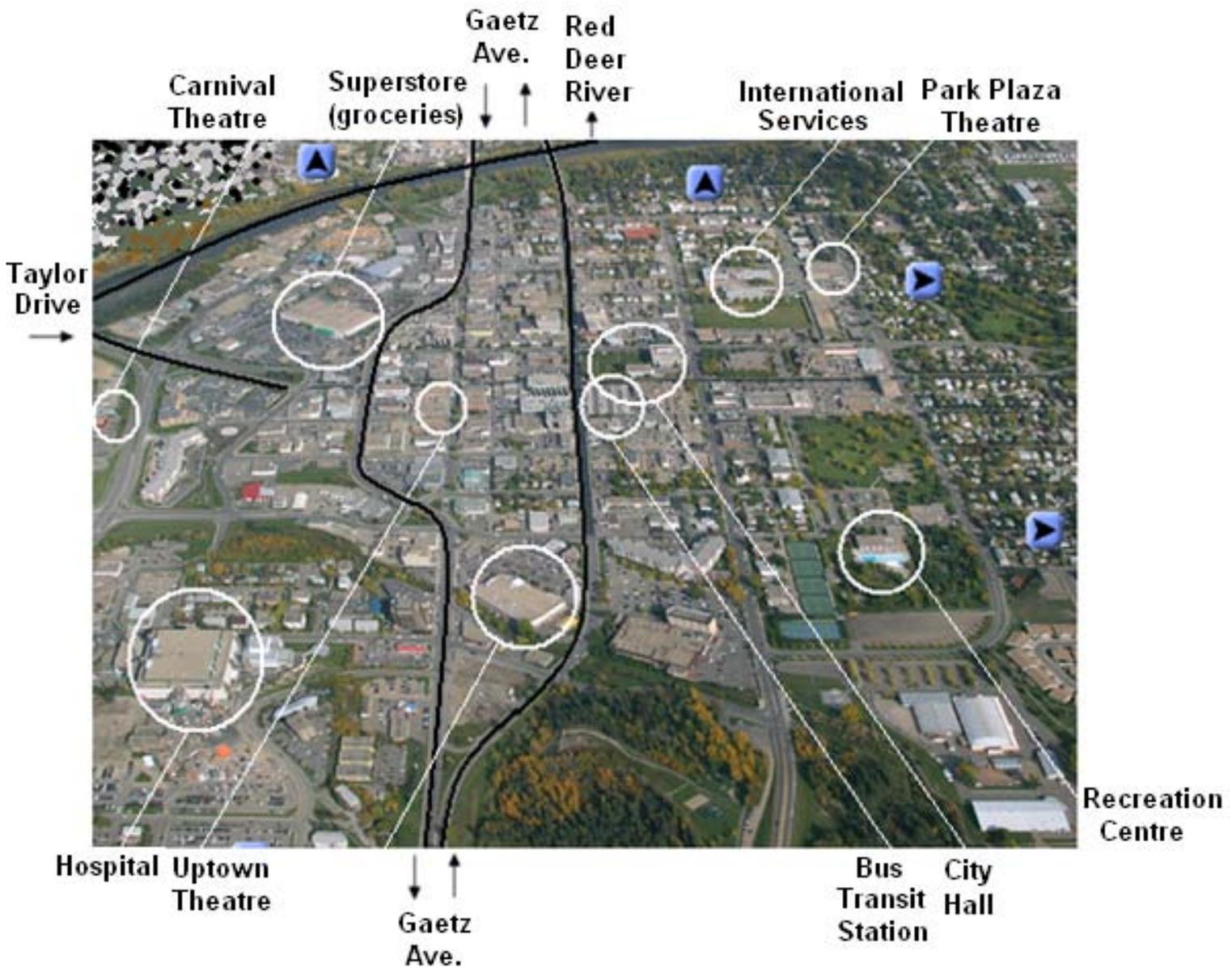
- Red Deer/Edmonton (North): 97.51 miles (157 km) 1h40 minutes.
- Red Deer/Calgary (South): 90.21 miles (145 km) 1h30 minutes.



MAP OF RED DEER



MAP OF DOWNTOWN RED DEER



HOW TO USE THE BUS IN RED DEER



BUS ROUTE

- All the buses go to the TRANSIT STATION, in downtown Red Deer.
- To complete your trip, you might have to take two buses (the second one leaving from downtown).
- If you need to get into a second bus:
When you enter first bus ask the driver for a “**Transfer Ticket**”. It allows you to get into the second bus to complete your trip. This ticket is good only for the next transfer in the same hour.
- You can take your bike with you and attach it on the front of the bus (for details ask your host family).



OVERLOAD ROUTES

There are “Overload Busses” which are special DIRECT busses that go to and from school daily in the morning and in the afternoon.

WHERE TO BUY TICKETS OR BUS PASSES

Bus passes are available for purchase at school.

- “Restricted Bus Pass”: between your school and your home, from 7 a.m. to 5 p.m.
- “Unrestricted Bus Pass”: anywhere and anytime.

TRANSIT SERVICE HOURS

Monday to Saturday: 6:15 a.m. - 11:15 p.m.

Sundays/Holidays: 8:45 a.m. - 6:45 p.m.

FOR MORE INFORMATION

- You can visit the City of Red Deer website: www.city.red-deer.ab.ca
- Go to the “Connecting With Your City” section
- Click on “City Services & Departments”
- Select “Transit”: a list will appear with all the necessary information

E-mail: transit@reddeer.ca

Phone: (403) 342-8225

BANKS IN RED DEER

1. Scotiabank

4421 50 Ave, Red Deer, AB
403-340-4794

2. Bank of Montreal

4408 50 Ave, Red Deer, AB
403-309-4906

3. Canadian Western Bank

4822 51 Ave, Red Deer, AB
403-341-4000

4. RBC

4943 Ross St, Red Deer, AB
403-340-7200

5. T D Bank Financial Group

4902 50 Ave, Red Deer, AB
403-340-7400

6. Bank of Montreal

4909 49 St #108, Red Deer, AB
403-343-2344

7. HSBC

4909 49 St #108, Red Deer, AB
403-343-2344

8. Scotiabank

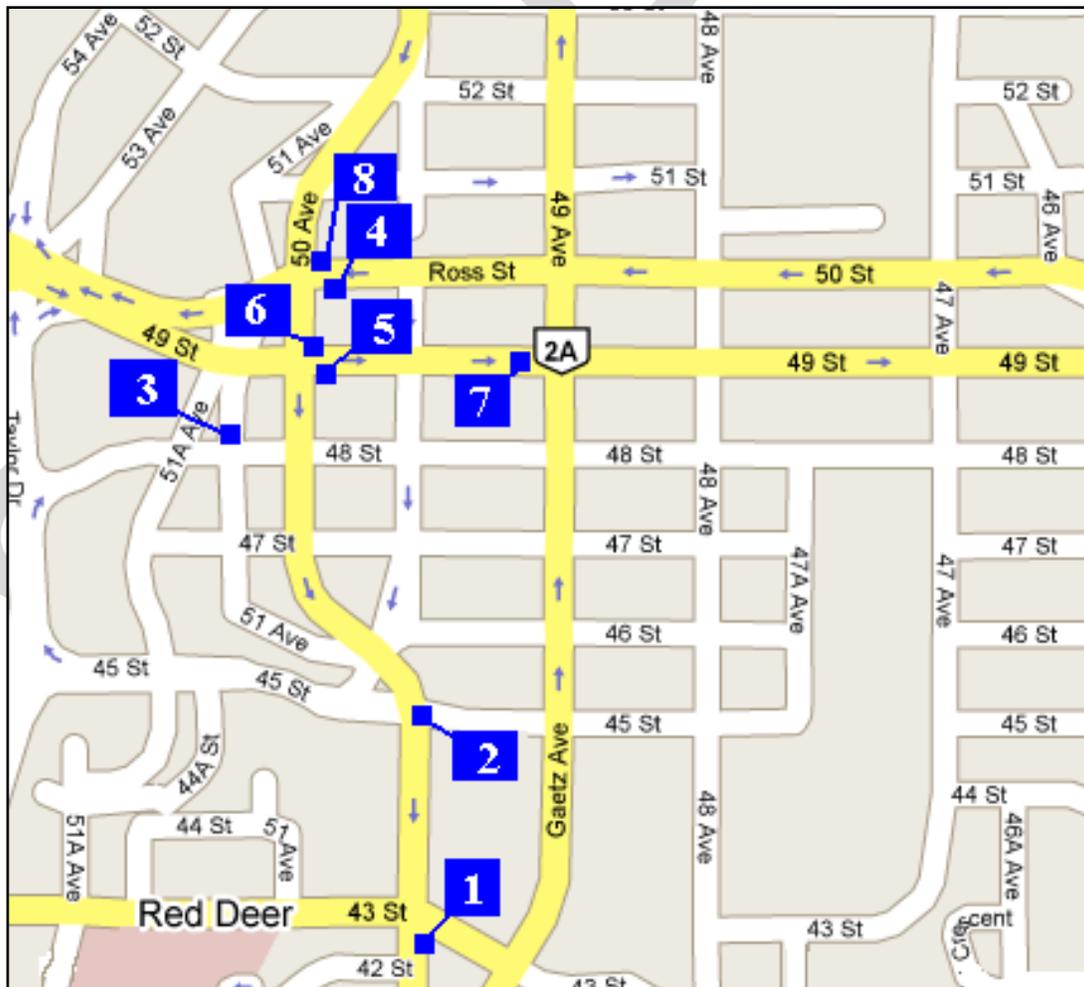
5002 50 St, Red Deer, AB
780-524-3

9. CIBC (Not on map)

4-5111 22 St, Red Deer, AB
403-340-4500

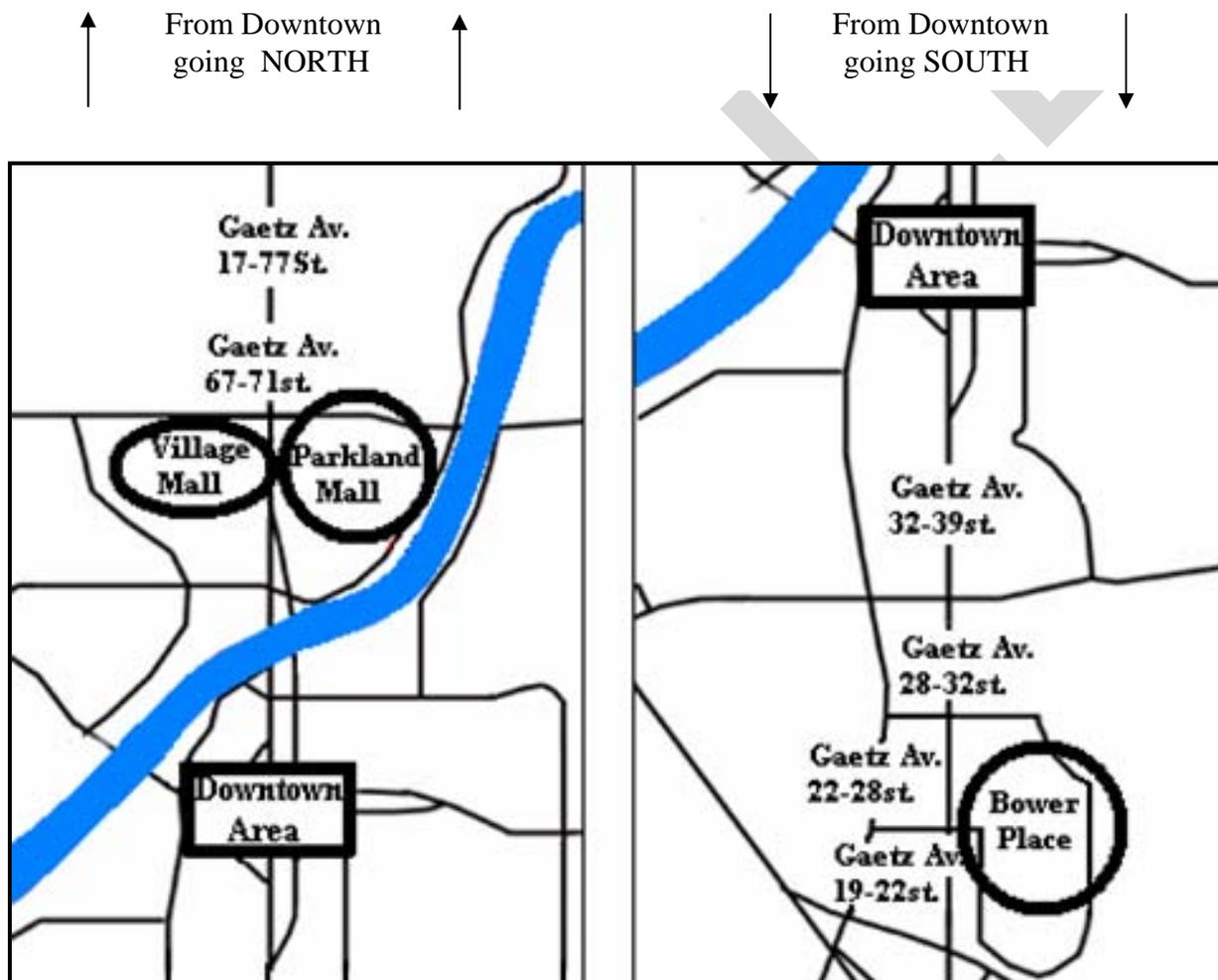
PLEASE NOTE:

These banks shown are downtown, near the main bus terminal, but you can also find them on the North Side or South Side of Red Deer.



SHOPPING IN RED DEER

The City of Red Deer is divided by the river into 2 areas: NORTH and SOUTH. On each side of the city, there are stores and shopping centres. Along north and south Gaetz, there are also restaurants and additional shopping areas.



BUS (from Downtown)
Route 4: “Glendale/Kentwood”
Route 8: “Pines/Normandeau”
Route 11: “Oriole Park West/ Johnstone”

BUS (from Downtown)
Route 1: “Bower/South Hill”

MOVIE THEATRES IN RED DEER

1. Carnival Cinemas

5402 47 St, Red Deer, AB
403-346-1300

<http://www.carnivalcinemas.net/>

2. Uptown Cinema Centre

4922 49 St, Red Deer, AB
403-347-5292

http://www.cinemaslock.com/aw/ctha.aw/alb/Red_Deer/e/Uptown_Cinema_Centre.html

3. Park Plaza Theatre 7

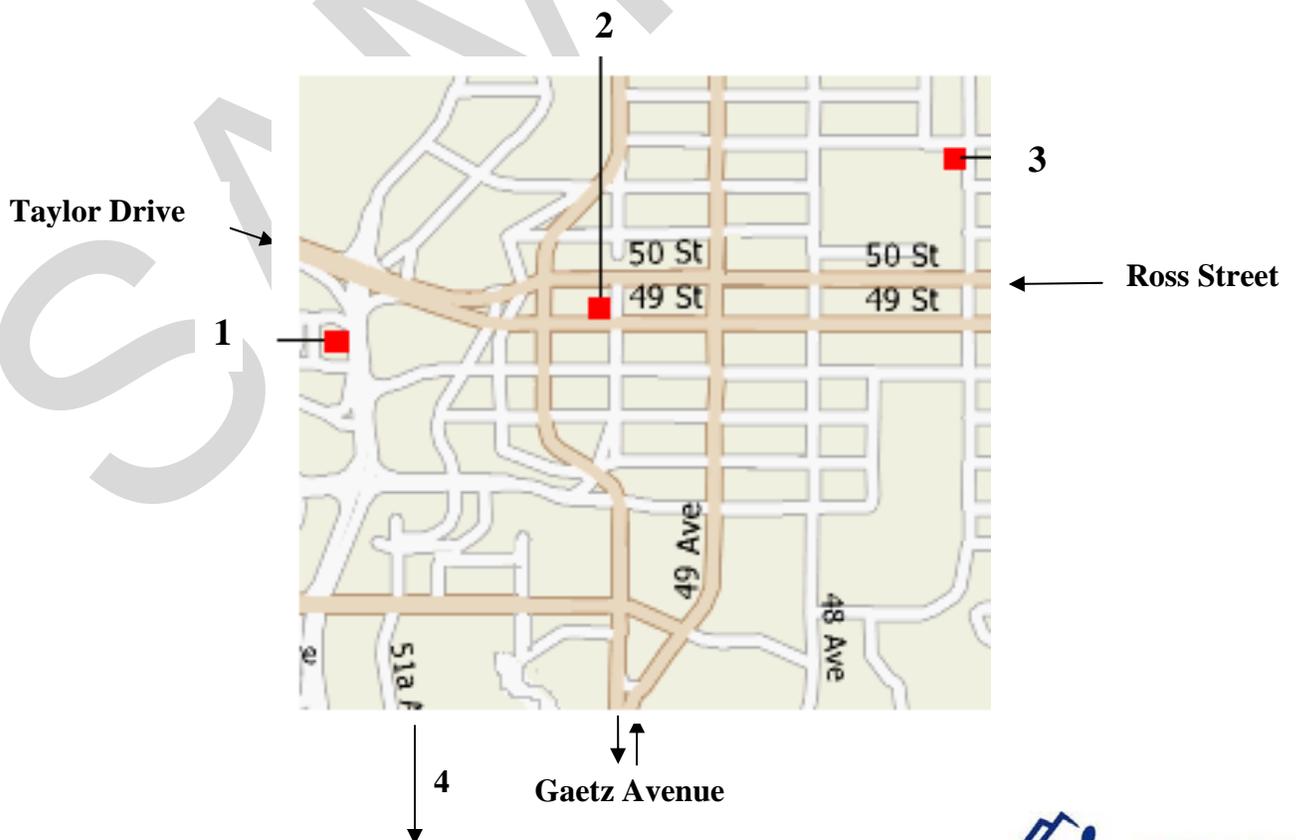
5214 47 Ave, Red Deer, AB
403-347-6440

http://www.cineplex.com/Theatres/TheatreDetails/3C3C9343/Park_Plaza_Red_Deer.aspx

4. Landmark Cinemas

South Red Deer, Highway 2
403-347-5292

<http://www.landmarkcinemas.com>

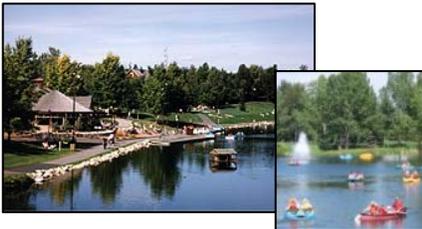


RECREATION



McKenzie Trails:

Red Deer has an excellent network of 80 kilometers of paved bike trails for walking, biking, roller blading and cross-country skiing in winter.



Bower Ponds:

Depending on the season, the Bower Ponds Pavilion offers ice skating, as well as kayak, paddleboat and canoe rentals. A concession area and washrooms are also available. 4707 Fountain Drive, Red Deer. (403) 347-9777.



4 Recreation Parks:

There are swimming pools and sports areas at:

- G.H Dawe Centre: (403) 309-8411.
- Recreation Rotary Park: (403) 309-8411.
- Roland Michener Recreation Centre: (403) 309-8411.
- Collicutt Centre: (403) 358-7529.



Heritage Ranch:

Here you will find an equestrian centre to enjoy some of Alberta's western heritage. Heritage Ranch provides access to the city's trail and pathway system for biking, walking and equestrian activities. (403) 347-4977.



Great Chief Park:

Great Chief Park offers fenced, shale fastball and baseball diamonds and a combination soccer/football field. Dressing rooms, washrooms and concessions are nearby. It is directly adjacent to the Kiwanis Picnic Park and playground. A nine-hole pitch and putt golf course and horseshoe pit are nearby. 4707 Fountain Drive, Red Deer. (403) 309-8411.



Indoor and Outdoor Ice Rinks:

- Kinex Arena: 4725A 43 Street, Red Deer. (403) 342-8257.
 - Kinsmen Arena: 5 McIntosh Avenue, Red Deer. (403) 342-8254.
 - Collicutt Centre: 3031 - 30 Avenue, Red Deer. (403) 358-7529.
 Practice curling, hockey, ice skating... Outdoor skating rinks can be found in every neighbourhood throughout the city.



Skate Park:

Enjoy the Red Deer Skate Park for skate boarding and roller blading. It is located at the base of Spruce Drive Hill next to the Red Deer Arena.



McKenzie Trail Recreation Area:

The area has an 18 holes golf course, a 9 holes par 3 course as well as picnic areas and a “Float Creek”.



Golf Course:

The River Bend Golf course is a scenic 18-hole golf course in Waskasoo Park. It is built on 130 acres of rolling hills and woodlands. River Bend is located on 30 Avenue, just five kilometers North of 67 Street. There are 4 other golf courses within 2 kilometers of the city limits.

(403) 343-8311.



Parks, Trails & Picnic Shelters:

Biking, paddling, skating, cross-country skiing, athletics, bird watching, picnics and peaceful walks can all be enjoyed in various parks and facilities along streams, creeks and the Red Deer River.



Canyon Ski Area:

Canyon is located just 10 minutes East of Red Deer. It has 5 different lifts and 13 runs. You can also ski in the evening thanks to the extensive lighting system.

RR#2, Site 8, Red Deer. (403) 346-7003.



Sylvan Lake (City of Sylvan Lake):

Sylvan Lake offers year round tourism with the lake as a primary attraction which includes waterslides, golf, ball diamonds, parks and walking trails. Other winter activities include curling, ice skating, snowshoeing, snowmobiling, cross country skiing, etc.

(403) 887-2141.

THE COLLICUTT CENTRE

Get involved in your favourite sports at the Collicutt Centre!

- Basketball
- Tennis
- Volleyball
- Hockey
- Badminton
- Soccer
- Ice Skating
- Hockey
- Wall Climbing
- Running
- Gymnastics
- Fitness
- Work Out in the Fitness Centre
- Swimming



PRICES (APPROXIMATELY)

1 visit (Student ID): \$ 6.00

10 visits (Student ID): \$ 42.00

Monthly Pass* (Student ID): \$ 27.00

* The monthly pass entitles you to enter all of the City of Red Deer's recreation facilities.



BUS (from downtown)

Route 3: "College/Anders" (20 to 30 minutes)

Route 5: "Rosedale/Deer Park" (20 to 30 minutes)

Route 50: "Edgar Industrial Park" (about 15 minutes)

collicuttcentre@reddeer.ca

(403) 358-7529

3031 - 30 Avenue, Red Deer

LIST OF THE NEAREST CONSULATES TO RED DEER

BRAZIL

Consulate General of Brazil
300-837 West Hastings Street,
Vancouver, British Columbia, V6C 3N6
Tel: (1-604) 601-5001 Fax: (1-604) 601-5005



Embassy: www.brasembottawa.org

CHINA

Consulate General of China
SUITE 100, 1011-6TH AVE., S.W.,
Calgary, Alberta, T2P 0W1
Tel: (1-403) 264-3322 Fax: (1-403) 264-6656



Embassy: www.chinaembassycanada.org

COLOMBIA

Consulate General of Colombia
505 - 8th Avenue SW, Ste 310,
Calgary, Alberta, T2P 1G2
Tel: (1-403) 266-1881 Fax: (1-403) 237-6799



Embassy: www.embajadacolombia.ca

FRANCE

Consulate General of France
1130, West Pender Street, Suite 1100,
Vancouver, British Columbia, V6E 4A4
Tel: (1-604) 681-4345 Fax: (1-604) 681-4287



Embassy: www.ambafrance-ca.org

GERMANY

Consulate General of Germany
Suite 600, 550-11 Avenue S.W.,
Calgary, Alberta, T2R 1M7
Phone: (1-403) 247 3357 Fax: (1-403) 247 8662



Embassy: www.ottawa.diplo.de

HONG KONG

HK Economic & Trade Office (consulate)
Suite 500, Park Place, 666 Burrard Street,
Vancouver, British Columbia, VC 3P6
Tel: (1-604) 331-1300 Fax: (1-604) 331-1368



Embassy: www.hketo.ca

JAPAN

Consulate General of Japan
2300 TransCanada Tower 450 – 1st Street SW,
Calgary, Alberta, T2P 5H1
Tel: (1-403) 294-0782 Fax: (1-403) 294-1645



Embassy: www.ca.emb-japan.go.jp

KOREA

Consulate General of the Rep. of Korea
1090 West Georgia Street, 16th Floor,
Vancouver, British Columbia, V6E 3V7
Tel: (1-604) 681-95812 Fax: (1-604) 681-4864



Embassy: www.mofat.go.kr

MEXICO

Consular Agency of Mexico
1000 - 888 Third Street SW,
Calgary, Alberta, T2P 5C5
Tel: (1-403) 444-6966 Fax: (1-403) 444-6766



Embassy: www.embamexcan.com

SPAIN

Embassy of Spain
74 Stanley Avenue,
Ottawa, Ontario, K1M 1P4
Tel: (1-604) 520-6222 Fax: (1-613) 744-1224



THAILAND

Consulate General of Thailand
1040 Burrard Street,
Vancouver, British Columbia, V6Z 2R9
Tel: (1-604) 687-1143 Fax: (1-604) 683-4434



Embassy: www.magma.ca/~thaiott/mainpage.htm

TAIWAN

Taipei Economic Office (consulate)
45 O'Connor St, Ste 1960,
Ottawa, Ontario, K1P 1A4
Tel: (1-613) 231-5080 Fax: (1-613) 231-7112



Embassy: www.taiwan-canada.org

A TYPICAL SCHOOL TIMETABLE



Students attending high school will usually select 8 courses per year.

- Classes are 80 minutes in length.
- An 80 minute class is worth 5 “Credits”.
- Students will take at least 4 classes per semester.

A typical timetable might look like this:

Semester 1:

Period 1 ESL I English as a Second Language
 Period 2 Physical Education
 Period 3 Math
 Period 4 Option Class

Semester 2:

Period 1 ESL or English
 Period 2 Social Studies
 Period 3 Option Class
 Period 4 Science

Grade 10 Courses are numbered 10, 13, 15.

Grade 11 Courses are numbered 20, 23, 25.

Grade 12 Courses are numbered 30, 31, 33, 35.

School start times vary from school to school, but most schools start at 8:30 a.m. and finish at 3:45 p.m.

Entering E-Link for Grades/Attendance

- Open up Internet Browser
- In the Address Bar type <http://elink.rdpsd.ab.ca/>
- Type in your username/password (Student Computer Login)
- Click Enter Gradebook

To see the current grades you will need the student's username and password which can be obtained by e mailing International Services at internationalservices@rdpsd.ab.ca

CANADIAN HOLIDAYS

September	Labour Day (First Monday In September)		March	Spring Break	
				St Patrick's Day* (March 17 th)	
October	Thanksgiving		April	Good Friday	
	Halloween* (October 31 st)			Easter Monday (Following Monday)	
November	Remembrance Day (November 11 th)		May	Victoria Day (Closest Monday to May 24 th)	
December	Christmas Break		June		
January	New Year's Day (January 1 st)		July	Canada Day (July 1st)	
February	Family Day		August	Heritage Day (Family Week End, First Monday in August)	
	Valentine's Day* (February 14 th)				

* Celebrations that are NOT holidays.

WHAT DOES WINTER LOOKS LIKE IN RED DEER?

- Snow falls and the streets are icy.
- Sunshine.
- Wind.
- The sun shines on the **COLDEST** days of the winter!!! Cloudy days are warmer.
- The temperature is frequently below zero from December to February.
- The weather can change dramatically over 24 hours, check the weather reports!

CLOTHES

!!! ATTENTION !!!

- The cold/wind could freeze some parts of your body. This is called *frostbite*. It can happen in a very short time, especially if cold temperatures are accompanied by wind.
- In very cold weather, expose as little skin as possible.
- Clothes have to be **WIND PROOF** and **WATER PROOF**.
- Many layers, tightly worn, are **NOT WARM!** Layers work well if you allow **ROOM FOR AIR** between layers of clothing.

Feet:

- **WATER PROOF WARM BOOTS.**
- Keep them **dry** and warm with **wool socks** and **insoles**.



Hands:

- Mittens are better than gloves. They should be wind proof.

Head:

- Protect ears and forehead.

Neck:

- Protect with scarf and turtleneck sweaters.



Body:

- Jackets/coats need to be long and have:
 - Hood
 - Cuffs
 - Pockets
- Undershirt: Keep it tucked in!



PHYSICAL HEALTH

- Eat lots of fruits/vegetables and drink a lot of **WATER** (this will prevent dry skin).
- Vitamins: make sure you have a natural source of vitamins and not from a bottle.
- **WASH YOUR HANDS OFTEN** and do not put them near your eyes, nose or mouth as this is the most common way for viruses to be introduced into your body.
- Oxygen: get outside and open the window slightly in the room where you sleep or study.
- Exercise: preferably out of doors. Walk rather than taking the bus.
- Wear sunscreen and sun glasses.



COLDS



- You will get them. Get some information now on colds and how to help the body recover. Sleep, drink plenty of liquids and eat fruits.
- Medicines: there are over-the-counter medicines to help relieve the symptoms of a cold. You do not need to consult a doctor about these drugs. Ask the pharmacist for advice. Generally, colds take one week to begin to go away.

DRY AIR

Air in Alberta is generally very dry. Symptoms include:

- Your skin is very dry, flaky and itchy.
- Sensitive tissues in your nose and throat are irritated and make you becoming vulnerable to cold viruses.
- Headaches.

We advise you to:

- Use a moisturizer for your skin.
- Reduce heat in your living area at night.
- Put moisture into the air: leave water sitting in the bathtub or the sink, hang laundry up to dry in your room, or put some glasses of water in the corners of your room.



WALK SAFELY

- Walk safely: Ice cannot always be seen either underfoot or hanging from the roofs and the buildings above your head.
- After a heavy snowfall, sidewalks disappear and pedestrians are forced onto the streets. Always walk facing oncoming traffic, and be prepared to climb up onto the snow bank, if necessary.

EMOTIONAL HEALTH AND STRESS MANAGEMENT



- Sunshine will help your mood: Look for a sunny window and sit in the sunshine for as long as possible each day.
- Sketch, paint, dance, sing, etc.
- Laughter and play: Embrace winter games and sports, do something silly, be child-like.
- Find a creative outlet: Keep a journal - describe your experience and tell how you feel about it.
- Manage your workload to allow for the unexpected. Reduce the stress by balancing work and play.
- Find a balance between work and play.
- Stay physically active, preferably out of doors.
- Laugh and make friends.



INTERNATIONAL STUDENTS AND CULTURE SHOCK

Leaving home and traveling to study in a new country can be a stressful experience. Even though you have planned and you prepared for the change, the effects of change may take you by surprise. It might be helpful to realize that your experience is quite normal.

What is Culture Shock?

“Culture shock” describes the impact of moving from a familiar culture to one which is unfamiliar. It can also be felt when abroad on holiday. It can affect anyone, including international students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the important people in your life, maybe family, friends, teachers: people who give you support and guidance.

When familiar sights, sounds, smells or tastes are no longer there, you can miss them very much. If you are tired and jet-lagged when you arrive, small things can be upsetting and out of all proportion to their real significance. The following are some of the elements that contribute to culture shock:

*** *Climate****

Some students can be affected by the very cold weather in the winter season. You may be used to a much warmer climate and may just find the cold and the snow during the winter months difficult to get used to.

*** *Food* ***

It may taste different, or be cooked differently compared to what you are used to.

*** *Language****

Constantly listening and speaking in a foreign language is tiring. You may find that you miss your familiar language which at home would have been part of your everyday environment. Although you may have learned English very thoroughly, it is possible that the accent you discover when you arrive in Canada make the language harder to understand than you thought. People may also speak quickly and you may feel embarrassed to ask them to repeat what they have said.

*** *Dress* ***

If you come from a warm climate, you may find it uncomfortable to wear heavy winter clothing. Not all students will find the style of dress different, but for some others, people’s dress may seem immodest, unattractive or comical.

*** *Social Roles* ***

Social behaviors may confuse, surprise or offend you. For example, you may find people appear cold and distant or always in a hurry. This may be particularly likely in the centre of large cities. You may find the relationships between men and women more formal or less formal than you are used to.

*** *Rules of Behaviour* ***

As well as the obvious things that hit you immediately when you arrive, such as sights, sounds, smells and tastes, every culture has unspoken rules which affect the way people treat each other. These may be less obvious, but sooner or later, you will probably encounter them and, once again, the effect may be disorienting. For example, there will be differences in the ways people decide what is important, how tasks are allocated, and how time is observed. Some of these subtle differences can be difficult to grasp and can contribute to culture shock.

A Model of Culture Shock

When you are in culture shock, you have emotional highs and lows. Each person reacts differently, some more severely than others. For instance, at significant times such as important family dates or festivals, you may feel distressed or lonely, while at other times you feel quite settled. However, many people have reported that these highs and lows are part of adjusting to your new life in Canada. The process of adapting to a new culture can be broken down into 5 stages:

1. **The Honeymoon Stage:**

When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the memory of your home culture.

2. **The Distress Stage:**

A little later, you may feel confused, isolated or inadequate as cultural differences intrude and familiar supports (family or friends) are not immediately available.

3. **The Re-integration Stage:**

Next, you may reject the differences you encounter. You may feel angry or frustrated, or hostile to the new culture. At this stage, you may be conscious mainly of how much you dislike it compared to home. Don't worry, as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture.

4. **The Autonomy Stage:**

Differences and similarities are accepted. You may feel relaxed and confident, as you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

5. **The Independence Stage:**

You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

Some of the Effects of Culture Shock

Some of the symptoms of culture shock can be worrying. For example, you may find your health is affected and you may get headaches or stomach aches or you may start worrying about your health more than previously. You may find it difficult to concentrate and to focus on your course work. Other people find they become more irritable or tearful and generally their emotions seem more changeable. All of these effects can in themselves increase your anxiety.

How to Help Yourself

Though culture shock is normal it is important to know there are things you can do to help so that some of these worrying effects can be minimized. Don't feel "this isn't going to happen to me" because culture shock can hit anybody.

How to Avoid Being Homesick?

1. **Culture Shock Is Normal:** Simply understand that this is a normal experience.

2. **Contact Home:** Keep in touch with home by telephone, letter, fax, e-mail and webcam. Several telephone companies offer greatly reduced charges for international calls. Newspapers and satellite TV will also be an option for some people.

3. **Items:** Have familiar things around you that have personal meaning, such as photographs or ornaments.

4. **Food:** Find a supplier of familiar food if you can. Your student adviser may be able to help. Eat healthy foods.

5. **Exercise:** Take time to exercise regularly. As well as being good for your health, it can be a great way to meeting people!

6. **Make Friends:** Make friends with international students, as they will understand what you're feeling and also make friends with the local students so you can learn more about each other's culture.

7. **Get help:** Take advantage of all the help that is offered by your school.

8. **Religion:** For some students, linking with a faith community will put you in touch with a familiar setting.

9. **Talking:** Find someone to talk to who will listen uncritically and with understanding, rather than isolating yourself.

Finally, don't forget that culture shock is entirely normal, usually unavoidable and not a sign that you have made a mistake or that you won't manage. In fact, there are very positive aspects of culture shock. The experience can be a significant learning experience, making you more aware of aspects of your own culture as well as the new culture you have entered. It will give you valuable skills that will serve you in many ways now and in the future and which will be part of the benefit of an international education.

Based on an article written by UKCOSA.

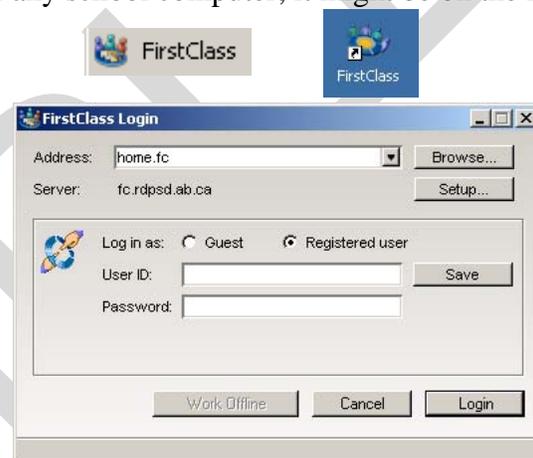
HOW TO USE YOUR RED DEER PUBLIC SCHOOLS' E-MAIL ADDRESS SYSTEM

Please, as soon as your Red Deer Public E-Mail Account is set up use it and check it on a regular basis. If you have problems accessing your account, please ask for help in the library of your school. You cannot use Hotmail, Gmail, or Yahoo accounts from school computers, they are blocked.

You can access to your email address through two methods:

Method 1:

1. Find the “First Class” program on the applications of any school computer; it might be on the Desktop of the computer or in the Applications Folder:
2. Then double click to start the program
3. Enter your user ID and your password

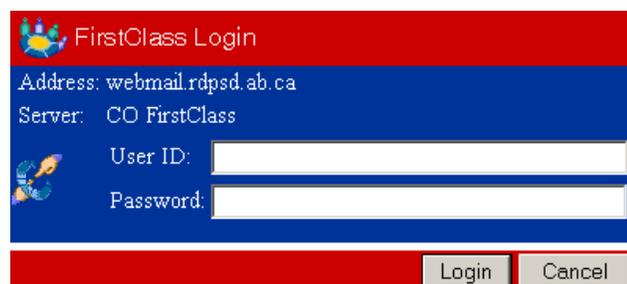


Method 2:

1. From any computer go to www.rdpd.ab.ca
2. Click on “Portal Login”



3. Click on [Portal Login](#) again
4. Enter your user ID and your password



DOCTOR'S VISITS AND INSURANCE CLAIMS



Our insurance company is now “Ingle International”:

- Please, always carry your Ingle Insurance Card with you. For more information on our insurance policy, please visit the website: www.ingleinternational.com/rdpsd
- We have designated hospitals, clinics and pharmacies that will allow direct billing and you will not be required to pay for services. To see the list please check the website www.ingleinternational.com/rdpsd . When you require care, be sure to say that you are an international student with Red Deer Public Schools and show your insurance card.

IF YOU HAVE AN EMERGENCY

Please go to the hospital “Emergency Department” only for services such as cuts and broken bones etc. Please show the emergency staff your Ingle Insurance card. They will provide you with treatment and an invoice for services (usually about \$ 600). You will be required to fill out a claim form.

INSURANCE CLAIMS

If you visit a hospital, a clinic or a pharmacy that is not on our list, you will have to pay first and then get your money back from the insurance company. For that you will have to start a Claim Form.

TO START A CLAIM

Claims form is available online to download. Claims management and customer service is handled by a multilingual staff. Go to: www.ingleinternational.com/rdpsd and check out the “How do I submit a claim?” section.

