

TEACHING FILIPINO IMMIGRANT STUDENTS

RESOURCES FOR SUCCESS



.....
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Canadian 
Multicultural Education
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The Alberta
Teachers' Association

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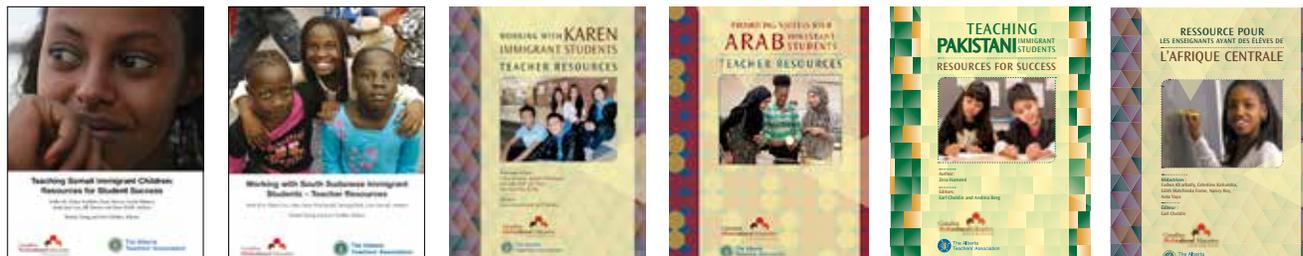
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Other resources in this series include:

- Promoting Success with Arab Immigrant Students
- Teaching Pakistani Immigrant Students
- Teaching Somali Immigrant Students
- Working with Karen Immigrant Students
- Working with South Sudanese Immigrant Students
- Ressource pour les enseignants ayant des élèves de l'Afrique centrale



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This document was developed by Alberta teachers and Filipino community members to assist classroom teachers and school administrators throughout Alberta to better understand the culture and needs of Filipino immigrant students in their schools.

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Introduction



Filipino families have been immigrating to Canada since the 1930s. They have moved away from family, friends and neighbours as they search for new economic opportunities, connect and reconnect with family living in Canada, or seek new life adventures. Children of these families need support as they transition into our Alberta schools. This booklet is intended to assist teachers in developing an awareness of the Filipino culture and community, and learning actions they may take to help Filipino children succeed in the classroom.



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Santo Domingo Church, Manila, Philippines



Background Information About the Philippines

A Brief History

The Philippines was first populated about 70,000 years ago with people emigrating from Sumatra and Borneo via boats or land bridges. Malays began arriving and then, beginning in the ninth century, Chinese started arriving in the area. In 1521 Ferdinand Magellan arrived from Spain. In 1565, the Spanish colonized the islands and named them in honour of King Phillip II. The Spaniards instituted 40 days per year forced labour on males aged 16 to 60, marking the beginning of 330 years of Spanish exploitation.

The country was ceded to the United States in 1898 following the Spanish–American War. In 1935, the Philippines became a self-governing commonwealth under American control. Manuel Quezon was elected president and was tasked with preparing the country for independence after a 10-year transition. However, the islands fell under Japanese occupation during World War II. US forces and Filipinos fought together from 1944–45 to regain control, and on July 4, 1946, the Republic of the Philippines claimed its independence.

Philippines Geography and Climate

The Republic of the Philippines is located in the western Pacific Ocean, in Southeast Asia. It is bounded by the Philippine Sea on the east, the Celebes Sea on the south and the South China Sea on the west. Taiwan is to the north, Vietnam to the west, and Malaysia and



Indonesia to the south. An archipelago of some 7,600 islands, it has one of the longest coastlines of any nation in the world.

Major cities include the capital city of Manila, Davao, Cebu City and Zamboanga. The largest islands, Luzon, Visayas and Mindanao, represent the three principal regions of the archipelago. The area of all the islands

together is about 300,000 square kilometers, which is about half the area of Alberta. The population in 2016 was approximately 100 million.

The Philippines has a hot, humid tropical climate year-round. Filipinos say that the country has two seasons: wet and dry. The dry season starts in late November and ends in May, while the wet season is from July to October, and features torrential rains and powerful storms. Because of its location in the Ring of Fire and near the equator, the Philippines is prone to earthquakes, volcanic eruptions, and typhoons and tropical cyclones. About 19 cyclones a year occur in the area around the country, with about half making landfall.

Language

The Philippines is diverse in terms of language, religion and ethnicity. Over 180 different languages are spoken. Thirteen languages have at least one million native speakers. The national language, Pilipino (also called Filipino), is based on Tagalog and shares a place with English as an official language and a medium of instruction. Tagalog is the most common language, being the first language of about a quarter of the population. Many Filipinos are bilingual or multilingual, speaking their mother tongue and Tagalog and/or English and sometimes additional languages.

Many Filipinos speak Taglish, a mixture of Tagalog and English, using the grammar of one language liberally interspersed with words from the other. Taglish (also called Engalog) is also often used in popular media.

Other Philippine languages include Aklan, Balangao, Bikol, Bolinao, Buhid, Cebuano, Cuyonon, Filipino, Hanuno’o, Hiligaynon, Iloko, Ifugao, Kagayanen, Kankanaey, Kapampangan, Maranao, Masbateño, Matigsalug, Pangasinan, Tagabawa, Tagbanwa, Tausūg, Waray-Waray and Yami. In the regions in which these languages are the main languages, they are also often the languages of instruction in schools.

Schools that cater to certain segments of the population also teach Mandarin, Arabic, French, German, Japanese, Korean, Malaysian and Indonesian.

Government

The Philippines has executive, legislative and judicial branches of government. It is a democratic republic, with the president being head of government. President Rodrigo Duterte was elected in May 2016 for a six-year term on a law and order platform. As a result of the new government’s policies, two issues that have become predominant in political discussions in the country are extrajudicial killings of criminals and a proposed decentralization of government.

The Philippines does not recognize dual citizenship, so immigrants who become Canadian citizens must renounce their Filipino citizenship.



Religion

Officially, the Philippines is a secular state, guaranteeing freedom of religion to all. Still, about 80 per cent of the population identifies as Roman Catholic and 10 per cent as Protestant. About six percent of Filipinos are Muslim, mostly in the islands of the south, making it the second largest religion in terms of followers. An estimated two per cent follow traditional animist religions, about another two per cent are Buddhist and a small percentage are Hindu, Jewish and Baha’i. Despite these numbers, it is also estimated that up to 20 per cent of the population could actually be nonreligious, but no official statistics are available to confirm this figure.

Catholic Filipinos are proud that Pope John Paul II visited the Philippines three times, twice as Pope and once when he was a cardinal. He first visited in February 1981, when he beatified the first Filipino martyr, Lorenzo Ruiz, and again in January 1995, when an estimated five million Filipinos attended the mass he celebrated at the

close of World Youth Day, the second largest crowd in history for any Pope. Pope Francis visited in 2015.

The University of Santo Tomas, a Catholic university, is one of the oldest universities in Asia, founded in 1611.

Major Holidays

Major holidays in the Philippines are called “fiestas.” These date back to the Spanish era, when certain days were set aside to remember particular saints. Fiestas are marked by a celebration of a holy mass, feasts, music, dance and song.

- January—Sinulog Festival

This festival honours the child Jesus. It is one of the most colourful and grandest celebrations of the major holidays. A solemn, religious feast marks the eve of the festival. The next day, people fill the streets to watch a parade full of colourful floats, puppeteers and music. In Manila the parade culminates with a dance contest involving participants from various parts of the country.

- March/April—Holy Week, or Lenten Season

Filipinos observe this holiday by making a personal sacrifice, such as eating sparingly or not eating certain kinds of meat, especially pork, as a sign of respect for Jesus. They also participate in *penitensya*, a reenactment of Christ’s suffering. Devotees or penitents are willingly crucified in imitation of Jesus Christ’s suffering and death.

- June 12—Independence Day

This day marks Filipino freedom from Spanish colonial rule in 1898. Many Filipinos spend the day with family and friends. All government offices and schools are closed.

- November 1–2—All Saints/All Souls Day

Filipinos gather at cemeteries to honour their dead relatives.

- December—Christmas (Pasko)

December signals the beginning of the Christmas season, one of the most widely celebrated holidays in the country. It formally begins on December 16th

and lasts until January 6, which is called Three Kings Day. Star-shaped lanterns, called *parols*, are hung outside of homes to represent the Star of Bethlehem. A week before Christmas, carolers (mostly children), go from house to house singing carols. On Christmas Eve, families celebrate with a midnight feast called *noche buena* and hand out gifts.

- December 30—Rizal Day

This day honours José Rizal, a national hero because of his beliefs and his fight to improve lives through art and education. People remember him and the influence he had on the culture and values of the country.

Food

Dishes range from the very simple, like a meal of fried salted fish and rice, to the complex, like *paellas* and *cocidos* (stew) cooked to celebrate fiestas of Spanish origin. *Cocidos* are made with various meats or seafood and vegetables like cabbage, turnips, parsnips, potatoes, carrots and chickpeas. Ingredients vary across regions. The basic method of preparation involves slow cooking over low heat.