1. Call this number toll free: **1-800-715-8833** open 24 hours. Call the same day that you visit the Emergency Department, a doctor, dentist or need to buy medication. Have your insurance card with you.
2. Download a form from Internet, fill it out and return it with correspondences to Ingle International:

460 Richmond Street West, Suite 100

Toronto, ON Canada M5V 1Y1

Phone: 416-644-4870 / 1-888-386-8888

Fax: 416-730-1878 / 1-877-844-6453

E-mail: helpline@ingleinternational.com



INGLE[™]
INTERNATIONAL

3. Attach ORIGINAL receipts to the Claim Form (photocopies are not accepted).
4. Make a photo copy of your documents to keep and mail all originals to the insurance company.
5. They will then process your claim and reimburse you for your medical expense

DOCUMENTATION REQUIREMENTS FOR CLAIM FORMS

INTERNATIONAL STUDENTS IN CANADA

This listing details the required Claim Forms and any additional information that is required for the processing of your recent claim. Please review each item carefully and complete it as accurately and as fully as possible. Be sure to sign each form as is indicated, in addition to providing ORIGINAL receipts, bills and/or prescription receipts. Remember to make copies to keep BEFORE you send the original documents.

Please provide the following documents and information:

- A fully completed International Student Medical Claim Form. ALL questions MUST be answered.
- All original prescriptions drug receipts (pharmacy issued tax or customer receipts).
- If you have already paid the medical provider or facility directly, please provide proof of the amount paid (copy of the cancelled cheque or credit card statement, “Paid” receipt from the provider, etc.) so that we can process your reimbursement.
- If your claim is related to an ILLNESS or SICKNESS, provide a written statement detailing the diagnosis or the nature of the sickness you are claiming for. Wherever possible, please include the dates and times of your consultations, and the name, address and telephone number of the physician/facility that treated you for the injury.

As we are unable to process your claim until this information is received, please provide all of the requested information as soon as possible.

Thank you for your assistance.

STUDENT ELECTRONIC MAIL (E-MAIL) ACCEPTABLE USE AGREEMENT

The following procedures apply to use of the Electronic Mail (E-Mail) system offered to students by the Red Deer Public School District No. 104.

Purpose

Electronic Mail (herein "E-Mail") is provided to students of the Red Deer Public School District No. 104 (herein "Users") solely for the purpose of exchanging information consistent with the educational purposes of the school division. Users of the E-Mail system must comply with this policy. Any other use of E-Mail is strictly prohibited.

Property

The E-Mail system is the property of Red Deer Public School District No. 104. Unauthorized use of the E-Mail system is prohibited. Access to E-Mail and other on-line systems of Red Deer Public School District No. 104 is a privilege granted to Users by Red Deer Public School District No. 104 and may be revoked or withheld at the discretion of Red Deer Public School District No. 104 employees.

Privacy

Users do not have a personal privacy right in any matter created, received, stored in or sent from the E-Mail system. Red Deer Public School District No. 104 may at times and without prior notice, monitor and review E-Mail messages and web site retrieval by Users in order to ensure proper use.

At **no time** will any personal information (such as name, user login ID, user password, age, school or grade) be given to any agency outside the Red Deer Public School District No. 104 without the specific written consent of the user or the user's parent or legal guardian should the user be under the legal age of consent.

Accounts and Passwords

Users must obtain an authorized account and password from the Information Technology Services Department in order to access E-Mail. The User should consider the account and password confidential and shall not share the account or password with any other person or leave the account open or unattended at any computer system.

Use of E-Mail System

The following provisions apply to all student Users of the E-Mail system:

- Users may not use the E-Mail system for any illegal activity, including but not limited to, violation of copyright laws, "spam" or attempts to impair any system of the School District or others.

- Personal information about the User, including, but not limited to, student's name, addresses and phone number shall not be transmitted outside the district network, without written permission from the student and his/her parents. Information about persons other than the User shall not be transmitted under any circumstance.
- E-Mail may not be used for private or commercial offerings of products or services for sale, or to solicit products or services.
- Users of the E-Mail system shall not use E-Mail in any way that would be considered:
 - Damaging to another's reputation;
 - Abusive;
 - Obscene;
 - Sexually oriented;
 - Offensive;
 - Threatening;
 - Harassing;
 - Illegal; or
 - Contrary to school policy.
- Users shall not attempt to read, delete, copy or modify the E-Mail of any other User.
- Users shall not deliberately interfere with the ability of other Users to send/receive E-Mail.
- Users shall not use the E-Mail system in a fashion that is inconsistent with directions of teachers, other staff, and generally accepted network etiquette.
- Users shall report illegal or unauthorized use of the E-Mail or on-line systems to the supervising teacher or the authorized Information Technology Services personnel.
- Users shall not respond to unsolicited E-Mail messages from any source without the permission of their supervising teacher.
- Users shall not receive or respond to E-Mail or on-line information that consists of obscene, suggestive, illegal, offensive, pornographic or objectionable content. If any such material is received it shall be reported immediately to the supervising teacher or authorized Technology Services personnel for action including deletion, tracking and reporting to proper law enforcement authorities if appropriate.

Disciplinary Action

Use of the E-Mail system contrary to this policy or in an illegal manner shall be subject to revocation of privileges and potential disciplinary action.

System Use and Maintenance

Users should periodically remove or erase their E-Mail messages from the district's server. E-Mail or other files stored on a district file server are not considered private property or communications and may be removed by the authorized Information Technology Services personnel without prior notice to the User. Also, as part of regular district maintenance practice, electronic messages are purged from the system every 60 days.

FORMS

Appendix A: Home Address Information

Appendix B: Credit Card Authorization Form

Appendix C: Electronic Mail Request Form

Appendix D: Regulations

Appendix E: Consent to Release Insurance Information

Appendix F: Insurance Claim Form

Appendix G: Registration Form

Appendix H: Transit Application Form



HOME ADDRESS INFORMATION

(Please use CAPITAL letters)

Last Name (Your family name):

First Name:

Country of Origin:

Home Address:

House or Box Number:

Street:

Building:

City:

Province/State:

Postal Code:

Country:

HOME TELEPHONE INFORMATION

Home Number (Local Number): _____

Area Code: _____

(The complete phone number we have to dial from Canada to your local phone number).

Fax Number (With area code also): _____

EMAIL INFORMATION

Father's E-mail Address: _____

Mother's E-mail Address: _____

Your E-mail Address: _____

CREDIT CARD AUTHORIZATION FORM

Students wishing to pay monthly homestay can pay monthly by pre-authorized credit card. You will be sent a receipt once the charge has been processed. You should alert your bank that there will be a regular charge from Red Deer Public Schools, as international transactions are often blocked by the bank for security reasons. Charges will be made on about the 25th of the month for the next month's homestay period.

Please note if you are paying homestay monthly, the FIRST and LAST month of homestay charges will be charged at the beginning of the program.

PLEASE PRINT

STUDENT'S NAME: _____

NAME ON CREDIT CARD: _____

CREDIT CARD TYPE: _____

CREDIT CARD NUMBER: _____

EXPIRY DATE: _____

Month / Year

You may fax the completed form (403-357-3996), email the information to rporkka@rdpsd.ab.ca or mail this form to:

International Services
Red Deer Public Schools
4747 53 Street
T4N 2E6 Red Deer, Alberta
Canada

RED DEER PUBLIC SCHOOLS: ELECTRONIC MAIL REQUEST FORM

All students who wish to access Red Deer Public School District No. 104 E-Mail services will fill out the following form and return it to:

Red Deer Public Schools: I.T. Services
Student E-Mail Access
4747 -53 Street
Red Deer, AB, T4N 2E6

Parental signature is required from **all** students under the legal age of consent (18 years).

A copy of this form will be returned to the student's school once the account has been created. Username and Password information will be included at that time. It will be the responsibility of the User to ensure Usernames and Passwords are not lost or forgotten.

Student Name _____ Age _____

Parent Name _____

School _____

Homeroom _____

I request that my child access the Red Deer Public School District No. 104 Student E-Mail services. I have read and understand the Student Electronic Mail (E-Mail) Acceptable Use Agreement and have fully reviewed the contents with the said student who has agreed to abide by its terms.

Signature of Director of International Services _____

Signature of Student _____

(This form will be kept at the District Office under the authority of the Assistant Superintendent: I.T. Services).

To be completed by Information Technology Services:

Student Name	
User ID	
Password	
Web Address	www.rdpsd.ab.ca

REGULATIONS

Below are the regulations for all students. Please read carefully and sign your name after you fully understand and agree to comply with these regulations.

1. The possession, purchase or use of illegal drugs is prohibited.
2. Students must abide by the laws of Canada.
3. Students are not allowed to possess, purchase or drink alcoholic beverages.
4. Students are not allowed to purchase, possess, or shoot guns of any type.
5. Students are not permitted to drive any motor vehicle while participating in the program.
6. Students must not participate in any sexual contact or sexual activity that is inappropriate.

Any infraction of the above 6 rules may result in immediate dismissal from the program.

7. By law, students are not permitted to purchase tobacco products. Students are not allowed to smoke in the host family home without permission.
8. Students must always be aware of their responsibility as international students and make a determined effort to represent their country in a positive manner.
9. Students must follow school rules, attend school daily, complete all school assignments, must pass all classes, and maintain at least a "C" average.
10. Students must refrain from regular contact with other international students from their home country during the program.
11. Students are not permitted to participate in sky diving, hang-gliding, bungee jumping, parachute jumping, or any other dangerous activities.
12. Students are not permitted to visit such places as pornographic shops, adult theatres or drinking establishments.
13. Students should limit making international phone calls to their parents and friends and will be financially responsible for such calls. It is the student's responsibility to make sure all bills are paid before leaving the program. International calls should be billed collect.
14. Students should limit the number of e-mail communication to their parents and friends. Internet access is at the discretion of the host family.
15. Students must show respect for their host family and act as a member of the family by following family rules and voluntarily helping with family chores.
16. Students should not discuss their host family's private affairs with others.
17. Students cannot change host families and school at will.
18. Students are not permitted to go on trips by themselves. A trip with the host family, a school group, or any other adult person is allowed if permission from the natural parents is submitted beforehand.
19. Students must show respect for all representatives and follow their instructions.

Continuous failure to abide by any of the above regulations will result in removal from the International Student Program.

Signature of Student: _____ Date: _____

Signature of both Parent(s)/Guardian: _____
_____ Date: _____

INGLE INTERNATIONAL

CONSENT TO RELEASE OF INFORMATION

I, _____ (print name of student)
authorize Ingle Insurance to provide to and discuss with : _____
(print name(s) of member(s) of host family or other representative(s)), all information and documentation
that Ingle International may obtain from me or from anyone else about any claim that I make under any
insurance policy held by me and administered by Ingle International.

I understand that the purposes of such provision and discussion of information and documents are to enable
Ingle International and insurers to determine whether and to what extent my claim may be covered by
insurance, and to facilitate communications about my claim.

I understand that this consent may be revoked by me at any time in writing, and that if this consent is
revoked before the processing of my claim is completed, that processing may be delayed.

A copy of this consent shall be as effective and valid as the original.

Date: _____, 200____. _____
Signature of student

RedDeerSchBdConsen



INTERNATIONAL STUDENT INSURANCE CLAIM

Is this claim related to an accident? If so, please provide details:

Were you hospitalized overnight? If so, please provide the date and the name of the hospital:

Authorisations and Releases

I, the insured under this policy or his/her legal guardian, hereby authorise the sharing and disclosure of information related to my claim or my medical history among or between any of the following persons or entities:

- the attending physician at the time of my claim,
- any institution where I was treated,
- my physician in my home country,
- the school or school board I am attending,
- Ingle International and Imagine Financial Ltd.,
- the insurer administering or underwriting this policy (see your policy booklet for identification of the insurer), and
- the claims management group or assistance company appointed by the insurer (see the front page of this form, or your policy booklet, for information on the claims management group or assistance company).

I authorise this for the purpose of providing information required by the insurer or its claims management group to process my claim, and also for the purpose of Ingle International and Imagine Financial Ltd. to inquire on the status of my claim for my benefit. This authorisation takes effect immediately and lasts indefinitely unless revoked by me in writing. I understand that if my medical records are not released to the insurer, benefits may not be payable.

I assign to the insurer any benefits related to this claim which would be payable to me from any other source, and authorise the insurer to collect any such benefits on my behalf.

I certify that the information I have provided in this claim form is accurate and complete.

Print Name

Relationship to insured, if not signed by insured

Signature

Date

Witness' Signature

Witness' Name

Date

IMPORTANT – DID YOU:

- Answer every question on both the front and back of this form?
- Provide current contact information so that we can correspond with you?
- Indicate to whom benefits are payable?
- Sign the authorisations and releases above?
- Attach all original invoices and receipts?

Claims cannot be paid without a fully completed, signed claim form.

Student Registration Form

Student Information

Name of School: _____ Grade: _____
 Alberta Ed ID #: _____ Date: _____

You must present student's birth certificate at the time of original registration in Red Deer Public Schools.

Legal Name of Student: _____ Gender: F M
 (Surname) (First Name) (Middle Name)

Also Known as (if different): _____
 (Surname) (First Name) (Middle Name)

Birthdate: _____ Phone: _____
 (Year) (Month) (Day)

Student Address: _____ City: _____ Postal Code: _____
 (Suite, Street Address)

Legal Land Description (for rural students only) _____

Has student attended a Red Deer Public School Before: Yes No

If yes: School _____ Grade _____ Year _____

School last attended (if different): _____ City/Province: _____ Phone: _____

Parents and/or Guardians

Student lives with: Father & Mother Father Mother Other _____

Father's Name: _____ E-mail: _____

Res. Phone #: _____ Bus. Phone #: _____ Cell #: _____

Address: _____ City: _____ Postal Code: _____
 (if different from student)

Mother's Name: _____ E-mail: _____

Res. Phone #: _____ Bus. Phone #: _____ Cell #: _____

Address: _____ City: _____ Postal Code: _____
 (if different from student)

Guardian's Name: _____ E-mail: _____

Res. Phone #: _____ Bus. Phone #: _____ Cell #: _____

Address: _____ City: _____ Postal Code: _____
 (if different from student)

(over)



Student Registration Form

contact the office of the Director, Aboriginal Policy, Policy Sector, Information and Strategic Services Division, Alberta Education, 10155 - 102 Street, Edmonton, AB T5J 4L5, 780-427-8501.

Information regarding programs and services provided by the District's Aboriginal Family and School Frontline Program is available at the main office of the school or by calling the program at 347-1165.

Special Educational Needs

Red Deer Public Schools receives government funding to offer individualized program plans for students identified with special educational needs. Has your child been formally identified as having a special need? Yes No

Information regarding special education or intervention provided by the District is available through Intervention Services at 343-1405.

Red Deer Public School District #104 Freedom of Information and Protection of Privacy Provisions

Schools play an important role in the education and socialization of our children. In this process, personal information is often collected and used for authorized programs and activities that are a normal part of school life. *Further information regarding the collection and use of personal information not specifically itemized under the School Act is available at your school main office.*

It is important to understand that school events which are open to the public are not subject to the conditions of the FOIP Act. These events may include general assemblies, concerts, school plays, special activities, academic focused activities and athletics. The general public, parents and media may be in attendance and are allowed to take photographs, videos, and conduct interviews, without first obtaining consent. (It is not expected that the general public or parents will conduct interviews.) The media are expected to work cooperatively with schools within the realm of mutually agreed upon guidelines and protocol.

Throughout the school year, there will be opportunities for television, radio, newspaper, community organizations, and the School District to be invited into the school to provide outside coverage of events and programs not included in the general public category described above. Also, throughout the year, there may be opportunities to display your son/daughter's artwork and/or other forms of school work at locations outside of the school (ie Old Court House gallery, malls). Your signature (parent/guardian) will indicate approval for your son/daughter named on this form to be involved with any of the following activities on the occasion when the associated event or situation to be covered is not included in the public domain category described in the bold print above.

1. Interviewed by the media, approved community organizations, School District;
2. Photographed by the media, approved community organizations, School District;
3. Videotaped by the media, approved community organizations, School District;
4. Student work, accomplishments to be displayed, recognized or reproduced outside of school (ie signed artwork, creative writing, Student of the Day, or academic presentations such as Science Fair.
5. Publication of your son/daughter's names, photographs and/or school work on District web site (**Note: Information relating to these student work/recognition activities noted in points 4 and 5 will be communicated to the home in advance.**);
6. Consent will be required for each classroom program and field trip conducted beyond the City of Red Deer and vicinity.

Please sign beside Option 1 or Option 2 below.

Option 1: Permission Granted	Yes
Furthermore I have read the information above and understand and accept that there are a variety of uses that may be made of personal information in the context of a school setting, including the items listed under points 1 through 5 above.	X
Option 2: Permission NOT Granted	No
I have read the information above and understand and accept that there are a variety of uses that may be made of personal information in the context of a school setting. However, I will NOT provide approval for a general consent allowing my son/daughter to participate in the activities described in points 1 through 5 above.	X



Student Registration Form

Concerns relating to children's exposure to the media (Please make these personally known to the principal.):

Unless the school is notified of a change, the signed document will be in effect for the entire time that your son/daughter is registered in this school. *If you have any questions or concerns regarding the collection or use of information, please contact F.O.I.P. administrator at the Red Deer Public District office - 343-1405.*

School Council/School Fund Raising Society

Yes

Do you as the Parent/Guardian agree to provide consent to the school to provide your contact information to the School Council and/or to the School Fund Raising Society (if applicable)?

X

No

X

Other Information

Is there any other information or particular problems your child may be experiencing about which his/her teachers should be made aware? (family circumstances, siblings, etc)

Yes

No

Please specify:

Declaration

I hereby certify that the information provided on this form is true, correct and complete to the best of my knowledge and belief.

X

Parent/Guardian Signature

X

Student Signature

Date

For Office Use Only

Notes:

- Birth Certificate
- Release of Confidential Information
- Custody
- Independent Living
- Landed Immigration Papers
- Student Visa
- _____
- _____



2008-2009 Transit Application Form

\$30.00 Non-refundable Application Fee
(Fee Discounted to \$20 if paid prior to June 27th)

Please make CHEQUE PAYABLE TO the school the student is attending in the 2008-2009 school year.

Date Application Completed: _____

Student's Surname: _____ Student's First Name: _____ Grade: _____

School Attending 08/09: I am attending my designated school. I am attending a school of choice.

Please check one below:

- | | | | | |
|---|--|--|--|--------------------------------|
| <input type="checkbox"/> Central Middle | <input type="checkbox"/> Eastview Middle | <input type="checkbox"/> Glendale Middle | <input type="checkbox"/> Westpark Middle | <input type="checkbox"/> |
| <input type="checkbox"/> North Cottage | <input type="checkbox"/> Odyssey | <input type="checkbox"/> Outreach | <input type="checkbox"/> Pursuit | <input type="checkbox"/> Quest |
| <input type="checkbox"/> Hunting Hills High | <input type="checkbox"/> Lindsay Thurber | <input type="checkbox"/> Other | _____ | |

Student's Street Address or Legal Land Description: _____

If you use a mailbox address for mailing you must provide your street address to be considered for a subsidized transit pass. Please notify school right away if you move within the school year.

Parent Authorization for Busing:

I, _____, consent to my child utilizing transit services. I have read the information below with my child to ensure a safe ride for students. I understand that the transit application fee is non-refundable.

Parent Signature: _____ Print Parent Name: _____

1. Restricted or Unrestricted Transit Pass

Students may choose month to month whether they want a restricted pass or unrestricted pass. Restricted passes are limited to school operated days 6:15am – 5:15pm (This pass is not valid on school holidays or weekends). An unrestricted pass may be used anytime Transit operates.

Students who live over 2.4 km from their designated school will be eligible to receive a restricted bus pass each month for no additional cost beyond the application fee. These students may also choose to upgrade to an unrestricted bus pass for an additional \$17.00 each month. Students living less than 2.4 km from their designated school may purchase a restricted bus pass for \$28 per month or an unrestricted pass for \$47 per month in addition to the application fee.

2. Information on Transit schedules, routes, times, and lost and found are available by calling Red Deer City Transit at 342-8225.

3. Parents:

- Be certain that your children are at the bus stop on time (5 minutes prior to the arrival of the bus).
- Provide the necessary protection for your children when going to and from the bus stop.
- Accept responsibility for the proper conduct of your children prior to boarding a bus, during the daily trip, and upon discharge.
- Make certain that your children are properly dressed in case of emergencies during cold or wet weather.
- Encourage children to obey all traffic rules and school bus regulations.
- Be responsible for any damage to transit facilities and buses by your child/children.
- During cold weather it is the parent's decision whether to choose to have their child ride the bus.
- Ensure your child has their pass or the proper bus fare. There is no grace period at the beginning of each month as passes are available well in advance.

4. Students:

- Students are expected to be at the road, at their designated stop, 5 minutes prior to the arrival of the bus.
- Stay off the traveled roadway at all times while waiting for the bus. Be courteous of residential property and stay on city sidewalks and designated bus stop areas.
- Do not litter in any area, use available garbage receptacles or take your litter with you.
- Smoking is strictly prohibited (Bylaw #2934/87)
- Consumption of food and beverage is not permitted on the bus.
- When seats are available - remain seated at all times. It is recommended that students remain seated when possible and face forward. When standing students should hold on to the nearest handhold firmly.
- Keep hands, feet and objects to yourself. Do not hang any object or part of your body out of the bus window. No throwing of any item inside or outside of the bus.
- No swearing, rude gestures or teasing of others. Noise on the bus shall be kept to a minimum. You may talk quietly to the person beside you. Loud noises, shouting, etc, are dangerously distracting to the driver.
- Respect your fellow passengers and your driver.
- Obey the bus driver. The bus driver is in full charge of the bus and students must obey his/her directions.
- Student passes must remain in the possession of the PASS HOLDER for entire journey and if requested by a Driver or the Red Deer Transit Supervisor, pass must be shown.
- Pass use is subject to proper passenger conduct. Student misconduct will result in withdrawal of transportation privileges.
- Passes lost, stolen or mutilated are NON-REPLACEABLE by Transit. Contact your school for a replacement pass at \$30.00 for a restricted pass and \$49.00 for an unrestricted pass.

SCHOOL USE ONLY

Application Fee Paid: _____ Cheque Cash School Initials: _____

Payment included with other students: _____ Approval: _____ Date: _____

Rev 07.08.24

July 29, 2009

To whom it may concern:

I am pleased to present you with a copy of *Access and Funding for International Students: Frequently Asked Questions*. This document was created to answer frequently asked questions regarding the right of access, funding and coding for students from other countries.

The *FAQs* are structured around fictional scenarios and each scenario is followed by coding recommendations. Because the document could not provide an exhaustive list of scenarios, the following outlines the codes that most often apply to students from other countries:

Citizenship Status Code

Code	Code name	Explanation
5	Student authorization – study permit	Applies to a student that does not have a right of access to education in Alberta and is not funded by Alberta Education but has a study permit and has been admitted at the discretion of the school board (i.e. international fee paying students).
7	Child of an individual lawfully admitted to Canada for permanent or temporary resident	Applies to a student that has a right of access to education because his or her parent is either a permanent resident or a temporary resident as defined by the <i>Guidelines to Section 8 of the School Act</i> .
9	Other/Unknown	Applies if the student is a step-child of a Canadian or a temporary foreign worker. The biological or adoptive parent must be accompanying the Canadian or temporary foreign worker as a spouse or partner.

Enrollment Type Code

Code	Code name	Explanation
413	Exchange student: to this school from a school outside of Canada	Applies to a student from another country that is coming to study in Alberta as part of a one-to-one reciprocal exchange with an Alberta student.
416	Visiting student: student from outside Alberta receiving instruction in person or online (non funded)	Applies to a student that does not have a right of access and/or does not meet the residency requirements for provincial funding (i.e. international fee paying student).
417	Step child of a Canadian citizen	Applies to a student whose natural or adoptive mother or father is not a Canadian citizen but is the spouse of a Canadian citizen (the student is the step-child of the Canadian citizen).
418	Step child of a temporary foreign worker	Applies to a student whose natural or adoptive mother or father is the spouse of a person who has been lawfully admitted to work in Canada as a temporary foreign worker (the student is a step child of the temporary foreign worker).

Registration Entry Status Code

Code	Code name	Explanation
200	New registration	Applies to a student who has never attended organized school (i.e. a student that has grown up in a refugee camp).
340	Transfer in: From a school outside of Canada	Applies to a student who attended school outside of Canada before enrolling in school in Alberta.
430	Transfer in: Last attended a school outside Alberta	Applies to a student who attended a school in Canada outside of Alberta before enrolling in school in Alberta.

Grants Program Code

Code	Code name	Explanation
301	English as a Second Language (Funded)	Applies to an English-as-a-Second-Language student that is receiving funding from Alberta Education, instructional or otherwise, for his or her education
302	English as a Second Language (Unfunded)	Applies to an English-as-a-Second-Language student that is not receiving any funding from Alberta Education, instructional or otherwise.
401 404 405 406 407 408 409 410 411	Arabic German Hebrew/Yiddish Ukrainian Polish Other Spanish Mandarin Cantonese	Apply to a student who is enrolled in bilingual language programs.
640	High School Refugee Student	Applies to a student who is born outside of Canada and has little or no formal schooling resulting in him/her being unable to complete many courses in the high school Programs of Studies. NOTE: This student must provide a copy of one of the following documents from Citizenship and Immigration Canada: <ul style="list-style-type: none"> • Notice to Appear • Refugee Protection Claimant Document • Notice of Decision • Immigrant Visa and Record of Landing indicating status as Convention Refugee • Confirmation of Permanent Resident indicating status as Convention Refugee

Additional fields that may require attention when coding a student from another country include:

1. Student authorization expiry date – The date upon which the student's study permit expires (required for all students that are assigned a Citizenship code of 5).
2. Permanent address – The student's home address to which communication may be sent once the student has returned to their home country. The student's Alberta address should be inputted into the temporary address field.

This information was taken from the Student Information System User Guide, which is available online at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf. I hope you find this information to be helpful. If after reviewing the information provided you have additional questions, I encourage you to contact the Client Services Help Desk at cshelpdesk@gov.ab.ca or (780) 427-5318.

Sincerely,



Waldemar Riemer
Director
International Education Services Branch

Access and Funding for International Students in Alberta

Frequently Asked Questions

we educate

Government of Alberta



ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

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This document is available on the Alberta Education Web site at <http://education.alberta.ca/students/internationaleducation/resources/schools.aspx>.

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Alberta classrooms are a microcosm of the world, with students representing a diversity of language and cultural groups.

Some students are Canadian born or have adopted Canadian citizenship, while others are permanent residents, children of temporary foreign workers, refugees or students who have come to Canada specifically to study.

Given this diversity, it can be difficult for Alberta schools and school boards to know:

- when they are obliged to admit a student
- when a student will be funded by Alberta Education
- how to correctly code a student.

This document attempts to answer the most frequently asked questions educational professionals have regarding access, funding and coding of international students in grades 1 to 12 in Alberta.



1. If a student has a right of access to education under Section 8 of the *School Act*, is the student, by default, funded?

No. In order to be eligible for a fully funded education, two requirements must be met: the individual must have a right of access to education under Section 8 and the individual's parent must be a resident of Alberta.

2. How do we determine if a student will be funded by Alberta Education?

The first question to ask is:

Does the student have a right of access to education (as per Section 8 of the *School Act*)?

In order to have a right of access to education, the student must be, as of September 1 of the school year, 6 years of age or older and younger than 19 years of age and be:

- a Canadian citizen;
- a permanent resident;
- a child of a Canadian citizen (biological or adopted); or
- a child of an individual who is lawfully admitted for permanent or temporary residence (biological or adopted). (For a definition of "temporary resident" see the Guidelines to Section 8 of the *School Act* in Appendix1)

If the student does not have a right of access to education in Alberta, then the student will not qualify for funding from Alberta Education¹ (see Scenario C and Scenario D below and on pages 5 to 7).

If the student does have a right of access to education in Alberta, then the second question to ask is the parent or legal guardian* of the student a resident of Alberta?

The residence of the parent often determines whether or not the student will be funded (see Scenario A and Scenario B below and on pages 4 and 5).

3. What does it mean if a student does not have a right of access to education under Section 8 of the *School Act*?

It means that school boards are not obligated to enroll the student. It also means that the student is not funded by Alberta Education and that a school board may charge tuition fees determined by the board.

¹ The age requirements for eligible-funded students are clarified in the *The Funding Manual for School Authorities*, which can be accessed on the Alberta Education website at <http://education.alberta.ca/admin/funding/manual.aspx>.

Answers to the above questions are exemplified in the scenarios that follow:

Sample Scenarios	Does the student have a right of access to education?	Is the parent or legal guardian* of the student a resident of Alberta?	Will Alberta Education fund the student?	Explanation
Scenario A	Yes	Yes	Yes	
Scenario B	Yes	No	No	The student is not funded by Alberta Education and may be assessed tuition fees. However, the fees cannot be assessed at an amount higher than cost-recovery for the board (see Section 49(3)(a) of the <i>School Act</i>).
Scenario C	No	Yes	No	The student is not funded by Alberta Education and may be assessed tuition fees, the amount of which is determined by the local school board (see Section 49(3)(b) of the <i>School Act</i>).
Scenario D	No	No	No	The student is not funded by Alberta Education and may be assessed tuition fees, the amount of which is determined by the local school board (see Section 49(3)(b) of the <i>School Act</i>).

Note: Scenario E and Scenario F (see page 7) illustrate special cases involving stepchildren.

*As set out in Section 20 of the Alberta *Family Law Act*.

4. Does it matter if the child is a stepchild rather than a biological child? Does this affect the child's right of access to education or funding eligibility?

Yes, it does matter. In accordance with other provincial and federal legislation, in order to meet eligibility for funding and other requirements in the *School Act*, the relationship between the parent and child must be either biological or adoptive. Generally speaking, a child would not be able to claim eligibility for a funded education through the immigration or residency status of a stepparent.

However, in an e-mail from the Deputy Minister of Education to the Superintendents of Alberta school boards sent May 30, 2007 (see appendix 2), the Deputy Minister outlined two exceptions to this rule. Provided that the stepparent is a resident of Alberta and the appropriate documentation is obtained by the school board, Alberta Education will consider funding the following students on a case-by-case basis:

- 1) Stepchildren of temporary foreign workers (i.e., the student is the biological child of the spouse or common-law partner accompanying the temporary foreign worker) (See Scenario E on page 7.)
- 2) Non-Canadian stepchildren of Canadian citizens (i.e., the student's biological parent is married to or is a common-law partner of a Canadian citizen but is not yet a permanent resident or Canadian citizen) (See Scenario F on page 7.)

5. Can relatives “sponsor” their nieces and nephews to come to study in Alberta? What kind of legal custodianship/guardianship arrangements would have to be in place for the student to study without paying tuition fees?

There is a difference between the terms “custodian” and “guardian.” The term “custodian” may be used by school boards to refer to individuals who will be responsible for the well-being of a child while the child is away from his or her parents. Often home-stay parents will take on this role. Family members may also be considered “custodians” under a custodial agreement signed for immigration purposes (i.e., when an out-of-country parent sends his or her child to live with a relative in Canada, the parent may sign something indicating that the relative is the “custodian” to explain who is responsible for the child while the child is in Canada).

The term “guardian” is a legal term defined by the Alberta *Family Law Act* and, aside from natural parents, would refer to an individual who, upon application to the courts, has been designated as the child's guardian under a guardianship order.

In order to meet the funding requirement that the child's parent is resident in Alberta, the individual must fall within the definition of “guardian” as set out in the *Family Law Act*. It is not sufficient that the individual is the “custodian” or can show a custodial agreement signed by the child's biological parent.

6. How much power do school boards have when deciding whether or not to charge tuition fees and/or admit international students?

If a child does not have a right of access to education under Section 8 of the *School Act*, school boards may admit these international students and charge or omit tuition fees as they see fit. It is the decision of the school board whether or not to register these students. The requirements set out in the *School Act* only determine which students will be fully funded by Alberta Education.

7. If the student's parent has applied for refugee status, how does this affect the student's right of access to education and eligibility for funding?

If the parent has filed for refugee status, he or she falls under the definition of “temporary resident” set out in the Guidelines to Section 8 of the *School Act* (see Appendix 1). The parent's child, therefore, has a right of access to education. If the parent is a resident of Alberta, the child will be funded by Alberta Education and will not be charged tuition fees.

8. If the student is in the country with his or her parent, does not have a study permit and discovers that one is required, can he or she apply for a study permit from within Canada?

All questions about study permits and other immigration matters should be referred to Citizenship and Immigration Canada (visit <http://www.cic.gc.ca/english/study/index.asp>).

Scenario A

Question:

Ivanka was accepted to a one-year post-doctoral program at the University of Alberta and plans to bring her family with her from Russia. She has two daughters, Annika and Anya, aged 12 and 15. She asks if there is room for her daughters in an Edmonton school and how much their schooling will cost.

Answer:

According to the Alberta Education Guidelines to Section 8 of the *School Act*, individuals who have been issued a study permit for a post-doctoral program that is a minimum of one year in duration are considered “temporary residents.” Therefore, Ivanka’s daughters would have a right of access to education in Alberta.

During her studies at the University of Alberta, Ivanka would be residing in Edmonton. Therefore, her children would be resident students of an Edmonton school board, and Alberta Education would provide funding to that Edmonton board for Annika’s and Anya’s education. In other words, Ivanka cannot be assessed tuition fees for her children to attend school.

In this type of scenario, the school counsellor should give the student a Citizenship Code of 7 “Child of an individual lawfully admitted to Canada for permanent or temporary residence.”

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Scenario B

Question 1:

Elizabeth is 16 years old. Her mother is a Canadian citizen and her father is an American citizen. Elizabeth was born in Florida and has lived there with her parents all her life. Elizabeth’s parents decide to send her to live with her grandparents in Calgary. When the grandparents try to enroll Elizabeth in school, they are told by the school board that they will have to pay tuition fees to cover the costs of Elizabeth’s education. The grandparents are upset and contact Alberta Education for information. As Alberta taxpayers, they feel that their grandchild should be entitled to education dollars from the province.

Answer 1:

Because Elizabeth is a child of a Canadian citizen, she has a right of access to education in Alberta, and Alberta school boards are obliged to admit her.

However, because neither of Elizabeth’s parents is a resident of Alberta, Alberta Education will not fund Elizabeth’s education. A “parent” includes biological/ adoptive parents and those individuals who have obtained a guardianship order under the *Family Law Act*. The school board may therefore charge tuition fees, although these fees cannot exceed the cost to the board associated with providing Elizabeth’s education.

In this type of scenario, the school counsellor should then give Elizabeth:

- a Citizenship Code of 6 “Child of a Canadian Citizen”; and
- an Enrollment Code of 416 “Visiting Student: Student from outside Canada receiving instruction in person or online (non funded).”

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)



Scenario B continued ...

Question 2:

Amelia's niece, Joy, is a very talented young performer. To nurture Joy's natural talent, Amelia and Joy's mother agree that Joy will move from Charlottetown to Edmonton to live with Amelia and attend Victoria School of Performing & Visual Arts. When Amelia enrolls Joy in school, the board representative is unsure as to whether tuition fees would apply, since Joy is Canadian.

Answer 2:

If Joy or one of her parents is a Canadian citizen, she has a right of access to education in Alberta, and Alberta school boards are obliged to admit her. However, because neither of her parents is a resident in Alberta, Alberta Education will not fund Joy's education. Edmonton Public School Board may therefore charge tuition fees, although these fees cannot exceed the cost to the board associated with providing Joy's education.

In this type of scenario, the school counsellor should then give Joy:

- a Citizenship Code of 1 "Canadian Citizen"; and
- an Enrollment Code of 415 "Visiting Student: Student from outside Alberta but within Canada receiving instruction in person or online (non funded)."

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Scenario C

Question 1:

Amber is 7 years old and is from Saudi Arabia. Her father, Tariq, studied at a university in Alberta many years ago and believes that completing secondary education in Canada would open doors for Amber in the future. However, Amber's parents are uncomfortable sending her so far from home at such a young age. They decide that her mother, Saida, will go to Alberta to stay with her. When Saida takes Amber to enroll in school, the school is unsure of how to code Amber for funding purposes and calls for clarification.

Answer 1:

Because Amber is not a Canadian citizen or permanent resident, the first step is to confirm whether either of her parents is a Canadian citizen, a permanent resident or a "temporary resident" as defined in the Guidelines to Section 8 of the *School Act*—see Appendix 1. In this case, neither parent is a Canadian citizen, a permanent resident or a temporary resident (Saida would have entered Canada as a "visitor"). Therefore, Amber does not have a right of access to education in Alberta.

A school board may still choose to admit Amber. However, because she does not have a right of access to education in Alberta, Alberta Education will not provide funding for her education. The school board may choose to assess a tuition fee, and the tuition amount is determined by the board.

Given this information, the school counsellor should then give Amber:

- a Citizenship Code of 5 "Temporary Resident (student)—Study Permit or visiting student"; and
- an Enrollment Code of 416 "Visiting Student: Student from outside Canada receiving instruction in person or online (non funded)."

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)



Scenario C continued ...

Question 2:

Hyo and family come from Korea to visit relatives in Alberta. During the visit, Hyo decides that he would like to stay in Canada to continue his studies, which he believes will enhance his career prospects in Korea. Having already completed a degree in Business in Korea, he is mainly interested in improving his English second language skills and enrolls in a 10-month ESL program at NorQuest College. He would also like his son to stay with him while he studies, and he calls to ask whether or not his son can attend school in Alberta.

Answer 2:

Although Hyo will be studying in Alberta, he does not meet the definition of “temporary resident” set out in the Guidelines to Section 8 of the *School Act* (see Appendix 1). According to the Guidelines, individuals studying ESL, regardless of the length of their program, are not considered temporary residents. To be considered a temporary resident while studying in Alberta, the individual must be enrolled in a provincially recognized degree or diploma program of at least 2 years or in a post-doctoral program of at least 1 year. As a result, Hyo’s son would not have a right of access to education in Alberta.

This means that school boards are not obligated to admit Hyo’s son, although they may do so if they choose. It also means that Alberta Education will not provide funding for Hyo’s son’s education and, therefore, a tuition fee may be charged by the admitting school board. The fee amount will be set by the school board. Hyo should contact the local school board directly for more detailed information.

In this type of scenario, the school counsellor should give Hyo’s son:

- a Citizenship Code of 5 “Temporary Resident (student)–Study Permit or visiting student”; and
- an Enrollment Code of 416 “Visiting Student: Student from outside Canada receiving instruction in person or online (non funded).”

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Scenario D

Question:

Rupa is a student in India. She has visited family in Alberta and now wants to study here for a year. However, she is concerned about the tuition fees that are referred to on the Study in Alberta Web site (<http://www.studyinalberta.ca>). She asks if there is any way to avoid these fees.