Lechon

The name refers to a roasted suckling pig. The pig is first seasoned, then skewered on a spit (entrails removed), mounted on a rotisserie and slow-roasted over a pit filled with charcoal for several hours. The process of slow-roasting and basting results in crisp skin, a distinctive feature of the dish.

Paella is a very popular meal that may include pork or chicken, seafood and vegetables mixed with rice. It too is a dish originating in Spain.

Lechon is a pork dish served in many former Spanish colonies like the Philippines, Cuba and the Dominican Republic. It is prepared for special occasions, festivals and holidays. The



Pancit



Chicken adobo



Lumpia



Leche flan

Christmas is a special time of the year for Filipinos as street vendors set up outside churches to serve *pancit*, long noodles symbolizing long life. The noodles were brought to the Philippines by the Chinese centuries ago and have since been adopted into the local cuisine. This dish consists mainly of noodles, shrimp, vegetables and boiled eggs covered with green onions.

Some other traditional dishes include *lumpia*, *sinigang*, *tapa* and *arroz caldo* (*lugaw*) with variations depending of the available meat and/or vegetables.

Lumpia is a kind of spring roll, a savoury snack consisting of a thin pastry wrapper enveloping a mixture of savoury fillings such as chopped vegetables (carrots, cabbages, green beans, bamboo shoots, leeks) and sometimes also minced meat (chicken, shrimp, pork or beef). It is commonly served as an appetizer or snack at many events and celebrations.

Sinigang is a tamarind-based Filipino soup or stew characterized by a tangy sour flavour. It is made with different meats, and vegetables such as tomatoes, onion, garlic, green chili peppers, okra, eggplant, taro and long green beans may be added.

Tapa is dried or cured beef, mutton, venison or horse meat, although other meat and even fish may be used. The meat is thinly sliced and cured with salt and spices.

Tapa is often fried or grilled. When served with fried rice and fried egg, it is known as *tapsilog*. It is sometimes served with *atchara* (pickled papaya strips) or sliced tomatoes, and vinegar or ketchup as condiments.

Arroz caldo or **lugaw** is a Filipino-style congee, or rice porridge, and is the Philippines' answer to chicken soup, often eaten when people are feeling under the weather. Rice is boiled in fish or chicken broth with strips of fresh ginger to create a thick, hearty, porridge-like, ginger-infused soup.

Paella caldo is a dish of chicken and mixed seafood (shrimp, mussels, squid) cooked with rice, tomatoes and peppers in broth and usually flavoured with garlic and saffron.

Traditional Filipino desserts include *leche flan*, *puto* or *bibingka*, and *brazo de mercedes*.

Leche flan is a sweet, creamy custard dessert similar to crème caramel. Made with eggs, sugar, and condensed and evaporated milk, it is very popular and served on special occasions.

Puto is a steamed rice cake very common across the Philippines. It has many variations, some savoury, but many sweet. It may be served with toppings of sugar and shredded coconut, and one type (*puto lanson*) is made with cassava and sweetened coconut cooked into the rice

mixture. **Bibingka** is a baked, spongy type of rice cake made with rice, eggs and coconut milk and eaten mainly as a hot breakfast food. Common in both the Philippines and Indonesia, it is often sold outside of churches at Christmas and topped with such extras as butter, sugar, pineapple, cheese and salted eggs.

Brazo de mercedes is a type of rolled cake (jelly roll) made with a sheet of soft meringue and a filling of sweet, egg-based custard, a Filipino version of the yule log.

Traditional Clothing

Over the past several hundred years, Filipino clothing has been influenced by the various countries that colonized the country, primarily Spain, the United States and Japan; therefore, clothing evolved as a mix of traditional native dress and foreign influences. The attire presented below is considered to be the formal, traditional dress worn by the majority of Filipinos today at ceremonial or special events. However, there is also a significant Indigenous population across the Philippines, and many of these Indigenous tribes have proudly maintained their own native tribal attire, largely free from foreign or domestic influences, and they continue to wear it today on special occasions.



barong tagalog

Men

A traditional formal garment worn by men is the *barong tagalog* (BAH-rong tah-GAH-lawg), an embroidered outer shirt worn untucked, usually over black trousers. It has collars, long sleeves and a mid-thigh horizontal hemline with side slits. It is made from *pina* (pineapple fibers), *jusi* (raw silk) or *ramie* (grass fibers). Because it is sheer, a white or off-white t-shirt is worn underneath.

Women

Formal traditional garments worn by women include the butterfly-sleeved *terno* (tee-AIR-no) and a matching long skirt, an outfit called *baro at saya*, or *baro't saya*, *baro* meaning blouse and *saya* meaning skirt. The *baro't saya* is considered the “national costume” of the Philippines. The *mestiza* dress is a more formal version of the *baro't saya*, usually made of more expensive fabrics, adorned with more embroidery and lace, and worn at ceremonial events. The *kimona* is a loose blouse with bell-shaped sleeves worn together with a *patadyong* or wrap skirt. The kimona dress, as it is sometimes called, is a variation of the *baro't saya* worn in the Visayan region of the Philippines.



An example of butterfly-sleeved terno

Education System

Until recently, for children in the Philippines 10 years of school were mandatory, the first six years in elementary/primary school and the last four years in high school. In 2011, the Department of Education started to implement a new K–12 education system, which also included a new curriculum for all schools. Since the enactment of the *Kindergarten Education Act* in 2012 and the *Enhanced Basic Education Act* of 2013, basic education today takes 13 years to complete:

- One year of kindergarten
- Six years of elementary education
- Four years of junior high school
- Two years of senior high school

The school day starts at 7:30 in the morning, and the school week is Monday to Friday. Each day starts with a flag raising, national anthem and pledge of allegiance. Students usually have an hour for lunch. Afternoon classes run until 4:30 pm. The school year begins during the rainy season in June and ends as the hot dry season begins in March. Summer break is in April and May.

The elementary curriculum covers

- language arts (Filipino, English and local dialect);
- mathematics;
- science (Grades 3–6);
- social studies and civics;
- music, art and physical education, health; and
- technology (Grades 4–6).

Senior high school has two routes: approximately 90 per cent of junior high graduates enter general secondary schools, while 10 per cent attend vocational secondary schools.

Health Care

The health care system in the Philippines is two-tiered, similar to that of the United States. Primary health care is free and can be accessed at Barangay Health Centers or health outposts in more rural areas. There are both private and government hospitals. Many doctors attend American medical schools prior to practicing in Filipino hospitals.

Private hospitals and clinics, better equipped than government hospitals, are becoming increasingly popular. Nearly 30 per cent of the Filipino population access private care.



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Immigration to Canada

The first recorded Filipino immigrants to Canada arrived in 1931. In the 1960s and 1970s a wave of professionals, mainly in the medical profession, arrived. With new immigration policies allowing families, skilled workers and live-in caregivers to immigrate, the Philippines became one of the top source countries of immigrants to Canada. Alberta receives more immigrants from the Philippines than any other country. Today (2016 Statistics Canada data), there are about 124,00 Filipino immigrants in Alberta —about 53,000 in Calgary and 45,000 in Edmonton. They have settled all over the province, with major population centers in Banff, Chestermere, Slave Lake, Wetaskiwin, Wood Buffalo, Ponoka and Red Deer.

The Philippines is currently the top source country for immigration to Alberta. According to Citizenship and Immigration Canada, 89, 580 Filipinos entered Alberta between 2000 and 2015. This is greater than the second-highest country, India, with 56,920 immigrants to Alberta, and the third-highest country, China, with 33, 430. The Philippines is a major source country for both immigrants admitted under the rigorous points system and temporary foreign workers aiming to gain permanent residency through the Alberta Immigrant Nominee program or its federal counterpart.

The Immigrant Journey

Having financial resources or access to resources is a key factor in the decision to immigrate to Canada, both for temporary foreign workers and permanent residents. The visa application and its accompanying documents require money to complete. Applicants from rural communities or outlying areas need to travel to the city to meet processing requirements. In many cases, applicants have to return several times for follow-up work. When all the required documents have been completed, they may have to travel to Manila or Cebu, where the Canadian consular offices are located, to submit their application. In order to succeed in these tasks, most prospective immigrants depend on a network of family and friends. Philippine culture dictates that family members offer that hospitality and support.

Immigrants face many challenges. Community members point to the issue of nonrecognition of skills, education degrees and qualifications from institutions in the Philippines. Other challenges include finding meaningful jobs and integrating into the larger Canadian society. Despite these challenges, the community continues to thrive. With the growing success of Alberta's Filipino community, there has been a gradual emergence of Filipino entrepreneurs and professionals—doctors, nurses, engineers, dentists, teachers, academics and accountants.

Personal Stories

In this section, the personal journeys of four Filipinos who moved to Alberta are recounted, including their efforts, challenges and excitement, and their suggestions and advice to assist others.

Meet Jackie!

Hi, Mga Kabayan! I'm Jaclyn. I arrived as a Filipino contract worker and then eventually got my permanent residency here in Canada. I am happily married with a beautiful daughter. I'm the eldest child of five siblings.



Back in 2013, when I was just starting to build my family, I tried my luck at working abroad. Together with other friends, I submitted numerous applications to various agencies that deployed Filipinos to Canada. I was offered the opportunity to emigrate and work for Tim Horton's. I was excited about having a good-paying job, a secure future, an amazing employer and tremendous growth opportunities, but leaving my husband and my one-year-old daughter really broke my heart.

As ever, all that I have done and will be doing is for my family.

It is really challenging to leave home. One major challenge of working out of the country is the feeling of being alone—homesickness. Miles and miles apart, only over video chat can I talk to my family and get to kiss them. It's one of my worst feelings.

Meet Jay!

I am Jay and I am married to Renee Jane, and we have a two-year-old daughter named Samantha.



After three months of working in Canada, I tried to sponsor my wife, and Immigration Canada approved her. When my wife arrived, I had already worked three months here. After six months, we tried to apply through the express entry system to be granted permanent residency so that our daughter in the Philippines could join us. After three months of waiting and hoping, immigration approved our permanent residency application, and we were reunited with our daughter right away.

I encountered obstacles in Canada. I was a temporary worker when I first came here. I left my family in the Philippines, and it caused me to be homesick all the time. I had no personal vehicle to use. This was difficult because I was living on a farm, far from the city. When my wife arrived she was working in the city. This meant that we were not living in the same house. We were really sad because we were both here in Canada but living in different places, and we were also far away from our daughter and family back home.

The drastic change in climate was our main challenge at first. The second challenge was adapting to the new culture and community. We sacrificed and bravely faced

the challenges and obstacles that we met along the way until we reached our dream to be united as a whole family here.

Meet Maria!

Hi my name is Maria from Nueva Ecija in the Philippines. I came to Canada as a temporary foreign worker, hired directly from the Philippines as a fast-food counter attendant.

There are lots of things you will have to face when you immigrate to a new country, especially in Canada. The main problem in Canada is the weather. Canada has a winter that really challenges your body, so knowing the proper clothing in specific weather is advisable.

To adapt to Canadian culture is a primary problem. It requires a long time to get used to the accents, types of food, activities and even people's moods. Communication is important. To live in Canada, you must know how to speak and understand English.

Being a newcomer in Canada is not a big problem compared to other countries. If you have a device [phone, computer], simply search what to do and/or where to go when new in Canada. There are also a bunch of agencies and institutes that will help newcomers with starting a life here in Canada. They will give comfort and advice, and sometimes they give away free stuff.

My greatest achievement here in Canada is getting my permanent residency. Not everybody is lucky to have it. Most of the temporary foreign workers that I know have already gone home due to their contract ending and not being able to renew it or find a new employer. I am blessed to have a job and continue living a life here in Canada.



Meet Terencio!

My name is Terencio. I arrived here nine years ago with a six-month work visa as a heavy duty mechanic. I needed to pass the qualification exam to be qualified to apply for another work permit after six months and to be given a chance to apply for permanent residence. But, unfortunately, I failed the exam twice and lost the opportunity to apply for permanent residence. I was unable to sponsor my family to bring them to Canada. It was a horrible situation I was facing at that time because there was a possibility I would be sent back to the Philippines and have to face the debt I created to come to Canada.



After the second attempt at the exam, I got an offer to become a mechanic's assistant and stay for two years, but with no chance to become a permanent resident. I accepted the offer right away because I needed to pay my debt back home. I was happy at the time and relayed that good news right away to my wife.

I enjoyed my life working with nice people who were very supportive. When my work permit was almost over, I was worried once again until my work permit was renewed and extended for another year and until I passed the qualification exam. I experienced a lot of challenges during my four years alone here in Canada. When I got sick, I was the one only helping myself because I had no family. Sadly, I could not go home to attend the burial of my mother because I did not have the paperwork that would permit me to re-enter Canada if I left. Though it was very painful not seeing my mother for the last time, I needed to be brave and practical because the future of my family depended on my decisions.

After living alone here in Canada for five years, my family was finally able to join me because I passed the qualification exam. We have been reunited here since 2012, and in 2013, I got my permanent residency at last. And now my children enjoy their life and mingle with different cultures. We are very happy in Canada because it is a very safe place to live and has many opportunities.

Challenges for Filipino Families in Alberta Schools

Many Filipino children who have recently arrived in Alberta are joining parents who may have been here for years and are reconnecting as a family. Some challenges these students face are described below.

1	They may have been living apart from their families for an extended period of time. While parents have been working long hours to prepare for the family to be reunited, children have been raised in the Philippines by extended family, friends and community members. Children, when they arrive, often feel that they are now living with “strangers”; it takes time to reconnect and to re-form family ties. Many Filipino parents have also spent months or years apart from each other and, once reunited, may find it difficult to re-establish personal connections. Some children come to Canada and live with a single parent.
2	When parents (one or both) are in Canada, money and many gifts are often sent back to their children still in the Philippines, which can contribute to a sense of relative wealth. When those children arrive in Alberta, the gift-giving slows down and children wonder why. Students report that they worry they are not as important to their parents as they once were.
3	While still in the Philippines, students often do not always realize that parents may be working two or more jobs and, therefore, have very long hours, night shifts and grueling schedules. When they arrive in Canada, children, especially older ones, are often asked to take on more responsibilities in the home than those to which they are accustomed, and this may lead to some resentment.
4	When calling, e-mailing, messaging and face-timing their children and extended family still in the Philippines, parents often try not to show any worries or stresses they may have. Conversations may be very loving, light and optimistic. When children arrive here, they may be shocked that their parents are tired, have financial issues and that conversations at home take on different tones.
5	Students leave behind friends, relatives and other important people in their lives in the Philippines. They may not see extended family and friends for many years and go through a grieving process. While they may be excited about reuniting with parents, they often miss their communities, their lifestyles and their culture.

Honest, direct conversations between parents and children may alleviate these stressors. The communication situation has changed with the reconfiguration of the family. Teachers may be able to assist students in better understanding how they are feeling and in dealing with the new situation.

Student attitudes and behaviour at home and school may start to shift.

When children first arrive in Alberta from the Philippines, they are generally very gentle, polite, quiet and friendly at school and at home. Both parents and students of Filipino backgrounds have noted that, once they spend time with other children in classrooms, attitudes and behavior tend to shift toward those of students from diverse backgrounds who have been in Canada long-term. This is not a question of the students becoming rude or disobedient; rather, this change in demeanor, this lessening of deference to figures of authority, is reflection of the desire to fit in socially with other children in the class. Parents may feel alarmed that their children speak differently to teachers than they did in the Philippines and that their children do not always react as they would be expected to if they were back in the Philippines. They may also become concerned about their relationships with their children.

To assist students and their parents with these issues, teachers may have open, caring conversations with students alone, with parents alone or with families together to ensure that the students are on the right track academically, emotionally and socially.

Alberta's climate is not easy.

Families coming from the Philippines are not always prepared for the onslaught of cold weather. They do not arrive with the warm clothing that is necessary as protection from Alberta winters. Buying winter gear for the entire family may be a financial burden.

Teachers may think about organizing drives to bring in winter jackets, boots, scarves, mitts, etc. to assist those who need support. "Swap meets" are often met with enthusiasm as parents are then trading items and feel less like they are taking things. Teachers may also let students and parents know that there are many resale stores that have articles for excellent value.



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Suggestions for Teachers

This section is intended to provide you with practical assistance when a new Filipino student (often with limited English language skills) arrives at your door. The intent is not that you follow each suggestion, but that you select those that are practical for you. The quotes which appear throughout this section reflect the voices of teachers who have had many years of experience working with Filipino immigrant students and families.

Get to know your new student.

Each student comes to you with a unique personal history. The more information you have, the easier it will be for you to develop a program to meet the academic and social needs of your students. Learning about your students' language, culture, values, family and home environment will help you to support both the students and their families.

Since there may be delays in sending information between countries or school districts, you may wish to consider gathering information about new students by using a translated written form. The form could be sent home, or you might set up an appointment with the parents (either at school or at their home) to go through the information together. Consider using an available interpreter, as needed.

Try to find out about your new students' circumstances prior to their arrival at your school.

It is important to keep in mind that customs, foods, values, dialects and traditions may vary from one part of the Philippines to another.

Look for opportunities to infuse the curriculum with information about the Filipino culture.

To help your new students feel at home and to develop an appreciation for the contributions made by Filipinos, plan learning activities within various curricular areas that achieve both ends:

- Social Studies—Conduct research on Filipino contributions.
- Music—Introduce students to Filipino music and instruments.
- Art—Examine and experience the beauty of Filipino churches and architecture.
- Language Arts—Look at and listen to Filipino stories and poetry.
- Math—Collect statistical data on regions in the Philippines and create charts.