Answer:

If Rupa is not a Canadian citizen or permanent resident and neither of her parents is a Canadian citizen, a permanent resident or a temporary resident as defined in the Guidelines to Section 8 of the *School Act* (see Appendix 1), she does not have a right of access to education in Alberta. The only way that Rupa can access education in Alberta and not pay tuition is through participation in a reciprocal exchange.

Foreign exchange students studying in Alberta as part of a reciprocal program are not charged tuition fees because their Alberta counterparts continue to be funded by Alberta Education for the entirety of the exchange, even though these Alberta students are absent from their school for the school year or part of it. In effect, this funding is meant to encourage school jurisdictions to promote exchanges; it is aimed at covering the education costs of hosting an exchange student. Similarly, while studying abroad, the Alberta student is not required to pay tuition by the foreign jurisdiction.

As Alberta Education does not have a formal reciprocal exchange program with a partner government in India, Rupa would need to explore reciprocal exchange opportunities with exchange organizations such as the Rotary Club, or privately.

If Rupa were to participate in a reciprocal exchange, she would be given:

- a Citizenship Code of 5 “Temporary Resident (student)–Study Permit or visiting student”; and
- an Enrollment Code of 413 “Exchange Student: to this school from a school outside Canada.”



Scenario D continued ...

Rupa's Alberta partner would be given:

- a Citizenship Code of 1 "Canadian Citizen," 2 "Lawfully admitted to Canada for permanent residence (student)," 6 "Child of a Canadian Citizen" or 7 "Child of an individual lawfully admitted to Canada for permanent or temporary residence"; and
- an Enrollment Code of 403 "Resident Student: from this school to a school outside Canada."

Rupa and her Alberta partner would also need to complete a Reciprocal Exchange Approval Form for the Alberta school jurisdiction hosting the exchange. (This form is available online at <http://www.education.alberta.ca/students/internationaleducation/studentexchange.aspx>.)

If Rupa opted to study in Alberta as an international student (i.e., not as part of a reciprocal exchange), she would be given:

- a Citizenship Code of 5 "Temporary Resident (student)–Study Permit or visiting student"; and
- an Enrollment Code of 416 "visiting Student: Student from outside Canada receiving instruction in person or online (non funded)."

In such a circumstance, Alberta Education would not provide funding for Rupa's education, and Rupa could be assessed tuition fees, the amount of which would be determined by the local school board.

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Scenario E

Question:

Ming recently moved from China to Alberta to work temporarily in the oil patch. He brought his family with him and is planning to enroll his stepdaughter Lili in school. Ming's wife, who is Lili's biological parent, is here on a visitor's visa. Ming wants to know what paperwork he will need to enroll Lili in school.

Answer:

According to the e-mail from the Deputy Minister of Education to Superintendents (see Appendix 2), Ming's stepdaughter may be funded by Alberta Education. When enrolling Lili in school, the school board must ensure that Ming provides:

- a copy of his passport;
- a copy of his valid work permit;
- a copy of his spouse's passport;
- a copy of Lili's passport; and
- a copy of Lili's valid study permit.

Given this information, the school counsellor would give Lili:

- a Citizenship Code of 9 "Step-child of a Canadian or Temporary Foreign Worker"; and
- an Enrollment Code of 418 "Step-child of a Temporary Foreign Worker."

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Scenario F

Question:

During an extended trip in Chile, Robert, a Canadian, met and married Isabella. Shortly after, Isabella and her daughter from a previous marriage, Rosario, moved to Alberta to live with Robert. When Robert and Isabella enroll Rosario in school, they are told that they may have to pay tuition fees because Rosario is not covered under Section 8 of the *School Act* and therefore does not have a right of access to education in Alberta. Robert and Isabella have requested clarification.

Answer:

According to the e-mail from the Deputy Minister of Education to Superintendents (see Appendix 2), Robert's stepdaughter, Rosario, may be funded by Alberta Education. The school board must ensure that Robert and Isabella provide it with a copy of Rosario's and Isabella's passports, a copy of a valid study permit for Rosario, and evidence that Isabella has applied to Citizenship and Immigration Canada for permanent residence and has paid the associated fee.

Given the information above, Rosario should be given:

- a Citizenship Code of 9 "Step-child of a Canadian or Temporary Foreign Worker"; and
- an Enrollment Code of 417 "Step-child of a Canadian Citizen."

(Guidance counsellors can find out more about student coding from the *Student Information System User Guide*, available at http://education.alberta.ca/media/1049527/sis_user_guide2009_2010.pdf.)

Appendix 1



GUIDELINES TO SECTION 8 OF THE SCHOOL ACT Definition of Temporary Resident Revised – May 2, 2005

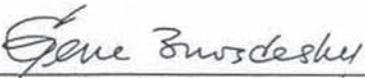
These guidelines provide an update to the definition of a “temporary resident” as it relates to the *School Act* and the assessment of foreign student fees.

In cases where the child’s parent(s) fit(s) the definition of a “temporary resident”, children have a right of access to basic education in Alberta under Section 8 of the *School Act* and are eligible for provincial grants.

- For purposes related to the interpretation of the *School Act*, a “temporary resident” is defined as a person who:
 - a) has been issued a student study permit and has registered and paid tuition for:
 - i. a full-time provincially recognized diploma program or full-time degree program of study that is a minimum of 2 years in duration; or
 - ii. a full-time graduate or post-doctoral program of study that is a minimum of 1 year in duration.
 - b) has been issued an employment authorization to work temporarily in Canada (e.g., a temporary foreign worker); or
 - c) has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (e.g., a refugee claimant) and has received an Acknowledgement Of Convention Refugee Claim; or
 - d) has been issued a federal Temporary Resident Permit; or
 - e) has diplomatic status in Canada.
- i. A child whose parent(s) fits the above definition of a “temporary resident”, as it relates to the *School Act*, is eligible to access basic education. The parent cannot be required to pay foreign student tuition fees. In all other cases, the parent may be required to pay foreign student fees at the discretion of the school board.
- ii. For the purposes of this Guideline, “temporary residents” will not include:
 - a) visitors/tourists to Canada, with or without a valid visitor’s visa; or
 - b) individuals in Canada with study permits who are not registered in either:
 - i) a full-time provincially recognized diploma program or full-time degree program of study that is a minimum of 2 years in duration; or
 - ii) a full-time graduate or post-doctoral program of study that is a minimum of 1 year in duration.
 - c) individuals who are registered in a preparatory program as a precondition to entering a full-time diploma or degree programs; or
 - d) individuals who register in a diploma or degree program offered as part of a continuing education program of study; or
 - e) individuals who are registered in an English as a Second Language (ESL) program; or

Appendix 1 continued ...

- f) individuals in Canada for six months or less for the purpose of academic study or training.
- iii. The rationale for identifying the above groups as "temporary residents" is:
- a) The original intent of Section 8(1) of the *School Act* was to include children of persons with study permits, provided those persons were high quality full-time international students, and other select categories (e.g., children of diplomats).
 - b) Temporary foreign workers contribute to the overall tax base in Alberta and to the overall funding of the public basic education system.
 - c) Refugee claimants who have filed a refugee claim with the IRB are in Canada and waiting approval of their permanent resident status in Canada. The provision of basic education to their dependent children is based on compassionate grounds.
 - d) Individuals on Temporary Resident Permits are admitted to Canada on compassionate grounds. The provision of basic education to their dependent children is based on compassionate grounds.
 - e) Canada has a reciprocal understanding with other nations to allow diplomats' dependents to access each country's institutions. These children do not require study permits to attend school in Canada.


Approved by Minister 

Appendix 2

From: Keray Henke
Sent: Wednesday, May 30, 2007 10:00 AM
Subject: Stepchildren of Temporary Foreign Workers

TO: All School Board Superintendents and Charter School Board Superintendents

There have been some recent issues involving the Department concerning the provision of schooling for:

1. Stepchildren accompanying temporary foreign workers; and,
2. Children of foreign nationals married to Canadian citizens.

I am writing to you to provide some clarification on Alberta Education's position in these situations.

Under the *School Act* (Section 8), children of individuals who are lawfully admitted to Canada for permanent or temporary residence are entitled to have access to basic education. Current Guidelines to Section 8 of the *School Act* (attached) provide a definition of temporary resident for the purposes of the *School Act*, and provide school jurisdictions the ability to assess when to apply international student fees and when a child is likely to be covered by a provincial grant.

The children of temporary foreign workers in Alberta fall within definitions outlined in these Guidelines. A recent decision by Alberta Education extends this consideration to include the *stepchildren* of foreign workers (i.e. the biological children of the spouse or partner accompanying the temporary foreign worker).

In these cases, school administration should ensure that the parents of these children provide the following documentation at registration:

- Photocopy of a valid study permit for the child, and
- Photocopy of the passports of the temporary foreign worker, the accompanying spouse/partner and the child.

School authorities can verify the legitimacy of the relationships by calling the Citizenship and Immigration Canada (CIC) Student Line: **780-495-2500**. This CIC service will respond to queries within 24 hours.

With respect to the non-Canadian stepchildren of Canadian citizens (i.e., the biological parent is married to or is a common-law partner of a Canadian citizen but is not yet a permanent resident or Canadian citizen themselves), school administration should ensure that, in addition to the above noted documentation, the parents of these children also provide the following at registration:

- Proof of application for permanent resident status and fee payment to CIC.

Alberta Education will then consider the provision of instructional grants to school jurisdictions for the children of both these situations on a case-by-case basis.

Keray Henke
Deputy Minister
Alberta Education

Attachment

1. Guidelines to Section 8 of the *School Act*

Appendix 3

APPLICATION FOR ALBERTA EDUCATION APPROVAL OF RECIPROCAL STUDENT EXCHANGE

The personal information collected in this application is pursuant to provision 33(c) of the *Freedom of Information and Protection of Privacy Act*, RSA 2000, cF-25, and will be used to verify the reciprocal nature of the exchange and to administer funding to the Alberta school jurisdiction. This information will be used in accordance with the *Freedom of Information and Protection of Privacy Act*. Should you have any questions regarding this collection, please contact the Director, International Education Branch, Alberta Education, 2nd floor, 44 Capital Boulevard, 10044 – 108 Street, Edmonton, Alberta T5J 5E6, Telephone 780-427-2035.

This reciprocal student exchange has been arranged between the two schools named below.

	Alberta Student	Foreign Student
Date of Birth:		
Student I.D.#:		
Home Address:		
Home Phone No.:		
Name and Phone Number of School:		
Principal:		
School Jurisdiction or Other Authority:		

Name of Student Exchange Program: _____

Duration of Exchange in Alberta: From: _____ To: _____
Day/Month/Year Day/Month/Year

Duration of Exchange Abroad: From: _____ To: _____
Day/Month/Year Day/Month/Year

Approval of Principal: _____
Signature Date

Approval of Alberta Parent(s) or Guardian(s):

Signature Date

Approval of Parent(s) or Guardian(s) of Exchange Student: *If original signature(s) is not available, attach alternative signed documents as evidence of parental or guardian approval of the foreign student's participation in this exchange.*

Signature Date

Secretary Treasurer of Jurisdiction or other Authority:

Signature Date

RETURN COMPLETED FORM TO:

International Education
Alberta Education
2nd Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, AB T5J 5E6

FOR OFFICE USE ONLY

Approval of International Education Branch

Signature Date

Forwarded to School Finance _____
Date\

For more information on the contents of this document, please contact:

International Education Branch

2nd Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, AB T5J 5E6
Tel: 780-427-2035

Legislative Services

19th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB T5J 4L5
Tel: 780-427-3798

School Finance

8th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB T5J 4L5
Tel: 780-427-2055

Appendix H

Hosting International Visitors



- Overview of Alberta's Education System – Kindergarten to Grade 12
- Sample program: Itinerary for German Delegation
- Community, Home and School Information (Alberta's International Education Exchange Program for Teachers)
- *Alberta's International Education Exchange Program for Teachers: Administrator's Handbook*
- Exchange Teacher's Questionnaire (Alberta Education)
- Principal's Questionnaire (Alberta Education)
- Sample homestay application form for students: Homestay Application Form (Calgary Board of Education)
- Sample homestay guide for host families: *Homestay Information Guide* (Horizon School Division)

- Sample homestay agreement: Appendix C “Homestay family letter of agreement” in *Homestay Information Guide* (Horizon School Division)
- Sample homestay guide for students: *Student Manual Reference Guide* (Calgary Board of Education)
- Sample Student Exit Survey (Christ the Redeemer Catholic Schools)



Overview of Alberta's Education System

Kindergarten to Grade 12

In Canada each province and territory establishes, funds and operates its own education system. There is no national Ministry of Education.

Alberta's Ministry of Education is responsible to ensure every student in the province has the opportunity to develop the knowledge, skills and attributes needed to be capable, contributing members of society.

At a glance

- ▶ 2,100 schools
- ▶ 45,427 certificated teaching personnel
- ▶ 596,113 kindergarten to grade 12 students
- ▶ 62 school jurisdictions

The success of each student is our highest priority

- ▶ Students can access a quality basic education regardless of where in Alberta they live.
- ▶ Provincial policies allow parents and students to choose their schools and programs.
- ▶ Education programs are appropriate to the unique needs of each child.

Alberta has built a strong education foundation

- ▶ We have standardized our curriculum for all grades and subject areas to make sure every Alberta student has the same learning opportunities.
- ▶ We review our curriculum on an ongoing basis to ensure it is current and focuses on what students need to know.
- ▶ We carefully select and develop resources for learners and support materials for teachers to ensure they complement our curriculum and learning outcomes.
- ▶ We are a leader in school technology; the province supports video-conferencing, high speed Internet connections, and online learning and teaching resources for students and teachers.



Choice and flexibility are strengths of our education system

Alberta students can choose to be educated in public schools, separate schools, Francophone schools, charter schools, private schools and virtual schools. Alternative programs, home education, distance learning, and blended programs are other options available to students.

Alberta meets high education standards

- ▶ We test all students in core subjects in grades 3, 6, and 9.
- ▶ Grade 3 tests include reading, writing and mathematics.
- ▶ Grade 6 and 9 tests include reading, writing, mathematics, science and social studies.
- ▶ Grade 12 students can write Provincial Diploma Exams in core subject areas; these exams make up 50% of a student's final mark in a subject.



Education is a shared responsibility

Everyone – parents and students, teachers and administrators, the community, business and government –has an important role to play in public education and is accountable for carrying out that responsibility.

Delegation of responsibility for education

- ▶ Through the *School Act*, the Government of Alberta delegates much of its authority for the governance of education to school boards, which are elected by local community members.
- ▶ School boards are responsible to make decisions about education programs that will meet the needs of their students.
- ▶ There are 62 school boards in Alberta. Each board is accountable to the communities it serves.



Highly-skilled professional teachers play a key role

- ▶ Alberta was first in Canada to develop a *Teaching Quality Standard* that outlines the knowledge, skills and attributes teachers are expected to demonstrate throughout their careers.
- ▶ Teachers must hold a university degree, which includes a teacher preparation program.
- ▶ Teachers play a critical role in developing curriculum and learning and teaching resources.

Alberta students are high achievers

- ▶ **Nationally:** Generally, Alberta students score above the Canadian average in all subject areas.
- ▶ **Internationally:** Alberta consistently places among the top five world education systems on the Programme for International Student Assessment (PISA) sponsored by the Organization for Economic Co-operation and Development. On the 2006 PISA, students placed in the top ranks in mathematics, reading and science.

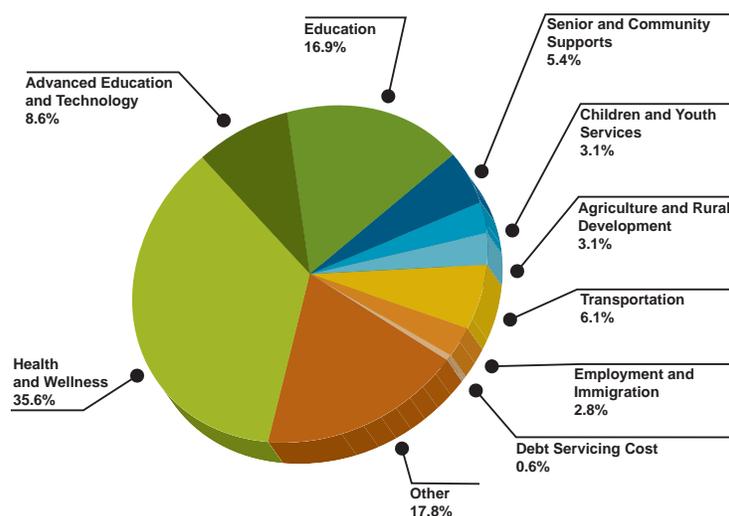
Government supports education

For 2009/2010, Alberta has dedicated over \$6 billion (16.9%) of the provincial budget to our kindergarten to grade 12 education system, making it the second largest government investment.

The Alberta government provides funding to school boards taking into account the unique geographic and demographic characteristics of communities.

School boards are expected to set educational priorities, allocate funding in a fiscally responsible manner, and determine how curriculum is delivered and resources are used.

2009-10 EXPENSE BY MINISTRY \$36.4 billion



Alberta is committed to continuous improvement of its education system

Over the next three years the Ministry will focus on:

- ▶ improving learning outcomes for at-risk children and First Nations, Métis and Inuit students;
- ▶ building a strong workforce through increased high school completions;
- ▶ engaging students and Albertans in discussion about the future of education;
- ▶ working with other Alberta government departments to build stronger, more vibrant communities.

Alberta is committed to preparing students for a global society

Alberta students have the opportunity to acquire the international and intercultural knowledge, skills and awareness to work and live effectively in a global environment.

**ITINERARY FOR GERMAN DELEGATION
OCTOBER 5-9, 2009**

Official Delegation
1. Ms. Konrad – University of Giesse, Hessen department of Special Education 2. Ms. Sieder – Ministry of Education and teacher 3. Ms. Zehner – Elementary Vice-Principal piloting inclusive education in K-4 4. Mr. Eitel – District Supervisor, representative of Ministry of Education 5. Ms. Ingrid Zoller – District Supervisor, representative of Ministry of Education

<u>MONDAY, OCTOBER 5</u>		
9: 00 am – 12:15 pm	Overview of Education in Alberta Followed by discussion on: <ul style="list-style-type: none"> • Coding and qualifying students for funding and selecting a program for them • Assessment - How do you assess the learning of students attending special programs? Do they follow the regular graded curriculum? Are there standardized tests? Do all students take part in the standardized testing? How are marks determined? • Transitions – How do you support transitions from: K-Elementary, Grade 6 to Junior High, Grade 9 to High School? Placement – Who makes the decision regarding placement of a student? (Parents? Student?) How are placement decisions made?	Alberta Education 44 Capital Boulevard, 10044-108 St. Website: http://education.alberta.ca/ and http://education.alberta.ca/admin/special.aspx
12:15 – 1:00pm	Lunch	
1:00 pm	Depart for Faculty of Education, University of Alberta with Hasina Juma, Alberta Education	5-182 Education Centre North, University of Alberta Website: http://www.uofaweb.ualberta.ca/education/index.cfm
1:30 – 4:30 pm	Meeting with faculty members from Faculty of Education, University of Alberta Welcome and Introductions <ul style="list-style-type: none"> • Introducing the Faculty of Education and the faculty present at the meeting: Dr George Richardson, Associate Dean, International • Introducing Hesse delegation and explanation of purpose of the visit/ areas of 	Room: 6-128 (Nakamura Room) in Education Centre North, University of Alberta

	<p>interest: Ingrid Zoller</p> <p>U of A Faculty Presentation:</p> <ul style="list-style-type: none"> • The position of special needs education, disability education and school to work transition in the teacher education program • Some examples of the work of the Faculty in special needs, disability education, and school to work transitions <p>Open Session Discussion Session</p> <p>Conclusion and Future Directions</p>	
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<u>TUESDAY, OCTOBER 6</u>		
<p>9:00 – 11:30am</p>	<p>Meet with principal, staff Classroom visits</p> <p>Programs:</p> <p>Interactions</p> <p>Interactions is designed to meet the special education needs of students with Autism Spectrum Disorders who have difficulty with social relationships, behaviour and communication. Programming based on individual needs and abilities helps each student gain academic and life skills, and to develop and apply communication skills and socially appropriate behaviour.</p> <p>Literacy</p> <p>Literacy programming assists students in Grades 4 to 12 who demonstrate low to average cognitive ability and significant academic delays. Programming helps students to learn and use important skills in areas of literacy, numeracy, citizenship and employment.</p>	<p>Lymburn School 18710 - 72 Avenue Phone: 780-487-1777 Website: http://lymburn.epsb.ca/</p> <p>Principal: Lloyd Ungeran</p> <p>School bell rings at 8:33 am and classes start at 8:38 am.</p>
<p>11:30 am – 12:45pm</p>	<p>Lunch</p>	
<p>12:45 – 3:00pm</p>	<p>Meet with principal, staff Classroom visits</p> <p>Programs: Behaviour and Learning Assistance, Interactions</p> <p>Behaviour and Learning Assistance</p>	<p>Parkview School 14313 - 92 Avenue Phone: 780-483-3415 Website: http://parkview.epsb.ca/</p> <p>Principal: Scott Millar</p>

	Behaviour and Learning Assistance programming assists students with chronic, extreme, pervasive anti-social behaviours. Programming supports students to achieve academically and to develop and apply acceptable behaviour and social skills in the classroom, school and community.	
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<u>WEDNESDAY OCTOBER 7</u>		
8:45 – 10:45am	Meet with principal, staff Classroom visits Programs: Community Living Skills, Interactions	McNally School 8440 - 105 Avenue Phone: 780-469-0442 Website: http://www.mcnallyhigh.com/ Principal: Darrel Robertson
10:45am	Depart for Forest Heights School	
11:00 – 11:30am	Reading in German Bilingual Classrooms for Read-In Week	Forest Heights School 10304 - 81 Street Principal: Sandra Carl Townsend
11:30am – 1:00pm	Lunch	
1:00 – 3:30pm	Meet with Central Staff	Centre for Education 1 Kingsway Ave.

<u>THURSDAY OCTOBER 8</u>		
9:00 – 11:30am	Meet with principal, staff Classroom visits Programs: Individual Support Program Individual Support assists students with severe to profound developmental delays who may also experience physical, sensory or behavioural challenges or medical conditions. Students participate in programming to gain functional skills that enhance their quality of life.	Capilano School 10720 - 54 Street Phone: 780-466-5117 Website: http://capilano.epsb.ca/ Principal: Kathy Toogood Morning bell rings at 8:40 am and classes begin at 9:00 am
11:30am	Depart for Jasper Place High	

12:15 – 12:45pm	Lunch hosted at Jasper Place	Jasper Place High School 8950 - 163 Street Phone: 780- 408- 9000 Website: www.jasperplace.ca Principal: Jean Stiles
12:45 – 3:00pm	Meet with principal, staff Classroom visits Programs: Special Needs Coordinator for inclusion of students	

<u>FRIDAY OCTOBER 9</u>		
9:00 – 11:30am	Meet with principal, staff Classroom visits Programs: Strategies Program Strategies provides intensive programming for students with learning disabilities who demonstrate average cognitive ability and significant academic delays. Students acquire strategies and skills necessary to achieve and understand their learning challenges, with the goal of returning to regular programming.	Academy at King Edward 8525 - 101 Street Phone: 780-439-1368 Website: http://kingedward.epsb.ca/ake/ Principal: Barb Bryson
11:30 am	Lunch and debriefing back at hotel	

Edmonton Public Schools

Shelly Jobagy
Consultant
Programs - Special Education
office: 780 429-8573; cell: 780-271-9486
Shelly.Jobagy@epsb.ca

Alberta Education, International Education

Hasina Juma
International Education Officer
office; 780-644-2281; cell: 780-239-0297
hasina.juma@gov.ab.ca

Taxi companies

Yellow Cab 780-462-3456
Co-op Cab 780 425-2525

Community, Home and School Information

Please fill out this booklet for your exchange partner. Exchangees in the past have found this to be very useful.

Section 1: Information about the House and the Area

1. House Address: _____
2. Phone Number: _____
3. Nearest Shopping Centres:
 - _____
 - _____
 - _____
4. Nearest Doctor: _____
5. Nearest Dentist: _____
6. Nearest Bank/ATM: _____
7. Nearest Primary School: _____
8. Nearest Bus Stop: _____
9. Bus Route Number: _____
10. Nearest Train Station: _____
11. Essential Telephone Numbers:

Ambulance		Electricity Supplier	
Doctor		Gas Supplier	
Dentist		Phone Company	
Fire Service		Local Police	
Emergency		Post Office	

12. Other Useful Contacts

Purpose	Name	Telephone Number
House Structure Insurance		
House Contents Insurance		
Plumber		

Electrician		
Handyman		
TV/video/radio repair		
School colleague living close		

13. Household Items

Household Item	Available √ or X	Storage Location	Remarks
Barbecue			
Bed Linen			
Blankets			
Brooms etc			
Camping Equipment			
Car tools			
Cleaning materials			
Clothes line			
Compost heap			
Cook books			
Cutlery			
Dictionaries			
Dishes			
Electricity meter			
Fans			
First aid materials			
Fuse box			
Garden tools			
Garden hose			
Garbage bins			

Gas meter			
Heathers			
Hot water system			
Hair dryer			
Insecticides			
Iron & ironing board			
Keys			
Lawnmower			
Light bulbs			
Phone book			
Security alarm			
Smoke alarm			
Street directory			
Tap washers			
Tea towels			
Tools			
Vacuum cleaner			
Water main tap			
Other (1)			
Other (2)			
Other (3)			

14. Household Appliances

Appliance	Idiosyncrasy	Maximum I will pay for repair	Recommended Repairer
Alarm clock			
Blender/mixer			

Calculator			
CD player			
Computer			
Crock pot			
Dishwasher			
Dryer			
Electric blankets			
Electric can opener			
Electric fans			
Electric fry pan			
Electric jug (kettle)			
Floor polisher			
Freezer			
Iron			
Microwave			
Percolator			
Piano/organ			
Radio			
Refrigerators			
Slide projector			
Stove (gas/electric)			
Tape Recorder			
TV			
Toaster			
Vacuum cleaner			
Washing machine			
Other (1)			

Other (2)			
Other (3)			

15. Note on Electrical Appliances: In Australia, electrical appliances operate on 240 volts AC, use 3 pin plugs and the wall sockets have off/on switches. British 3 pin plugs do not fit Australian wall sockets.

16. Items not available for use: I have put all my priceless heirlooms away. Everything with the exceptions noted below, is for your use:

- _____
- _____
- _____

17. Care during absence from house: During absences from the house, would you please take care to make sure these areas are taken care of:

- _____
- _____
- _____

18. Sporting Equipment for Your Use

Sporting Equipment Item	Available √ or X	Storage Location	Remarks
Bicycles			
Golf clubs			
Tennis racquets			
Squash racquets			
Other (1)			
Other (2)			

19. Camping Equipment for Your Use

Camping Equipment Item	Available √ or X	Storage Location	Remarks
Air mattress/es			
Backpack			
Camp stove			

Esky (cooler)			
Sleeping bags			
Sleeping mats			
Tent			
Other (1)			
Other (2)			
Other (3)			

20. Toys and games for Your Use

Toy/Game Item	Available √ or X	Storage Location	Remarks

21. Recreational facilities in the surrounding areas:

- _____
- _____
- _____

22. Maintenance and Cleaning

Item	Time Schedule	Instructions
Carpets		
Floors		
Gardening		
Garbage collection		
Gutters & down pipes		
Indoor plants		
Lawn mowing		

23. Shopping locations

Shopping Item	Location
Alcohol	
Books	
Chemist (pharmacy)	
Clothing	
Fruit & vegetables	
Groceries	
Newspapers & magazines	
Meat	
Petrol	
Sewing needs	
Stationery	
Other	

24. Home Services

Service	Supplier	How Paid
Milk		
Newspaper		
Garbage collection		
Other		

25. Transport Information

Transport service	Company	Phone number	Address
Airline			
Bus			
Car rental			
Rail			
Taxi			

26. Community Services

Community Service	Location	Telephone Number
Baby health care		
Baby sitting		
Churches		
Library		
Post office		
Swimming pool		
Travel agent		
Other		

27. What you Shouldn't Expect to Find: We lack the following things you may be used to at home:

- _____
- _____
- _____
- _____

28. Insect Screening: Exchange accommodation is/is not fully insect screened.

29. Pest Control: The accommodation has/has not undergone professional pest control in the previous twelve months.

Section 2: Information about My Family and Neighbors

1. My wife's/husband's name _____

2. Her/his occupation is _____

3. Her/his interests are _____

4. Children's names and ages are:

- _____
- _____
- _____

5. My neighbors are:

Neighbor's Name	Location re house	Address	Phone number

Section 3: Travel Arrangements

1. My/ our travel plans TO your country are:

Day/Date	Airline & Flight Number	From	To	Arrival Time

2. My/our travel plans FROM your country are:

Day/Date	Airline & Flight Number	From	To	Departure Time

Section 4: School Arrangements

1. Key school information is as follows:

School Name	
Street Address	
Postal Address	
Phone Number	
Fax Number	
Distance from house	
Hours	
Principal	
Deputy Principal	
Timetable person	

Head of Department	
Year levels	
Registrar	
School Secretary	
Teacher aide	
Janitor	
Librarian	
Computer person	

2. School supplies/requirements are located as follows:

Syllabus/es	
Work programs	
Keys	
Stationery	
Text books	
Your desk	
Photocopier	
AV equipment	
Other	

3. Clerical assistance is available

from: _____

4. They can perform the following tasks:

- _____
- _____
- _____

5. Absence from school: if you need to be away from school or leave during the day, notify:

- _____

6. Staff parking arrangements are: _____

7. Other teachers you could ride with are: _____

8. The staff room is located _____

9. It is necessary to supply _____

10. Lunch arrangements are _____

11. You have been assigned the following extra duties which occur at the following times:

- _____
- _____
- _____

12. Roll marking arrangements are: _____

13. Teachers on staff who you should find very helpful are:

- _____
- _____
- _____

14. School semester dates are set out below for your exchange year:

- Term 1 _____
- Term 2 _____
- Term 3 _____
- Term 4 _____

Section 7: Reception and Assistance Information

1. When you arrive, the following people can meet you at the airport/station provided they know in advance of your plans. Their names, addresses and telephone numbers are as follows:

Name	Relationship	Address	Phone Number

2. The following friend/colleague/relative will be extremely helpful in an emergency:

Name	Relationship	Address	Phone Number

Alberta's International Education Exchange Program for Teachers

Administrator's Handbook

Alberta's International Education Exchange Program for Teachers
11010 – 142 Street
Edmonton, AB T5N 2R1

Telephone 780-447-9400
Toll-free 1-800-232-7208
Fax 780-455-6481

Coordinator: Sara Coumantarakis, M. Ed.
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Preface

Since 1979, Alberta Education has coordinated educator exchanges with Australia, Germany, the United Kingdom, the USA and other Canadian provinces. New Zealand, Denmark and Switzerland have now been added to exchange destinations.

These reciprocal programs are offered through bilateral agreements between Alberta Education and other departments of education. By participating, exchange educators bring national and international perspectives to Alberta schools and communities. They provide students, teachers, administrators and the whole school community an exposure to other cultures, people, and ideas.

Exchange programs are tremendous experiences, where everybody learns a great deal. Patience, understanding and communication are crucial for a successful exchange. Your role as a principal is one of the most important. Your support—of both the departing Alberta teacher and the incoming exchange teacher—is integral to the success of this program. By getting involved, you and your school will discover and create links that will last forever. An understanding of the exchange teacher's situation will enhance planning for this memorable year.

This handbook has been created to give you ideas about the exchange procedure. All the information is based on past experience as well as previously existing exchange documents. We hope that the handbook will answer most of your questions. If you would like further information or assistance, or have any ideas on how to improve this handbook, please feel free to contact us at:

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Toll-free 1-800-232-7208
Fax 780-455-6481

E-mail: sara.coumantarakis@ata.ab.ca

We would be pleased to give you more details or discuss the exchange further.

Preparing for the Arrival of the Exchange Teacher

Setting the stage for the exchange, with activities and contacts set up for the incoming teacher, can make all the difference in how the exchange proceeds. Take some time to consider how you might feel if you were in a new position at a new school overseas, and try to plan accordingly. Ensure that the incoming exchange teacher is made as comfortable as possible in the new surroundings. Please remember that not all the planning needs to be organized by you. There will often be people in the school or the community who would like to be involved, and who, with some direction from you, will go out of their way to help the exchange teacher.

Some important points to remember in planning for the arrival of your new teacher:

- Prepare the school and community for the exchange
- Clearly communicate details of the assignment as well as expectations of the school and jurisdiction regarding curriculum, student conduct, discipline, assessment, duty of care and so forth
- Provide support and an open climate for the exchange teacher to discuss any issues or difficulties that may arise
- Get to know the teacher as thoroughly as possible—both personally and professionally.

Open, clear communication can make all the difference when welcoming a new person into your school community. Because the way that schools operate can be so different in different areas, it is crucial that everyone involved feels comfortable clarifying roles and expectations and asking questions when the need arises.

Some concrete suggestions on how to prepare for the exchange teacher's arrival include:

- **Prepare staff, pupils, parents, etc. for the arrival of the exchange teacher.**

A good relationship between students and the visiting teacher is desirable. Information of interest about the teacher's country of origin is a useful starting point. Encourage staff and parents alike to invite the teacher to participate in different activities. Another way to let the community know of the arrival of the teacher is to contact the local newspaper and/or radio station. They might interview the incoming teacher to learn more about her/him and at the same time, it will show the interest that you have in this new experience. (You might want to be involved in the interview.)

- **Organize a support group.**

Find people who want to get involved in this experience to help you and the incoming teacher. This group could consist of teachers and parents as well as community members. At least one of the group should have some international background. Try to find 2 or 3 teachers who will act as mentors or "buddies" throughout the year. These involved teachers can provide background advice and tips to the new teacher.

- **Correspond with the incoming educator once the match is confirmed**

Send him/her any relevant information, such as:

- timetable
- name of the staff member who will accept particular responsibility for the exchange teacher
- calendar of events including the school's/jurisdiction professional development days, upcoming school functions, extra-curricular activities, social events, school council activities
- details of local teacher's centre if appropriate
- list of dates and occasional holidays
- list of resources available
- inventory of equipment for practical subjects, if applicable
- map of school
- photographs of school and surrounding area
- description of local area.

This type of information has proven very helpful for past exchange teachers in Alberta. It gives the educator a better idea of the environment she/he will be working in during their exchange year.

- **Contact the incoming educator's principal**

This contact early in the process may help you to know more about the educator and his/her professional experience. You could also exchange some information about the educational system and procedures used in both locations.

- **Do a reality check on life in Canadian schools**

Provide information about the curriculum that the exchange teacher will teach to have it ready at the beginning of the year. The curriculum of each country is sometimes quite different. By giving a thorough description of the curriculum/course outlines for classes here, the incoming teacher would be better prepared for his/her assignment. You or members of the support group should also create a list explaining or describing the life style in Canadian schools. You may wish to discuss:

- age of students
- assessment expectations procedures
- classes consisting of students with mixed abilities
- co and extra-curricular involvement expectations
- contact (type and frequency) with parents
- discipline/classroom management techniques and procedures
- forms and administrative tasks
- informal (peer) relations between the teacher and the students
- grading difficulties
- policy of inclusion in Alberta classes
- number of students in each class
- student behaviour
- duty of care

This information could be mailed to the incoming teacher or discussed upon arrival. The more information you give your exchange teacher, the better s/he will feel dealing with the situation. Please remember that teachers wish to appear as professional as possible and may hesitate to ask questions.

- **Plan for meetings to share ideas/answer your exchange teacher's questions and concerns**

Occasionally, exchange teachers have reported very limited contact with the Principal. A plan of meetings throughout the year will assure the exchange teacher of your support. Please consider the needs of the incoming exchange teacher when including them in activities. WE have found that good communication can prevent many difficulties.

- **Create occasions for both students and staff to learn and discover different cultures**

Create educational and learning experiences that are fun and creative. It doesn't have to be really complicated to interest and involve everybody!

- e.g.: "Multicultural day" or "Aussie day" or a typical national celebration
- each class could represent a country or region and finds interesting materials to show.
- invite guest speakers
- ask the incoming educator to give a presentation about his/her country or province (perhaps with slides or PowerPoint presentation)
- create a school twinning relationship between the two schools

By trying various activities, the new teacher will get a sense of your involvement in the program which will be beneficial for all of your school staff.

- **Organize a welcome party, dinner or a get-together where the exchange teacher can meet with all the staff**

There are many ways to welcome a new staff member. First impressions are always important. A welcome party is a great way to get the exchange year off to a great start—to "break the ice" and help people get to know each other.

During this event, introduce each and every member of your school (name and function) to the incoming educator. A yearbook, or school/staff list, is also a helpful reference.

If the exchange teacher is keen, let her/him talk about what she/he is expecting from the exchange, his family or perhaps about education/culture at home.

Once the Exchange Teacher Arrives: A Period of Adjustment

Any kind of change requires a period of adjustment. Over the first few days and weeks, the exchange teachers will be getting used to not only a new school but also to living in a community and culture that may be quite different to their life in their home country/province. This will likely be extremely stressful for him/her, and will mean that s/he will need a lot of support. In addition, your school community will also be adjusting to having this new teacher in their midst. The first few weeks may be extremely difficult.

A good understanding of the school rules and system will help the exchange teacher organize and plan, and will also help the school community grow accustomed to the new teacher. To ease this transition, we suggest that you organize several meetings and information packages for the exchange teacher:

- **Discuss the sample lesson plans the Alberta teacher has left for the exchange teacher. Take notes of any suggestion that s/he might propose.**

In this way you are creating an open, collaborative environment for the exchange teacher, demonstrating that you are willing to work to make the year memorable and to consider any suggestion s/he might have.

- **Let the teacher sit in other classes. This will help him/her to see how things work in your school and give them a better idea how to plan his/her own classes.**
- **Offer assistance in organizing classes if needed, or refer them to a curriculum and/or administrative buddy who is willing to do this.**
- **Monitor the first weeks closely and ensure support mechanisms are in place, i.e., buddy teachers/welcoming classes, etc.**
- **Provide a reference list related to his/her field of teaching, such as resources, audio-visual equipment, instructional aids, etc. In this way the teacher can become familiar with all the facilities and materials that s/he can use for students during the year**
- **Inform the incoming educator about the educational system in Alberta, as well as specific school procedures. Provide information such as:**
 - absence, late procedures
 - discipline measures
 - fire drills and lock down procedures
 - instructions on maintaining adequate records
 - reporting progress to parents/meetings with parents
 - student evaluation/assignment guidelines
 - other duties
 - privacy regulations
 - duty of care issues

Go over the list with the exchange teacher and make sure everything is understood and all questions answered. An atmosphere favoring the exchange of ideas will allow the exchange educator to ask you about any concerns.

- **Schedule a short meeting every two or three weeks where you can encourage and reassure the incoming educator.**

These little meetings often help the exchange teacher know that s/he is going in the right direction. They also give a chance for him/her to ask other questions that may arise. Encourage him/her to let you know about any concerns or uncomfortable situations that may exist. Remember—frequent and open communication is one of the keys for success during the exchange year.

- **Use the knowledge of the incoming educator in your planning/day-to-day working within your school and jurisdiction.**

Exchange educators have many ideas and may have some new/different perspectives. Discuss various topics to discover what “vision” your incoming exchange teacher brings. Awareness and better understanding of other cultures are often the result. Many exchanges teachers are required to complete a research component during their year on exchange. Knowing their topic may open the door to a rich exchange of ideas.

- **Try to involve the exchange teacher in appropriate professional activities such as curricular committees, school meetings, etc., taking into account that they may be feeling like a new teacher.**
- **Give some feedback and suggestions to the teacher to help him/her improve her teaching.**
- **Give permission to the incoming teacher to visit a few other schools, as budgets allow. The PD budget of the AB exchange teacher should be made available to the foreign exchange teacher. Generally, jurisdictions in Alberta cover 5 days for professional development/school visits, one of which is for the Orientation Session scheduled soon after the teacher arrives.**

This will allow her/him to obtain a better overall, understanding of our educational system, while allowing her/him to observe and adopt ideas from other Alberta colleagues.

12 Most Frequently Asked Questions

1. What are the terms and conditions of this program?

Alberta educators applying for this program received an information package which includes the “Policies and Guidelines” of this employer-sponsored professional development experience. This document has been included in Appendix I.

2. What’s my role in all this?

The principal and the superintendent involved have given their full support to this professional development activity when approving the initial application for exchange. They have to make a long-term commitment to the undertaking, especially since both the Alberta teacher and the incoming exchange partner will need assistance and support before, during and after the exchange year. Communication is very important in all aspects of an educator exchange. Honesty is very important. You may hesitate to talk about “delicate issues.” But unless everyone feels comfortable asking questions, a simple issue could grow into a major problem. In your leadership position you have the opportunity to set the stage for good communication. Essentially, your role as a principal is to be there for the exchange teacher and your own staff member whenever help is needed. And, of course, to keep making decisions that are best for your school.

3. What’s different about this teacher? Don’t we just provide a first-year/new teacher orientation and get on with the year?

When the exchange educator arrives in Alberta s/he will experience and notice some differences. The first few weeks will probably be difficult for incoming teachers. S/he will have to adjust to living in a new environment and working in an unfamiliar educational system. Even with years of experiences in his/her home jurisdiction, the exchange educator may feel disorientated and lost. S/he truly needs your help.

The need for support and understanding will continue throughout the entire exchange year. The time and effort you put into this program is an investment from which the entire school will benefit. If you work out any difficulties quickly, a positive atmosphere is the result. Communication between you and the incoming teacher will be much easier should more serious issues arise. The exchange teacher’s comfort and confidence will translate into positive classroom atmosphere.

4. What about these “buddies”? How do we best determine how many “buddies”? Who would best fulfill the function?

A “buddy” is a member of the school staff who will act as host, advisor, and general informant to the exchange teacher during his/her stay. There should be at least 2-3 buddies, giving the incoming teacher an opportunity to talk about his/her concerns to different persons, each with different expertise/perspectives.

We have noticed that “buddies” who are teaching at the same level or the same curriculum as the exchange teacher are most effective. It may also be helpful to have different type of “buddies” to assist with school or community integration of the new teacher. e.g.: social and cultural activities, academics, sports, etc.

5. How involved do I become in the private arrangements between the two exchanges teachers?

Private arrangements between the teachers should be made prior to departure. As principal you will wish to support both teachers and facilitate communication between the two partners. Should a major problem arise, you are in a position to “orchestrate” some solutions. We encourage you to respond as the administrative contact. Your involvement should be of a professional, rather than personal nature in order to protect your school’s integrity. Should difficulties arise, it is important for both parties to remember that they are bound by the Professional Code of Conduct.

6. What’s the best way to address the differing expectations of exchange educators regarding:

- a. extra and co-curricular involvement?**
- b. roles in regards to communication with parents?**

We suggest you take some time early in the exchange year to sit down with the incoming teacher and talk about these concerns. We also recommend that you give a calendar (school handbook) with all the school and extra curricular activities that will be organized during the year. Review this handbook with the exchange teacher. Sending the incoming teacher a copy of the PAF (Proposed Assignment Form) that you submit to Alberta’s International Education Exchange Program for Teachers is also a useful step in communicating professional expectations.

Involvement and desire to participate will come quickly if the exchange teacher feels welcome. You may wish to discuss the role of the incoming educator in regards to communication with the parents, as this differs country to country. Explain to the exchange teacher the way Alberta educators usually proceed and ask his/her opinion about this form of contact. This way things will work out and both of you will be comfortable with the decisions made.

It is important to note that the exchange teachers often come from jurisdictions where there is little/no expectation of extra curricular involvement, nor the regular communication with parents that is expected in Alberta.

7. What about these school visitation days? Who decides? Who pays? How many days are allowed/expected? What are the plans/requirements?

Exchange educators in Alberta for only 1 year usually hope to expand their knowledge of our education system by visiting schools during the time here. Such a request should be discussed with you. As each jurisdiction’s policies vary, it is important to realize that visitation days are not an automatic part of the exchange. Please discuss possible visits to other schools with the exchange teacher. If your school/jurisdiction is unable to provide these visitation days, please explore the alternative professional development activities available to the teacher.

Should such visits be possible, it is important to fix clear objectives. It is helpful if the visitations are arranged at times which are convenient for the host schools. The teacher will have to remember that these visitation days are not designed to offer an occasion to travel to a particular part of the province for a long weekend.

Jurisdictions which host exchange teachers from Alberta usually offer Alberta teachers 3-5 days of such leave for school visits (with the host jurisdiction covering the cost of substitute teachers). This is an additional professional development experience for the exchange teacher, adding to the exchange experience. It is expected that the exchange teacher participate in all the normal professional development activities offered by the host school jurisdiction.

Note: These days are given in addition to the annual allotment of professional development time/activities normally received by Alberta staff.

8. What if difficulties develop? What are the procedures? Who do we contact first? What's the bottom-line?

Problems may occur during the exchange year. First, we encourage you to discuss any difficulty with the incoming teacher. Please ensure that s/he understands Alberta procedures without any criticism of his/her performance. Try to resolve the situation in an amicable way. Should the difficulty continue, please ask for assistance. It is best to contact Alberta's International Education Exchange Program for Teachers early in the exchange year if difficulties arise.

9. What is Alberta's International Education Exchange Program for Teachers' role?

We are in a position to act as exchange facilitator. It is possible a similar situation has arisen in Alberta before. While in Canada, we recommend the incoming teacher contact Alberta's International Education Exchange Program for Teachers if any problems arise which cannot be solved at the local level. The same statement applies to principals. We will be pleased to assist you with any concerns or difficulties. Please be sure to contact us if there should be any prolonged absences due to illness or unusual circumstances (e.g., bereavement).

10. Could you tell me more about the Alberta Exchange Teachers' Club?

The Alberta Exchange Teacher's Club is a volunteer organization consisting of Alberta teachers who have been on exchange. They have enjoyed the hospitality of similar groups in other provinces and countries and wish to return the favour. They provide social activities and moral support for exchange teachers in Alberta, as well as information to Alberta teachers interested in exchange.

The Alberta Exchange Teacher's Club organizes activities like: short excursions outside major cities, cultural events, special occasion get-togethers, hikes and a variety of sporting events.

Many teachers in the club provide "billet" accommodation for visiting exchange teachers on holiday and are often willing to give tours of the area or provide general and local information.

The Alberta Teacher's Club can help:

- organize events and find the right person to make things happen
- mediate and give advice in case of some major difficulty at school
- other tasks if needed

The main branches of the club are in Edmonton and Calgary. For contact details, please call Sara Coumantarakis at 780 422-5047(Edmonton) or 1-310-422-5047 (elsewhere in Alberta); email sara.coumantarakis@gov.ab.ca.

11. Are there people I can contact to discuss exchange i.e., an Administrator Resource list?

If you would like to speak with another administrator about exchange procedures or challenges, please call Alberta's International Education Exchange Program for Teachers.

12. Should I provide a letter of reference for the exchange staff member? What about discussions of future employment?

We suggest you provide a general reference letter for your exchange teacher. All the efforts and abilities that she/he demonstrated in your school should be recognized. The exchange educator will be proud to receive this kind of appreciation, and it will no doubt be appreciated as an addition to the personnel file in the home jurisdiction.

Exchange teachers sometimes ask about extending the exchange or future employment in Alberta. Alberta Education does not extend the term of the Educator Exchange beyond one year. It is important to remember that the educator made a commitment to return home after the program. Using the exchange experience as a medium for immigration into Canada is not an option.

Evaluating How the Exchange is Proceeding

Taking the time to review the situation and think about how it is working can help change or improve it. We recommend that you take the time to write down any comments or thoughts that you have during the first months of the exchange. There are many efficient ways to provide informal feedback to your exchange teacher.

- Share Alberta's International Education Exchange Program for Teachers questionnaire (enclosed at the back of this manual) with the exchange teacher. The idea is that you and the exchange teacher fill out the questionnaires independently, and then set up a time to discuss your thoughts on how the exchange is proceeding.

- Talk about the experience you and the exchange teacher have had over the past month/semester/year, possibility in regard to:
 - Ambiance
 - Assignment
 - Curriculum
 - Discipline
 - Implications
 - Short-term issues
 - Long-term issues
 - Staff interactions
 - PD opportunities

It may be that you have suggestions or comments on how Alberta's International Education Exchange Program for Teachers could be improved. We want to hear these! If something does come up that you would like to discuss with us, please give call at 780-447-9400 or toll-free at 1-800-232-7208.

The End of the Exchange

Before you know it, the year will be over and it will be time to say goodbye to your exchange teacher. You may be surprised at how this guest has become an integral part of your school community. Every school and person will find their own unique way to say a special goodbye. In addition, we recommend the following:

- **Provide a reference letter for the exchange teacher**

The effort required in adjusting to a new school and culture should be rewarded

- **Find occasions where the exchange teacher can present his/her experience**

An exchange at its best is a learning experience for everyone involved. It would be ideal if the exchange teacher could give a talk that would help spread the growth and shared ideas as far as possible.

- **Submit reports and comments to Alberta's International Education Exchange Program for Teachers**

Your suggestions and comments help us ensure that future exchange teachers have the best experience possible. They assist in fulfilling our program requirements, and mean that we can create more useful material for future exchange teachers. All information provided is treated according to the FOIPP (Freedom of Information and Protection of Privacy) legislation.

Please also be sure to report any leave taken by the exchange teacher during the year. This information should be forwarded to Alberta's International Education Exchange Program for Teachers, who will send it on to the exchange teacher's home jurisdiction.

Welcoming Back Your Alberta Teacher

Please remember that your returning teacher will also need a lot of support coming back to the Alberta classroom. S/he will have experienced a lot of change and may have new ideas and thoughts on how things can be done. The exchange year will now be a big part of his/her life and teaching experience.

To make this professional development experience as valuable as possible, you might want to sit down with the returning teacher and have a discussion about the different school systems and what s/he has experienced. Staff and students—both in your school and others—might be interested in a presentation on the exchange, or perhaps your school board, professional councils, or local clubs might be good audiences for the returning teacher to share his/her experience.

APPENDIX

Educator Exchange: Policies and Guideline

1.0 PROGRAMS OFFERED

1.1 Full Year Reciprocal Exchanges for Educators

1.1.1 School Year Exchanges

With the United Kingdom (UK), the Federal Republic of Germany (FRG), Denmark, Switzerland or other provinces in Canada.

1.1.2 Calendar Year Exchanges

With the Australian states and territories: Queensland, New South Wales, Victoria, South Australia, Western Australia, Northern Territory; and with New Zealand

1.2 Short-Term Exchanges or Study Tours

Short-term exchanges which are job shadow and home billet in nature exist with Germany and Denmark and occur during summer holiday for the European component and October for the Alberta portion.

2.0 EXCHANGE TIMELINES

2.1 One Year Reciprocal Exchanges

2.1.1 Calendar Year Exchanges to Australia and New Zealand

Calendar Year Exchanges to Australia run from January 1 to December 31 inclusive.

2.1.2 School Year Exchanges

School Year Exchanges to all other destinations run from August 1 to July 31 inclusive.

2.1.2.1 Mid-year Exchanges to Australia

Some rare opportunities for mid-year or shorter term exchanges exist with South Australia.

2.2 Short-term exchanges and study tour/visitation programs

May occur in either the school or calendar year.

3.0 APPLICATION REQUIREMENTS

3.1 A Permanent Professional Alberta Teaching Certificate

3.2 A permanent teaching position.

3.3 Approval of the principal and superintendent (or designate)

Educators approved for an exchange program are expected to have fully satisfactory or superior performance with their current employer and to be recommended accordingly. Concurrence by principal and superintendent (or designate) should be based on professional development considerations. Both the exchange partner and the Alberta teacher will require the support of the school administration before, during and after the exchange year. The value of this experience must be recognized at the local level.

If there is a new principal coming to the school, it is the responsibility of the school jurisdiction and the current principal to ensure that the incoming principal is supportive of the exchange and approves the proposed exchange partner.

3.4 Commitment to the exchange

Withdrawing from the program after submission of an application can cause difficulties in the host country or province considering the Alberta applicant.

Applicants should not be considering opportunities for transfer, promotion, other exchange programs, or relocation while applying for, or during the year of, the exchange.

3.5 Personal characteristics

Other personal characteristics may be taken into consideration such as flexibility, personal and financial stability, communication skills, health, and other characteristics as deemed appropriate.

4.0 INFORMATION/INTERVIEW SESSION

Each exchange applicant and spouse must attend an information/interview session as part of the application process.

5.0 EMPLOYMENT ISSUES

5.1 Salary

Participants will remain in the employment of their own school jurisdiction and will continue to have their salaries remitted to them while on exchange. They will, therefore, continue to be subject to the normal taxation, superannuation and social service contributions, and will retain their rights and privileges as employees of their own educational authorities.

5.2 Alberta School Employee Benefit Plan

Participants who are enrolled in the Alberta School Employee Benefit Plan (ASEBP) or other comparable plans may continue to receive coverage depending on plan regulations.

5.3 Professionalism

Educator exchange is a professional obligation. Service in the exchange school/jurisdiction must be undertaken with the same commitment as service in an Alberta/home country school. Any breach of this professional obligation has serious consequences.

5.4 Casual Sick Leave

The host school board covers costs for substitute teachers for the first 20 days of approved leave for personal illness of the exchange educator, and for similar approved and excusable absences. The sponsoring school authority is liable for the substitute teacher costs for:

- all additional days of illness of the exchange teacher in excess of 20 days; and
- all days of unexcused or unapproved absences of their own teacher.

5.5 Professional Leave

At least five days leave (with the host board covering the cost of substitute teachers) should be allocated for professional development experience of the exchange teacher, in addition to participation in all regularly provided professional development activities by the host school system. On the Alberta side, one day of this allotment is designated to release the incoming exchange teacher to attend the Orientation Conference in Edmonton (in September or January).

5.6 Personal Leave

Where personal leave is approved by the host system, the actual cost of substitute teachers may be recovered from the sponsoring board, which, in turn, may recover costs from the salary of the teacher under the conditions of its collective agreement.

5.7 Strikes

Exchange teachers shall not get involved in any strike action.

5.7.1 Alberta Exchange Teachers

In the case of a strike in the host jurisdiction, the exchange teacher will continue to be paid by the home jurisdiction and thus is required to continue employment with the host jurisdiction.

In the case of a strike in the home jurisdiction, the exchange teacher is deemed as not being directly involved in the strike. He/she will continue to receive a regular salary and shall continue employment with the host jurisdiction.

5.7.2 Incoming Exchange Teachers

In the case of a strike in the Alberta jurisdiction, the exchange teacher will continue to be paid by the home jurisdiction and thus is required to continue employment with the Alberta jurisdiction. The Alberta jurisdiction shall assign the exchange teacher duties as deemed appropriate. These duties shall not jeopardize the exchange teacher's position in the school.

If a strike is imminent, the exchange teacher shall notify Alberta's International Education Exchange Program for Teachers immediately.

The exchange teacher shall report to his or her Alberta superintendent for advice on how to proceed.

5.8 Recovery of Costs

Any invoicing for the cost of replacement teachers in host jurisdictions must be channeled through participating Ministries of Education (i.e. board/authority). All such issues should be discussed with Alberta's International Education Exchange Program for Teachers.

6.0 PREPARING FOR THE EXCHANGE

6.1 Teaching assignments

Written job descriptions are to be provided at the time of application. Subsequent changes which may be to the disadvantage of the incoming exchange teacher should be avoided.

6.2 Teaching "buddy"

A "buddy" should be assigned to orient the incoming exchange teacher to insure smooth integrating into the Alberta school.

6.3 Administrator "buddy"

An administrator should be appointed to assist the incoming educator.

6.4 Arrival at host school

Exchange teachers should arrive at their host school at least five days prior to the school opening to become familiar with the school and planning provisions (for full-year exchanges).

7.0 EXPENSES

Participants will cover all expenses for themselves and their families, including travel to and from the host community. There is no financial assistance from Alberta Education.

8.0 ACCOMMODATION

Teachers are obliged to provide adequate housing for their exchange partner. Participants often provide their own homes, but this is optional, as other arrangements can be made. If accommodation is exchanged, the responsibility for mortgage or rent in Alberta and the cost of insurance for the house and its contents must continue to be borne by the Alberta participants.

Exchanged accommodation must be complete with furnishings, bedding, appliances and facilities ready for immediate use by the visiting exchange teachers/families.

Exchange teachers are expected to maintain the house in good order and condition, and make good any damage incurred during their stay.

Accommodation exchanges are personal matters between exchange teachers. Alberta Education will take no responsibility for any disputes between the parties. Written agreements are strongly recommended.

9.0 VEHICLES / TRANSPORTATION

Vehicle exchanges are not recommended, but may be negotiated privately. It is important, however, that the visiting teacher be able to travel easily to and from school/home. Transportation options and costs must be determined and clearly outlined.

Vehicle exchanges are personal matters between exchange teachers. Alberta Education will take no responsibility for any disputes between the parties. Written agreements are strongly recommended.

10.0 HEALTH CARE

Participants are responsible for life and health care insurance for the duration of the exchange. Alberta Health Care will cover Alberta participants during their absence. Additional coverage may be required, but Alberta's International Education Exchange Program for Teachers suggests that participants first look into the benefits provided by their extended health care policy.

11.0 GUIDELINES IN THE EVENT OF EDUCATOR EXCHANGE BREAKDOWNS

- 11.1 If any exchange breaks down after commencement of the exchange term, the assignment of the exchange partner will be protected for the full exchange period, either by continuation of the original assignment or, if the exchange partner agrees, by relocation to another assignment in the host jurisdiction.
- 11.2 When an exchange educator, with prior approval and for reasons acceptable to the authorities involved (local and government) returns prematurely, he/she should receive full benefits of regular employment.
- 11.3 When an exchange participant returns on the basis of personal reasons without prior approval of the authorities involved, the employer and the authorities have no obligation to continue employment or benefits.
- 11.4 In cases 11.2 and 11.3, the sending authority should cover full or equivalent costs of a replacement teacher for the remainder of the exchange term.
- 11.5 An educator whose exchange assignment is prematurely terminated as a consequence of external factors should have priority for a new exchange in the next program year.
- 11.6 All educators must sign a legally binding agreement of service during the exchange period.
- 11.7 In the event of an exchange breakdown, the Alberta teacher is strongly advised to consult with his/her employers in Alberta and Alberta's International Education Exchange Program for Teachers. Termination of an exchange without proper approvals can jeopardize continued employment.

12. **Freedom of Information and Protection of Privacy**

Information collected as part of Alberta's International Education Exchange Program for Teachers will be treated with due attention to the Freedom of Information and Protection of Privacy (FOIPP) legislation. The information provides the basis upon which the best possible match may be secured for participants. This information will be treated with respect for confidentiality and shared only with the exchange officials in the destinations indicated in the application, and with the prospective jurisdiction, school principal, and partner, when an exchange is proposed.

Bibliography

Resources:

- Fulbright teacher exchange program: Guide for overseas administrators, USIA
- Handbook for the use of Principals/head teachers, heads of department and local authorities. January 1995, League for the Exchange of Commonwealth Teachers
- Your exchange teacher from Abroad: Comments and suggestions for postsecondary administrators, USIA 1986

Suggestions for reading for the incoming teacher:

- GAYFER, Margaret, An overview of Canadian Education, Canadian Education Association, fourth Edition, 1991, 58 p.

Exchange Teacher's Questionnaire

This is the exchange teacher's section of a two-part questionnaire (with one part being filled out by the principal and the other by the exchange teacher). When both the principal and the exchange teacher have completed the questionnaire, the two may have a meeting to discuss and compare responses. Keep in mind that this is intended as a feedback method – a way of comparing information and ensuring that the exchange is going as well as possible. Answers should improve and benefit all exchange parties and should be a constructive aide for everyone involved.

1. What are your goals in the programme?
2. How do you plan to achieve these goals?
3. Did you receive sufficient information when you arrived in the Alberta school?
Yes No
Comments:
4. Did you have any problems during the first semester?
5. Are you still having some difficulties?
Yes No
How can we help?

6. Would you say that your participation in the school activities has been:

- more than other staff members?
- similar to other staff members?
- lower than other staff members?

Explain your answer:

7. Would you say that your teaching/administrative performance was as you had wished?

Explain your answer:

8. What skills would you like to improve next semester?

9. How could the staff/principal help you improve your stay?

10. Any other suggestions or concerns?

Thanks for helping make this exchange year the best possible!

Principal's Questionnaire

This is the principal's section of a two-part questionnaire (with one part being filled out by the principal and the other by the exchange teacher). When both the principal and the exchange teacher have completed the questionnaire, the two may have a meeting to discuss and compare responses. Keep in mind that this is intended as a feedback method – a way of comparing information and ensuring that the exchange is going as well as possible. Answers should improve and benefit all exchange parties and should be a constructive aide for everyone involved.

1. What do you perceive the goals of the incoming educator to be?
2. What plans could assist her or him to achieve those goals?
3. Did the incoming educator receive sufficient information when she or he arrived in your school?
Yes No
Comments:
4. Are you aware of some difficulties?
Yes No
List them:

5. Would you say that the teacher involvement in the school activities was:

- more than other staff members?
- similar to other staff members?
- lower than other staff members?

Explain your answer:

6. How would you describe the exchange educator's skills, strengths, and difficulties?
(possible assistance/suggestions for improvement)

Explain your answer:

7. How could you and your staff help to improve this exchange?

8. Any other suggestions or concerns?

Thanks for helping make this exchange year the best possible!

HOMESTAY APPLICATION FORM

The Calgary Board of Education Homestay Experience

Calgary families are generously sharing their homes and their lives with international students for various reasons. Some want to learn about new cultures, some want to enrich their family's lives by learning from others and some simply want to do what they can to help International Students. Every family is different. Some are formal and some are more relaxed. Please enjoy your differences and learn from them.

Your Homestay family will want to share Canadian culture with you. They will also want to learn about your home, your family and your culture. Please remember that you will be a part of their family, which means that you will have to adjust to the way your Homestay family lives and interacts with each other. This may also include having to participate in family outings or having to do your share of the household chores! A successful homestay experience depends a lot on your attitude and willingness to try new things and acceptance of cultural difference.

When Experiencing A Challenge...

While every effort is made to make the right fit between Homestay family and International student, there are times when difficulties may surface. Joining a new family, or adding a new family member to your home may prove to be a challenge. In some circumstances it may prove to be too much of an adjustment for the student or the Homestay family. In such cases, a student may be moved to a different Homestay Family. In all situations, should the Homestay family or the International Student experience difficulties, contact the Homestay Coordinator immediately. The Homestay Coordinators purpose is to support International Students and their Homestay Families.

Questions?

If you have questions, before, during or after applying to live with a homestay family while attending school with the Calgary Board of Education, please contact....

Kim Horricks
Homestay Coordinator
Email: klhorricks@cbe.ab.ca
Phone: 403-294-8153
Fax: 403-294-8299

Leah Arkley
Homestay Coordinator
Email: lmarkley@cbe.ab.ca
Phone: 403-294-8523
Fax: 403-294-8299

HOMESTAY APPLICATION FORM

When completing the application, please **PRINT in English** and ensure that the application is completed in full.
We want the students stay to be a pleasant and memorable one. Please provide us with as much information as possible about the student and we will make every effort to place the student with a suitable Canadian family.

Student Personal Information

Last (Family) Name	First (Given) Name(s)	English Name (if applicable)
Date of Birth: (Day / Month /Year)	Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Student's E-mail	Current Grade Level	# of Years Studying English:
Level of English: <input type="checkbox"/> Beginner <input type="checkbox"/> Low-Intermediate <input type="checkbox"/> High-Intermediate <input type="checkbox"/> Advanced		
Languages Spoken:		
1) _____	2) _____	3) _____
		4) _____

Family Information

FATHER'S INFORMATION:

Father's Last (Family) Name	First (Given) Name(s)	Date of Birth (Day/Month/Year)
Cell Phone	Email Address	

MOTHER'S INFORMATION:

Mother's Last (Family) Name	First (Given) Name(s)	Date of Birth (Day/Month/Year)
Cell Phone	Email Address	

Permanent Address in Home Country

City	Province/State	Country	Postal Code
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Home Phone

EMERGENCY CONTACT IN HOME COUNTRY (In case of emergency and parents unavailable for consultation):

Name (Last, First)	Cell Phone	Email Address
--------------------	------------	---------------

TELL US ABOUT THE STUDENT'S SIBLINGS:

RELATIONSHIP (brother or sister)	AGE	RELATIONSHIP (brother or sister)	AGE

Student's Personal Habits

Household Responsibilities: Describe your household responsibilities at home: _____

Hobbies / Experiences: What hobbies & things do you like to do? _____

Do you play any musical instruments? – If yes, please list: _____

Have you lived or travelled outside your home country? - If yes, please list _____

Attitude / Personality: My attitude towards school is: I like it a lot Its OK I don't really like it

How would you describe your personality (check all words that apply)?

- Outgoing
- Tidy
- Quiet
- Enthusiastic
- Independent
- Talkative
- Cooperative
- Motivated
- Dependable
- Studious
- Sensitive
- Adaptable

Host Family Placement Preferences

Requests will be considered, but cannot be guaranteed.

Host family composition varies greatly. There will be host families with young children, older children or none at all. Some may be single parents or retired. Please understand that Canada is a multicultural country and that customs and traditions of some families may be different than the students.

Would you prefer a family with No other children No small children under 5 years old With children

Do you like pets? YES NO... please specify: _____

Do you have specific food requirements? (e.g. vegetarian) NO YES list: _____

What are your favourite foods?: _____ What foods do you dislike?: _____

Do you smoke? NO YES Can you adjust to a home where others smoke? NO YES

Do you have any allergies? (food, animal, medication) NO YES please specify: _____

Do you have any medical conditions? NO YES... please specify: _____

Do you take any prescribed medications? NO YES... please specify: _____

Any other special information or requests that would help CBE make the best homestay match possible. Feel free to attach a separate sheet if necessary:

Homestay Rules & Regulations

INTERNATIONAL STUDENT CONTRACT:

The following regulations and guidelines have been provided for international students enrolled at CBE:

1. Students will pay Calgary Board of Education an initial placement and supervision fee of \$400.00. This fee is non-refundable and includes airport pickup.
2. Students must give the homestay family and International Bureau homestay coordinator one full month's (30 days) notice if they wish to leave either the family or the program. If proper notice is not given, the student may lose the last month's rent (partially or fully).
3. Students are responsible for paying the homestay fee directly to the family, in full by cash or cheque, at the beginning of each month (unless other arrangements have been made). Monthly rent will be \$700/month for accommodation and three meals a day. This amount is not negotiable and is subject to change.
4. Students who arrive from abroad prior to the start of the month and begin their homestay at that time will be asked to pay the families \$25/day until the start of the first full rental month.
5. As the homestay placement is for Calgary Board of Education, any student who withdraws from the program must also withdraw from the homestay program. Any arrangements to stay on with a host family after withdrawing from the program must be made privately with the family.
6. Students are responsible for promptly reimbursing their families if they cause any damage in the home.
7. Students must use a calling card for all long distance phone calls. Phone cards are an extremely inexpensive way to call nationally and internationally.
8. Students who choose to participate in family holidays, travel or any extracurricular activities where costs are incurred are expected to share the costs. If the student chooses not to participate in the activity, the homestay parents and the student must make alternate arrangements that are acceptable to all parties.
9. Special regulations will be in effect for short-term tours.
10. Student travel outside the City of Calgary requires written parental consent.

The Student agrees to:

1. Make an effort to participate in family activities.
2. Show consideration and respect for and act as a member of the family.
3. Understand that Canada is a diverse country and that customs and traditions of others may be different than their own. Discrimination based on colour, creed, race or religion will not be tolerated.
4. Respect and abide by household rules, especially curfews.
5. Advise the family if they will not be home for a meal, will be home late at night or stay out overnight.
6. Invite guests to the home only with the knowledge and permission of the host family.
7. Consult the host family before using household appliances or equipment and use them in ways approved of by the family.
8. Use the telephone for reasonable lengths of times, ask permission to make long distance calls and make these calls collect or using a calling card.
9. Clean up after him/herself in the home and voluntarily help with reasonable household chores.
10. Help him/herself to food only with the knowledge and permission of the family.
11. Be considerate and use good judgment.
12. Not enter host bedrooms, private rooms, or the bathroom when it is occupied.
13. Not borrow money from host family members.

14. Not resort to abusive, aggressive or inappropriate behaviour. Never initiate or participate in a sexually-oriented discussion with host family members.
15. Never view sexually explicit photographs, written materials, films, or Internet sites in the home.
16. Always be suitably clothed and covered when in the presence of host family members.
17. Never touch host family members in an inappropriate manner.
18. Not change host homes without the knowledge and permission of the homestay program.
19. Refrain from driving an automobile while in the Calgary Board of Education homestay program.
20. Attend school on a regular, full-time basis – skipping classes is never permitted.
21. Abide by the laws of Canada and Alberta including the Criminal Code and Human Rights Code
22. Regardless of their age, not purchase or consume alcohol or illegal (non-medical) drugs.
23. Not accept employment while attending a CBE educational program and in Canada on a study permit
24. Pack up all belongings and leave their room clean at the end of June each school year.

General Agreement & Release

The student must complete the following section:

I have read the above-stated Regulations, Guidelines and Conditions of Placement of the Calgary Board of Education program and agree to abide by them. I understand that if I do not fulfill this commitment I may be asked to leave the homestay program at my parent's expense and may not receive a refund of homestay fees.

I have read, understood and agreed to the Student Contract.

I agree that all information in the application is true to the best of my knowledge and that any falsification of information may lead to the dismissal of my child from the homestay program.

_____ Date _____
Student Name (print)

Student Name (Signature)

The parent must complete the following section:

I agree to allow any photos provided to be collected by International Bureau staff and shared with the host family.

I am aware of and approve of my child's decision to reside with a Calgary Board of Education (CBE) homestay family while attending a CBE school.

CBE reserves the right to ask your child to leave the homestay program at any time without notice if your child's behaviour in the home is unreasonable or unacceptable and cannot be resolved between family members and the student. They may not be given a refund of homestay fees and may have to assume costs for other accommodation.

I hereby waive and release the CBE, the host family and all school and board officials from all liability arising from my child's participation in the educational and homestay program except such as results solely from its or their willful neglect or willful default.

I agree that any litigation shall be governed by the laws of Alberta, Canada and the Courts of Alberta shall have exclusive jurisdiction.

I have read and understood the above student contract, conditions of placement and general agreement and verify that that all information provided on this application form and attached documents are complete, true and accurate.

_____ Date _____
Parent Name (print)

Parent Name (Signature)

Personal information is collected under the authority of Alberta's *Freedom of Information and Protection of Privacy Act (FOIP)* and the *School Act*. This information will be used to determine student's eligibility for homestay placement and to make most suitable student/family match. It will be treated in accordance with the privacy protection provisions of the FOIP Act. If you have any questions about the collection and/or its intended use, please contact the International Bureau at 403-284-8285.

Homestay Information Guide

Horizon School Division International Student Program



Horizon School Division

6302-56 Street

Taber, Alberta, Canada

T1G 1Z9

Phone: 403-223-3547

Fax: 403-223-2999

<http://expandinghorizons.horizon.ab.ca>

www.horizon.ab.ca



SAMPLE

WELCOME

We would like to extend a warm welcome to you and to thank you for your participation in our Homestay program. Staying with a local family is, for international students, one of the most important aspects of their experience in southern Alberta. Your involvement and care are extremely important to us.

We try to match the students and the families as best as we can in order to ensure a great experience for both the students and the host families. We hope it will benefit both of you in terms of cultural exchange, entertainment and friendship. Hosting an International Student is an opportunity to gain a lifetime of memories and we truly hope that your student's stay will allow you to do so.

Horizon School Division
International Services Program

Dave Driscoll Associate Superintendent International Student Services

Carol Jones Program Manager-International Student Services

Cheryl Gilmore Superintendent of Schools

Visit our website:

<http://expandinghorizons.horizon.ab.ca>

or

www.horizon.ab.ca

then click on "International Students"

SAMPLE

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APPENDICES

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1. International Services Contact Information

Dave Driscoll B.PE., B.Ed., M.A.
Associate Superintendent
International Student Services
Office: (403) 223-3547 ext. 10031
Fax: (403) 223-2999
Cell: (403) 795-2713
dave.driscoll@horizon.ab.ca
<http://expandinghorizons.horizon.ab.ca>



Carol Jones B.PE., B.Ed., M.Ed.
Program Manager
International Student Services
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Fax: (403) 223-2999
Cell: (403) 654-8031
carol.jones@horizon.ab.ca
<http://expandinghorizons.horizon.ab.ca>



2. Roles and Responsibilities of Homestay Providers

2.1 What makes a great Homestay?

As a Homestay family, use your caring and nurturing talents to make your international student feel accepted as a member of your family. It can be overwhelming for a student to be so far away from home and family. You need to be aware of your student's emotional and physical wellness. Your family member deserves proper care-emotional and physical. He/she needs the same care you would give to your own child. Your student also needs to feel that you genuinely care about him/her. If your student feels this, the bonding process will be much easier.

We trust the homestay parents will make decisions based on the premise of being in the student's best interest. Homestay parents are encouraged to contact the HSD Homestay Manager, when seeking advice about decision making.



2.2 As a host parent, what are you expected to provide?

- Private bedroom
- Three wholesome meals a day and snacks as required
- Quiet, well-lit and heated study space
- Access to the common living area of the house
- Hot water and facilities for bathing
- Laundry
- Emotional support
- Academic support

- Interaction with family members
- Participation in family activities

2.3 A tour of the neighborhood and local transportation

Please ensure that your student has proper directions to and from school and to any local attractions or meeting places if they are going out with friends or on a school outing. Please show your student the route to and from your home to their school before they start classes on the first day of school. Many hosts give their students a note with the bus number and route; you might also let them know how to use a public telephone and to dial 911, in the event of a personal emergency.

2.4 How are students matched to families?

The Homestay Manager reviews the student's application and determines what their likes/dislikes are, their allergies, special talents (musical) etc. The Manager then finds a family that has similar interests and experiences. This is not a science and sometimes the match is not quite right and the student may need to be moved. This is not to be viewed as a criticism of the Homestay family or the student. Once the Manager, feels there is a suitable match, both the host family and the natural parents are contacted to approve the match. Contact information is then exchanged between the host family and natural parents.

2.5 Can you host more than one student?

We have found that for many students and Homestay families, hosting two international students works well. We would rather not place students together if they have the same first language. The decision to host more than one student is based on input from all stakeholders in the placement.

2.6 Who is the Legal Guardian of each International Student?

In Horizon School Division, the Legal Guardian or Custodial Parent is usually one of the Homestay parents. When permission for a field trip is required or a medical emergency arises, this just makes sense. If the Homestay parents do not want this responsibility, it would fall to our Associate Superintendent or the Manager of International Student Services.

3. Preparations

3.1 How can you prepare for the arrival of your student?

The Homestay Manager will give you a copy of the student's application. Thanks to that document you can read the student's likes/dislikes, where he/she comes from and see his/her picture. Some students (primarily students from Europe and South America) like to correspond with the Homestay family via email before arriving in Canada. This is encouraged.

3.2 Research

The Homestay family should be generally familiar with the student's country: its population, climate, lifestyle, food, major cities, etc. Your knowledge of this information will not only make your student feel more at home, it will also encourage acceptance of your way of life.

You can also try to master a few simple phrases in the language of your student, or even learn to cook a traditional meal!

3.3 Bedroom

Make sure the student's room is ready. The room should be fully furnished with at least a bed, dresser, lamp, desk and closet. Also, your student may be cold at night, so provide some extra blankets or even a portable heater, if necessary.

3.4 Storage

Many International students come with extra clothing and luggage. Make sure there is enough room in your student's bedroom or elsewhere for storage, so that the bedroom does not become overly cluttered.

3.5 Key

Prepare a house key for your student.

3.6 Home Insurance

Ensure adequate home insurance is in place.

4. Arrival at the Airport

4.1 Airport pickup

In most cases it is the responsibility of the Homestay family to meet the student at the airport on their arrival. It is also the Homestay family's responsibility to return the student to the airport on their final departure. Homestay families will be provided with a \$50.00 reimbursement to offset the cost of gas for the airport pick up.

Homestay families may drive students to the airport to return home for vacations, but this is not a responsibility of the Homestay family. If the homestay families are unable to drive the students in these situations, they should contact the Homestay Manager at HSD.

4.2 Your Student's Feelings

Imagine you are a young visitor entering a country for the first time. As you step off the plane, a voice over the loudspeaker is speaking in a language you may not understand. You see people dressed in clothing different from your own. There are posters that advertise products you have never heard of, and soon you will be meeting people you know only by name. Excited, but somewhat apprehensive, you wonder what it will be like living with these people under the same roof.

With this picture in mind, you will see why it is important for you to provide your student with not only food and shelter, but also sympathy and encouragement. The student will need your support to gain an accurate comprehension of your culture. With your guidance, the student's visit can become a valuable learning experience.