During the holiday season in December, organize a week-long Celebration of Celebrations activity in which all the students and the families can share their heritage, culture, customs and traditions. This can lead to an understanding of everyone's culture and community in



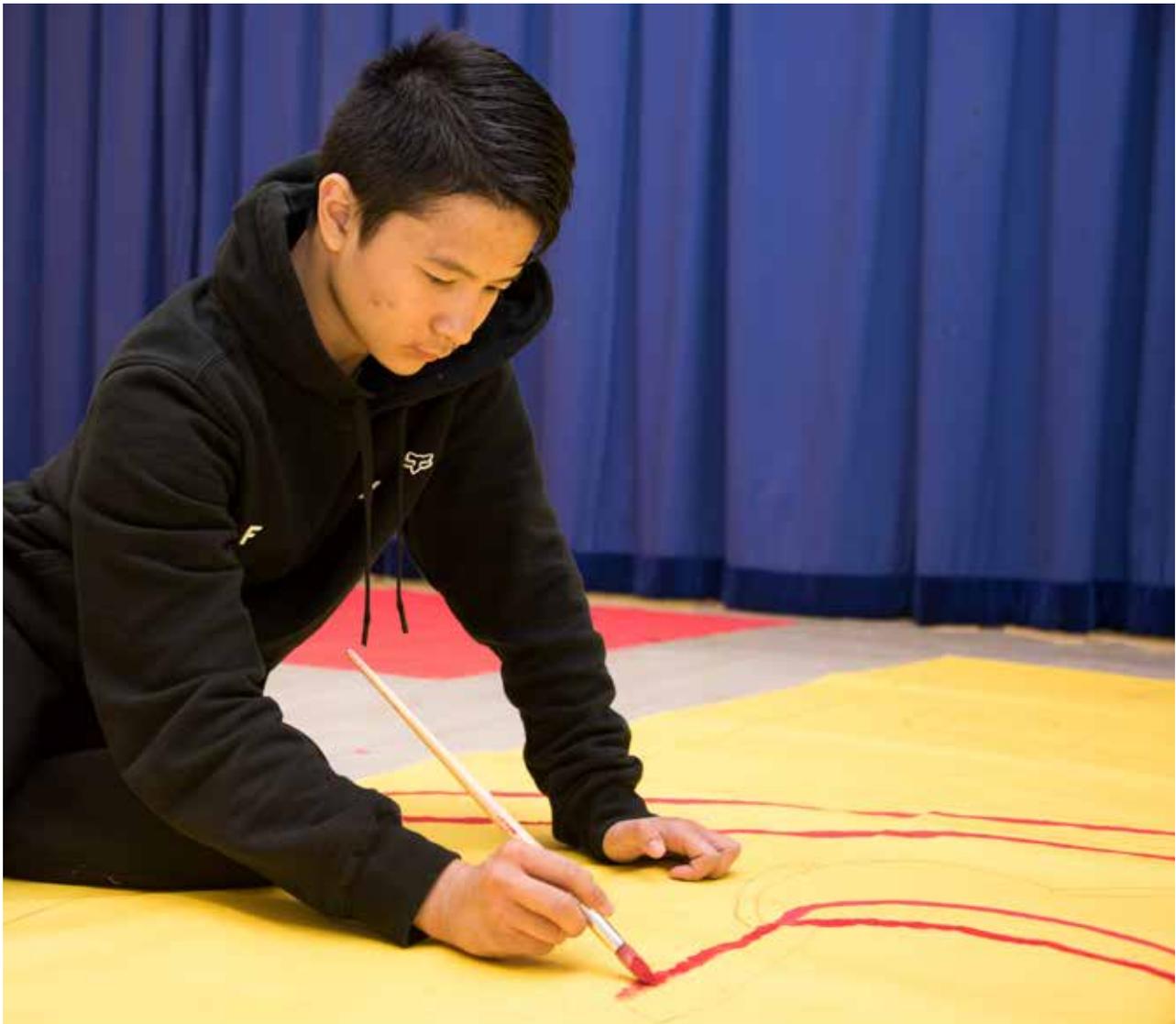
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an authentic manner. In the younger grades, students are exposed to and develop an appreciation for the foods, clothing and special traditions among families. In the older grades, the students can write a report on the similarities and differences and do research on the cultures and countries that interest them. This is a very inclusive activity that allows even the most shy and reluctant student to participate.

Foster continued connections and deepening connections with immediate family, extended family and friends.

1. Help students deal with missing their friends and relatives they left in the Philippines by incorporating letter writing into your language arts instruction. Steps in this exercise might be as follows:
 - a) Help students think of whom they would like to write to—it may be to friends or relatives, grandparents, neighbours, former teachers.
 - b) What would they like to say? They may want to include drawings or photos.
 - c) Plan, write and send their letters, either by e-mail or by Canada Post.
2. Help students re-establish their relationships with the parents by giving assignments that require them to consult their parents, such as writing about their parents' childhood, collecting folk stories from their parents or creating a family tree. Again, provide step-by-step structures that make the assignment easy to accomplish.
 - a) Decide who they will interview.
 - b) Decide the topic.
 - c) Write down questions to ask.
3. Help students keep in touch with their heritage by providing them opportunities to research and write about the history and geography of the Philippines.
4. Have students show-and-tell items from the Philippines—either the real objects or drawings of them. Include using the Internet, PowerPoint, or other technology to make their show-and-tell about the Philippines come alive.

5. Have students write a report comparing and contrasting an aspect of life in Canada and in the Philippines—schools, shopping, weather, holidays or street life in the two places. This could also be an art project.
6. Help students build friendships by assigning them a mentor—either another Filipino student or a non-Filipino student, as you think appropriate. Or assign the student to be a mentor, as appropriate.
7. Help students build friendships and skills through sport, cultural or recreational extracurricular activities. Inform students and/or parents about extracurricular opportunities, either in the school or in the community.
8. Provide students opportunities to explore their feelings about their coming to Canada through language arts assignments. The assignment might be “Write about a change in your life—what happened? How did you feel about it then? How do you feel about it now?” They might talk about their feelings first, perhaps one-on-one with the teacher, with a peer or in small groups. Then they can write.
9. Encourage parents and the students to have frank and open discussions about the student’s journey.
10. Encourage students to maintain their mother tongue as they improve their English. Show your respect for their language and culture by having students teach you a few words in their language.



YUET CHAN

Open up learning channels.

Present new information in multiple forms (oral, written and visual). When students (at any age level) have very limited reading skills, they respond to pictures. Using picture books supports language acquisition by increasing both vocabulary and comprehension. When students are engaged and able to understand and follow the story, they are motivated to share their feelings and reactions.

Be aware of the language differences between Filipino and English.

This might be reflected in the pronunciation, grammar and comprehension.

Establish lines of communication and keep them open.

Many Filipino students continue to speak their first language in their homes. The more Pilipino/Tagalog that you know as a teacher, the more you will be able to reach out to your students and their families. Knowing just simple and basic vocabulary or greetings can make your student feel more comfortable. This demonstrates that you respect and value their language. See page 28 for a short list of common Tagalog words and phrases.

To check the pronunciation of a word, use an online dictionary such as <https://www.tagalog-dictionary.com/>.

Wherever possible, make an effort to provide parents with translated documents or the services of an interpreter. Translating permission slips or invitations to school events into Pilipino will increase the possibility of their involvement. Making the school website available in Pilipino will help parents make appropriate choices for their child.

Be aware of cultural expectations and roles.

In general, Filipinos are loving, humble people and they expect others to respond in kind. The circumstances of the family's arrival to your community may be a factor in their receptivity or preparedness to engage with you.

Try to call home with congratulations from time to time to dispel the idea that the school calls only when there is bad news.

Invite students to share information about their culture.

If your new students are comfortable doing so, invite them to share information about their country, their culture (food, music) or customs.

If possible, arrange a field trip to a local Filipino community business, or invite a Filipino member of the community to speak to the class.





YUET CHAN

Create opportunities for social connections.

Reduce social isolation for your new students by using cooperative learning strategies and allowing students to work in pairs or groups.

Make an effort to stay informed about major events in the Philippines.

Even though they are in a new country, students and their families continue to be impacted by events in their homeland, which may be affecting friends, relatives and former neighbours.

Confront prejudice and discrimination.

Any use of derogatory language or name-calling must be addressed immediately. Capitalize on teachable moments to deal with any myths and misconceptions.

Capitalize on parental/community support.

In Filipino culture, teachers are highly respected. They are expected to model moral and exemplary lifestyles both publicly and privately. It is not unusual for parents to contact teachers for guidance in their child's overall development, not just their academic education. Although this may appear to be an onerous responsibility, it also means that teachers can count on the support of Filipino parents and their community in working collaboratively to achieve success for their children.

Be proactive in involving parents. Most parents will respond positively if they understand what actions they might take to support their children's education and social/emotional development.

Make an effort to support Filipino businesses in the community (stores, bakeries, restaurants) and identify yourself as a teacher.

Invite parents to school events.

Try to identify resource people within the local Filipino community and ask for their assistance with advice and information for both parents and students.