5. Arrival at the House

5.1 Contacting Home

One of the first things your student should do is telephone home or send an e-mail to confirm his/her safe arrival.

5.2 Unpack

Show your student where he/she can store his/her extra luggage and off season clothing. Also, make sure he/she has a safe place to store passport, travel tickets, insurance documents, and money.

5.3 House Tour

After the student has unpacked, give a tour of your house, show where to find things, and explain how to operate appliances. Don't assume your student knows how to operate everyday items; anything from light switches to shower taps can be unfamiliar! Sometimes students do not want to give the impression they do not understand or their language prevents them communicating their questions. Please be sure to explain things that may seem quite obvious.

Be as clear as you can when giving the tour and let your student know some specifics like:

- Tap water is safe to drink
- Not everything can be flushed down the toilet
- Take shoes off when entering the house
- Recycling practices (they might be different in your student's home country)
- Basements are normal in Canadian houses but may be strange and unfamiliar to your student.
- Show your student how to use appliances. If there are some of them you prefer your student not use, let them know (e.g.: BBQ, thermostat...).

5.3.1 Phone

Show your student how to use the phone, what your phone number is and what some emergency numbers are. Also show them how to use the phone directory.

5.3.2 Emergencies

Ensure your student knows he/she has to dial 9-1-1 in case of emergency. (If there is an emergency involving your student, always call 9-1-1 first. Then contact the Homestay Manager with the details of the emergency).

5.3.3 Household Security System

Show your student how to lock/unlock doors. If you have a household security system-how does it operate? Teach the student how it works and have the student practice. Also, have the student practice when an error occurs so he/she knows how to remedy the situation. Remember to inform your security company that you have a student in the house, who is authorized to be there. If you have an emergency household key hidden outside, let the student know where it is.

5.3.4 Thermostats

Do you like your thermostats turned down at night and when no one is in the house? Show the student how you want it to be set up. Many of them also find our houses cold and like to turn the heat up quite high. Do you have a maximum temperature that you like the household thermostat set? Show the student your household furnace and explain how it works. You might also like to explain energy costs.

5.3.5 Showers and Water Heater

Show the student the hot water heater and explain how your water system works. Again, you might want to explain energy costs. Also, contrary to some other countries, there is no drain in the middle of the floor in your bathroom so if you have a shower curtain it needs to be placed inside the bathtub.

5.3.6 Fire Extinguisher and Smoke Alarm

Show the student where the fire extinguisher is and how it works. Also if you have a smoke alarm that often goes off when cooking, explain this to the student. Do not allow the burning of candles or incense. Also explain how your carbon monoxide alarm works, if you have one.

5.3.7 Audio Equipment

Show the student how your TV, stereo, VCR and DVD operate. Be sure that the student knows which equipment he/she is allowed to use and how to operate it.

5.3.8 Microwave

As students may sometimes be reheating food for late meals, explain how the microwave works. Be sure they understand that metal cannot be put in the microwave. Remember, what may be common sense for us is often very different for our visiting students.

6. The Arrival Day of Your Student

6.1 Jet Lag

When your student arrives, he/she probably has had a long trip and has crossed several time zones. Avoid scheduling too many activities. The ill effects of jet lag will be much less if your student sets his/her watch immediately to local time. Also, suggest they drink plenty of water, get lots of fresh air and avoid sleeping during the day, if possible.

6.2 Things you can do in the first few days

- Keep your student busy, but also allow some time alone. Remember he/she will be jet-lagged and possibly in culture shock.
- Make sure the student is familiar with your neighborhood. Students may want to go for a walk and could get lost because they are unfamiliar with the pattern of our streets.
- Take the time to learn the correct pronunciation of your student's name.
- Introduce your student to family, friends and neighbors. Write down names to help him/her remember.
- Make sure your student has an ID card with your name, address and telephone number on it, and tell him/her to carry it at all times.
- Give him/her a key.
- Take your student to the post office and teach him/her to buy the correct stamps. Buy a postcard and encourage your student to send one to his/her parents immediately.
- Show girls where to buy personal supplies.
- Show your student the route to and from school, or where to get on/off the bus.

- Visit some local points of interest.
- Establish a pattern of daily conversation. Have your student help make a list of conversation topics to get through the first few weeks.
- Help your students secure their important documents-passports and visas.
- Relax and make the student feel comfortable.

6.3 Discuss Homestay Guidelines

Homestay families will establish their own rules and curfews, with guidance from the Horizon School Division Homestay program when necessary. Respect and courtesy for these guidelines is mandatory during your student's homestay. It is important to discuss your household guidelines as soon as possible with your student as it will avoid confusion and misunderstanding. Make sure your student understands the guidelines and the reasons for them. You might want to write or type them out, depending on his/her comprehension level. Establish reasonable consequences for breaking the guidelines but remember that they have to be age-appropriate and take into consideration that the student is coming from a very different household environment. Adaptability will be important and necessary.

7. Homestay Guidelines

Some guidelines and policies are as follows:

- Students must let you know where they are at all times.
- Students are not allowed to smoke or drink alcohol even if they are over 18 and in high school.
- Students are expected to perform some light chores or assist with some duties in the house. Please discuss these chores so there is no confusion.
- Students must ask ahead of time if they need rides to special events, have friends stay overnight, etc.
- Homestay parents can limit the number of overnight stays, both in their home or if the student goes to other homes.
- Students must not be left alone overnight. Adult supervision in the home must be arranged if you are away.
- Students must attend school every day unless they are ill. Homestay parents must inform the school if the student is not able to attend school.
- Immigration Canada does not permit students to hold jobs while in Canada.
- Students must not leave the community overnight or on weekends unless the Homestay parents know where the student is going and permission was given by the natural parents.



7.1 Curfews

Curfews should be fair and reasonable for your household. Make sure your student has access to proper transportation home at night. Ensuring the safety of your family member is your responsibility.

7.2 Schedule

Think about your family's schedule and routine and decide how the student might fit into it. You can decide on times when you can and cannot be flexible.

- What time do you get up and what time do you go to bed?
- Is there a specific study time in your home?
- What time do you shower or bath?
- When do you eat meals?

7.3 Bathroom-Door and Shower/Bathtub

In many other countries, the bathroom door is left closed when not in use. What is the procedure in your house? Also, can showers (or baths) be taken at any time or are there times you do not wish showers to be taken? What is the maximum amount of time that a shower should last? What is the family schedule? Once again you might have to explain energy costs.

7.4 Household Duties

Your student is not a houseguest, but rather considered as a member of your family unit. As a member of your family, he/she will be expected to work with your family to make the household run efficiently. Taking part in household chores such as sweeping and vacuuming floors, dusting, cleaning the bathtub after use, cleaning bathroom counters, assisting with meal time dishes, loading dishes in the dishwasher and helping to put groceries away are just some of the ways your student can help out. Students are expected to keep their room and study area neat and tidy. Many students may not have performed any of these responsibilities before and you may need to give proper instruction.

7.5 Phone

How does the answering machine work? Do you want the student to answer incoming calls? Is there a limit on the length of phone calls, particularly during prime calling hours? This is also a factor if you have internet and do not have a dedicated line.

7.5.1 Long distance phone access

Do you want the student to use phone cards (this is recommended), get their own cell phone (extended stay), or can the student use the household phone account for their personal long distance calls? If the household phone account is used, what arrangement will be made to pay the last month's calls after the student has left? Please keep in mind that host institutions are not liable for these phone bills.

7.5.2 Times for earliest and latest phone calls

Canadian protocol dictates that no phone calls should come in after 10:00 p.m. and no morning calls on weekends before 9:00 a.m. Students should be asked to respect these as quiet times in your household. What hours do you want incoming calls? (North American night hours tend to be earlier than most other cultures). This is especially important to verify because of the significant time changes between Alberta and many other countries.

7.6 Internet use

Internet access must be available in the home. Student should be monitored as they use the internet so that they do not spend excessive time on the computer using the internet connections. As in all homes, the use of internet should be monitored carefully.

7.7 Cleaning Up



This is a homestay and you are not a maid. Explain to students that they must clean-up behind themselves (e.g. bathroom, kitchen) and whenever they use something. After the meal, is the student expected to clear their own place?

7.8 TV watching

What are the rules and times for TV watching in your house? Students need to know this. Are there limits on the volume and the types of shows watched in your house?

7.9 Meal Times and Family Expectations

What are the common family meal times? If the student is not going to be present, how much notice is expected? If the student will be absent for a meal, should it be kept for a later time?

7.10 Preparation of Breakfasts and Lunches

Are breakfasts and lunches prepared for the student or is the student to prepare his/her own? Many students from other countries have never prepared their own meals so they may not know how to prepare a breakfast or lunch. They may need to be shown how to do it. It is also a good idea to take the student grocery shopping with you during the first week so that special foods can be purchased. Students must also be shown where all the various foods in the house are kept. Please be sure to have a discussion about the process for breakfast and lunch during schooldays. It is the responsibility of the homestay to provide three good meals each day.

7.11 Laundry

Is there a laundry schedule? Do you do the student's laundry or do they do their own? If the student is to do their own laundry, prepare to show them how (e.g. separating darks from lights, amount of detergent, etc.). The student will also have to be taught how to use the machines and told if there are any limits as to the times during which laundry can be done. Where can hand laundry be done and left to dry?

7.12 Activities

What are the common family activities and which ones is the student invited to participate? What provisions will be made for the student if the family is away from the house for more than a day? If you plan on being away from home overnight, please contact the homestay coordinator.



7.13 Household Areas

Which areas are common and/or which areas are off limits to the student?

7.14 Food/Drink

Is your student allowed to have food and/or drinks in the bedroom, in front of the TV, or around the computer?

7.15 Drugs, Alcohol and Driving

Even though a student may be of legal drinking age, a condition of their acceptance to study in high school requires that the student conforms to school rules that do not permit the consumption of alcohol and illegal drugs. Students are informed during orientation that the international program prohibits them from driving and the use of drugs or alcohol. Non-compliance of this rule may result in the student being sent home. We remind you that in Canada it is illegal for people under 18 years to purchase cigarettes

and to purchase and consume alcohol. If you notice your student engaging in illegal activity, contact the Manager of International Student Services as soon as possible.

8. Getting Settled

8.1 Privacy

Ensure that your student knows you will respect their privacy by knocking on the bedroom door before entering and ask the same in return. Make sure the student understands that you will not pry into his/her personal belongings, phone conversations, mail, etc.

8.2 School

8.2.1 Your involvement with the School

Encourage the timely completion of homework and check on progress. Attend meetings and parent/teacher conferences when needed. Showing an interest in your student's progress contributes positively to his/her Canadian educational experience. The school may take students on occasional field trips. Information will be sent to all students' host families regarding these trips. The host family is asked to be aware of school guidelines on attendance, homework, etc. Please call the school if you have any questions or concerns.

8.2.2 School Attendance

Students are expected to attend all classes daily. Homestay parents of middle and secondary students are expected to contact the school if their student will be absent due to illness. In the event that you receive contact from the school to state that your student has missed classes, contact the Manager of International Student Services.

8.3 Money

8.3.1 Students' Expense Responsibility:

- Clothes (especially winter clothes)
- School supplies
- Personal toiletries
- Many students have their own computer/laptop. All costs associated with their computer are the responsibility of the student. It is strongly recommended that you do not have your international student use your own computer. Students should not have to pay for a shared line.
- Long distance phone calls

- Many students have their own cell phones and will pay all their own monthly bills. Alternatively students can use calling cards to make long distance calls. Do not allow a student to run up a bill on your account.
- Medicines of all kinds
- Dental work
- Haircuts and other personal services
- Personal entertainment and expenses
- Costs associated with participation in school sponsored activities (e.g. graduation ceremonies, school dances, extra-curricular sports, school trips, etc.)
- Stamps, stationery, books, magazines, CDs, posters, etc.

8.3.2 Allowance

International Students are advised to arrange for an allowance of between \$200 and 300 per month to cover their personal expenses. You may want to inquire every few months regarding how their funds are holding out and remind them to ask their parents to send more funds when necessary to avoid running out. It is unwise to lend money.

8.3.3 Bank Account

You need to go with your student to open a bank account. Advise them not to carry large amounts of cash. Show your student how to use their ATM card and stress the importance of keeping the PIN number secret.

8.4 Cell phone

Help your student arrange for a personal phone, if requested.

8.5 Travel

International students may travel with their host parents or with the school. If you plan a trip to explore our country or take a vacation, you should provide International Services with your destination, duration of the trip, and address where you can be reached. If your family is planning such a trip you may want to decide with your student how expenses will be apportioned. Discussing such matters may sometimes be awkward, but it can avoid even more awkward misunderstandings later on.

International Students are, as a rule, not permitted to travel on their own, even to visit relatives or close friends, unless advance arrangements have been made between host families and the student's natural parents. International students are expected to return directly to their home country upon the completion of the program. If special travel arrangements have been made, you will be informed in advance. Even if a student is over

the age of 18 they must receive permission from the Horizon School Division International Services program to travel outside of the area on their own.

8.6 Summer



During the summer break, if you want to use the student's accommodation (e.g. for guests, short-term students), ask your student to pack up the room neatly. In most cases, we do not operate a summer Homestay program.

8.7 Children

Your children may initially feel some jealousy toward the student because he/she is receiving additional attention. Try to include your children in the orientation activities.

8.8 Household Idiosyncrasies

Every household has those things that do not work in a "normal" fashion. Insure that your student understands these (we tend to forget about them because we deal with them all the time).

9. Challenges

9.1 Adapting to a new Culture

Your new family member will experience many changes during his/her first few weeks. After the initial excitement of being in a new environment wears off, your International Student may suffer from culture shock and become homesick. As the “honeymoon period” fades, there may be dissatisfaction with both parties. Try to work through this to a common ground.

Your student may feel disorientated and may suffer physical side effects. He/she may become withdrawn, uncommunicative, or moody, and express the desire to return home. This is normal under the circumstances and should only last for a short time. As your student grows accustomed to the new environment, he/she will relax and gradually feel better.

Activity is a good cure for homesickness. If the student continues to be withdrawn and shows symptoms such as excessive sleeping, marked weight loss or gain, acute depression, or other irregular behavior, there may be other, more fundamental problems involved and you should notify the Homestay Coordinator.

9.2 A New Family Member

Since experiencing family life is one of the best ways to learn about a culture, you should try as much as possible to let your student take on a family members’ role. This role may be quite different from what the student is accustomed to, but it should be one that is natural for you and your family. You will find that treating your international student as a family member will create genuine ties of friendship and foster better understanding of your way of life.



Living as a family member does not mean having special privileges. It may be easier for your student to learn your way of life if you avoid giving preferential treatment. Give

him/her some small household chores, just as you would to a son or a daughter, but don't assign tasks that you would normally hire someone to do, such as child-care. It is important not to leave your student alone for long periods of time. One of the parents, or an older son or daughter, should be home during the day to keep him/her company.

10. Wellbeing

10.1 Emotional Wellbeing

Providing opportunities for your new family member to interact with other people will reduce boredom and improve emotional well-being. Include your student in your family activities, but as with any teenager give him/her adequate time to spend with friends. Include your student in family discussions and decisions. Ask their advice. It might be interesting to learn how another culture might handle certain situations.

10.1.1 Meeting People

You should make an effort to introduce your international student to other young people of the same age group. You might consider planning a reception with friends and neighbors for this purpose. Although friendships are encouraged for the students, romantic attachments are discouraged.

10.1.2 Communication, Communication, Communication!

This year will be a learning experience for you in many areas. There will be awkward moments, confusing situations, and times of disillusionment. Strong communication skills are the key components to every healthy relationship. Sometimes communication is difficult and compromise is needed. Sometimes we need time to think things through. Difficult situations can usually be worked out if they are dealt with calmly and respectfully.

- Disorientation and physical discomfort can be expected.
- Compassion and consideration will help overcome culture shock and homesickness.
- In cases where a mutually satisfactory outcome cannot be reached, mediation is available through the Homestay Coordinator.

10.2 Physical Wellbeing

Encourage your student to exercise, get proper sleep and eat a balanced diet. Most students like to be involved in physical activity, so encourage your student to participate. Physical fitness will help them feel well and happy.

10.2.1 Food

Provide healthy nutritious meals and snacks to ensure physical wellbeing. If you will not be home for dinner, try to prepare a meal that can be easily heated or microwaved.

10.2.2 What Type of Food?

One of the most difficult adjustments for your international student may be dietary. Canadian food can be a problem for international students at first and special considerations may have to be given due to cultural differences. Your student may require certain foods in his/her diet.

Take your student shopping with you, especially to the ethnic food section, and ask your student what he/she would like. For example, rice is an important part of an Asian diet, and rice and brown beans are often in a Latin American diet. Have your student select the type of rice. Minute Rice or Uncle Bens is nothing like the rice your student usually would eat.

Many Asian students prefer a hot breakfast and a hot lunch. Latin American students usually eat a large meal at lunch time.

Foods favored by young people in your culture may not be the same ones enjoyed by young people in another. Nevertheless, you do not need to arrange special meals for your student, unless the youth has special dietary restrictions due to medical or religious reasons. Very likely the student, perhaps after some initial hesitation, will learn to enjoy the types of food you usually eat.

10.2.3 Table Manners

Cultural differences may involve not only a variety of food types, but also may include differences in eating times, methods of serving and presenting food and the manner in which food is eaten. Since your family's table manners may not correspond to your student's, show him/her the proper portion to take and how to eat in a Canadian way.

Give your student a tour of your kitchen, naming food items in the cupboards and refrigerator. Encourage him/her to prepare a favorite dish for your family.

10.2.4 Meals

You must provide three meals a day, but how this is done is up to each individual family. In most families, it is common for individual family members to make their own breakfast and lunch, and then share in the preparation and eating of an evening meal. The student is a temporary family member, not a guest, and as such conforms to your family practices.

10.2.5 Emphasize Importance of Diet, Clothing, and Changing Weather

As Albertans, we know how the weather can change quickly and drastically. Many foreign students are not aware of this. They need to be taught that when they go out for the day, they need to be prepared for any change in weather. Layering is the best solution for dressing in Alberta's weather. It is also important that a proper diet is maintained in order to remain healthy.

10.3 Spiritual Wellbeing

If your international student practices a faith other than your own, you will want to provide a list of places to worship. Very often, the youth may wish to learn about your family's religion. If so, it would be perfectly appropriate to invite him/her to attend religious services with you.

10.4 Academic Wellbeing

As you would for your own child, you may need to provide academic support for your student. Provide opportunities for students to study.

10.5 Help With English

Most of our international students will require assistance with English. Keep your language simple and direct, but do not talk down to the student. Put sticky labels on common items in the house to help the student learn these names. Put common English words on the refrigerator. Keep a language dictionary handy for quick translation to help with the student's assignments; do not do the work for them. Help the student by editing homework, but be careful not to change the content, even if you do not agree with it.

11. What if Problems Arise?

11.1 What happens if the student has difficulties at the school?

Should any concerns arise with the international student, host families are asked to contact the school Principal. If necessary, the Manager of International Services will be contacted by the school. Serious problems such as habitual absences or lack of motivation at school may result in the student being sent home.

11.2 What should I do if my student flagrantly disobeys the house rules?

Contact the Manager of International Services. The situation will be reviewed and a solution or consequence will be determined.

11.3 What do I do if despite everything I've tried, the student doesn't fit well in my household?

This happens very seldom, but it does happen. The Homestay Manager will be in contact with you within the first few weeks of your student's arrival to see how things are going and to answer any questions or concerns that you may have. We encourage you to let the Manager know as soon as you can if you are having difficulties. If, after reviewing the situation, it is felt the difficulties cannot be resolved, we will move the student.

11.4 Accidents and Insurance

In the unlikely event that your visitor requires medical attention, you are authorized to make necessary arrangements. All our international students are now covered by Alberta Health Care and require a card to confirm their coverage. Cards are issued by the AMA or the License Registry in Lethbridge. Students need to bring their student I.D. card from their school, their student visa and their passport when applying. Horizon School Division will also carry additional insurance on international students; however any costs not covered by the student's insurance are ultimately the responsibility of the student's natural parents.

11.5 Damage to Property

If a student causes damage to your property, please notify the Homestay Manager of the incident immediately. Take pictures and it may also be necessary to inform your insurance company. Students are not responsible for normal wear and tear.

12. Medical Visits & Insurance Claims

12.1 Emergency

In an emergency, the student's Alberta Health Care card will provide medical services at all clinics and hospitals in Canada. Services that are not covered by Alberta Health Care will be covered by Horizon School Division insurance.

12.2 Insurance Claims

If the student requires prescription drugs, they will have to pay first and then get their money back from the insurance company. For that they will have to start a claim form. These forms are available on the HSD website or from the Homestay Manager.

13. Departure

Please accompany your student to the airport. Before departure, you should check that the student has his/her travel documents (passport, visa, return ticket, etc.). In most cases, you will need to confirm reservations before departure.

You are encouraged to give International Services your evaluation of the program: its successes, problems, and your suggestions for other host families. If your experience has been positive, we hope you will tell other interested families about the program.

14. Intern Teachers' Homestay Program

- **Intern students are adults and will be treated as such by their homestay family, however common rules of courtesy should be followed.**
- **Intern students may be left alone for longer periods than high school students, but may not feel comfortable being left alone for an entire weekend.**
- **Intern students may choose to travel short distances on their own or with friends and this is perfectly acceptable as long as they discuss this with their homestay family first.**
- **Interns should communicate with their families regarding daily schedules and follow household guidelines involving bed and meal times, internet and phone use.**
- **Horizon School Division has a 'no drugs or alcohol' policy involving homestay participants.**
- **A host family is expected to provide what they would normally provide for their own family: private bedroom, three wholesome meals and snacks every day, access to the common living area of the house, bathing and laundry facilities, and participation in family activities.**
- **If homestay problems arise our Homestay Coordinator should be contacted and necessary steps will be taken to remedy the situation. This could involve a change of residence.**
- **Homestay families are responsible for meeting their intern at the airport and returning them to the airport in Lethbridge, Alberta on their final departure.**
- **Intern students will be held responsible for the cost of any damage to property or possessions caused by negligent or disrespectful behavior.**

THANK YOU!

The Horizon School Division – International Services thanks you for your important role in promoting friendly relations among our international students.

As a Homestay family you are ambassadors for our community, our province and our community. You are helping to promote cultural diversity and understanding in our world.



APPENDICES

Appendix A: Insurance Claim Form

Appendix B: Homestay Family Program Application

Appendix C: Homestay Family Letter of Agreement

Appendix D: Custodial Agreement

SAMPLE

SAMPLE

Appendix A

Insurance Claim Form

SAMPLE

SAMPLE



Please Tell Us About Yourself

Name of Parent or Legal Guardian (please print) _____

Mailing Address
Street _____
City _____ Province _____ Postal Code _____

Telephone No: (home) _____ (business) _____
AREA CODE _____ AREA CODE _____

Insured's Last Name _____ First Name _____ Initial _____

Date of Birth _____ Male Female
(D D / M M / Y Y Y Y)

Name of School _____ Name of School Board _____

Grade/Year _____ Policy No: _____
or
School Board No.: 0 | 1 | 2 | 0 | _____

Please Tell Us About the Accident

Date of Accident _____ Time of Accident am pm
(D D / M M / Y Y Y Y)

Where did the accident occur?

How did the accident happen? (Please provide a detailed explanation.)

What injuries were caused by the accident?

On what date was the Physician or Dentist first consulted for this injury?
(D D / M M / Y Y Y Y)

Name & Address of Dentist or Physician:

Are any other hospital and medical or dental insurance benefits available? No Yes

If Yes: Name of other insuring company _____

- I hereby CERTIFY that the information contained in this Claim Form is true and complete to the best of my knowledge.
- On behalf of myself and/or any minor insured, I RELEASE the information contained in this Claim Form to Industrial-Alliance Pacific Life Insurance Company ("IAP") and ACKNOWLEDGE that this information will be used to assess, process and administer this claim and policy coverage. I AUTHORIZE any health care provider, insurance company, school or school board, employer, or other person or other organization to disclose to IAP any medical information, information regarding charges, or other information which IAP may need in their assessment of this claim.
- I AUTHORIZE IAP to exchange the information detailed in this Claim Form and other information contained in files related to this claim or coverage with any of the parties identified in the previous paragraph for the purposes listed above, or as authorized by me, or as legally required.

Dated this _____ of _____ Year _____
DAY MONTH YEAR (4 DIGITS) Signature of Parent or Legal Guardian or Insured

Attending Physician's Statement – (Must be Completed in Full and Signed by the Attending Physician)

Describe condition: _____ due to: Accident or Illness

Fracture Location & Type _____
and/or
Other Injury Location & Type _____

Date of onset of symptoms or injury: _____ Did any disease or previous injury contribute to loss? No Yes

If Yes, describe: _____

First date treated for this condition _____ Date of surgery _____ Was Claimant hospitalized? No Yes
(DD/MMM/YYYY) (DD/MMM/YYYY)

Name of Hospital _____ Date Admitted _____
(DD/MMM/YYYY)

Hospital Address _____ Date Discharged _____
(DD/MMM/YYYY)

Date: _____ NAME OF PHYSICIAN (please print) _____ Signature of Attending Physician (M.D.) _____
DD / MMM / YYYY

Please Return To:

Industrial-Alliance Pacific Life Insurance Company, Claims Department, 2165 Broadway W, PO Box 5900, Vancouver, BC V6B 5H6 1-800-556-7411

Important: Completed claim form must be filed with Industrial-Alliance Pacific Life Insurance Company ("IAP") within 90 days after the date of the injury, and in no event later than 1 year, regardless of whether expenses have been incurred. Please attach original receipts for all eligible expenses being claimed. It is the entire responsibility of the parent to obtain and forward the completed claim form as indicated, and for any charge made for its completion.

Medical Injury Claims: The physician must complete the Attending Physician's (M.D.) Statement in order to process the claim. If claim involves physiotherapy or massage therapy expenses a copy of the Physician's referral for the therapy must accompany the completed claim form with receipts.

Dental Injury Claims: The reverse side of this form must be completed and signed by the dentist in order to process the claim.

Appendix B

Homestay Program Family Application Form

SAMPLE

SAMPLE

Homestay Family Program Application

Horizon School Division #67
 6302-56 Street
 Taber, Alberta
 Canada
 T1G 1Z9



I. Homestay Family Application

Please print clearly - all parts of the application must be completed

Last Name:	First Name:	Spouse:
------------	-------------	---------

Address:

Town/City:	Province:
------------	-----------

Telephone:	Fax:	Email:
------------	------	--------

Occupation:	Spouse's Occupation:
-------------	----------------------

Employer's Name:	Employer's Name:
------------------	------------------

Address:	Address:
----------	----------

Telephone:	Telephone:
------------	------------

Please list other persons over the age of 18 living in your home. Please Complete Names and Age of Children

Name	Age	3	
1		4	
2		5	

a. Have you ever hosted an international student before? Yes No

b. Please give specifics as to your hours of work and on-going commitments:

c. Will there be parental supervision in the evenings? Yes No Other

d. What activities do you and your family enjoy that you would be willing to include your international student in?

e. Do you belong to any community groups or organizations? (cultural, sports)

f. Does your belief system restrict you from providing for religious and cultural traditions other than your own?

g. How many smokers, if any, are in your home?

h. Do you have any pets? Please list:

i. Some international students are vegetarians or have dietary restrictions. Can you respect and meet any necessary dietary requirements?

j. International students need to be treated as members of your family - with love, nurturing, guidance and respect. Can you meet this very important challenge?

k. How do you feel an international student can benefit from being placed with you?

l. Please provide two character references:

Name:	Telephone:
-------	------------

Name:	Telephone:
-------	------------

I/We, of, have read the rules and responsibilities of the Horizon School Division #67 Homestay Family Program contained herein and I /We agree to fulfill the necessary requirements. I/We understand and agree that should I/We not fulfill my/our commitment herein; my/our services will be terminated.

I agree to indemnify and hold harmless the Horizon School Division No. 67, its elected officials and officers, employees, agents, volunteers and representatives, or any of them, from any claims, demands, expenses, costs (including legal costs), suits, debts, liabilities and causes of action for which they may be liable as a result of personal injury or property damage that I or the student cause or contribute, or are held responsible for, jointly or severally, in connection with the student's participation in study in Canada and from any financial obligations student may incur.

Signature of Homestay Parent	Signature of Witness
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.....
-------	-------

Signature of Homestay Parent	Print Name:
-------------------------------------	-------------

.....	Address:
-------	----------

Date:	Telephone:
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II. Application Checklist

Your application must include all the items indicated below. Please you checklist to ensure your application is complete.

- A complete Homestay Family Program Application
- Police records check on each individual 18 years and older residing in the home
- Intervention Record Check - Children's Services (may be submitted separately once completed)

Please submit to:

**Horizon School Division Homestay Program
c/o Dave Driscoll
6302-56 Street
Taber, Alberta
T1G 1Z9**

III. Easy Reference Guides

Get a head start on making your student's transition to life in Canada easier. You may wish to check out the following items in advance:

- Location, telephone number and worship times of various churches or religious organizations close to your home.
- School bus routes and times in your area (if required)
- Public library hours
- Names, addresses and telephone numbers of medical clinics and dental clinics close to home.
- Public swim times at local pools, public skating times, etc.

Appendix C

Homestay Family Letter of Agreement

SAMPLE

SAMPLE



Horizon School Division No.67
6302-56 Street
Taber, AB T1G 1Z9

Homestay Family Letter of Agreement

Thank you for becoming part of the Horizon School Division No.67 Homestay Program. It is an integral part of international education and has an effect on the reputation of our community and province.

In our continuing effort to insure our homestay placements are a rewarding experience for you and for our student it is important all parties maintain open communication. It is your responsibility to contact the Homestay Manager to discuss any matters of concern regarding your student before the situation becomes unmanageable. The Homestay Manager will assist in finding mutually agreeable solutions through compromise and discussion.

In being a homestay family you have agreed to the following:

- 1. Provide the student with a home environment that is safe and clean.**
- 2. Provide the student with a room his/her own. The room will contain a bed, closet, dresser, study space with a desk and a lamp, and a night table.**
- 3. Provide the student with wholesome food each day.**
- 4. Provide laundry facilities with instructions for use.**
- 5. Firmly, yet gently, enforce all house rules as explained to the student.**
- 6. Be open and honest, tolerant and respectful in communicating with the student.**
- 7. Arrange for pick-up transportation when the student arrives and departs.**
- 8. The homestay family must inform the Homestay Manager of any time they plan on being away from home without their student and must make temporary arrangements for the student.**
- 9. Orient the student to their neighbourhood, including matters such as public transportation, banking locations and procedures, nearby stores and recreation facilities.**
- 10. Orient the student to household fire procedures.**
- 11. Attend homestay information/orientation sessions when available.**
- 12. Ensure you have adequate home owner insurance in place.**

We further understand:

- All host and students are expected to contribute to the creation of a welcome and secure home environment. If it is learned that there are problems in the home or there is a violation of one of the homestay program guidelines, and**

efforts to find a solution are unsuccessful, the placement may be terminated and the student withdrawn from the home.

- A 30 day period of notice must be given by the host family in the event they request the student be removed from their home. For serious cases, one month notice may not be considered necessary. This determination will come from the Homestay Manager after consultation with effected parties including the International Student Program Services.**
- The homestay parent(s) of primary and secondary students are required to monitor student attendance at school. Should the homestay parent receive notice from the school that their student has not attended; the Program Manager of the International Student Program is to be informed immediately.**

I/We have read the booklet entitled "Homestay Information Guide".

Signature

Signature

Print Name

Print Name

Date

Appendix D
Custodial Agreement

SAMPLE

SAMPLE

Standard Notarized Custodian Agreement

STUDENT

Name in full:	
Date of Birth:	
Name of school in Canada:	
Address where student will reside in Canada:	

PARENTS

Names in full:	Father:	Mother:
Dates of birth:		
Home address:		
Phone number:		

CUSTODIAN

Name in full:	
Date of birth:	
Home address:	
Phone number:	
Status in Canada:	<input checked="" type="checkbox"/> Canadian Citizen OR <input type="checkbox"/> Permanent Resident

Application of the official seal below confirms that the Notary Public has received evidence that the custodian is a Canadian Citizen or Permanent Resident, is over 19 years of age, and currently resides at the home address stated above.

I, _____, hereby solemnly declare that I will undertake the full custodianship for the said student, _____, during his/her stay in Canada while under the age of 18. As custodian, I have made the necessary arrangements for the care and support of the said student in place of the parent(s) as appropriate. By signing this custodian agreement I certify that I reside within a reasonable distance of the student's intended residence and school and will be able to provide direct care and support to the student in the event of an emergency.

SWORN BEFORE ME at)
 the Town of Taber,)
 in the province of Alberta,)
 this _____ day of)
 _____, 20____)

Official Seal of Notary Public)
 in Canada)
 _____)
 _____)

A Commissioner in and for the
 Province of Alberta

 Signature of Custodian

Date _____

SAMPLE

Student Manual



Reference Guide



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WELCOME TO CALGARY!

The Calgary Board of Education would like to welcome you to Calgary. We hope this will be a memorable experience for you! This handbook is designed to give you some tips regarding Canadian customs and homestay situations.

FACTS ON CANADA



Canada is the second largest country in area in the world and has a population of 30.7 million. Canada consists of ten provinces and three territories. As a result of this, climate can vary from province to province. For example, in Alberta, winter brings cold weather and snow, but on the coast of British Columbia they rarely get snow in winter and receive much more rain than the rest of the country.

Canada has two official languages: English and French. You may notice that some items are printed in both languages (examples are food packaging or government signs).

Canadian geography is very diverse, so if you are looking for the rainforests of British Columbia, the vast plains of Saskatchewan or the beautiful scenery on the East Coast, it is all possible. If you would like to arrange a trip within Canada or even a weekend trip, please ask staff at the Calgary Board of Education - we can help to make your arrangements.

ABOUT CALGARY



Calgary is a clean and safe city that is located close to the famous Rocky Mountains. Calgary is a fast growing city with a current population of approximately one million people. We are a multicultural city with many people from different ethnic backgrounds. As a result Calgary offers a vast array of festivals, restaurants, and activities related to different cultures. You can choose from hundreds of restaurants that cater to every taste and budget. Whether you are craving food from your home country or want to sample our famous Alberta beef, you are guaranteed to find a restaurant that will meet your culinary needs.

Calgary offers many different attractions, which include shopping, theatre, art galleries, ballet, concerts, and a lively nightlife. Please ask Calgary Board of Education staff or your host family for help or advice if you have questions regarding customs or places you would like to visit.

WEATHER

Calgary's weather is always changing. Our winter can get very cold, so you may have to purchase warmer clothes. However, the most noticeable feature of our weather is that it can change very rapidly in just a few hours. The best way to keep warm is

- to layer your clothing with warm layers underneath a windproof jacket
- to wear a warm hat - 40% of body warmth is lost from your head
- to wear warm boots and gloves
- to move along briskly whenever you can



But take heart. Just when our winter seems to be unbearably cold, a Chinook wind will blow in and there will be a few days of warmer weather!!

If you are lucky enough to come in summer, you will enjoy many mild, sunny days. Calgary has more sunny days than any other large city in Canada.

Calgary Climate Data - Environment Canada 1971-2000

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<u>Temperature</u>												
Daily Maximum (°C)	-2.8	-0.1	4.0	11.3	16.4	20.2	22.9	22.5	17.6	12.1	2.8	-1.3
Daily Minimum (°C)	-15.1	-12.0	-7.8	-2.1	3.1	7.3	9.4	8.6	4.0	-1.4	-8.9	-13.4
<u>Precipitation</u>												
Rainfall (mm)	0.2	0.1	1.7	11.5	51.4	79.8	67.9	58.7	41.7	6.2	1.2	0.3
Snowfall (cm)	17.7	13.4	21.9	15.4	9.7	0.0	0.0	0.0	4.8	9.9	16.4	17.6

WHAT TO BRING

Try to bring as little as possible! Your travels will be easier if you travel light, and you will want to save room for souvenirs. Basic clothing items are easy to buy here. Calgary is very informal so plan for casual, comfortable clothes that are easy to wash. Bring spare prescription glasses/contact lenses and personal medications. Bring some photos and pictures from home to share with us.



JET LAG



Prevention

- During your flight, switch your watch to Calgary time to start becoming accustomed to the new time zone.
- Avoid alcohol on the flight and drink lots and lots of water.
- Consider a nasal spray to help with the dry conditions on the airplane.
- Get up and move around every hour on the plane to avoid leg cramps.

Once You Arrive

Here are some tips which research has shown to significantly reduce the effects of jet lag:

- Be sure your watch is set to local time.
- Spend as much time outside in the fresh air as possible especially on the first day or two.

- Avoid alcohol for the first day and drink lots and lots of other liquids especially water. **YOU CAN DRINK OUR WATER STRAIGHT FROM THE TAP. BOTTLED WATER IS NOT NECESSARY.**
- Avoid having a nap. If you must nap, set your alarm to limit the nap to 30 minutes so you can start sleeping through the night as soon as possible.
- Be patient. In two or three days you will feel much better.

Culture Shock

I. What is Culture Shock?

Culture shock is the feeling of not knowing what to do or how to do things in a new environment. It is feeling lost and alone and not knowing what is appropriate or inappropriate.

Culture shock is a very normal reaction to a new and different place. It is expected when a person moves from a familiar environment to a new setting where language, food, clothing, manners and social relations are very different. You have been removed from familiar patterns of communication and the ways you normally express feelings. You are missing friends and family and struggling with some of the activities that were so easy before, such as grocery shopping or taking the bus.

If you can identify signs of culture shock, you will be prepared for what you will be feeling and be sure that those feelings will pass quickly.

II. Stages of Culture Shock

Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the “honeymoon” stage, when everything is new and exciting.

During the second stage, you may have some different times and crises in daily life. You may have trouble communicating. In this stage, you may feel impatient, angry, sad and useless. This happens when you try to adapt to a new culture that is very different from your own culture.

During the third stage, you will gain some understanding of the new culture. You may experience pleasure and have a sense of humor. You may not feel lost anymore and start to have a sense of direction. You will be more familiar with the environment and want to belong.

In the fourth stage, you will realize that the new culture has good and bad things to offer. You may feel like you belong here. You may develop goals for living in the new culture.

The fifth stage is called “*re-entry shock*.” This happens when you return to your country. People and customs seem to be different. You will think a lot about your experiences and miss the friends you made. You may even wish that you did not return to your home.

These stages happen at different times for everyone and each person reacts differently. Some stages will be longer and more difficult than others. Many factors contribute to the effects of culture shock.

III. Dealing With Culture Shock

Here are some thoughts to help you through this difficult period:

- Evaluate your expectations: How realistic are they? If you expected all the women and men to look and act like those whom you have seen on television, you are going to be disappointed. Television and movies are not a very accurate illustration of life in North America.
- Take initiative: Establish simple goals and evaluate your progress. Have confidence in yourself. Follow your ambitions and continue your plans for the future.
- Do your research: Know as much as you can about your new city. Part of the experience is discovery.
- Be aware of stereotypes: Do you have any stereotypes of Canadians? Canada is a vast country with much diversity, and one cannot say, "All Canadians are..." You may also find that people already have stereotypes about your country before they know you.
- Educate others: Canadian citizens may not know about your culture. You have a chance to introduce them to it.
- Keep an open mind: Don't judge what you see as right or wrong, but challenge yourself to try and understand the variety of behaviors that you will see. You certainly do not have to participate in something you disagree with, but you can try to understand it.
- Be patient: Adapting to new situations takes time. Find ways to live with the things that don't satisfy you.
- Be positive: If you have an unpleasant experience, don't put yourself in that position again.
- Get involved: Find a hobby. Participating in activities is a good way to learn about Canadian culture!
- Keep active: Learn to include regular physical activity in your routine. This will help with sadness and loneliness in a positive manner. Exercise, swim, take an aerobics class, etc.
- Relax: Relaxation and meditation are helpful for people who have stress.
- Keep contact with your ethnic group: This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation.
- Keep contact with the new culture: Learn the language. Volunteer in community activities that allow you to practice the language you are learning.
- Don't be hard on yourself: Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc. Recognize the sadness of leaving your old country *but* accept the new country. Focus your energy on making the transition.
- Keep in touch: Your family and friends will be a support for you in difficult times.
- Ask for help: If you feel stressed, talk to someone. There is always someone or some service available to help you.

A last word on culture shock. Don't fight it, but be aware of what you are experiencing and why.

MEDICAL SERVICES

If you do not feel well, do not hesitate to ask your host family for help and advice.

Pharmacies are easy to find, and you will be able to receive free advice on which non-prescription medicines may help.



Walk-in Clinics are also easy to find. You can go to these and see a doctor without an appointment. Use these clinics if you feel you need a doctor's advice, but your condition is not an emergency. Please note that when you visit a clinic you may be asked to pay for your visit while you are there. If that happens, keep the receipt and your insurance company should reimburse you.

Emergency Rooms at hospitals are open 24 hours a day and you will receive excellent care. However, waiting times can be very long especially if you do not have a real emergency. Use walk-in clinics whenever possible, but in a real emergency do not hesitate to go to a hospital or call 9-1-1 for an ambulance.

It is mandatory that all students studying at Calgary Board of Education have medical insurance.

GETTING AROUND

Public Transit

Calgary has a great transit system that is reliable and safe. If you are unsure of how to get to a location in the city by bus or train, you can reach

Calgary Transit at 262-1000. Tell the operator where you are, and where you would like to go and they will tell you exactly how to get there. The operators are friendly and helpful, so don't hesitate to phone if you have transit questions.



How to pay? When you get on a bus, pay your fare or show your monthly transit pass. If you need to connect to another bus or train, ask for a transfer. The trains run on an honour system. Purchase and validate your ticket in the machines available at each stop and be prepared to show your ticket or transit pass.

Although our buses and trains are very reliable, they do not run late into the evenings and service is always slower on the weekends. Be sure to **check the schedule** ahead of time so that you do not have a long wait during these times.

Calgary has a very low population density, so be prepared to have some longer trips by bus and train. A typical commute from home to work in Calgary is 45 minutes. Trips of an hour or more by public transit are not unusual. Plan ahead and enjoy the scenery.

Taxis

If you plan to be out late, or would like to go somewhere on the weekends, the other alternative is to call a taxi. Again, taxis are clean and safe. Sharing a taxi (each person pays a portion of the bill) with friends is cheaper than taking one by your self. Fares are set and not open to negotiation. You may usually pay by credit card.

Some phone numbers to phone a Taxi:

Associated Cab	299-1111	CO-OP	531-8294
Checker Cabs	299-9999	Mayfair	255-6555

SECURITY AND SAFETY

Calgary is a very safe city, but you still need to use the same precautions that you would in any large city. Do not leave valuables lying around. Be sensible about where you travel alone late at night. If in doubt, ask Calgary Board staff or your host family for advice.

The drinking age is 18 years and photo identification may be requested.

Hitchhiking is not allowed within the city limits and is not recommended outside the city. Besides you could wait a very long time for a ride!

MONEY, SHOPPING AND POSTAL SERVICES

Calgary has many **banks** downtown and in shopping centres. You can change money, or cash traveler's cheques at any bank. Banks are usually open from 10:00 a.m. -3:00 p.m. Monday through Friday. Automatic Teller Machines (ATM's) are also easy to find for taking cash out with a credit card or debit card. ATM's are open 24 hours.



Very little **bargaining** is done in stores except for large items such as stereos or furniture. You may see "garage sales" or "flea markets" in your neighbourhood where people are selling used goods. People always bargain at these sales for a good price.

Almost all stores will accept traveler's cheques, debit or credit cards. Your host family will be able to give you advice on where to find good **shopping** areas close to your homestay. Calgary has many large malls if you want to stay indoors and visit many shops. Shopping malls are usually open from 9:30 a.m. to 9:00 p.m. Monday through Saturday and from 11:00 a.m. - 6:00 p.m. on Sundays and holidays. Smaller stores may not open until 10:00 am and may not be open every evening.

You will find **post offices** in most shopping centres. Look for the "Canada Post" sign. Your host family can tell you where the closest post office is located.

HOMESTAY

Your host family will be looking forward to meeting you and making your stay as enjoyable as possible. If you are uncertain about anything, do not be shy - ask them for advice! If you are living in a host family situation we encourage you to contact Calgary Board of Education staff if you are experiencing any problems in the home.



HOST FAMILY EXPECTATIONS

- Your host family will help you with many things, but Canadian people are usually very independent and your host family will expect you to be the same.
- Your host family will advise you on the rules of the house. Please try to respect your host family's rules, and ask questions if you do not understand. Telling your host family if you will not be home for dinner, or coming home at reasonable times will help you to avoid problems.
- Spend some time with your host family; after all what better way to practice your English!

Your Rights and Responsibilities

Rights

- You have the right to live in a clean, safe, and comfortable home. You will likely be sharing a bathroom with other family members.
- You have the right to use facilities in the house to wash and dry your clothes.
- You have the right not to be sexually harassed or be subjected to racism. Please tell staff at Calgary Board of Education immediately if you experience either of these problems.
- Your host family will provide you with meals during your stay.
- You have the right to use the phone for local calls. Local calls are free and phone cards can be purchased at most stores for long distance calls.
- Your family should include you in family outings and situations.



Responsibilities

- Try to keep your room clean, and do not expect anyone in the family to clean up after you in the kitchen or bathroom.
- Ask permission to have a friend visit the house before you invite them.
- Advise your host family if you will be home late or will not be home for dinner.
- Changing host families will be used as a last resort and should be discussed with the homestay coordinator.
- Respect the family's privacy and ensure that your own privacy is not being invaded.



Heating and Electricity

- All Canadian homes have central heating.
- Thermostats may be set lower than what you are used to with daytime temperatures typically set at 20-22 C and night time temperatures 15 -17 C. We generally keep our houses cooler out of preference and to conserve energy.
- If you feel too cold at night, please ask for extra blankets.

Most Canadians also like to conserve electricity. Try to turn out the lights when you leave a room and make sure appliances, TV's and stereos are turned off when you are finished using them.

Meals

Canadians have three main meals during the day. As Calgary is a fast paced city, **breakfast** is usually eaten on the run and consists of cereal, toast, muffins/bagels coffee, and juice. Many Canadians will tell you to "help yourself" to breakfast. In this case, please feel free to make



your own breakfast. Canadians will sometimes make a big breakfast on the weekends that can include eggs, bacon, pancakes, toast and hash brown potatoes.

Lunch is typically eaten from 12:00 to 1:00 p.m. Most Canadians bring a sandwich or soup with them to eat at lunchtime. Your host family will most likely pack a lunch for you to take with you. If it needs to be heated, microwaves can be found at most schools.

Dinner is the main meal of the day and is eaten anywhere between 5:30-7:00 p.m. If you are in homestay please let your host family know if you are not going to be home for dinner. If you miss dinner you will be responsible for getting your own dinner either when you get home or when you are out. Some host families may save some of the dinner they prepared that evening and put it in the refrigerator for you.

Meals are usually served "home style", which means that you help yourself from serving dishes on the table. Unlike many cultures, where each person takes small amounts several times during a meal, Canadians usually take the total amount they want the first time. If there is food left, you can of course ask for "seconds". Your hostess will be pleased to offer you more.

Please note that the water in Calgary is clean and you can drink it straight from the tap.

Inform your host family of foods that you are allergic to or dislike. There are many ethnic food markets around town where you may be able to buy food from your home country. Although the food will be very different to what you are used to, try to have an open mind and taste new food. It is all part of the experience of living in a different country!!!

Canadian Cuisine

The main characteristic of Canadian food is its variety. You can find food from almost every country in Calgary. In a typical Canadian home, a weekly menu could include Italian pasta, Chinese stir-fry, a vegetarian meal and a North American barbecue. There is very little typically Canadian cuisine and what there is varies considerably by region.

In Western Canada, beef is a specialty, and you may have an opportunity to try buffalo. Other local dishes include wild rice and desserts made with Saskatoon berries. Specialties from other regions include salmon and maple syrup.



Showers and Toilets

- Most Canadians shower in the morning, but if you like to shower at night, please do so before 9:00 p.m. Please remember to put the shower curtain inside the bathtub to prevent water from spilling onto the floor. Ask your host family about the most convenient times to take a shower.
- The plumbing in Canada is durable and strong. Toilet paper should be placed in the toilet instead of the garbage can.



Laundry

You will be able to use the washer and dryer in your homestay. Ask your hosts for directions and a convenient time to use these.

Guest Bedrooms

Many Canadian homes have basements. It is very common for families to have the guest bedroom in the basement. This will provide you with privacy and is not meant to cut you off from your host family. It may be a bit cooler in the basement, so be sure you have enough blankets for your bed.

Internet/Computer Use

Almost all Canadian homes have computers with Internet access. However, several family members often share one computer. In addition, the computer may use the telephone line so that when the Internet is in use, the telephone cannot be used. Ask your hosts if and when there is a convenient time for you to use their computer to check your email. If you need to download and install software to communicate by email in your first language, please ask your host family for permission and assistance. Many of us are very concerned about computer viruses.



If you are at a school, you will be able to use computers there, but Hotmail is not accessible on Calgary Board of Education computers. You can also use the Internet at public libraries and at Internet cafes for a small fee.

Telephones

Long distance telephone cards can be purchased at most convenience stores. Ask your hosts or Calgary Board staff for advice. Be sure to use these for making long distance calls from your homestay. If you plan to be on the telephone a long time, ask when would be a convenient time. Local calls are free if calling from a home or office.

Pets

Most Canadian families have pets such as cats and dogs. Calgary Board of Education will only place students in homes without pets if those students have allergies. If you are very nervous of animals, let your host family know, so that they can help you become comfortable around them.



CANADIAN CULTURE AND CUSTOMS

Whenever we travel to another country, we are often surprised at what is considered rude and what is considered polite. We may be shocked at some behavior and, at other times, unknowingly act in a manner that our hosts find impolite. Keeping an open mind and using common sense will cover most situations, but here are few special tips about Canadians and the crazy things we think are polite or rude!



It is usually considered rude to:

- ask someone their age, unless they are a child;
- ask how much money someone makes;
- walk into a home without removing our shoes;
- burp or pass gas (flatulence) in public. However, Canadians think it is perfectly acceptable to blow their noses in public!
- slurp while eating soup or talk with our mouths full of food;
- begin eating before the host and hostess are seated;

- smoke without asking permission (in Canada there are very few indoor places where smoking is still allowed);
- bump into people without saying "excuse me!";
- arrive late. Canadians are usually very punctual. For school and business, if you are told to be somewhere at a specific time, the expectation is that you arrive on time, or five to ten minutes early.
- fall asleep in class.



Canadians are used to having a fair amount of physical space around them. After all, Canada is a very large country, so we have lots of room! We usually do not stand too close to others when talking. We generally avoid bumping into one another and certainly say, "excuse me" if we do. Canadians usually hold doors for one another, and many men still hold doors open for women.

Being polite goes a long way in Canadian society. Use etiquette such as "please" when making a request and "thank you" when someone helps you. Try to avoid saying "I want..." and use the phrase "I would like..." when asking for something. This includes not only your host family and teachers, but also people who serve you in stores and restaurants. For example, to get the attention of a waiter, say, "excuse me..."

Most people will shake your hand when they first meet you. It is also common for people to hug you when they are saying final good-byes.

Formality

Canadians may seem very informal to you. Almost everyone calls one another by their first name and will expect you to do the same (one exception is for secondary students when addressing their teacher in school). You may wish to use a nickname that is easy for Canadians to pronounce, but you need not do this - we are happy to learn how to say your name correctly!

Canadian informality does not mean lack of respect. It would be considered rude to ignore a teacher or trainer when he/she is presenting material or to interrupt him/her when speaking.

Women's Role

Most women work outside the home and their role within the home is equal to that of a man. Since most women work outside the home, members of the family share housework and prepare meals. Many host families are single parent families with the mother raising her children. This is very common in our society.



Tipping

The usual tip in a full service restaurant is 15%. In fast food restaurants and coffee shops a smaller tip is acceptable. A 10-15% tip is normal in a taxi.

Hospitality

In Canada it is normal to assume that costs are shared when you go out for a meal. Assume that you will pay for your share unless your host or friend indicates that they want to "treat" you or have you as their guest. You may wish to take your homestay family out for a meal as your "treat" or to cook a meal for them in their home to share your own cuisine.

Multiculturalism

Canada prides itself on being a multicultural country where people from any religion, or ethnic group may feel welcome. You may be surprised to find that Canadians do not notice you as being different from anyone else because of our large immigrant population. Many of our visible minorities are third and fourth generation Canadians and speak English as their first language.

In your classroom or training program, you will be expected to work with people from many countries. You should not encounter any discrimination, nor should you discriminate against people from races or ethnic groups different from your own.



Photos

Please ask people for permission before taking their photo. Within the schools, you may be able to take photos of teachers if you ask permission. **YOU WILL NOT BE ABLE TO TAKE PHOTOS OF STUDENTS IN THE SCHOOLS.** This is prohibited by our Freedom of Information and Privacy Act, which we take very seriously. There may be some exceptions to this rule when students have provided written permission for photos to be taken. When in doubt, please ask Calgary Board of Education staff when it is appropriate to take photos.



While it is wonderful to bring home photos as souvenirs, it is also good to relax and enjoy the experience instead of becoming too preoccupied with getting the perfect photo.

Copyright

Canada has very strict copyright laws restricting the photocopying of books and copying videos and CDs. If you want a copy of something, please ask for advice on how to purchase it.

Smoking

It is becoming more difficult to be a smoker in Canada. Not only do we require most smoking to be done outside, but we also have rules about which outdoor locations are acceptable. For example, we do not like people to smoke in front of our Education Centre. Also, it is important to put cigarette butts in appropriate receptacles rather than on the ground. Be sure to ask when and where you can smoke. You will be sure to find some Canadian smokers who can help you out!

IMPROVING YOUR ENGLISH

One of your goals in coming to Canada is to improve your English. Here are a few tips to help you:

- Take every opportunity to talk with Canadians. It is very common here for people to chat at bus stops and in stores. Don't be shy! Calgarians are very helpful and friendly. Do not hesitate to ask bus drivers or people on the street for directions. Even if you think you know the way, it is great practice! Take opportunities to have conversations with your host family
- Try not to worry about your accent or about making grammar mistakes. Calgary is a very multicultural city and we are used to hearing many accents. You may need to repeat or ask others to speak more slowly, but be patient and don't quit trying! If you are here with a group from your country, try to minimize the amount of time you spend in your first language. Consider agreeing to speak only English during your stay - you have only this short opportunity, so make the most of it.

EMERGENCY PHONE NUMBERS

IMPORTANT

In an emergency situation you can reach the police department, ambulance or fire department by dialing 9-1-1.

IMPORTANT PHONE NUMBERS AT CALGARY BOARD OF EDUCATION

Sheila McLeod	294-8524
Pam Baji	294-8523
Kim Horricks	294-8153
Yvonne Pryor	294-8525

THE TEN COMMANDMENTS OF TRAVEL

Do not expect to find things the same as at home, because you have left home to experience something different.

Do not take anything too seriously for a carefree mind is the start of a good holiday.

Do not let the other travelers get on your nerves, for you have paid good money to enjoy yourself.

Remember to take half as many clothes as you think you'll need and twice the money.

Know at all times where your passport is, for a person without a passport is a person without a country.

Remember that if we had been expected to stay in one place we would have been created with roots.

Do not worry for worriers have less pleasure and few things are that fatal.

When in Rome, be prepared to do somewhat as the Romans do.

Do not judge all the people of the country by the person who gives you trouble.

Remember you are a guest in other lands and he that treats his host with respect shall be honored.-



Student Exit Survey

Name: _____ Homestay: _____

Date: _____

1. How did you hear about the Christ the Redeemer Catholic Schools International Student Program? (circle)
- | | | |
|---------------------|---------------|----------------|
| Agent/Agency: _____ | Advertisement | Education Fair |
| Family | School | Website |
| Canadian Embassy | Other _____ | |

2. Why did you choose to come to Alberta to study? (circle)
- | | |
|---------------------|-----------------------------|
| Rural Setting | Safety |
| English Language | Parents forced me |
| Natural Environment | Education System |
| Quality of Life | Meet new people and culture |
| Price | Other _____ |

3. Did your Agent have any contact with you while you were in Alberta? **Yes / No** If No, why?

4. Were the school and community helpful and friendly? (explain)

5. What school did you attend? (circle one)
- | | | |
|-----------------------|-----------------------|--------------------------|
| Notre Dame Collegiate | Holy Cross Collegiate | St. Anthony's School |
| Our Lady of the Snows | Holy Trinity Academy | St. Joseph's High School |

6. Were you involved in any extra-curricular activities at school or in the community? (please list activities)

7. Would you recommend your homestay family to other incoming students? (why/why not)

8. Were you comfortable contacting your homestay coordinator? (explain)

9. What part of the program did you like the most?

10. What part of the program did you like the least?

11. What advice would you give any new student coming to Alberta?

12. If you could change one thing about Christ the Redeemer Catholic Schools Student Program what would it be?

13. One of the primary goals of the program is to help learn English. Did you achieve your goal? **Yes / No**
If No, why?

14. Another primary goal of the program is to experience Canadian culture. Did you achieve your goal? **Yes / No**
If No, why?

15. Another primary goal of the program is to achieve academic success. Did you achieve your goal? **Yes / No**
If No, why?

16. Any additional comments/suggestions?

This survey is completely confidential. Please give to the secretary at your school office. Secretary, please return this completed survey via interoffice mail to Allan Brennan at the CFL.

SAMPLE

Appendix I

Educational Travel Abroad



- Sample waiver letter for travel diversions (Alberta's International Education Exchange Program for Students)
- Sample trip package: *Un Voyage en Europe / Reise Nach Europa*
- *Bon Voyage, But ...*
- Parental consent letter (Department of Foreign Affairs and International Trade Canada)
- *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*
- Traveller's Checklist (Department of Foreign Affairs and International Trade Canada)

Appendix I

Educational Travel Abroad



- Sample waiver letter for travel diversions (Alberta's International Education Exchange Program for Students)
- Sample trip package: Un Voyage en Europe / Reise Nach Europa
- *Bon Voyage, But ...*
- Parental consent letter (Department of Foreign Affairs and International Trade Canada)
- *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*
- Traveller's Checklist (Department of Foreign Affairs and International Trade Canada)

Date

To Whom It May Concern:

I am _____ (name), the lawful parent of _____ (child's name), who was born on _____ (date) and carries Canadian passport number _____, issued in _____ (city), _____ (province), Canada.

My child, _____ (name) has my consent to travel unchaperoned from _____ (city), _____ (province), _____ (country) to _____ (city), _____ (province), _____ (country) on _____ (date) – see attached flight itinerary. Upon his/her arrival in _____, he/she will be residing with _____ (name of custodian) at the following address:

I release Alberta Education of all responsibilities regarding my son/daughter between _____ am/pm (time) on _____ (date), 20__ when he/she departs from _____ (city), _____ (province), _____ (country) until he/she arrives in _____ (city), _____ (province), _____ (country). I am solely responsible for his/her safe transfer from the _____ airport to _____. It is only upon her arrival in _____ and pick up by _____ that his/her participation in phase two of Alberta's International Education Exchange Program for Students will once again commence.

Sincerely,

Parent Signature

Date

Parent Signature

Date

UN VOYAGE EN EUROPE *REISE NACH EUROPA*

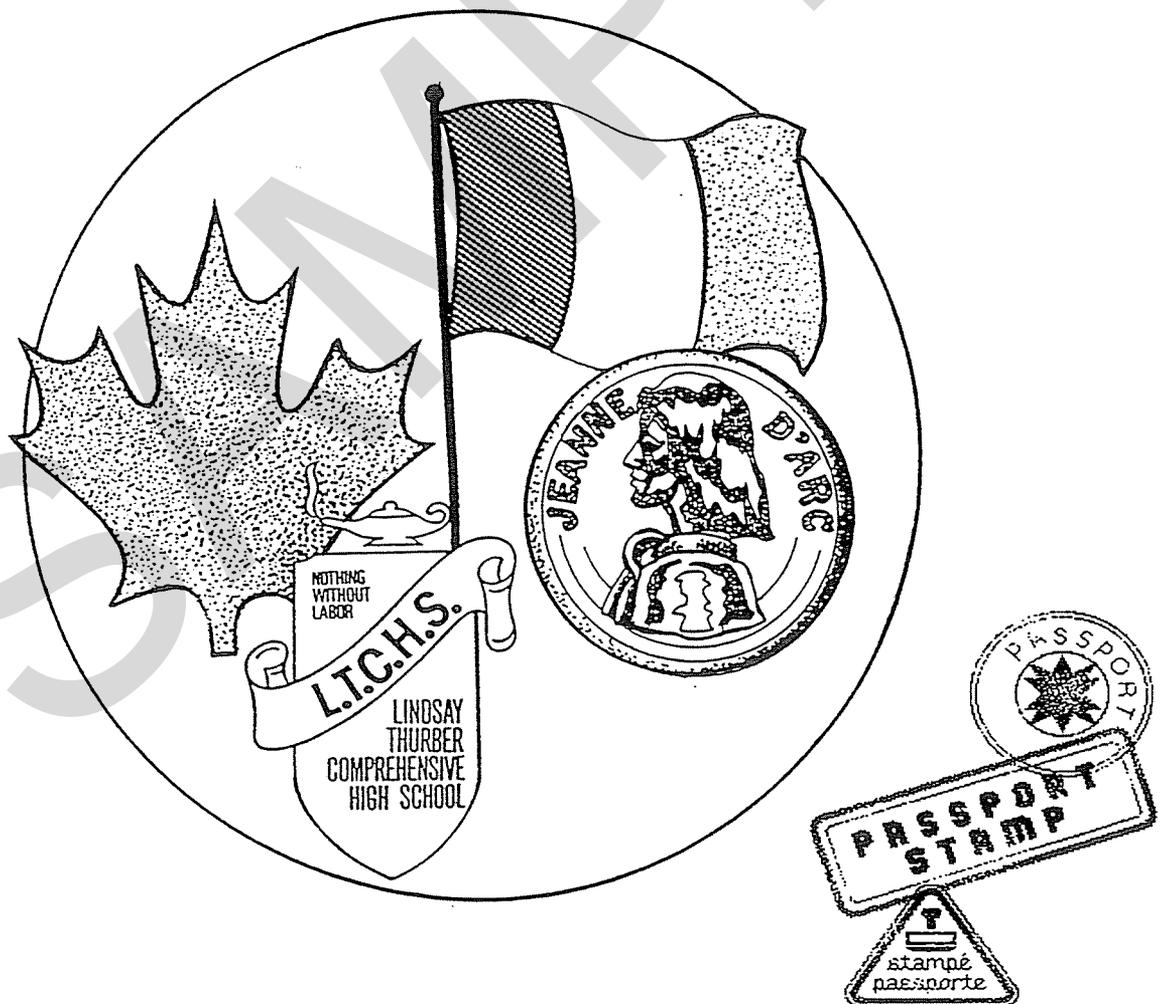
RED DEER - CANADA
MULHOUSE - FRANCE
BÜHL - GERMANY

LE 6 AVRIL AU 22 AVRIL

1995

6 APRIL BIS 22 APRIL

EXCHANGE PROGRAM



“EUROPE AS OUR CLASSROOM”

SAMPLE

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Chaperones:

Mr. R. Porkka
Mr. C. Hébert
Ms. E. Brase
Mrs. B. Adams
Mrs. S. Aleman

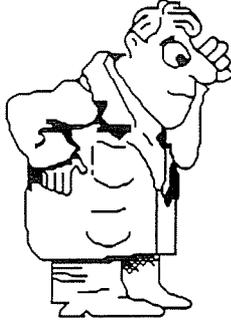
Credits:

Package developed by

- *Rob Porkka*
- *Elizabeth McNally*
- *Ron Bergeron*

*Baden Senior School Department of National Defense
Baden - Söllingen, Germany 1989-1992*

Paris en Métro - adapted from the kit of the same title



TOUGH DECISIONS!

“It was one of the toughest decisions I have ever had to make!”

Too often we hear the above comment from a school official following an incident resulting in disciplinary action against a student. This is especially true when it has been necessary to suspend a student from participation in school activities because the student violated one of the rules relating to the use of alcohol, tobacco and other drugs.

Now is the time to set the record straight — it is a mistake for a school official to assume that his/her action to suspend a student for violation of the rules was a tough decision.

The truth is that the student is the person who made the tough decision. The student knows the rule — knows the penalty for violation of the rule — and knows the penalty for the violation cannot be waived. Therefore, when a student makes a decision to violate the rules — that student has already agreed with himself or herself that he/she is willing to accept the penalty as prescribed. It is at that moment that the tough decision is made.

**APPLICATION OF RULES AND PRESCRIBED PENALTIES
FOR VIOLATIONS IS EASY**

**THE DECISION TO VIOLATE THE RULES IS THE
TOUGH DECISION!**

AMA Travel ITINERARY

DATE: JULY 12 / 94
 CLIENT: MR. CLEM HEBERT
 LINDSAY THURBER COMPREHENSIVE HIGH SCHOOL

AGENCY NAME: AMA Travel
 ADDRESS: 2965 Bremner Avenue
 CITY: Red Deer, Alberta, Canada - T4R 1S2
 PHONE: (403) 342-6633 FAX: (403) 341-4885
 COUNSELLOR: KARIN HUNSCHE

CITY	DATE	CARRIER	FLIGHT NUMBER	LOCAL TIMES
DEPART: CALGARY	APR 06/95	LUFTHANSA	6851	1800
ARRIVE: FRANKFURT	APR 07/95			1100
DEPART: FRANKFURT	APR 07/95	LUFTHANSA	4410	1240
ARRIVE: PARIS Charles de Gaulle	APR 07/95			1350
DEPART: FRANKFURT	APR 22/95	LUFTHANSA	6850	1345
ARRIVE: CALGARY	APR 22/95			1510

SPECIAL NOTES: FLIGHTS ARE CONFIRMED FOR 55 PEOPLE.

AS PER AGREEMENT, A NON-REFUNDABLE DEPOSIT OF \$13,760.00 IS DUE IMMEDIATELY.

PLEASE NOTE
 FLIGHTS AND TIMES ARE SUBJECT TO CHANGE WITHOUT NOTICE
 RECONFIRM YOUR FLIGHTS WITH THE AIRLINE PRIOR TO DEPARTURE



GERMANY	FRANCE
Population 79.5 Million	Population 56.6 Million
Area (sq mi) 137,803	Area (sq mi) 211,207
City Population	City Population
□ Over 1,000,000	□ Over 1,000,000
□ Over 500,000	□ Over 500,000
□ Over 100,000	□ Over 100,000
○ Under 100,000	○ Under 100,000
• Capital	• Capital



From: Calgary, CANADA
 51°05'N, 114°05'W

To: Strasbourg, FRANCE
 48°35'N, 7°45'E

Distance: 4,739 miles
 Bearing: 37.2°

TRIP TO ALSACE – ITINERARY

Monday 10 • 04 • 95

- All French students will welcome their Canadian friends at the station at Mulhouse. We will all walk to Jeanne d'Arc School (5 minute walk only) and leave our luggage there. After the greetings we will all have lunch together at the canteen: that is around 1:30 p.m.
- At 2:30 p.m. • Reception at the Town Hall with officials. At 4:00 p.m. - Afternoon tea at "The Tour de l'Europe". French students will join us there. Supper in host families.
- Evening free (recover from jet lag and Paris!).

NB: Canadian students must understand that French pupils don't go out that much in the evening and during the week (no-car). If even they do, it will be with their parents.

Tuesday 11 • 04 • 95

- Big day ... SWITZERLAND
- Students will leave early (around 8:00 a.m.) to go to Augst near Basle (Bale) which is an old Roman City.
- Pack lunch there.
- Visit of Basle (Bale) in the afternoon.
- Return around 5:00 p.m.
- Alsatian supper for Mulhouse and Red Deer students - entertainment, speeches, surprises. This will end around 10:30.

Wednesday 11 • 04 • 95

- STRASBOURG! (capital city of Alsace).
- Canadian students and French students will go together to Strasbourg.
- Visit of the old town in the morning with selected guide.
- Lunch at a restaurant and a "Bâteau mouche (Boat Cruise) on the Rhine" in the afternoon.
- Visit of the European Parliament
- Supper in French families

Thursday 13 • 04 • 95

- COLMAR (Medieval Village)
- Canadian students will leave Mulhouse in the morning to go to Colmar.
- They will go around town.
- Visit a museum.
- Have a pack lunch in town.
- Go to a castle in the mountains in the afternoon.
- Evening free.

Friday 14 • 04 • 95

- Good Friday is a day off in Alsace. This way Mulhouse and Red Deer students will go to the Vosges mountains (Lac Blanc).
- Hiking in the Vosges mountains.
- Supper and night in a typical Alsatian chalet.

Saturday 15 • 04 • 95

- We will all go back home on Saturday afternoon to spend Easter in host families.

**Sunday 16 • 04 • 95 &
Monday 17 • 04 • 95**
(Day off)

- Students will stay in their host families. Easter is quite a big thing in France and families insisted on having the Canadians to show them the typical Alsatian Easter with its Easter hare!

Tuesday 18 • 04 • 95

WINE ROAD

- Visit of a wine cellar (probably Pfaffenheim).
- Lunch in an Alsatian inn in Riquewihr and/or Kaysersberg.
- Shopping for souvenirs
- Evening free

Wednesday 19 • 04 • 95

- Visit of the Schlumpf Car Collection.
One of the most famous car museums in the world.
- Afternoon free in Mulhouse with exchange students.

NB: Wednesday afternoon is the only opportunity French students have to go out (pictures, cafés, shopping). We thought we would let this afternoon free so that they could share a full day with their Canadian friends.

Thursday 20 • 04 • 95

- Ecomusée de Haute Alsace.
(A sort of Alsace in miniature like Heritage Park).
Lunch at the Ecomusée Restaurant.
P.M.: Canadian students will have the opportunity to visit the school and sit in on classes.

Friday 21 • 04 • 95

GERMANY - Fribourg.

- Visit of the town.
- Lunch
- Return to Mulhouse.
- Farewell supper and evening.

Saturday 22 • 04 • 95

- COACH TO FRANKFURTTears !!

ITINERARY FOR GERMANY

April 6 - Depart from Calgary

April 7 - Arrive in **Frankfurt**. Change to connecting flight to Paris (Charles de Gaulle)

April 7 to 9 - **Paris/Versailles**. Stay in youth hostel.

April 10 - Miss Brase and her 8 students will depart Paris (via train) for **Baden-Baden**. We will be met by our host families and taken to **Bühl**.

April 10, 11 - getting to know Bühl and our "families".

April 12 - **Freiburg (im Breisgau)** - on the southern end of the Black Forest. Gained historical significance in 1368 when the ruling Habsburg family from Austria, recognizing the town's strategic location, took control and ruled this "town" for over 400 years.

- previous invaders/rulers were the Romans for example. Many of the "old town" streets date back to Roman times.

- among other sights, we will be visiting the Freiburg Cathedral. This cathedral was begun in 1200 in the Romanesque style but by the time it was completed in 1620, this cathedral included every style of the Gothic period, as well as a bit of the Renaissance.

April 13 - **visiting**: a convent in Maulbronn, a coalmine and several other Black Forest destinations.

April 14 - **choice of visiting** either: a palace or the Hohenzollern Castle.

April 15 - **Stuttgart** - we will visit the Daimler (Mercedes/Benz Museum), etc.

April 16 - **Easter Sunday**. Do family planned activities.

April 17 - **Bad Friedrichshalle** - tour a saltmine. Apparently, we will be meeting students from England today.

April 18 - 20 - **Berlin**. Travel to and from Berlin by night train.

- **history of Berlin** - originally 2 small towns (Cölln, first mentioned in 1237) and (Berlin, mentioned in 1244) - they were united as one city in 1307. Berlin was made the seat of power by the Hohenzollern family in the early 1400's.

- Berlin became a home to protestants from Switzerland and Bohemia, who fled their homelands because of religious persecution. Wealthy Austrian Jews, who had been

expelled from Austria, were also invited to settle in Berlin.

- famous people who stayed in Berlin: Marlene Dietrich, Albert Einstein, Bertolt Brecht, President John F. Kennedy, Winston Churchill, Napoleon Bonaparte.

- **places we will visit**: Charlottenburg Palace - residence of the Prussian rulers. Building began in 1695. The palace was badly damaged during WWII, and many artifacts were "borrowed" by the Allies.

- Brandenburg Gate, museums, etc.

- Reichschancellery - a mound of debris - what is left of the bunker, where on April 30, 1945 Hitler committed suicide.

- a walking tour of what is left of the "Wall".

- tour of the Bundestag (German Federal Parliament).

April 20 - night train **back to Bühl**.

April 21 - **Schwarzwaldtour** - Wolfach (glass-blowing and crystal-making factory); Vogtsbauernhof - Black Forest homes reconstructed in one large area. (Wooden beams of these homes were treated with a mixture of oxblood and milk to preserve the wood). Triberg - cuckoo clock and German folk dress museum. *Opportunity to buy cuckoo clocks!

April 22 - leave early via train for **Frankfurt International Airport**. (Here, we will be joined by the rest of our group who are arriving from Mulhouse.) **Destination: Calgary and home.** Parents are to meet us at Calgary International Airport.

– EUROPE –

GUIDELINES FOR CONDUCT ON TRIP

1. Courtesy and respect for others is expected standard of conduct.
2. Curfew will be established each evening depending upon the activity and the hostel rules.

Respect for the hostel rules are for the benefit of all travellers.
4. No co-ed visitations are permitted in the hostels. Visit in the common area **ONLY!**
5. For reasons of safety you are not allowed to leave the group.
6. Consumption of alcohol and other drugs is not permitted.
7. It is all of our responsibility to keep the bus as clean as possible. For reasons of safety standing in the aisles or moving about is not permitted.
8. At the Hostels:
 - leave the room the way it was when you arrived
 - fold blankets
 - clean floor
 - garbage collected
 - ensure that sheets are placed on beds (top and bottom)



RESIDENCE AJF BASTILLE
151 avenue Ledru-Rollin 75011 PARIS
① 43.79.53.86

DESCRIPTION OF THE RESIDENCE

- Accommodation for 2 or 4 persons.
- Toilets and showers on each floor.
- Lift
- Luggage-room

MANAGER : Isabelle JULIEN

HOSTEL RULES

- Breakfast is served between 7.30 am and 10.00 am
- The residence is closed between 12.30 p.m. and 2.00 p.m., and between 1.00 am and 7.00 am.
- Rooms are available from 4.00 p.m. onwards.
- Rooms must be vacated before 12.00 am on the day of the departure.
- Rooms must be vacated every day between 12.00 am and 4.00 p.m. for cleaning purposes.
- Sheets and blankets are provided by the hostel but soap and towels are not supplied.
- Alcohol is **STRICTLY FORBIDDEN**.
- Silence must be observed in the residence after 10.00 p.m.
- It is **strictly forbidden to smoke** on the floors and in the rooms.
- The personnel and the management of the residence will not be held responsible for any theft that may occur ; guests are requested not to leave any valuables in their rooms.
- There is only one key for each room, so please leave it at the reception desk when you go out. You will be charged 65.00 FF. for any lost or broken keys.
- On departure day, the tour leader is requested to return the keys to the reception. The manager of the residence will accompany him on the floors to make sure that no damage has been done in the rooms and that nothing has been forgotten.
- All groups staying in the RESIDENCE AJF BASTILLE must respect and adhere to these rules. **FAILURE TO DO SO WILL RESULT IN THE GROUP BEING EXPELLED. IN SUCH A CASE NEITHER REFUND NOR ALTERNATIVE ACCOMMODATION WILL BE PROVIDED.**

A LIRE SEUL(E) À VOIX BASSE

LES 10 COMMANDEMENTS DU PAFAIT CANADIEN(NE)

1. Je serai toujours heureux(se) de parler français, anglais, ou allemand.
2. Je ferai toujours mon possible pour participer aux activités prévues pendant mon séjour.
3. Je farai toujours de grands efforts pour rencontrer et connaître des gens de la région avec qui je pourrai pratiquer mon français, mon anglais, et mon allemand.
4. Je serai toujours à l'heure pour participer aux activités ou partir en tournée.
5. Je ferai toujours des suggestions à M. Porkka et M. Hébert, Mme Adams, Melle Brase et Mme Aleman, si je crois que cela peut améliorer la situation.
6. Je m'efforcerai toujours d'oublier un peu mon pays natal et mes amis pour apprécier le mieux possible tout ce qui se passe ici.
7. Lorsque je repartirai, j'essaierai toujours de garder un très bon souvenir de mon séjour ici même si je sais que tout ce qu'on a fait pour moi n'était pas parfait.
8. Si j'ai des petits problèmes à régler, je pourrai toujours téléphoner, ou parler à:
M. Hébert Melle Brase M. Porkka
Mme Aleman Mme Adams
9. Si je réussis à faire tout cela, alors je pourrai dire que **TOUT LE MONDE À RED DEER ÉTAIT BIEN FIER DE MOI!!!!**



LINDSAY THURBER COMPREHENSIVE HIGH SCHOOL

ECOLE SECONDAIRE LINDSAY THURBER

4204 - 58 Street
 RED DEER, ALBERTA T4N 2L6
 Phone (403) 347 - 1171
 FAX (403) 340 - 1676

J.P. GOWANS, Principal
 K.S. CARSCADDEN, Vice-Principal
 B.W. LITUN, Vice-Principal

E.D. ISENER, Team Leader
 R.R. PORKKA, Team Leader
 Y.M. BURNDRED, Business Manager

- FIELD TRIP REPORT -

Dear Parents/Guardians of: _____

European Trips are important elements of our education program. They provide learning experiences which cannot come from books and lessons. Thus, the excursion becomes an extended classroom. Courtesy and respect for others are the expectations we have of all participants.