Suggestions for School and District-Level Support

1. Ensure that a safe and caring school environment is provided for all students. Develop and enforce a school policy that clearly communicates to all parents and students that disrespect or discrimination will not be tolerated within the school.
2. Identify community and district-level resource people and encourage teachers to invite them into the school.
3. Provide oral and written translation services in Pilipino/Tagalog for documents such as a Student Code of Conduct, permission slips and invitations to school events.
4. Assist teachers in gathering background information on new students.
5. Support staff development and training in the area of diversity.
6. Initiate and support multicultural events.
7. Respect religious observances and holidays.



TUET CHAN

Orientation Guide to Canadian Schools

This guide was originally developed for the second booklet in this series: *Working with South Sudanese Immigrant Students – Teacher Resources*, written by Athieng Riak, Abiel Kon, Maryanne MacDonald, Elaine Lou and Lynn Smarsh. This is just one tool to assist schools and Filipino families in better understanding and communicating with each other.

How to Use This Guide

Consider having this guide available when the student initially comes to register at the school. It may be housed in the general office or in the student services area. District intake centres should also have copies since parents may be accompanied by a settlement worker or interpreter when they visit that centre.

The various points in the guide should be discussed collaboratively, and parents and their children should have the opportunity to ask questions. Parents should receive a copy to take home for future reference.

This guide could be adapted for use with immigrant families of other cultural backgrounds. If you wish to create your own guide, please keep in mind the following points:

- Remember to involve members of the cultural community in the guide's creation.
- Use plain language. This means avoiding educational jargon, explaining abbreviations and using short sentences and the active voice.
- Use appropriate illustrations to further explain each point.

Homework

- Students use an agenda to write down their homework. Please check the agenda to see their assignments.
- If you can't help your child with homework, check to see if the school has a homework club.
- Some communities provide homework clubs as well.



Araling-bahay

- Ang mga mag-aaral ay gumagamit ng adyenda upang isulat ang kanilang mga araling-bahay. Maaaring tingnan ang adyenda upang makita ang kanilang mga takdang-aralin.
- Kapag hindi mo kayang tulungan ang iyong anak sa araling-bahay, alamin kung may samahang araling-bahay sa paaralan.
- May ilang mga grupong-pamayanan din na mayroong samahang araling-bahay.

Prepare for Class

- Students are responsible for getting to each class on time.
- Children come to school before school starts.
- Students must come to class with their books and homework ready.
- If students don't understand something, they should ask the teacher for help. Teachers want them to ask questions.



Maghanda para sa Klase

- Ang mga mag-aaral ay may pananagutang makarating sa bawat klase sa takdang oras.
- Ang mga bata ay pupunta sa paaralan bago magsimula ang mga klase.
- Ang mga mag-aaral ay dapat dumating sa klase dala ang mga nakahandang libro at araling-bahay.
- Kapag may bagay na hindi naiintindihan ang mga mag-aaral, dapat silang humingi ng tulong mula sa guro. Nais ng mga guro na sila ay nagtatanong.

English Language Learning (ELL)

- ELL students need up to seven years to become academically successful in English.
- Students may access additional, free ELL help outside school in a public library or community church.



Pagkatoto ng Wikang Ingles

- Ang mga mag-aaral ng ELL ay nangangailangan ng hanggang pitong taon upang maging bihasang-akademya sa Ingles.
- Ang mga mag-aaral ay maaaring makakuha ng karagdagan at libreng tulong ng ELL sa labas ng paaralan sa loob ng pampublikong aklatan o sa pamayanang simbahan.

Parent–Teacher Interviews

- Parents and teachers are partners in the child’s education.
- An interview is a chance to discuss your child’s progress in school.
- The school can provide a translator or you can bring someone you trust to interpret for you.
- An interview is usually 15 minutes long.



Pakikipanayam na Magulang-Guro

- Ang mga magulang at mga guro ay katambal sa edukasyon ng bata.
- Ang panayam ay pagkakataong mapag-usapan ang pag-unlad ng iyong anak sa paaralan.
- Ang paaralan ay makakapagbigay ng tagasalin, o kaya maaari kang magdala ng taong pinagkakatiwalaan upang magsalin para sa iyo.
- Ang panayam ay kadalasang tumatagal ng 15 minuto.

Letters/Phone Calls from School

You might hear from the school when

- there are important forms for you to sign,
- they have concerns about your child or
- your child is absent at school, and the office hasn’t heard from you.



Mga Sulat/Tawag galing sa Paaralan

Maaari kang makaring galing sa paaralan kapag

- may mga mahalagang papel na dapat mong pirmahan,
- may mga bagay patungkol sa iyong anak o
- lumiban ang iyong anak sa pagpasok sa paaralan, at ang tanggapan ay hindi nakatanggap ng abiso mula sa iyo.

School Fees

- Parents need to pay for bus fees, textbooks and other learning supplies.
- If you can’t afford to pay these fees, you can talk to the school, and your child can still go to school.
- You may not have to pay all the fees if you have money problems.



Mga Bayaring-Pampaaralan

- Ang mga magulang ay dapat magbayad para sa bus, mga aklat at iba pang gamit-pangaral.
- Kapag hindi mo kayang bayaran ang mga bayaring ito, maaari kang maki-usap sa paaralan, at maaari pa ring mag-aral ang iyong anak.
- Maaaring hindi mo bayaran ang lahat ng bayarin kapag ikaw ay may problema sa pera.



Attendance

- Girls and boys must attend school daily until they are 17 years old.
- School administration must report problems with attendance to a special board.
- If your child can't go to school, phone the school.



Pagpasok sa Klase

- Ang mga batang babae at lalaki ay dapat pumasok sa paaralan araw-araw hanggang sila ay 17 taong gulang.
- Ang administrasyon ng paaralan ay kailangang magbigay-alam sa espesyal na lupon kapag may problema hinggil sa pagpasok sa klase.
- Kapag ang iyong anak ay hindi makakapasok, tumawag sa paaralan.

Serious Offences

- Fighting, bullying, smoking and skipping school are considered serious.
- Repeated or serious problems may result in the student being suspended from school.



Mga Seryosong Pagkakasala

- Ang pakikipag-away, pang-aapi, paninigarilyo at pagliban sa klase ay itinuturing na seryoso.
- Ang nauulit o seryosong problema ay maaaring humantong sa pagkasuspinde ng mag-aaral mula sa paaralan.

Illegal Activities

- Drugs are illegal in Canada. Use of alcohol at school is illegal. If your child is using, selling or keeping drugs, the police will be called. Parents will be called to meet with police at school.
- Illegal involvement with gangs (groups of people who move drugs or steal) will be dealt with at the school by a police officer. Parents will be called immediately.
- If a student is breaking the law, they will be suspended and possibly removed from the school.
- If a student is fined, the parent is responsible to pay the fine.



Mga Ilegal na Gawain

- Ang droga ay ilegal sa Canada. Ang paggamit ng alak sa paaralan ay ilegal. Kapag ang iyong anak ay gumagamit, nagbebenta o nagtatago ng droga, ang pulisya ay tatawagin. Ang mga magulang ay tatawagin at makipagharap sa pulisya sa paaralan.
- Ang ilegal na pagkakasangkot sa mga gang (grupo ng mga taong nagtutulak ng droga o nagnanakaw) ay aaksyunan ng pulisya sa paaralan. Ang mga magulang ay kaagad na ipapatawag.
- Kapag ang mga mag-aaral ay lumabag sa batas, sila ay masususpinde at maaaring matanggal mula sa paaralan.
- Kapag ang isang mag-aaral ay pinagmulta, ito ay dapat bayaran ng magulang.

What Is Taught

- All of Alberta has a standard curriculum. It is completed in 12 years of school.
- All children are expected to take English, social studies, sciences, mathematics, physical education and optional courses.
- Children are expected to be competent in that level of the curriculum for each year.



Ano ang Tinuturo

- Ang buong Alberta ay may pamantayang kurikulum. Ito ay nakukumpleto sa loob ng 12 taon sa paaralan.
- Ang lahat ng mga bata ay inaasahang kumuha ng Ingles, araling panlipunan, agham, matematika, edukasyong pisikal at di-sapilitang aralin.
- Ang mga bata ay inaasahang magkaroon ng kakayahan sa bawat antas ng taunang kurikulum.

Reporting

- You will receive report cards several times each year. They have marks and comments from the teacher about your child. If you have questions, contact the school.
- Talk to your child about the report card. Then sign it and send it back to the school if your school requires this.
- At the end of June, you will receive a copy of the final report card.



Pagbigay-ulat

- Matatanggap mo ang markahang-ulat ng ilang beses bawat taon. Ito ay may mga marka at puna galing sa guro patungkol sa iyong anak. Kung ikaw ay may katanungan, kontakin ang paaralan.
- Kausapin ang iyong anak tungkol sa markahang-ulat. Pirmahan ito at ipadala pabalik sa paaralan kung ito ay hinihiling ng paaralan.
- Sa katapusan ng Hunyo, matatanggap mo ang panghuling markahang-ulat.

Special Programming

- If a student does not do well in Grades 1 to 5, special programming is available to assist the student in catching up and succeeding.
- If the school asks for special programming for your child, you should ask *why*. The purpose is to help your child catch up.
- If special testing is required, you will be asked to sign consent forms. The testing is necessary and will assist the school in correctly assessing your child.



Espesyal na Palatuntunan

- Kapag ang mag-aaral ay mahina sa Baitang 1 to 5, ang espesyal na palatuntunan ay maaaring salihan upang matulungan ang mag-aaral na makahabol at magtagumpay.
- Kapag ang paaralan ay magpayo ng espesyal na palatuntunan, dapat mong tanungin kung bakit. Ang layunin ay matulungan ang iyong anak na makahabol.
- Kapag kailangan ang isang espesyal na pasulit, ikaw ay aluking pumirma ng kasulatang-pahintulot. Ang pasulit ay kinakailangan at makakatulong sa paaralan upang masuri ng tama ang iyong anak.



Questions to Ask Your Child at the End of a School Day

- What happened at school today?
- Did your teacher give you a paper for me?
- What did you like best today?
- Did you have fun?
- What do you have for homework?



Mga Katanungan para sa Iyong Anak Pagkatapos ng Araw sa Eskwela

- Ano ang nangyari sa eskwela ngayong araw?
- May binigay bang papel ang iyong guro para sa akin?
- Ano ang pinakagusto mo sa araw na ito?
- Nasiyahan ka ba?
- Anong araling-bahay meron ka?

Going to Bed and Waking Up

- Your child should use a clock, not the sun, to know when to go to bed and get up.
- Sometimes, schools might be closed or school buses might not run if the weather is bad. Listen for the morning weather report on the radio or TV.



Pagtulog at Paggising

- Dapat gumamit ang iyong anak ng orasan, hindi ang araw, upang malaman ang oras ng pagtulog at paggising.
- Kung minsan, ang mga paaralan ay sarado o ang mga bus ay hindi tatakbo kung masama ang panahon. Para sa pag-anunsyo ng pagsara ng mga paaralan, makinig sa pang-umagang ulat-panahon sa radyo at telebisyon.

Health

- If your child has a fever or a disease that other students could catch, like measles or chicken pox, keep the child at home.
- Take your child to the dentist every six months.
- Have your child's eyes tested every year.
- Take your child to the doctor for a checkup every year.



Kalusugan

- Kapag ang iyong anak ay may lagnat o isang sakit na maaaring makakahawa sa ibang mag-aaral, gaya ng tigas o bulutong, huwag papasukin ang bata.
- Dalhin ang iyong anak sa dentista kada anim na buwan.
- Ipasuri ang mga mata ng iyong anak kada taon. Sa Alberta, ang pagsusuri ng optometrist sa mata ng mga bata ay binabayaran ng Alberta Health hanggang sa kanilang ika-19 taong kaarawan.
- Dalhing ipasuri ang iyong anak sa doktor kada taon.

Family Responsibilities

- Children are encouraged to share family chores such as cleaning up rooms, lawn mowing and snow shovelling.
- It's illegal to keep children at home to babysit younger siblings on school days.



Pampamilyang Responsibilidad

- Ang mga kabataan ay hinihimok na makibahagi sa mga gawaing-bahay kagaya ng paglilinis ng kuwarto, pagputol ng damo sa bakuran at magpala ng niyebe.
- Ang pagpapanatili sa mga bata sa bahay upang mag-alaga ng maliliit na kapatid sa araw ng may pasok ay ilegal.

Academic Success for Boys and Girls

- Girls and boys are encouraged to stay in school and to achieve the highest level of education possible.
- Academic success, as well as homemaking and child-raising skills, are important for both girls and boys.



Pang-akademiyang Tagumpay para sa mga Batang Lalaki at Babae

- Ang mga batang babae at lalaki ay hinihimok na manatili sa paaralan at magkamit ng pinakamataas na edukasyon kung maaari.
- Ang pang-akademiyang tagumpay, ganun din ang kasanayan sa gawaing-bahay at pangangalaga ng bata ay mahalaga para sa parehong mga batang babae at lalaki.

Careers

- In Canada, all careers are valued. Trades courses and professional courses are studied at college.
- Trades certificates are often earned on the job.
- Trade professionals are well respected and well paid.



Mga Bokasyon

- Sa Canada, lahat ng mga bokasyon ay pinangangahalagan. Ang mga kursong panggawa at propesyonal ay pinag-aaralan sa kolehiyo.
- Ang mga sertipikong panggawa ay madalas na nakukuha sa pintatrabahuhan.
- Ang mga propesyonal sa panggawa ay nirerespeto at may maayos na pasahod.



Common Tagalog Words and Phrases

Speaking someone else's language is honouring him or her. It is a powerful way to build a relationship.

This list has been assembled by consulting community members and Google/Translate. Go to Google/Translate to get the correct pronunciation from a native speaker. Better yet, go to your students.

Welcome	Maligayang pagdating
Good morning	Magandang umaga
Good afternoon	Magandang hapon
Goodbye	Paalam
Thank you	Salamat
My name is...	Ang pangalan ko ay...
What is your name?	Ano ang pangalan mo?
Good work	Magaling
Yes	Oo
No	Hindi
Sit down	Upo
Listen to me	Makinig ka sa akin
That is correct	Tama iyan
Good	Mabuti
Very good	Napaka magaling
Homework	Takdang aralin
Do you understand?	Naiintindihan mo ba
Teacher	Guro
I am your teacher	Ako ang iyong guro
Student	Mag-aaral
Mother	Nanay
Father	Tatay
Are you OK?	OK ka ba
How are you?	Kumusta ka? (If you know Spanish this will be easy)

Resources to Assist Filipinos in Alberta

Citizenship and Immigration Canada

1-888-242-2100

Citizenship and Immigration Canada offers four main settlement programs: the Immigrant Settlement and Adaptation Program (ISAP), Language Instruction for Newcomers to Canada (LINC), the Host Program and the Resettlement Assistance Program (RAP) for refugees. These generally comprise the postarrival services in Canada. Immigrants with a competent knowledge of English, like many Filipinos, will not access the LINC program.

Facebook Pages

- Canadian Immigration and Citizenship
- Canada Filipino Community

ALBERTA PROVINCEWIDE SERVICES

Welcome to Alberta: Information for Newcomers
www.alis.alberta.ca/tools-and-resources/content/products/welcome-to-alberta-information-for-newcomers/

From Alberta Employment and Immigration, information on housing, employment, education, health care, child care, the legal system, social customs and temporary foreign work.

Alberta Newcomer Services

www.humanservices.alberta.ca › Labour › Immigration
Links to pre and postarrival programs and services, including online English lessons and the federal Temporary Foreign Worker Program.

Health Care Services in Alberta

www.alberta.ca/health-insurance-benefits.aspx?utm_source=redirector
Information about and links to health benefits and services, drug coverage and health care facilities.

A Newcomers' Guide to Elementary Education in Alberta
<http://www.teachingrefugees.com/wp-content/uploads/2011/05/Newcomer-Parent-Guides.pdf>

Produced by Grasslands School Division in several languages.

Catholic Social Services

www.cssalberta.ca

Provides settlement, educational, language/language assessment, employment and outreach services in more than 35 languages, in Edmonton and north/central Alberta.

The Alberta Association of Immigrant Serving Agencies

www.aaisa.ca

This agency, an umbrella organization with links to agencies in 10 municipalities, lists all of the settlement services that cities across Alberta offer to new immigrants. It also provides some information about living in Alberta and links to various government and employment websites.

The local Family and Community Support Services (FCSS)

www.humanservices.alberta.ca/family-community/14876.html

FCSS is an organization that has a funding partnership with the provincial government and distributes those funds in the community on preventative social programs to improve the quality of living in the community. Members of this committee are volunteers in the community and have an extensive network. By visiting your local FCSS office you can seek their help with certain settlement issues, such as where your child can play his/her favourite sport or where your family can go to meet others in the community.

The Municipal District Office or Municipal Administration Building

Your local town office may also be able to provide you with some basic information about your new community. For example, most communities offer a welcome package to newcomers (whether you are Canadian-born or a new immigrant), which may include a local telephone book, information about sporting facilities, discount coupons at local stores, an overview of town history and a local map.

SOUTHERN ALBERTA

Lethbridge Family Services, Immigrant Services
www.lfsfamily.ca/immigrant_services
701 2 Avenue South, Lethbridge, AB T1J 0C4
Telephone: 403-320-1589
Fax: 403-317-7654

Immigration Consultants of Canada Regulatory Council
www.mosaicimmigration.com
1412 3rd Avenue South, Lethbridge AB, T1J 0K6
Telephone: +1-403-942-1090

Facebook pages

- Filipino Canadian Association Lethbridge Alberta
- Filipino-Canadian Association of Medicine Hat

Calgary

Calgary Bridge Foundation for Youth
www.cbfy.ca

Engages immigrant youth and families through a newcomer orientation week, after-school programs, family assistance, in-school settlement and a student mentorship program.