Your child has been evaluated by his/her small group leader in the following report.

	Excellent	Good	Poor	Comments
Adaptability/Acceptance of Differences				
Behavior in Hostel				
Room Tidiness				
Ambassadorship				
Punctuality				
General Cooperation				
Interest Displayed				

Group leader's comments:

Group leader's signature

Parent/Guardian's comments:

PACKING PARAPHENALIA

LUGGAGE:

1. One suitcase and one day-pack per student (a hard suitcase will protect your goods but a soft suitcase will hold more)

CLOTHING:

All clothing must be suitable and appropriate (ie. not cut-offs, decorated jeans or jackets, muscle shirts etc.). If you are uncertain about some item, leave it at home.

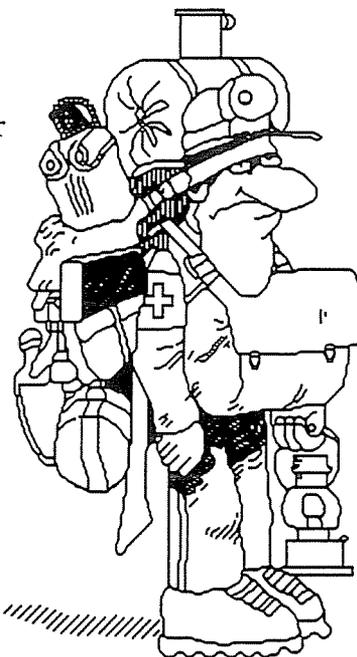
1. Outdoor clothing (Be prepared for cold and possibly rainy weather, our outdoor activities will go rain or shine).
 - overcoat or ski jacket and a wind breaker
 - hat or hooded jacket or umbrella
 - appropriate shoes (we will be doing lots of walking)
2. Tour clothing (warm and comfortable)
 - blue jeans
 - shirts/blouses
 - sweaters (wool is warmer than cotton), sweat shirts
 - running shoes, walking or hiking boots
 - P.J.'s (slippers or thongs and a housecoat are optional)
 - rain gear if you have it
3. Dress outfit for official receptions
 - shirt & tie, blouse/shirt
 - good shoes

ACCESSORIES:

- travel clock
- personal medication (if you do, tell the tour organizer what you have)
- soap, face cloth, towel (hostel)
- shampoo, comb, brush
- toothbrush, toothpaste, tissues
- camera and film (print film ASA 200+)
- pens, paper, books, magazines
- Ziplock bags for shampoo, etc.
- log book

ESSENTIALS: DON'T FORGET!!

- passport
- spending money (about \$400 - \$500 per person)
*Don't bring an excessive amount. We will be in France/Germany for the entire trip.
- Gift for your host family



**REMEMBER: Anything you bring you must CARRY!
If you can't carry it one city block its too heavy!**

USING THE PAIRS MÉTRO: SELF-TEST 1

When the Paris *métro* was created in 1900, it was considered a wonder of Europe and some entrances are considered museum pieces today. The *métro* is economical and permits you to cross Paris in record time. This subway system transports 5 million passengers per day!

It is customary to buy a book of ten tickets at one time. Passengers keep their tickets until they get off. Don't enter a first class carriage with a second class ticket: you may be fined if you do! The first train goes at 5:30 a.m. and the last one at 12:45 a.m.

Now let's discover how to travel throughout Paris via this extraordinary means of transportation.

Look closely at your map of the Paris subway system. You will notice that there are 13 lines criss-crossing Paris. Most of these lines also cross the Seine River, represented in light blue on your map. Find Line 1. It cuts through the middle of Paris from east to west. Each line is named after its two end points and Line 1 is called *Pont de Neuilly/Château de Vincennes* or *Château de Vincennes/Pont de Neuilly*. (The order in which the end points of each line are named does not matter.) The small dots you see on the map represent the different stations along the line. Starting from *Château de Vincennes*, name the first four stations on Line 1. (Did you say *Bérault*, *Saint-Mandé-Tourelle*, *Port de Vincennes* and *Nation*? If you did, you were correct!)

Find the line indicated and answer each question.

1. What is the name of Line 7? _____
2. Name the southern end of Line 4. _____
3. How many stations are on Line 11? _____
4. What is the name of Line 6? _____
5. Is *Louvre* one of the stations on Line 12? Answer *oui* or *non*! _____
6. Does Line 1 cross the Seine River? Answer *oui* or *non*! _____

Check your answers.

If you answered at least four of the questions correctly, go on to Part 2. If you did not answer at least four questions correctly, go back to the beginning and re-read the information before you try the test again.



USING THE PAIRS MÉTRO: SELF-TEST 2

Find Line 1. Since subway trains travel along this line going both east and west, you have to make sure you know the direction in which you wish to travel. Start at *Châtelet*, a major station on Line 1. If you wished to visit the *Place de la Bastille*, site of the notorious Bastille prison torn down at the beginning of the French Revolution, you would take the métro which travels along Line 1 in an easterly direction toward *Château de Vincennes*, as the Parisians would say, to arrive at *Bastille*, since this station lies to the east of *Châtelet*. On the other hand, if you were to start out again from *Châtelet* to visit the *Jardins des Tuileries*, beautiful formal French gardens, you could not get there by travelling *direction Château de Vincennes*. Why? Because *Tuileries* lies to the west of the *Chatelet*, so you should take a train travelling west, that is, *direction Pont de Neuilly*.

Find the direction in which you need to reach your destination.

1. Line 13: Porte de Clichy/Châtillon-Montrouge
Starting point: Gaîté
Destination: Champs-Élysées-Clemenceau

Direction: _____

2. Line 9: Mairie de Montreuil/Pont de Sèvres
Starting point: Robespierre
Destination: léna

Direction: _____

3. Line 4: Porte de Clignancourt/Porte d'Orléans
Starting point: Vavin
Destination: Cité

Direction: _____

4. Line 6: Charles de Gaulle-Etoile/Nation
Starting point: Bir-Hakeim
Destination: Place d'Italie

Direction: _____

*Check your answers.
If you answered at least three
questions correctly, go on to Part 3.
If you didn't answer three questions
correctly, re-read the information in
this part and take the test again.*



USING THE PAIRS MÉTRO: SELF-TEST 3

If you wish to see the sights of Paris, you can't ride on line 1 forever! For example, if you want to visit the Paris Opera House, the largest theatre in the world, you'll have to change lines. On the Paris *métro*, a station where you can change lines is called a *correspondence*. Not every station is a *correspondence*. Look at your map. Notice that some stations are marked with circles and identified with capital letters. Different colored lines travel through these stations. These are the *correspondences*. Find *Châtelet* station on Line 1. In addition to Line 1, how many lines travel through this station? (Did you say three? Correct!) What are the names of these other three lines? If you said *Porte d'Orléans/Porte de Clignancourt* (Line 4), *Porte de la Villette/Mairie d'Ivry* (Line 7), and *Mairie des Lilas/Châtelet* (Line 11), you'll be getting around on the *métro* in no time!

-
1. Find *Nation*, one of the end points on Line 6 (*Charles de Gaulle-Etoile/Nation*). What other lines pass through this station?

2. Find *Fin République* on Line 9 (*Mairie de Montreuil/Pont de Sèvres*). What other lines pass through this station?

3. Find *Montparnasse-Bienvenue* on Line 4 (*Porte d'Orléans/Porte de Clignancourt*). What other lines pass through this station?

Check your answers.

If you answered at least two questions correctly, go on to Part 4.
If you did not answer two questions correctly, re-read the information in this part and take the test again.



USING THE PAIRS MÉTRO: SELF-TEST 4

Imagine you are staying at a hotel across the street from *Vavin* on Line 4 (*Porte d'Orléans/Porte de Clignancourt*). Suppose you had to meet a friend at Saint-Lazare, which is located on Line 3. How would you get there from your hotel? There are several possible ways. Follow along on your map.

Find how to get from your starting point to each of these destinations. Each trip requires you to make at least one *correspondence*. Remember that, like your trip from *Vavin* to *Saint-Lazare*, there are often several possible ways to get to your destination.

1. Starting Point: Vavin (Line 4)
Destination: Place d'Italie (Line 6)

a) Direction: _____
b) Correspondence: _____
c) Direction: _____

– or –

d) Direction: _____
e) Correspondence: _____
f) Direction: _____

2. Starting Point: Abbesses (Line 12)
Destination: Bir-Hakeim (Line 6)

a) Direction: _____
b) Correspondence: _____
c) Direction: _____

– or –

d) Direction: _____
e) Correspondence: _____
f) Direction: _____

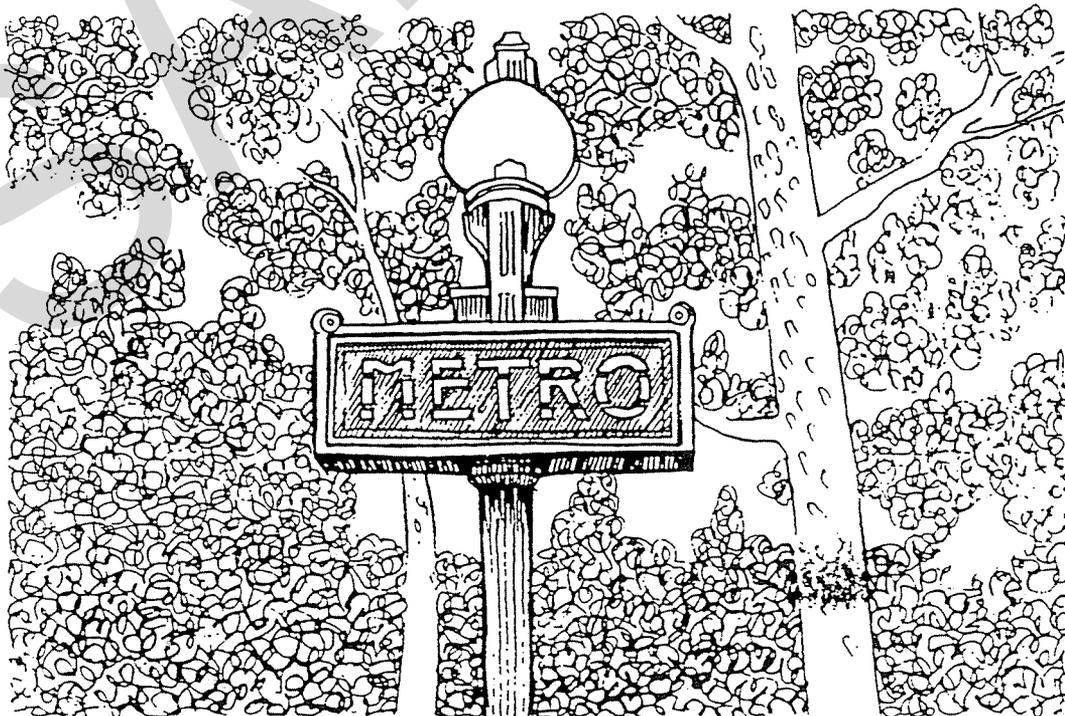
3. Starting Point: Tuileries (Line 1)
Destination: Père Lachaise (Line 3)

a) Direction: _____
b) Correspondence: _____
c) Direction: _____

4. Starting Point: Rue Montmartre (Line 8)
Destination: Saint-Germain-des-Prés (Line 4)

a) Direction: _____
b) Correspondence: _____
c) Direction: _____

Check your answers. If you answered at least three questions correctly, you're ready to get around Paris. If you did not answer three questions correctly, re-read the information in this part and take the test again.



ANSWER KEY: Using the Paris Métro

Self-Test 1

1. Mairie d'Ivry/Porte de la Villette
2. Porte d'Orléans
3. 13
4. Nation/Charles de Gaulle-Etoile
5. Non
6. Non

Self-Test 2

1. Porte de Clichy
2. Pont de Sèvres
3. Porte de Clignancourt
4. Nation

Self-Test 3

1. Mairie de Montreuil/Pont de Sèvres.....Line 9
Château de Vincennes/Pont de Neuilly..... Line 1
Nation/Porte DauphineLine 2
2. Mairie des Lilas/.....Line 11
Gallieni/Pont de Levallois-BéconLine 3
Place d'Italie/Eglise de Pantin..... Line 5
Créteil-Préfecture/Balard..... Line 8
3. Châtillon-Montrouge/Porte de Clichy.....Line 13
Mairie d'Issy/Porte de la Chapelle..... Line 12
Charles de Gaulle-Etoile/Nation.....Line 6

Self-Test 4

1. a) Porte d'Orléans
b) Denfert-Rochereau-
c) Nation
d) Porte d'Orléans
e) Raspail
f) Naiton
OR -
2. a) Mairie d'Issy
b) Concorde
c) Pont de Neuilly
d) Charles de Gaulle-Etoile
e) Nation
f) Mairie d'Issy
g) Pasteur
h) Charles de Gaulle-Etoile
- OR -
3. a) Château de Vincennes
b) Nation
c) Porte Dauphine
4. a) Créteil-Préfecture
b) Strasbourg-Saint-Denis
c) Porte d'Orléans

PARIS BY MÉTRO: EXCURSION 1



Now that you have learned how to use the métro, you can begin to visit some of the important and famous historical sights of Paris. you'll see how easy it is to travel around Paris by subway and how important this system of transportation is to the city. Starting from your hotel, you'll go over to the right bank, to visit the *Arc de Triomphe*.

Starting Point: Your hotel near Vavin (Line 4)

Destination 1: *Charles de Gaulle-Etoile* (Line 1)

Direction: _____

Correspondence: _____

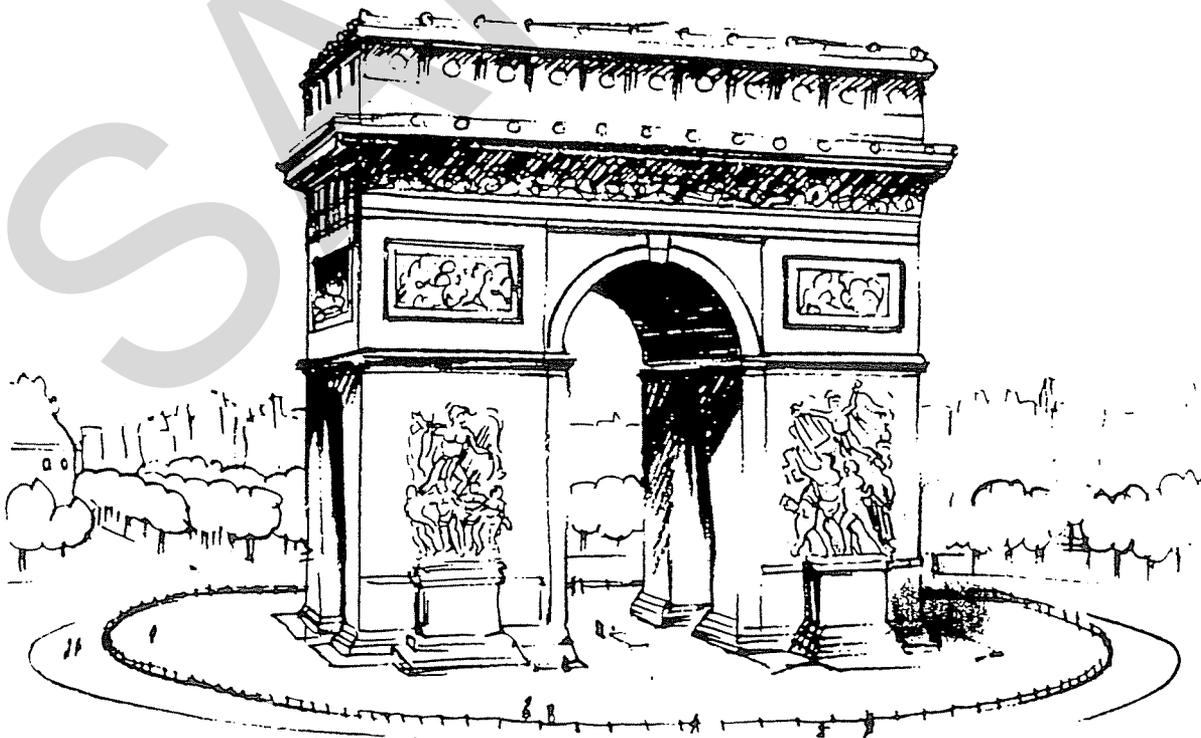
Direction: _____

When you come out of the station you will be at the famous *Arc de Triomphe de l'Etoile*. This monument, which is in the middle of *Place Charles de Gaulle* (formerly known as *Place de l'Etoile*) is truly colossal: 50 m high and 45 m wide. For the most part, the decorations are huge carvings celebrating the military history of France.

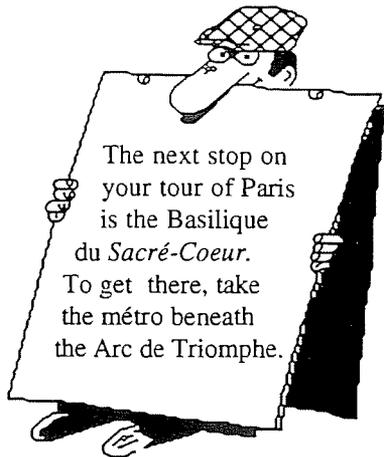
In 1806, Napoléon Bonaparte, the Emperor of France, decided to have a giant arch built to honour France's fighting men. Construction proceeded very slowly and was even abandoned for several years before the *Arc de Triomphe* was finished in 1836 by the architect Chalgrin.

On November 11, 1920, a soldier who had died during the First World War was buried beneath the *Arc de Triomphe*. Because no one knows this soldier's name, his tomb — the Tomb of the Unknown soldier — symbolizes all the war dead of France.

Twelve avenues radiate from the traffic circle at *Place Charles de Gaulle*, making it a very congested area. If you want to see the view from the highest platform of the *Arc de Triomphe*, do it safely and take the underground passageway that runs beneath the busy streets.



PARIS BY MÉTRO: EXCURSION 2



Starting Point: *Charles de Gaulle-Etoile (Line 2)*

Destination 2: *Lamarck-Caulaincourt (Line 12)*

Direction: _____

Correspondence: _____

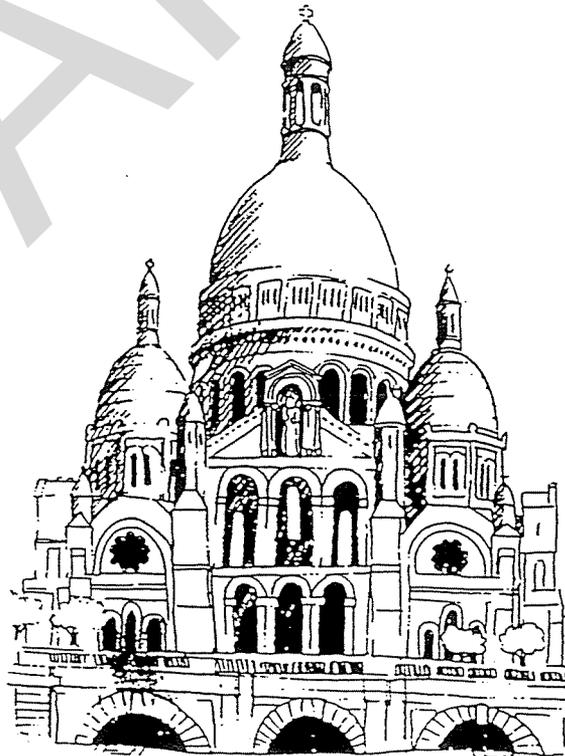
Direction: _____

The tall white outline of the Basilica of the Sacred Heart is as much a part of the Paris skyline as the Eiffel Tower. The effect of the sparkling white church located on the highest hill in Paris is very impressive, even if many Parisians do not find it particularly beautiful. From the steps in front of the church one has a magnificent view overlooking Paris.

The immense Basilica was begun in 1875 and was completed in 1914. It was designed by an architect named Paul Abadie. The dome is 80 m high, while the bell tower soars to 100 m. The interior is also very striking. The chapels, for example, are constructed from Italian marble and contain statues of solid silver.

Building the Basilica was an enormous task. It is located on the hill of Montmartre, which had been "honeycombed" by rock quarries. Concrete pillars had to be sunk through the caves to a depth of 38 m, almost to the base of the hill! The cost was very great, yet the Basilica was built by voluntary donations.

The section of Paris in which *Sacré-Coeur* is found is very interesting. Montmartre has winding, maze-like streets and staircases, little gardens, old hotels, and many open-air cafés. Many years ago, poets, writers and artists such as Dégas and Renoir found Montmartre an ideal place to share their ideas and to find inspiration for their work. Today, many tourists have come to appreciate the history and the view of this picturesque *quartier*.



PARIS BY MÉTRO: EXCURSION 3



Starting Point: *Lamarck-Caulaincourt* (Line 12)

Destination 3: *Louvre* (Line 1)

Direction: _____

Correspondence: _____

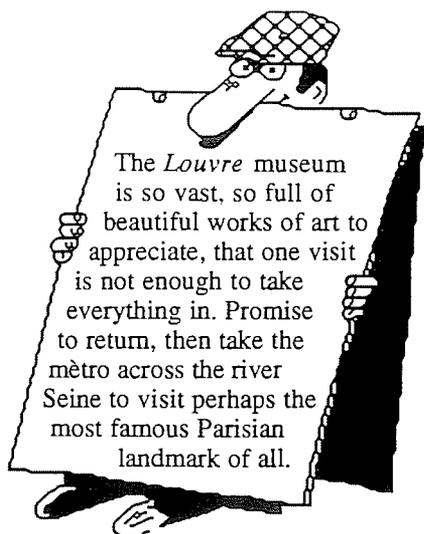
Direction: _____

The *Palais du Louvre* was originally constructed as a fortress on the banks of the Seine River. It was begun during the reign of King Phillippe Auguste in 1204. When it no longer had a military function, it became a palace for the kings and queens of France. All who lived at the *Louvre* changed the palace in some way, adding new stories or tearing down walls.

In 680, King Louis XIV moved the royal court to a new palace in Versailles and the *Louvre* was empty for a time. Squatters settled in the gardens and galleries, pitching tents and building stalls and shacks. The palace became so ruined that it was in danger of being pulled down. Luckily, it was saved and repaired.

In 1793 the *Louvre*, the world's largest palace, became one of the world's most magnificent museums. It now contains Greek, Egyptian and Assyrian artifacts, as well as many unique paintings, including Leonardo da Vinci's *Mona Lisa*. It would take you at least three hours to walk, without stopping, through all the galleries, which have an area of 174 km₂ !





PARIS BY MÉTRO: EXCURSION 4

Starting Point: *Louvre*(Line 1)

Destination 4: *Trocadero* (Line 6)

Direction: _____

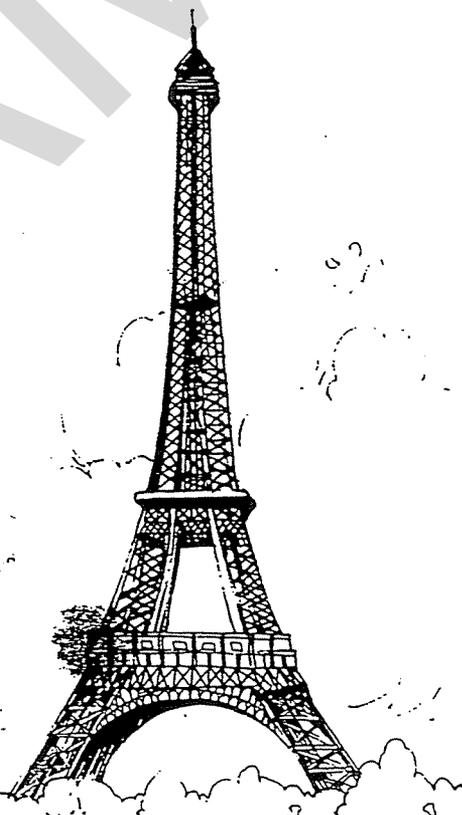
Correspondence: _____

Direction: _____

Walking along the *quais* (embankments) beside the River *seine* until you see the *tour Eiffel*. You will have no trouble recognizing it because it is Paris' best known monument. When it was built for a world exposition in 1889, the Eiffel Tower was the tallest construction in the world (352 m). Now, a radio antenna extends its height to 369 m.

The Tower is named for its creator, Gustave Eiffel, born in Dijon, France, in 1832. It is a masterpiece of construction, put together with over two and a half million rivets. Yet, Parisians did not react favorably to the Tower when it was completed. A large group of artists and writers circulated a petition to try to have it torn down! Today, however, no one questions the Eiffel Tower's beauty or usefulness, as it has taken its place against the Paris skyline and welcomes all who come to the capital city of France.

There are on the Tower three viewing platforms which may be reached by stairs or an elevator, and you may overlook Paris while dining in the restaurants on the first and second platforms. On a clear day a visitor to the third platform may see for almost 70 km!





For our next stop, we take the métro back across the River Seine to visit the Théâtre de l'Opéra, the Paris Opera House. Opera is like a play set to music; the actors and actresses sing the words of the play instead of speaking them.

PARIS BY MÉTRO: EXCURSION 5

Starting Point: *Bir-Hakeim* (Line 6)

Destination 5: *Opéra* (Line 8)

Direction: _____

Correspondence: _____

Direction: _____

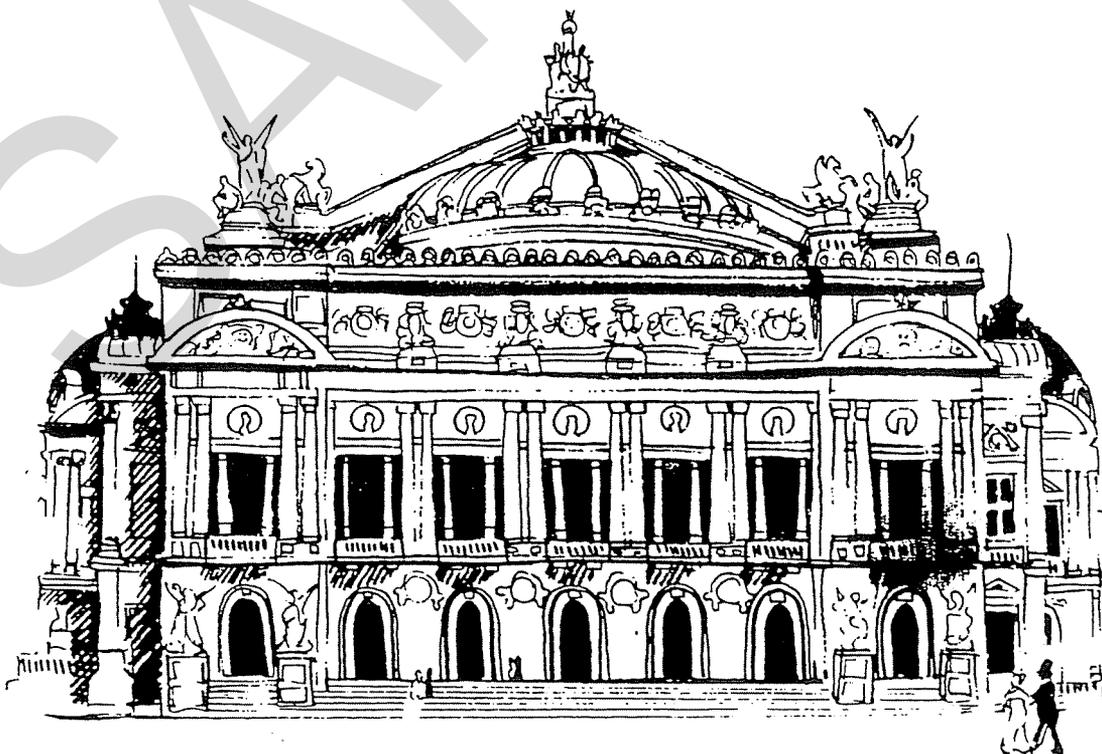
In 1860, an architect named Charles Garnier won a contest and was named the designer of the new Paris Opera House, constructed from 1862 to 1874. The grand opening of the Opera House took place in 1875. There had been a serious problem during the construction of the theatre: the site chosen had underground water. The building was finally set in a moat, heavily fortified with concrete.

Although its design is not strikingly original, the Paris Opera House is the world's largest theatre. The stage takes up so much space, however, that only 2160 people can be seated. The stage is 60 m high, 55 m wide, and 25 m deep.

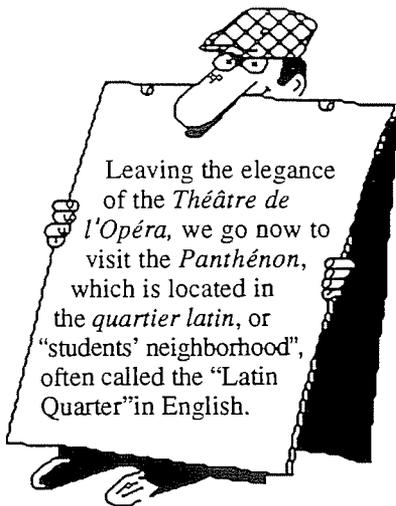
The interior of the theatre is luxurious. There are vast mirrors, huge chandeliers and red velvet carpeting. In 1964, the famous artist Marc Chagall repainted the ceiling with magnificent murals.

In the depths below the Opera House is one of the most curious museums in the world. Here the voices of all the great singers since recording was invented are carefully preserved.

Have you seen the 1925 horror film *Phantom of the Opera*? It was shot in the Paris Opera House!



PARIS BY MÉTRO: EXCURSION 6



Leaving the elegance of the *Théâtre de l'Opéra*, we go now to visit the *Panthéon*, which is located in the *quartier latin*, or "students' neighborhood", often called the "Latin Quarter" in English.

Starting Point: *Opéra* (Line 7)

Destination 3: *Cardinal Lemoine* (Line 10)

Direction: _____

Correspondence: _____

Direction: _____

From the *métro*, you approach the *Panthéon* from behind. Go around to the front to better appreciate one of Paris' most popular sights. The *Panthéon* was built by Louis XV, King of France, as a church to honour Saint Genevieve, the patron saint of Paris. Construction began in 1754 and was completed in 1780. The architect, Soufflot, designed the church in the ancient Greek style, with a dome which rises to 80 m.

In 1791, during the French Revolution, the church of *Sainte Geneviève* became the *Panthéon* – a public building containing the tombs of great French writers, generals and statesmen.

Louis Braille is one of the great men buried in the crypt beneath the building. A teacher who was blind himself, Braille invented the Braille system of printing and writing for the blind. Words are printed on paper in a code of small raised dots that a blind person can read by touch. Louis Braille was only twenty years old when he invented this system!





PARIS BY MÉTRO: EXCURSION 7

Starting Point: *Cardinal Lemoine* (Line 10)

Destination 6: *Madeleine* (Line 8)

Direction: _____

Correspondence: _____

Direction: _____

If you climb up the twenty-eight steps of *la Madeleine* and stand beside the large column in the middle, you can look down the *rue Royale* to the *Place de la Concorde*. This is a very chic area, with many luxury shops and famous restaurants.

Few churches have had such a stormy history as *la Madeleine*. Begun in 1764, it was torn down twice before being completed in 1842. Louis XV started it and Napoléon continued the work, hoping to create a kind of Hall of Fame for the French army. Napoléon's plan explains the Greek temple design of the building. Louis XVIII, however, had the building rededicated as a church. He also had the bodies of the victims of the French Revolution removed from its cemetery, to be buried at another church. These victims included the king of France, Louis XVI, and his queen, Marie Antoinette.

Today, *la Madeleine* is one of Paris's richest parishes and many fashionable weddings take place here.





PARIS BY MÉTRO: EXCURSION 8

Starting Point: *Madeleine* (Line 8)

Destination 8: *Concorde* (Line 8)

Direction: _____

Correspondence: _____

Direction: _____

When you arrive at the *Place de la Concorde* and look behind you down the *rue Royale*, you have another view of *la Madeleine*. On the right, beyond the *Jardin des Tuileries*, beautiful formal French gardens, you will see the Louvre museum.

In the 1760's, the aldermen of Paris organized a contest to find an architect for a square they wanted to build in honour of King Louis XV. A man named Gabriel won, and he designed this huge and elegant square covering 85 km²!

In 1793, during the French Revolution, King Louis XVI and his queen, Marie Antoinette, were guillotined in this square. They had passed through this very place in the course of their wedding procession!

After the Revolution, in the hope of a better future, the square was named *Place de la Concorde*, or Harmony Square. In the centre of the square stands the Obelisk of Luxor, transported all the way from Egypt. It was sent as a gift to King Charles X in 1829 by Mohammed Ali, the ruler of Egypt. made of 233 tonnes of granite, the Obelisk was very difficult to bring down the Nile and then to France. Covered in Egyptian hieroglyphics, this monument is over 3,000 years old and stands 23 m high.

Other features of the *Place de la Concorde* include statues, fountains and monuments representing the major cities of France. In the centre of the square, a traffic circle allows vehicles to enter and leave by the many streets which converge, including the *Champs-Élysées*, which leads to the *Arc de Triomphe*.





PARIS BY MÉTRO: EXCURSION 9

Starting Point: *Concorde* (Line 1)

Destination 9: *Saint-Michel* (Line 4)

Direction: _____

Correspondence: _____

Direction: _____

When you exit from the *métro*, cross the bridge over the river to stand in front of the majestic and harmonious *Cathédrale de Notre-Dame*.

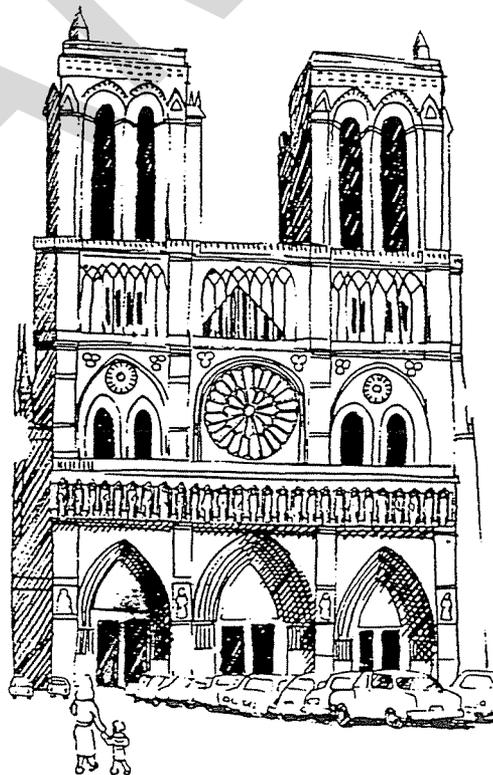
The first stone of this magnificent cathedral was laid by Pope Alexander III and by King Louis VII of France in 1163. Construction continued for two centuries!

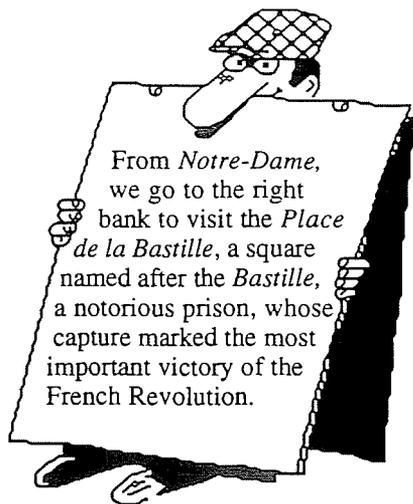
Above the three front doors and stretching the entire width of the cathedral are twenty-eight statues of the kings of Judea and Israel. During the French Revolution, the people of France revolted against the idea of having a king. Thinking that these statues were of the kings of France, the mob tore them down. Since that time, however, the statues have been restored and placed in their original positions.

The circle above the central door is called a rose window. This window of stained glass is over 10 m wide.

The two graceful towers are 69 m high. The south tower contains the great bell named "Emmanuel". This majestic bell is tolled only on the most solemn occasions.

Napoléon crowned himself Emperor of France at *Notre-Dame* in 1804.





From *Notre-Dame*, we go to the right bank to visit the *Place de la Bastille*, a square named after the *Bastille*, a notorious prison, whose capture marked the most important victory of the French Revolution.

PARIS BY MÉTRO: EXCURSION 10

Starting Point: *Saint-Michel* (Line 4)

Destination 10: *Bastille* (Line 1)

Direction: _____

Correspondence: _____

Direction: _____

The *Bastille* was built during the fourteenth century as the fortified residence of Charles V, King of France.

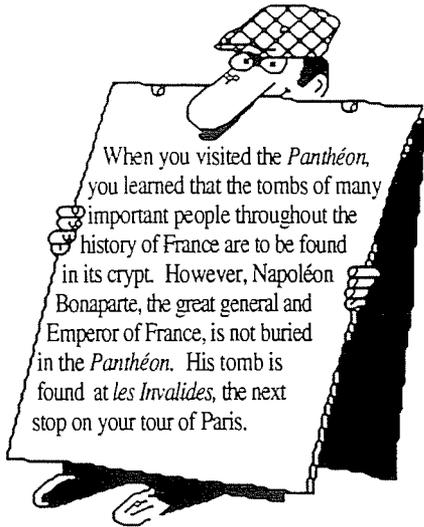
The importance of the *Bastille* to French history dates from the time it was a prison. Enemies of the king could be held in the prison without trial. In 1789, at the beginning of the French Revolution, the people of Paris stormed the *Bastille*. They freed its prisoners (there were only seven) and in four hours destroyed the building. The men defending the prison were easily defeated for a third of them were invalids. Today, every July 14, all France celebrates this event with a national holiday.

In the *Place de la Bastille*, the site of the *Bastille* itself is marked by paving stones. In the middle of the square stands the bronze July Column crowned by the winged figure of Liberty. This statue commemorates the Parisians killed in the revolution of July, 1830. The Column stands upon a round, white marble base originally designed as a base for a bronze fountain which Napoléon wished to have built — in the form of an elephant!

You may climb the 240 steps of the July Column for a splendid view of the city.