Calgary Catholic Immigration Society (CCIS)
www.ccisab.ca

Settlement and integration services for immigrants and refugees in Southern Alberta.

Calgary Immigrant Educational Society
www.immigrant-education.ca

Education, multimedia information and referral services.

Centre for Newcomers
www.centrefornewcomers.ca

Settlement services and youth programming in English and in a newcomer's first language.

Alberta Association of Immigrant Serving Agencies
www.aaisa.ca

915 33 St NE, Calgary, AB
Telephone: 403-273-2962

For information in other Alberta towns and cities, email at contact@aaisa.ca

Immigrant Services Calgary
www.Immigrantservicescalgary.ca

12th Floor, 910
7 Avenue SW, Calgary, AB T2P 3N8
Telephone: 403-265-1120

Programs and services in more than 70 languages including newcomer support, translation and interpretation and family support.

Calgary Immigrant Women's Association
www.ciwa-online.com/about-us

e-mail: settlement@ciwa-online.com

Programs in the areas of settlement and integration, literacy and language training, family violence, parenting, individual counselling, health, housing and community development, as well as youth. The program helps members of the Filipino community in Calgary integrate into Canadian society. The program is available to all members of the Filipino community in Calgary, regardless of their immigration status.

Program Details

- one-on-one counselling
- in-home support
- youth engagement activities
- family reunification support
- parenting workshops
- resource referrals
- social events

Additional Program Information

- The program works in collaboration with Calgary Separate School District (CSSD).
- Staff is available at CSSD schools.
- Cross-cultural parenting support for parents is provided.
- The program offers volunteering opportunities for family members.
- Support with employment skills is provided.
- Clients receive information and guidance about the education system in Canada.
- Clients receive support with tax returns.
- Legal clinic services are available for low income clients.
- The program provides meaningful civic engagement opportunities.
- Free childcare and first-language support are available.

Facebook pages

- Calgary Filipino Community
- Foothills Filipino (Okotoks High River)
- Filipino-Canadian Association of Bow Valley Alberta
- Filipino Community of Jasper Alberta

CENTRAL ALBERTA

Facebook Pages

- Red Deer Moms Filipino Group
- Rocky Mountain House Filipino Canadian Community Association
- Filipino Community at Vermilion Canada
- Filipinos of Vegreville
- Wetaskiwin Filipino Community Foundation
- Camrose Filipino Community
- Filipino Community of Wainwright

Edmonton

ASSIST Community Services Centre www.assistcsc.org

Counselling, workshops and group activities for children, youth, families and seniors new to Canada
9649 105A Avenue, Edmonton, Alberta
Telephone: 780-429-3111

Edmonton Immigrant Services Association www.eisa-edmonton.org

Services to help reduce language and communication barriers, connect newly arrived families to community resources and match newcomers with community volunteers.
10720 113 Street, Edmonton, Alberta
Telephone: 780-474-8445

Edmonton Mennonite Centre for Newcomers (EMCN) <http://emcn.ab.ca/>

EMCN provides a variety of services to assist immigrants.
11713 82 Street NW, Edmonton T5B 2V9
Telephone: 780-424-7709

Catholic Social Services Immigration and Settlement Services www.cssalberta.ca

Settlement and integration services for immigrants and refugees.
8212 118 Ave NW, Edmonton, AB T5B 0S3
Telephone: 780-424-3545

Facebook Pages

- Edmonton Filipino Community
- Filipino Community at Fort Saskatchewan
- Leduc Filipino Community

NORTHERN ALBERTA

Fort McMurray/Wood Buffalo

- www.fortmcmurraytourism.com/resident-info/fort-mcmurray-newcomers
- <https://www.rmwb.ca/living/Social-Support-Services.htm>
- <https://northernalberta.ymca.ca/Regions/Wood-Buffalo-Region>
- <https://northernalberta.ymca.ca/Programs/Program-Info/Family-Supports/Wood-Buffalo-Region/Immigrant-Settlement-Services?location=e413ff44-456b-4b21-bb51-10c23365fe7a>

City of Grande Prairie Family and Community Support Services www.cityofgp.com/index.aspx?page=844

Facebook pages

- GP and Area Filipino Events (Grande Prairie)
- Multicultural Association of Wood Buffalo
- Filipino Community Hinton
- Filipino Association of Bonnyville Alberta
- The Filipino Community Association of Slave Lake (tfcasl)

Teacher Resources that Teach Filipino Culture

Editor's Note: The websites and URLs cited in the following section were current at the time of publication.

Children's books

Ma-Me-Mi-Mumu. Tejido, J. 2013. East West Discovery Press, parallel text in Tagalog and English
This not-so-scary picture book by National Children's Book Award winner Jomike Tejido, casts Filipino supernatural creatures in a fresh, amusing light. Young readers will identify with young Haya Sophia as she overcomes her fear of monsters with the help of her Lolo Nanding.

Haluhalo Espesyal. Fernandez, Y, author; Posadas, J A, illustrator. 2006. Adarna House, Inc
Jackie has been sick for a week! Her mother has been giving her all the medicine she needs, but nothing seems to work. Suddenly, Lola Itang comes to visit. Can Lola Itang's enchanted kitchen restore Jackie's healthy, happy self? Recommended for children ages six to seven.

Sandosenang Sapatos: A Dozen Pairs of Shoes. Gatmaitan, L, author; Parrocha-Doctolero, B, illustrator. 2002. Hiyas Children's Collection
The father of Karina and Susie is a shoemaker. But only Karina gets to wear the shoes that he makes. "Sorry, Bunso, you will never know how it feels like to wear the beautiful shoes our Tatay makes..." Karina whispers to her sister. Why doesn't their father make shoes for Susie? A heartwarming story of a father's incomparable love for his disabled daughter. For ages eight and up.

Filipino Friends. Romulo, L and Dandan-Albano, C, 2006. Tuttle Publishing
A Filipino-American boy is visiting the Philippines for the very first time. Each watercolor illustration is labeled with English words and their Filipino translations and shows readers both the similarities and differences between Western and Philippine lifestyles. *Filipino Friends*, perfect for Filipino-Americans or those just interested in the culture, is indispensable in bridging the gap between the two cultures.

Filipino Celebrations: A Treasury of Feasts and Festivals. Romulo, L. 2012. Tuttle Publishing
In the Philippines, people love to celebrate—holidays are filled with music and dancing, sometimes with colorful costumes, and always with great food! From these pages,

children will learn the history of each holiday, its cultural influences, the varied ways in which people celebrate in different regions of the Philippines, special customs and food, key words and phrases (in English and Tagalog) and more. Games, songs and other activities invite young readers to join in the fun. Perfect for Filipino-Canadian families looking to share the unique culture of the Philippines, educators interested in promoting multiculturalism in the classroom or anyone interested in the country, *Filipino Celebrations* will encourage children ages five to ten to participate and learn while having fun.

All About the Philippines: Stories, Songs, Crafts and Games for Kids. Rocoles Jimenez, G. 2017. Tuttle Publishing From School Library Journal, Grades 1 to 3

Three first cousins, each of whom represents a different Filipino ethnic group, introduce readers to the history, culture and daily life of their country. The geographical, religious and (some) cultural differences among them showcase the rich diversity of the Philippines.

Good Night Philippines, Good Night World. Kindle Edition, Bongco-Philipzig, M, author; Alvarez, F, illustrator. 2016. Anvil Publishing

A dreamy book of different people in different places tenderly saying goodnight to each other. Each spread highlights a specific place and language in the Philippines as well as a place and language in another country, as separated Filipino loved ones bid each other good night. Suitable for primary grades.

Resources for Teachers and High School Students

Filipinos in Canada: Disturbing Invisibility. Sintos Coloma, R. 2012. University of Toronto Press, Scholarly Publishing Division

The Philippines became Canada's largest source of short- and long-term migrants in 2010, surpassing China and India, both of which are more than ten times larger. The fourth-largest racialized minority group in the country, the Filipino community is frequently understood by such figures as the victimized nanny, the selfless nurse and the gangster youth. On one hand, these narratives concentrate attention, in narrow and stereotypical ways, on critical issues. On the other, they render other problems facing Filipino communities invisible.

This landmark book, the first wide-ranging edited collection on the Filipino community in Canada, explores gender, migration and labour, youth spaces and subjectivities,

representation and community resistance to certain representations. Looking at these from the vantage points of anthropology, cultural studies, education, geography, history, information science, literature, political science, sociology, and women and gender studies, *Filipinos in Canada* provides a strong foundation for future work in this area.

History of the Philippines: From Indios Bravos to Filipinos.