PARIS BY MÉTRO: EXCURSION 11



Starting Point: *Bastille* (Line 1)

Destination 11: *Invalides* (Line 8)

Direction: _____

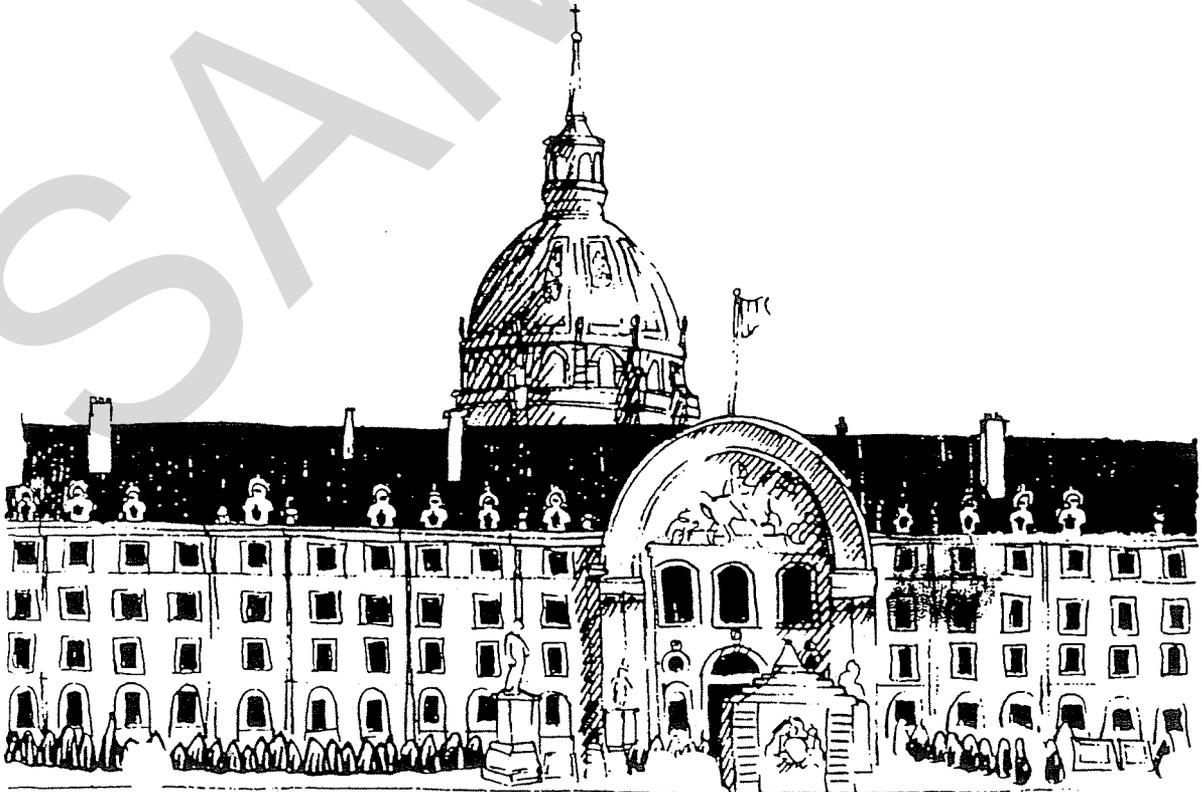
Correspondence: _____

Direction: _____

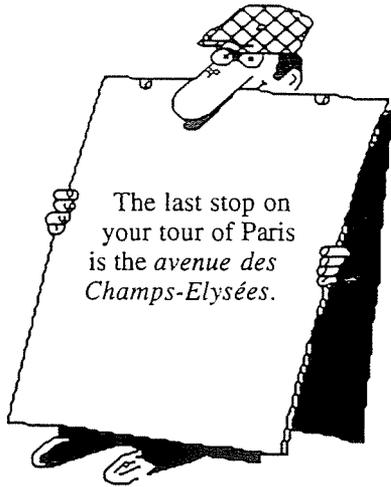
As you approach the front of *les Invalides*, you will notice its majestic style and harmonious lines. This building is one of the masterpieces of the French classical style of architecture. The dome of *les Invalides* is one of the world's largest. The figure on horseback over the main entrance is that of Louis XIV. There are other sculptures representing the European nations conquered by Louis XIV.

During the reign of Louis XIV, soldiers unable to serve in the army because of injuries often become beggars. Because of this situation, the king decided to have a residence built for wounded soldiers. *les Invalides* was completed in 1670. Today, the buildings house military offices and the Army Museum.

The major event in the history of *les Invalides* occurred on April 2, 1861 when the ashes of Napoléon were placed in a round, roofless crypt under the remodelled gold-leafed dome. Napoléon had asked to be buried on the banks of the River Seine "among the French people whom I have so loved". The Emperor's ashes are placed inside a series of coffins, each contained inside the other and the mosaic floor of the crypt bears the names of the great Napoleonic victories.



PARIS BY MÉTRO: EXCURSION 12



Starting Point: *Invalides* (Line 13)

Destination 12: *Champs-Élysées-Clemenceau* (Line 13)

Direction: _____

Correspondence: _____

Direction: _____

And here is *l'avenue des Champs-Élysées*, the street often called the most beautiful in the world. Stretching over two kilometres, from the *Arc de Triomphe* to the *Place de la Concorde*, it is lined with fine restaurants, cinemas and luxury shops. Every day of the week, year in and year out, even until far into the night, the area is crowded with Parisians and tourists alike.

The gardens of the *Élysée Palace* border the *Champs-Élysées* on one side. Once the residence of royalty, this palace is now the home of the president of France. It was constructed in 1718. Napoléon gave it to his sister Caroline who lived here with her husband, the governor of Paris. Tsar Alexander I of Russia and Britain's Duke of Wellington have also lived here.

One curious sight you may meet as you stroll along the *Champs-Élysées* is the outdoor Stamp Market. Thousands of stamp collectors from all over the world gather under the chestnut trees to trade and talk.

Now choose a café, sit down, and think about all the places in Paris you've seen and how really easy it is to travel in Paris by means of the métro!



Paris by Métro

- Objectives:**
- to acquaint students with historic Parisian landmarks
 - to verify their knowledge of the Paris subway system

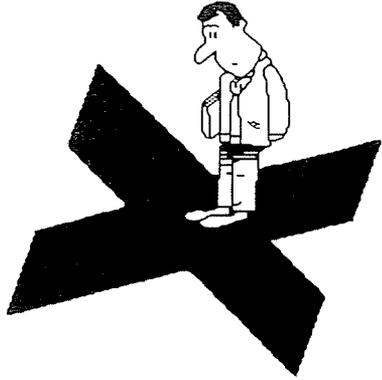
- Materials:**
- one subway map
 - one set of **Paris by Métro** excursion sheets (pp. 17 to 14) per student

Distribute the maps and excursion sheets. Students may read each historical description silently or take turns reading aloud. An alternative is to use the overhead projector, introducing and discussing the landmarks before students answer each self-test.

Answer Key: Paris by Métro

Note: Each destination serves as the starting point for the next trip. Alternate routes are possible for each destination.

- Starting Point:** A hotel near Vavin Line 4
- Destination 1:** Charles de Gaulle-Etoile.....Line 1
Direction: Porte de Clignancourt
Correspondence: Montparnasse-Bienvenue
Direction: Charles de Gaulle-Etoile
- Destination 2:** Lamarck-Caulaincourt.....Line 12
Direction: Nation
Correspondence: Pigalle
Direction: Porte de la Chapelle
- Destination 3:** Louvre.....Line 1
Direction: Mairie d'Issy
Correspondence: Charles de Gaulle-Etoile
Direction: Nation
- Destination 5:** Opera.....Line 8
Direction: Nation
Correspondence: La Motte-Picquet
Direction: Creteil-Préfecture
- Destination 6:** Cardinal Lemoine.....Line 10
Direction: Mairie d'Ivry
Correspondence: Jussieu
Direction: Porte d'Auteil
- Destination 7:** Madeleine.....Line 8
Direction: Porte d'Auteil
Correspondence: Sèvres-Babylone
Direction: Porte de la Chapelle
- Destination 8:** Concorde.....Line 8
Direction: Balard
- Destination 9:** Saint-Michel.....Line 8
Direction: Châtequ de Vincennes
Correspondence: Châtelet
Direction: Porte d'Orléans
- Destination 10:** Bastille.....Line 8
Direction: Porte de Clignancourt
Correspondence: Châtelet
Direction: Château de Vincennes
- Destination 11:** Invalides.....Line 8
Direction: Pont de Neuilly
Correspondence: Concorde
Direction: Balard
- Destination 12:** Champs-Élysées-Clemenceau.....Line 13
Direction: Porte de Clichy



You are There!

1. On the Metro, you are daydreaming and you “come back to earth” as the doors close and you see your group on the platform. The train leaves the station with you on it. What do you do?
2. You are put in charge of your group for the day by the teacher. Your group will not cooperate with you. What do you do?
3. Somehow, your suitcase gets left behind in the school parking lot. You arrive in Paris for three days with no suitcase. What do you do?
4. Your group has decided to go to the top of the Eiffel Tower. You have a real fear of heights, but you are afraid to tell anyone. What do you do?
5. You and two others become “lost” from your group. One of your friend falls and can not get up. you think his/her leg is broken. What do you do?
6. One meal is of your choice – any restaurant – and you are given money by the teacher. It comes to 30 francs. You have one hour to eat. What do you do?
7. On the first day while sightseeing, someone steals your wallet which was in your jacket pocket. What do you do?
8. You want to buy souvenirs for your family. You have 100 French francs. What do you do?
9. At Versailles Palace two of your friends are goofing around during the tour. You feel sorry for the tour guide. What do you do?
10. At the hostel at dinner, one of the teachers sits at your table. While the teacher is talking, you notice that something is moving in the teacher’s salad. What do you do?
11. You are in a souvenir shop. The saleslady speaks French only. You are looking for the perfect gift for your mother. The saleslady offers to help you. What do you do?
12. On Thursday morning, you wake up and feel sick, too sick to go on the day’s tour. What do you do?
13. Your group leader has taken an instant dislike to you because of your behaviour on the first day of the trip. What do you do?
14. You do not get into the same group as your friends for the trip. What do you do?

BIENVENUE À PARIS

WILLKOMMEN IN PARIS

Paris Itinerary Planning Sheet

Name	Group Leader
Group Members:	
_____	_____
_____	_____
_____	_____
_____	_____

Thursday April 6, 1995

18h 00: Depart Calgary International Airport

Friday April 7, 1995

11h 00: Arrive: Frankfurt am Main Flughafen - Deutschland

12h 40: Fliegen nach Paris

13h 50: Bienvenue à Paris
RER to chatelet - Les Halles
Métro to Voltaire

16h 30: Marcher 3 rues à l'auberge de Jeunesse: Bastille

Address: Residence AJF - Bastille
151 avenue Ledru - Rollin
Paris

Téléphone: 43.79.53.86

18h 00: Métro Rallaye:

Dinner

Activity #1 _____

23h 00: Se rendre à l'auberge de jeunesse!

23h 30: Tout le monde au lit!

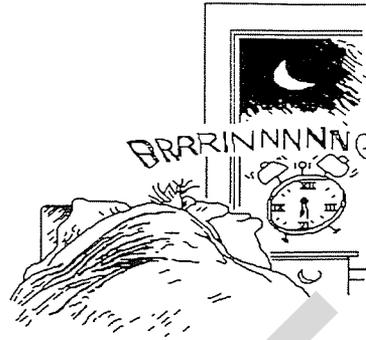
Saturday, April 9th, 1995

6h 30: Wake up!
*No one is to be in the showers
before this time!*

7h 00: Frühstück/Petit déjeuner

8h 00: Depart/Abfahrt

8h 00 - 11h 00: Activity #1



Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

11h 00 - 13h 00: Activity #2

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

13h 00 - 14h 00: Lunch: no "grease bombs" You are in FRANCE to experience French food.
McDonald's, Pizza Hut, Burger King are places where you can eat at home.

14h 00 - 16h 30: Activity #3

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

"Remember things are different in Europe than Canada"

16h 30 - 19h 30: Activity #4

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

19h 30 - 21h 00 Supper: Why not try Morroccan Food (ie: cous cous)?

21h 00 - 23h 00 Activity #5

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

'The purpose of travel is to regulate reality: Instead of imagining how things may be, you see them as they are'. - Samuel Johnson

23h 00: Return to hostel (*enter quietly as it is post lights out ime*)

24h 00: Lights out!

Sunday, April 10th, 1995

6h 30: Wake-up

7h 00: Breakfast

7h 45: Depart Hostel

8h 30: Train to Versailles

10h 30: Visit to Versailles

13h 30: Lunch in Versailles (or Paris)

14h 30: Return to Paris

15h 30: Activity #6

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

19h 30: Supper: remember it costs more to eat on the "Terrasse" of the restaurant rather than in the restaurant. Why not try eating in the Quartier Latin

21h 30: Activity #7

Site _____

Métro _____ Line _____ Direction _____ Correspondance _____

Hours of Operation _____ Line _____ Direction _____ Correspondance _____

Cost \$ _____

What do you expect to see there? _____

23h 00: Return to hostel: Pack bags for early departure

23h 30: Lights out!

Monday April 10, 1995

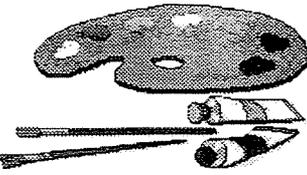
5h 00: Wake up!

6h 00: Depart Hostel

7h 00: Depart Gare de l'Est

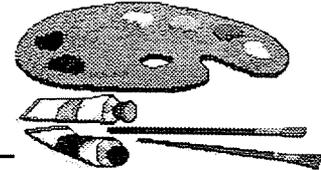
11h 35: Arrive Mulhouse/Baden Baden

12h 00: Host Families



ART CRITICISM

A Way to Talk about Art



STEP 1: THE FACTS – Describe what you see in the painting

1. LINES

What kinds of lines do you see?

- sharp fuzzy
- thick thin
- jagged curved
- heavy graceful
- choppy smooth
- vertical horizontal
- diagonal straight

2. SHAPES

What kinds of shapes do you see?

- circles squares
- rectangles triangles
- curved angular
- soft-edged hard-edged

3. TEXTURES

What kinds of textures do you see?

- rough soft
- smooth hard
- shiny

4. COLOURS

What kinds of colors do you see?

- bright dark
- soft strong

4. COLOURS cont...

Warm Colors Cool Colors

- reds blues
- oranges greens
- yellows

OPPOSITE COLORS

- blues and oranges
- reds and greens
- yellows and purples

NEUTRAL COLORS

- browns grays
- whites

5. OBJECTS

What kinds of objects do you see?

- young people trees
- old people sky
- buildings rocks
- boats water
- animals food
- musical instrument
- there are no objects

STEP 2: THE DESIGN – Look at the way the facts are put together (designed)

6. BALANCE

What kinds of balance is used?

- asymmetrical (each side of the painting is different)
- symmetrical (each side of the painting is similar)
- a bit asymmetrical (each side of the painting is a little different)

7. LIGHT AREAS

Squint your eyes and look at the painting. Where do you see the most light areas?

- right side left side
- bottom top
- middle

8. FOCAL POINT

What is the first thing that you see when you look at the painting?

9. ILLUSION OF SPACE

What kind of space is used?

- deep space (painting looks like you can see for miles)
- shallow space (you cannot see very far)
- flat space (things do not seem very 3-dimensional)

STEP 2: cont...

10. DARK AREAS

Squint your eyes and look at the painting. Where do you see the most dark areas?

- right side left side bottom
- top middle

11. RHYTHM CREATED BY REPETITION

What do you see repeated in the painting?

- lines - Draw the kind you see repeated the most
- shapes - Draw the kind you see repeated the most
- colors - What colors are repeated the most?

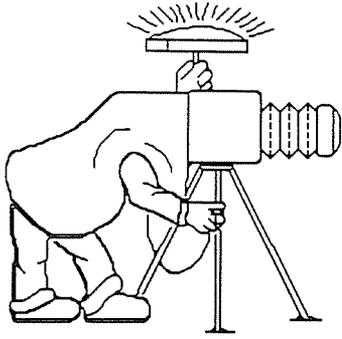
STEP 3: MEANING – What is the purpose or meaning of the art work?

Now, go back and reread how you described the facts (Step 1) and how those facts are put together (Step 2). These are the clues to the meaning and purpose of the painting. They will help you answer the following questions.

12. The artist seems to be primarily concerned with imitating nature. Yes No
13. The artist seems to be mostly interested in expressing a feeling or an emotion. Yes No
14. The prime concern of this artist seems to be with lines, shapes, colors, and textures and with design or composition. Yes No
15. Does the name of the painting tell you about its meaning or purpose?
16. Which of the following words best describe what you think is the meaning of this art work (you may use as many words as you need and add some of your own):
- strength fear loneliness
 - mystery beauty hope
 - peace war love
 - hate sadness happiness
 - madness anger death
 - old age excitement adventure
 - fun courage horror
 - interest in lines interest in shapes
 - interest in color enjoyment of work
 - simplicity of design complexity of design

STEP 4: JUDGMENT – Judge the painting

17. This painting is an excellent good bad example of...
- imitationism (imitating nature)
 - emotionalism (showing a feeling or emotion)
 - formalism (making the view aware of lines, shapes, colors or design)
18. I like don't like this art work because...
- _____



PHOTOGRAPHY IN PARIS

Each group will be issued with a disposable camera. Your group is responsible for taking pictures from the following list. Each group member is responsible for photographs.

1. Take a photo of your group at the entrance of the first subway station in Paris. Make an original pose. Do not stand more than five metres from your group.
2. Take a photo of your group getting on the subway and or off of the subway. Don't get left behind on the platform.
3. Take a photo of your group buying a snack from a street vendor.
4. Take a group photo at the Arc de Triomphe.
5. Prenez une photo de votre groupe à la Tour Eiffel.
6. Take a photo of your group at Sacre Coeur.
7. Take a photo of someone holding a baguette.
8. Take a photo of your group posing like a statue with the original statue in the photo.
9. Take a picture of a French "Poster Pole".
10. Take your group's photo outside of "Virgin Records" (largest record store in the world) on the Champs Elysée.
11. Take a photo of your group drinking Café au lait at the hostel for breakfast.
12. Take a group photo in the front of the sign that says "PARIS".
13. In Paris, take a photo of your group with Notre Dame in the background. (Bonus points for the best Quasemodo expression)
14. Take a photo of a horse drawn carriage or luggage cart.
15. Run ahead of your group about 20 meters and take a picture of the group down a Parisian street.
16. Prenez une photo de l'opéra. Your group should be performing an opera in the photo!
17. Prenez une photo d'une des Pyramides.
18. Take a photo of your group sitting on a park bench.
19. Take a photo of your group leader group leading.
20. Take a photo with a definite foreground, middle ground and background.
21. Find a scene with texture, like a wood pile, iron bars or grate. Get close and snap.
22. All green with a touch of red.
23. Entrances: choose an entry way with character, with personality or with warmth.



PARIS MONUMENTS

A WALKING TOUR

1. Begin at the Arc de Triomphe

L'ARC DE TRIOMPHE

In 1806, Napoleon Bonaparte ordered a grand arch to be built as a memorial to the victories of the grand army. It was to be built at the place of the star which had 5 streets leading from it.

It is a massive arch which stands at the centre of a huge open space. The sculptures on it show Napoleon's victories.

It was completed in 1836 and in 1840, the body of Napoleon passed under it when it was returned to Paris.

In 1920, an unknown soldier from World War I was buried under the arch. A memorial flame is lit each evening at 6:30.

How many streets lead out from the arch today? _____

What is the full name of the square? _____

2. From the L'Arc de Triomphe, go southeast along the Avenue Des Champs Elysees. This is one of the most famous shopping streets in Paris (and one of the most expensive. The cost of a Big Mac alone in the McDonald's on this street is almost 10 Canadian dollars!!!)

Follow the Champs Elysees to another big square. This one has a very tall, straight statue in the centre.

Name this monument. _____

Name the square that it is in _____

PLACE DE LA CONCORDE

In 1755, the people of Paris had a statue made of King Louis XV on horseback. They needed somewhere nice to display it. They had a contest to design a beautiful square around it. This octagonal park was finished in 1775.

In 1793 a guillotine was erected near where the great statue now stands. A total of 1343 people were beheaded in this square.

In the centre of the square today stands the Obelisque. It is 3300 years old and was made in Luxor, Egypt. It was given to France in 1829 by the ruler of Egypt.

The Obelisque is 23 m tall, and weighs 220 tons. It took over 4 years to transport and erect this ancient monument.

Today the square is surrounded by traffic. It no longer is a garden.

How many sides would the square "Place de la Concorde" have? _____

Name the garden that is to the east of this square. _____

3. Continue walking southeast through this garden and you will find yourself at a world famous museum. Go in and say hello to Mona Lisa.

The name of the museum is _____

This building was originally a fortress. It was built in the 1200's. The building was originally a fortress. It was built in the 1200's. The building has been expanded and expanded, and it is now a museum housing thousands of paintings and sculptures. The last official inventory was done in 1933. At that time there were 173 000 pieces of art. There are probably over 250 000 today.

A lot of tourists are afraid of the Louvre. Why might that be?

Look at the map again. Just outside the Louvre is another Arc de Triomphe. This one is called "Du Caroussel". There are 4 horses that stand on top of this arc (they are statues). But that is how you can tell the difference between the 2 Arc de Triomphe.

One last monument just outside the Louvre looks like it, too, could have come from Egypt. What is this monument, and bonus marks if you can tell from what material it is made.

4. Leave the Louvre by the back door and walk north up Rue de Louvre. Turn east on Rue Berger. Cross the big street called Boul. de Sebastopol, and you are now at one of the most bizarre looking buildings in Paris. It is called the Centre National D'Art et de Culture. It is named after a former President of France. His name finishes the name of the building on the map.

What was his name? _____

(His first name was George)

You may want to include a visit to this building on your itinerary. Outside are lots of street entertainers, and inside is an escalator that takes you up to the top of the building (about 5 floors) and you can look out over Paris. The escalator ride is free, but if you watch the street performers long enough, they will come around and ask for money.

5. Leave the Pompidou Centre and walk south past the Hotel De Ville.

What do we call a Hotel De Ville in English? _____

(Hint: the German building is called the Rathaus)

Cross the river and you are now on an island. Name the island (be careful as there are 2 islands. You should be on the biggest one)

On this island is one of the most famous cathedrals in the world.

What is the name of this huge church? _____

This cathedral was begun in 1163 and completed in 1345. It is a Gothic cathedral so it has arched windows and the walls are supported by flying buttresses. The front (facade) of the cathedral has twin towers (look at the poster in the classroom). The towers are 69 m high. You may wish to climb the towers when you are up there. There is an entry fee, but it is the only way to get a close up look at a gargyle, and maybe even Quasimodo.

6. After all this walking, you are ready to give your feet a rest. Go down to the river.
What is the name of the river? _____

Catch one of the Bateau Mouche and sail to the Eiffel Tower.

In which direction are you sailing? _____

The Eiffel Tower was built for a great exhibition in 1889. The tower is painted about every 7 years and 35-40 tonnes of paint are used. The tower was built by a man named Gustave Eiffel. It is 300 m high. There are 3 levels that you can take the elevators to, each of which costs money. Or you can walk.

7. From the top of the Eiffel Tower, one of the closest monuments that you can see is the Hotel des Invalides. It was built by the Sun King, Louis XIV in 1670 as a home for old soldiers. There was space for 7000 needy men. Today there are still a few injured veterans living there, but mostly there are military offices, a hospital and a museum. In the Dome church, a famous man is buried. His body is encased in 6 coffins in the centre of the building beneath the dome. This man is the same man that had the Arc de Triomphe built.

Name him _____

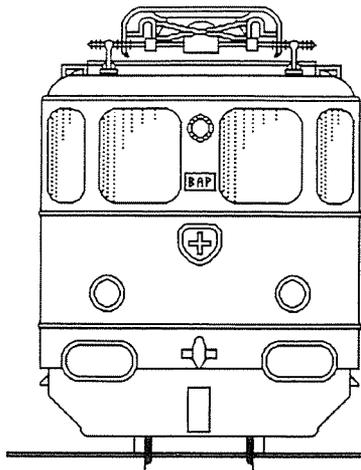
8. Thus ends your very quick tour of the monuments of Paris. Your second to last task is to identify any other monument or building in Paris, tell where it is, and a little something about it.

Monument: _____

Location: _____

A little something about it: _____

9. Your last task is to identify the picture of Paris' monuments. Be careful. Some of them were not on this walking tour.



METRO RALLY

Start and Finish the Rally at our Hostel

Name: Residence AJF Bastille
Address: 151 avenue Ledru-Rollin
 75011 Paris
Phone: 43 . 79 - 53 . 86

Nearest Metro Station: Voltaire

1. Before you go down to your first "bouche de Métro", plot a course (the shortest and most direct that will take you to Charles de Gaulle-Etoile.

<i>Line Number</i>	<i>Direction</i>	<i>Disembark at</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Get off at Charles de Gaulle-Etoile. Go above ground. Name the famous landmark here.

3. Go underground again and board the Line 1 Direction Chateau de Vincennes to Concorde.

How many stops are there in between Charles de Gaulle Etoile and Concorde? _____

Get off at Concorde. Go above ground. Head for the big square at "Place de la Concorde".

Name the monument that stands in the middle of "Place de la Concorde".

Enter "Le Jardin de Tuileries". Walk through the garden to the big pool and fountain. Take a 3 minute rest and name the 3 monuments you can see.

1. _____
2. _____
3. _____

Walk toward the "Louvre". Stop at the "Arc de Triomphe du Carrousel". Stand behind this monument with your back to the "Louvre". Name 2 great landmarks you can see "through" the "Arc de Triomphe du Carrousel".

1. _____
2. _____

Go back to "Rue de Rivoli" and go to either the Louvre or Palais – Royal Musée du Louvre "bouche de Métro".

Board the train to your destination, Nation.

4. The train you are now on is not the same as the first train. What is different? List at least 5 differences.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Disembark at Nation.

Once again your train departs. Name the first station you come to.

List 5 things that people (not from Red Deer) on your car are doing aside from sitting, standing, breathing, talking, blinking, living, thinking ...

1. _____
2. _____
3. _____
4. _____
5. _____

6. Disembark at Nation.

Follow signs for Line 9 Direction Pont de Sèvres.

You will board the train and disembark at Voltaire.

How many stops are there between Nation and Voltaire? _____

Estimate how long it will take the train to go that distance (in minutes). _____

Take a few minutes to answer a few questions about the stations on Line 2 between Nation and Porte Clichy and Line 9 Nation and Pont de Sevres.

- has the same name as an Italian City _____
- is named after the author of The Hunchback of Notre Dame _____
- means “white” _____
- is named after another famous French author _____
- that is named after an opera _____
- where you might find a small church _____
- that has a Russian name _____
- has a German name _____
- named after an American president _____
- What are the stations called on either side of Trocadero? _____

7. Don't forget to get off at Voltaire. Then take a walk to our hostel.

You should be able to find your way home from here. As you take your last Rally Ride, think back to some of the bizarre things that happened or that you saw during this rally (something that you would not expect to happen or see around in Canada).

Describe a few of these things.

8. If you are standing in front of our hostel then you are to be congratulated for successfully completing the Paris Metro Rally.

Welcome to your first night in Paris.

Have a great time.

Smile at someone; they'll want to know what you've been doing.

RECOGNIZING FRENCH MONEY

BILLS: Answer the following questions concerning the two bills you have purchased.

1. How do you know these bills are from France?

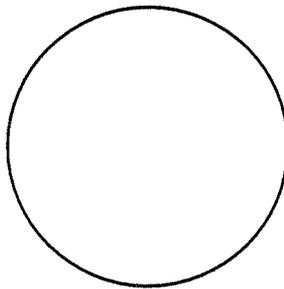
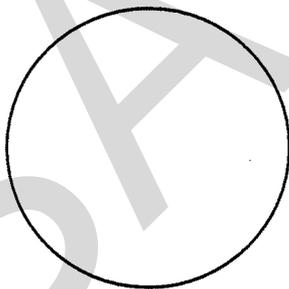
2. List three major differences between the 20 FF and 50 FF bills.

COINS: Answer the following questions concerning the coins that are posted.

1. How do you know these coins are from France?

2. What is the difference between the brown and silver coins?

3. Neatly draw the two sides of the 5 FF coin in the circles below.



4. What is the meaning of the three words around the circumference of the silver coins? (the side with the year)

5. How many centimes equals one franc? _____

6. If a small drink costs 3,60 FF (3 francs and 60 centimes), what is the **minimum** number of coins it would take to pay this? _____

PROBLEMS INVOLVING MONEY

Solve each of the following problems using good mathematical format.

Show your work.

#1 At last! M. Porkka gives you permission to eat at McDonald's on the last day. you order a Big Mac, 26,50 FF, large french fries, 11,30 FF, a milkshake, 12,55 FF, and a hot apple pie, 9,65 FF.

a) What is your total bill?

b) Estimate the cost in DM and in SCDN.

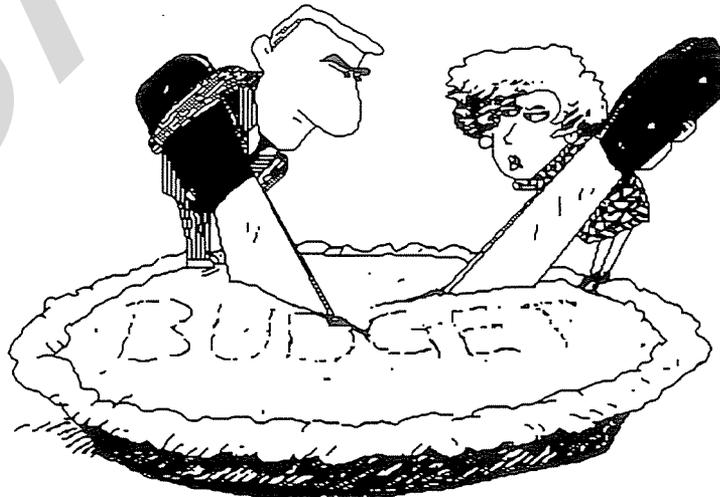
#2 It's the last day before going home. The bus will arrive in 15 minutes. Then you spot a CD that you have been looking for for 5 months. It's awesome! It's by the famous group Porkka, Hébert and the Raiders. The cost of the CD is 61,45 FF, but you only have 34,60 FF. Nobody will lend you any money, because you have been a nerd all trip. Then you find a 10 DM bill in your pocket. The R.I.P. Off money exchange is next door. Their rates show 40 DM will give you 100 FF. Will you have enough to buy the CD? If so, how much will you have left? If not, how much are you missing?

BUDGETING

You need to organize and budget carefully for this trip. Remember it is very difficult to wire money to Europe and you will not be able to use your parents' credit cards as only the signator is allowed to use the card.

I plan to bring _____ dollars.

	Possible	Actual
Lunch 3 x \$10 (Paris)	\$30.00	\$ _____
Film: 3 rolls	\$25.00	\$ _____
Developing	\$45.00	\$ _____
Snacks	\$50.00	\$ _____
Souvenirs: personal	\$200.00	\$ _____
Postcards/Stamps	\$20.00	\$ _____
Souvenirs: friends/family	\$100.00	\$ _____
Miscellaneous	—	\$ _____
Others	—	\$ _____
TOTAL	—	\$ _____



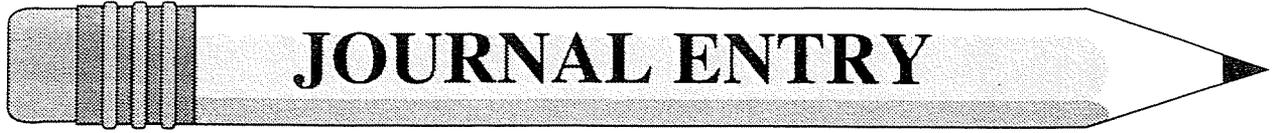


Lined writing area for journal entry.

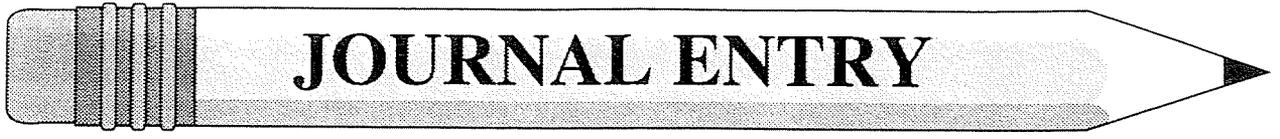
SAMPLE



Journal entry writing area consisting of 25 horizontal lines. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the page.

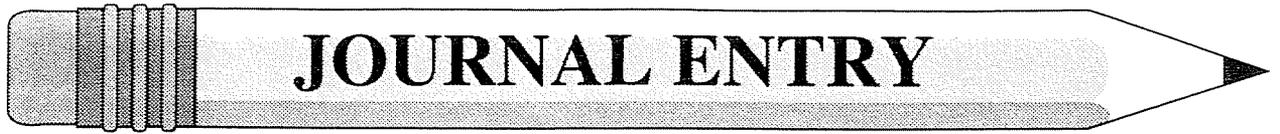


Journal entry writing area consisting of 25 horizontal lines. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the page.



Lined writing area consisting of 25 horizontal lines for journal entry.

SAMPLE



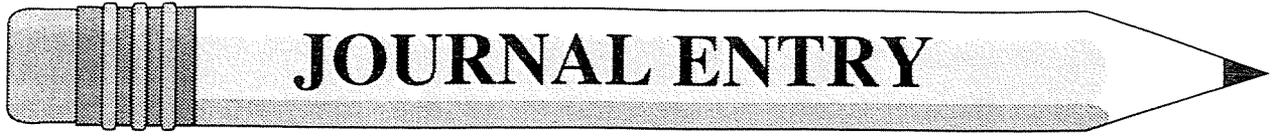
Journal entry writing area with horizontal lines.

SAMPLE

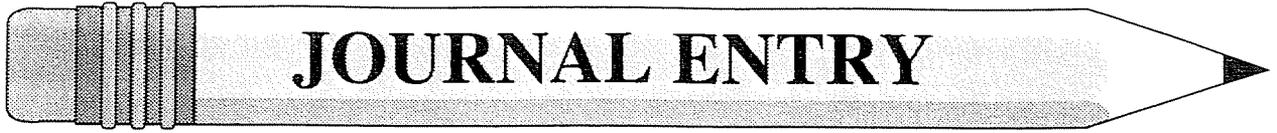


Lined writing area consisting of 25 horizontal lines for journal entry.

SAMPLE

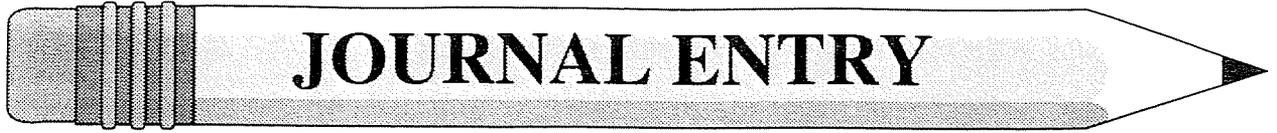


A series of horizontal lines for writing, spanning the width of the page. A large, light gray watermark reading "SAMPLE" is diagonally overlaid across the center of the page.



Lined writing area for journal entry.

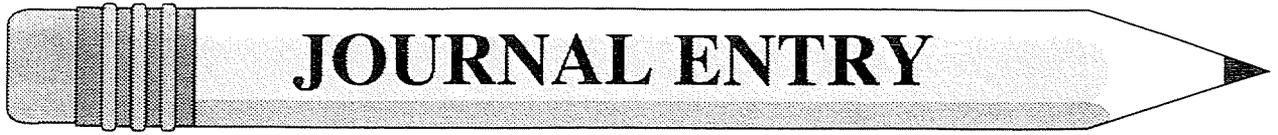
SAMPLE



JOURNAL ENTRY

Lined writing area for journal entry.

SAMPLE



Lined writing area for journal entry.

SAMPLE



Lined writing area consisting of 25 horizontal lines for journal entry.

SAMPLE

SAMPLE

The following sample letter can be amended to meet your specific situation and requirements.

To Whom It May Concern

I (We), _____ (full name(s) of custodial and/or non-custodial parent(s)/legal guardian(s)), am (are) the _____ (lawful custodial parent and/or non-custodial parent(s) or legal guardian(s)) of

Child's full name: _____
Date of birth (DD/MM/YY): _____
Place of birth: _____
Canadian passport number: _____
Date of issuance of Canadian passport (DD/MM/YY): _____
Place of issuance of Canadian passport: _____

_____ (child's full name), has my (our) consent to travel with

Full name of accompanying person: _____
Canadian or foreign passport number: _____
Date of issuance of passport (DD/MM/YY): _____
Place of issuance of passport: _____

to visit _____ (name of foreign country) during the period of _____ (dates of travel: departure and return). During that period, _____ (child's full name) will be residing with _____ (name of person where child will be residing in foreign country) at the following address:

Number/street address and apartment number: _____
City, province/state, country: _____
Telephone and fax numbers (work and residence): _____

Any questions regarding this consent letter can be directed to the undersigned at:

Number/street address and apartment number: _____
City, province/state, country: _____
Telephone and fax numbers (work and residence): _____

Signature(s): _____ Date: _____
(Full name(s) and signature(s) of custodial parent, and/or non-custodial parent(s) or legal guardian(s))

Signed before me, _____ (name of witness), this _____ (date) at _____ (name of location).

Signature: _____ (name of witness)



TRAVELLER'S CHECKLIST

Help ensure a safe and problem-free trip by taking these steps *before* leaving Canada:

- Pack a copy of ***Bon Voyage, But...*** and a copy of the **Country Travel Report** for your destination (see www.voyage.gc.ca).
- Carry a passport that is valid well beyond the date of your anticipated return to Canada; keep a copy of the identification page separate from the original.
- Leave copies of your passport identification page, itinerary and insurance policy with friends or family.
- Obtain any required visas well in advance.
- Arrange for health and travel insurance.
- Plan your itinerary and budget.
- Anticipate financial needs: local currency, traveller's cheques, departure taxes.
- Take care of health needs: vaccinations, prescriptions, medical certificates, supplies, extra eyeglasses.
- Check whether dual citizenship is an issue for you.
- If travelling with children, carry documentation proving your right to accompany them (consent letter, court order).
- Register online with a Canadian government office abroad.
- Obtain an International Driving Permit, if required.
- Prepare for your flight by carefully attending to luggage, documentation and airport security.
- While abroad, keep receipts for purchases and make special arrangements for food, plants and animals brought back to Canada.

E-mail: voyage@international.gc.ca

Tel.: **1-800-267-6788** or
613-944-6788