Francia, L H. 2013. Overlook Books, reprint edition

From its first settlement to the arrival of the Spanish in the 16th century to the subsequent American occupation and beyond, *History of the Philippines* recasts various Philippine narratives—familiar and unfamiliar—with an eye for the layers of colonial and postcolonial history that have created this diverse and fascinating population. History of the Philippines is intended for those who are curious about this Southeast Asian archipelago but know very little of its history. The narrative moves from a pre-Hispanic Philippines in the 16th century through the Spanish American War, the nation's tumultuous relationship with the United States and General MacArthur's controlling presence during WWII, up to its independence in 1946 and subsequent years of Islamic insurgency. Luis H. Francia creates an illuminating portrait that provides the reader valuable insights into the heart and soul of the modern Filipino, laying bare the multicultural, multiracial society of modern times.

Understanding Intergenerational Social Mobility: Filipino Youth in Canada. Kelly, P. 2014. Institute for Research on Public Policy

<http://irpp.org/wp-content/uploads/assets/research/diversity-immigration-and-integration/filipino-youth/kelly-feb-2014.pdf>

Canadian research on intergenerational social mobility has shown that there is considerable upward mobility among the children of immigrants. However, there are some groups that are exceptions to the overall pattern. This study examines the situation of one such group—the children of immigrants from the Philippines. In aggregate, Filipino youth present a double anomaly: they are less likely to hold a degree than either their parents or their peers in other racialized groups. The reasons for this need to be understood, particularly given that the Philippines is currently one of Canada's leading source countries for new immigrants. Using interviews with Filipino community leaders to supplement statistical data, Philip Kelly explores three factors that shape youth educational and employment trajectories.

New Moves: An Orientation Video for Newcomer Students.

Citizenship and Immigration Canada. 2006.

This video features 14 youth talking about their adjustment to school in Canada and what helped them to be successful. Suitable for high school students.

Resources for ELL Teachers

Books

Fifty Strategies for Teaching English Language Learners, 4th edition, Adrienne Herrell and Michael Jordan

Oxford Picture Dictionary, Second Canadian Edition: Monolingual, Jayme Adelson-Goldstein and Norma Shapiro

The ESL/ELL Teacher's Book of Lists, 2nd edition, Jacqueline E. Kress

The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels, Larry Ferlazzo and Katie Hull Sypniewski

Word by Word Picture Dictionary, Steven J. Molinsky and Bill Bliss

English Language Learning Benchmarks

www.learnalberta.ca/content/eslapb/

This website is intended for use by teachers, administrators and consultants working with English language learners. This site allows users to

- access student writing samples with benchmark analysis,
- view videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis,
- access programming information on organizing for instruction,
- select assessment tools and strategies for English language learners and
- access research and resources on a variety of topics related to ESL.

Teaching Refugees with Limited Formal Schooling <http://teachingrefugees.com>

This resource is for educators of English language learners who face additional challenges as a result of the circumstances of their migration and their lack of opportunity for prior schooling. It provides access to information, publications, educational materials and exemplars from the field that promote programming for students with this profile.

Teaching Reading to English Language Learners, Bow Valley College www.esl-literacy.com/readers

This collection of forty theme-based readers, along with an instructors guide, supports ESL literacy instructors to create comprehensive, theme-based lessons for adult ESL literacy learners. The themes were carefully chosen and are both of high interest to learners and relevant to their lives.

The Best of the Westcoast Reader www.bestofthereader.ca

A series of e-books for adult literacy and English as an additional language learners. This site has 15 e-books, a teachers' guide, and a calendar of special days and holidays for 2019. Each e-book has eight to ten stories, and each story has exercises and activities to go with it. There is also an answer key in each e-book. The stories, recipes, puzzles and other material are from past issues of *The Westcoast Reader* (1982–2009), a newspaper that helped adults improve their English reading skills.

Arlington Education and Employment Program www.reepworld.org/

REEPworld is a free English practice website for adult ESL students and teachers.

Unite for Literacy www.uniteforliteracy.com

Unite for Literacy provides free digital access to picture books on a wide variety of subjects, narrated in many languages.

Goodwill Community Foundation, GCF Learn Free <https://edu.gcfglobal.org/en/>

A free online educational website focusing on technology, job training, reading and math skills. GCFLearnFree.org programs are designed around self-paced instruction. The website offers dozens of free, self-paced tutorials in technology, work and career, reading, math and everyday life. All tutorials can be accessed with no registration required.

Teaching Writing to English Language Learners

Five Card Flickr <http://5card.cogdogblog.com/play.php> Tell a story in five frames.

Primary Homework Help www.primaryhomeworkhelp.co.uk/interactive/literacy2.htm

A website with a nice list of grammar and punctuation activities.

Teaching Speaking Skills to English Language Learners

The sites below can be used independently or with the entire class.

Spoken Skills, www.spokenskills.com/index.cfm?type=15&content=studentactivities

Blabberize, <http://blabberize.com/>

LiveMocha, <http://livemocha.com/>

Voice read, <http://voicethread.com/>

Chuala, www.chuala.com/

Vocaroo, <http://vocaroo.com/>

Chirbit, www.chirbit.com/

Google Voice, www.google.com/voice

Audio Pal, www.audiopal.com/index.html

English Central, www.englishcentral.com/videos

Fotobabble, www.fotobabble.com/

WinkBall, www.winkball.com/

Little Bird Tales, <https://littlebirdtales.com/>

Apps for English Language Learners

Kids' Vocab by MindSnacks introduces students to tier three, low-frequency, context-specific vocabulary words. Each set of words is organized around a theme and built on games that keep children excited about learning.

EF High Flyers is an easy-to-use game that helps students learn new vocabulary words starting with numbers and everyday objects. After studying a set of words (with audio and picture support), they test their knowledge through spelling, vocabulary listening and reading quizzes.

If you're looking for a way to load your students' iPads with custom vocabulary, check out **Flashcardlet** by Quizlet. It allows students to access decks of flashcards you've made right from their iPads. Quizlet is a free website that allows you to create flashcard decks based on your own list of words.

Futaba is a great word game for one to four players. Futaba presents players with pictures of everyday items and asks them to name each object. Simple and fun, this is a game that encourages player competition to see who can choose the correct name for an item from a list of four choices. Whoever gets the most correct answers in one minute wins the round.

Other Teacher Resources

ATESL Resource Database

www.atesl.ca/resources/resource-library/

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization that promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

Improve Your English

www.alberta.ca/improve-your-english.aspx

Use these supportive lessons to help you and your family adjust to life in Alberta and practice English at the same time. These lessons were developed around Government of Alberta resources.

Learning English with CBC

www.cbc.ca/learning-english

A joint project between CBC Edmonton and the Government of Alberta, Learning English with CBC offers opportunities to practice grammar, vocabulary, pronunciation and comprehension of spoken English using intuitive online tools that give instant feedback.

Picture Books

www.dawcl.com

A database that allows you to search for both picture and chapter books by variables such as genre, historical period or grade level.

<http://childrenslibrary.org>

Free access to high-quality digital books from around the world.

<http://readytoread.com>

Ready to Read books from Simon and Schuster are children's books at four different reading levels: recognizing words, starting to read, reading independently and reading proficiently. Also look for the *I Can Read* book series by HarperCollins Children's Books, at www.icanread.com.

Resources Available at the ATA Library

Check the library's website, <http://library.teachers.ab.ca/Presto/home/ATADefault.aspx>, for these useful books.

Building Cultural Competence: Innovative Activities and Models. Berardo, K, and D K Deardor. 2012. Sterling, VA: Stylus Publishers (303.482 B483)

Immigrant and Refugee Students in Canada. Brewer, C A, and M McCabe. 2014. Edmonton, AB: Brush Education Inc (371.826 B847)

Immigrant Students and Literacy: Reading, Writing, and Remembering. Campano, G. 2007. New York: Teachers College Press (371.826 C186)

Developing Critical Cultural Competence: A Guide for 21st-Century Educators. Cooper, J E, B B Levin and Y He. 2011. Thousand Oaks, CA: Corwin Press (370.117 C777)

Education, Immigrant Students, Refugee Students and English Learners. Faltis, C, and G Valdés. 2010. Chicago: NSSE (401.93 E24)

Understanding Your Refugee and Immigrant Students: An Educational, Cultural, and Linguistic Guide. Flaitz, J. 2006. Ann Arbor: University of Michigan Press (401.93 F576)

Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice. Hogan-Garcia, M. 2013. Belmont, CA: Cengage Learning (658.3 H714)

Inter/Cultural Communication: Representation and Construction of Culture. Kurylo, A. 2013. Los Angeles, CA: Sage (303.482 K95)

Unresolved Identities: Discourse, Ambivalence, and Urban Immigrant Students. Ngo, B. 2010. Albany, NY: SUNY Press (371.826 N576)

Third Culture Kids: Growing Up Among Worlds. Pollock, D C, and R E Van Reken. 2009. Boston: Nicholas Brealey Publishers (303.3 P776)

Portraits of Promise: Voices of Successful Immigrant Students. Sadowski, M, and C Suárez-Orozco. 2013. Cambridge, MA: Harvard Education Press (371.96 S124)

Process Drama and Multiple Literacies: Addressing Social, Cultural, and Ethical Issues. Schneider, J, T R Jasinski and T P Crumpler. 2006. Portsmouth, NH: Heinemann (371.399 S359)



